ACADEMIC SENATE

A meeting of the Academic Senate will be held at 9.30 am on Tuesday 3 March, in the Senate Room, Lincoln Building C8A, Level 3.

★ 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).

AGENDA

Page Numbers

★ 1. APOLOGIES WELCOME

Pages 4 to 5

1.1 Newly Elected Academic Senate Members

2. ARRANGEMENT OF AGENDA

★ 2.1 Disclosure of Conflicts of Interest

★ 2.2 Adoption of Unstarred Items

Pages 6 to 17

★ 3. MINUTES OF PREVIOUS MEETING

Meeting held on 18 December 2014

★ 4. BUSINESS ARISING FROM THE MINUTES

(not dealt with elsewhere in the Agenda)

Pages 18 to 19

★ 4.1 Academic Senate items requiring action

5. REPORT FROM THE CHAIR

6. VICE-CHANCELLOR ORAL UPDATE

7. STRATEGY AND POLICY

Pages 20 to 23

★ 7.1 Academic Senate Standing Committee – Terms of Reference

Pages 24 to 39

★ 7.2 Standing Orders of Academic Senate

Pages 40 to 57

★ 7.3 Standing Orders of Committees of Academic Senate

Pages 58 to 60

★ 7.4 Academic Senate policy development and approval process

Pages 61 to 64

★ 8. QUESTIONS ON NOTICE

A question regarding the Indigenous Studies major has been received.
9. **GENERAL BUSINESS**

- Pages 65 to 70
  - 9.1 Learning Technologies Subcommittee
- Pages 71 to 72
  - 9.2 Faculty of Business and Economics – Session 3 Examination results report
- Pages 73 to 74
  - 9.3 Proposal for a Joint PhD Program with the University of Potsdam Germany
- Pages 75 to 82
  - 9.4 Ratification of Results Quality Assurance Framework
- Pages 83 to 85
  - 9.5 Schedule of Equivalencies: Formal Learning for Undergraduate Programs
- Pages 86 to 87
  - 9.6 Amendments to the Schedule of Minimum Requirements
- Pages 88 to 89
  - 9.7 Unit quotas
- Pages 90 to 98
  - 9.8 Diploma of Tertiary Studies

10. **ITEMS FOR RATIFICATION**

- Pages 99 to 104
  - 10.1 Items approved by the Chair
- Pages 105 to 107
  - 10.2 Savings Cases
- Pages 108 to 109
  - 10.3 Macquarie Foundation Program Completions
- Pages 110 to 117
  - 10.4 Prize awards
- Pages 118 to 122
  - 10.5 Vice-Chancellor’s Commendations – Masters by coursework
- Pages 123 to 125
  - 10.6 Vice-Chancellor’s Commendations – Bachelor degrees

11. **REPORTS FROM STANDING COMMITTEES**

- Pages 126 to 127
  - 11.1 Academic Standards and Quality Committee
    - Report of the meetings of 29 January and 17 February 2015
- Pages 128 to 129
  - 11.2 Curriculum Standards Framework Committee
    - Report of the meeting 18 February 2015
- Pages 130 to 142
  - 11.3 Higher Degree Research Appeals Committee
    - Report of the meeting of 23 February 2015
- Pages 143 to 144
  - 11.4 Higher Degrees Research Committee
    - Report of the meeting 13 February 2015
- Pages 145 to 147
  - 11.5 Senate Learning and Teaching Committee
    - Report of the meeting 9 February 2015
- Pages 148 to 150
  - 11.6 University Medals Committee
    - Report of the meeting 19 February 2015

12. **OTHER BUSINESS**

13. **CONSIDERATION OF CONFIDENTIAL ITEMS**

To be tabled

- 13.1 Standing Committee on Appeals
The minutes of the Standing Committee on Appeals held on 12 February 2015 will be tabled.

13.2 University Discipline Committee

The minutes of the University Discipline Committees held on 30 December 2014 and 11 February 2015 will be tabled.

14. NEXT MEETING

The next meeting of Academic Senate will be held on Tuesday 21 April 2015

Agenda Items are due by Friday 10 April 2015
ITEM 1.1  NEWLY ELECTED ACADEMIC SENATE MEMBERS

For noting.
ITEM 1.1: New Academic Senate Members

Please welcome the following new Academic Senate members:

**Faculty of Arts**
- Dr Kate Fullager – Department of Modern History
- Professor Kathryn Millard – Department of Media, Music, Communication and Cultural Studies
- Professor Peter Radan – Macquarie Law School
- Associate Professor Estela Valverde – Head of Department of International Studies

**Faculty of Business & Economics**
- Dr Yvonne Breyer – Director, Learning and Teaching
- Professor Lucy Taksa – Associate Dean, Research

**Faculty of Human Sciences**
- Professor Amanda Barnier – Department of Cognitive Science
- Professor Linda Cupples – Department of Linguistics
- Professor Mike (Michael) Jones – Associate Dean, International
- Dr Kerry-Ann O’Sullivan – Department of Education

**Faculty of Science and Engineering**
- Dr Ayse Bilgin - Department of Statistics

**Macquarie Graduate School of Management**
- Professor Norma Harrison – Professor of Management
ITEM 3 MINUTES OF PREVIOUS MEETING

Attached are the minutes of the meeting held on 18 December 2014.

For approval.

That the minutes of the meeting held on 18 December 2014 be signed as a true and correct record.
Minutes of a meeting of Academic Senate held on Thursday, 18 December 2014 at 9.30am in the Senate Room, Level 3, Building C8A.

Present: Professor Dominic Verity (Chair)  
Dr Trudy Ambler  
Deidre Anderson  
Professor Charles Areni  
Karee Chan  
A/Professor David Coutts  
A/Professor Pamela Coutts  
Professor Bruce Dowton  
Professor Alex Frino  
Professor Mark Gabbott  
Professor Simon George  
Professor Mariella Herberstein  
Tori Hocking  
Professor Lesley Hughes  
Professor Lori Lockyer  
Professor Catriona Mackenzie  
Nicholas McGuigan  
Professor Patrick McNeil  
Professor Peter Nelson  
Professor Jacqueline Phillips  
Alexander Read  
A/Professor Mehdi Riazi  
Professor Anne Ross-Smith  
Cathy Rytmeister  
Professor John Simons  
A/Professor Ian Solomonides  
JoAnne Sparks  
Mohammed Sulemana  
George Tomossy  
Vikas Veerareddy  
Dr Edward Watts  
A/Professor Lisa Wynn  
Dr Rod Yager

In Attendance: Ellen Carlson  
Ainslee Harvey  
Amanda Phelps  
Kathryn Whittingham  
Zoe Williams  
Jonathan Wylie

Apologies: Deidre Anderson  
Dr Wylie Bradford  
Professor Mark Gabbott  
Professor Janet Greeley  
Professor Jim Lee  
Professor Nick Mansfield
1. APOLOGIES / WELCOME

The Chair of Academic Senate, Professor Dominic Verity, welcomed members to the 18 December 2014 Academic Senate meeting, the last Senate meeting for 2014. The Chair also welcomed Dr Trudy Ambler; attending on behalf of Professor Martina Mollering, Tori Hocking attending on behalf of Professor Sakkie Pretorius and Professor Patrick McNeil, the new Executive Dean of the Faculty of Medicine and Health Sciences.

The Chair proposed co-opting Professor Jacqueline Phillips as a representative from the Faculty of Medicine and Health Sciences (have considered co-option to represent new Faculty).

**Resolution 14/203**

*That Academic Senate approves the co-option of Professor Jacqueline Phillips as a representative from the Faculty of Medicine and Health Sciences, until such point as an election can be held in that Faculty to fill vacant positions.*

The Chair noted with the outcome of the recent Academic Senate elections and drew members' attention to the fact that this will be the final Senate meeting for the following members from the Faculty of Arts: Professor Catriona Mackenzie, George Tomossy, A/Professor Lisa Wynn. From the Faculty of Business and Economics: Professor Anne Ross-Smith, Dr Edward Watts and from the Faculty of Human Science: Professor Lori Lockyer and Professor Dick Stevenson and from the Macquarie Graduate School of Management (MGSM): A/Professor Mehdi Riazi. The outcome of the Faculty of Science and Engineering election for Academic Senate representatives will not be known until Friday 19 December 2014.

Academic Senate noted apologies were received from: Deidre Anderson, Dr Wylie Bradford, Professor Mark Gabbott, Professor Janet Greeley, Professor Jim Lee, Professor Nick Mansfield, Professor Martina Mollering, Professor Sakkie Pretorius, Alexander Read, Professor Dick Stevenson, A/Professor Michelle Trudgett, Professor David Wilkinson and Professor Sherman Young.

Professor Alex Frino arrived at 9:35 am.

2. ARRANGEMENT OF AGENDA

2.1 The Chair requested that Senate members declare any conflicts of interest.

Dr Rod Yager declared a conflict of interest in relation to item 9.1, Report from the Executive Dean from the Faculty of Science and Engineering.

2.2 Adoption of Unstarred Items

There were no additional items starred for discussion.

**Resolution 14/204**

*That the items not starred for discussion be noted and, where appropriate, be adopted as recommended.*
3. **MINUTES OF MEETING HELD 4 NOVEMBER 2014**

**Resolution 14/205**

*That the minutes of the meeting held on 4 November 2014 be signed as a true and correct record subject to the minor amendments.*

4 **BUSINESS ARISING FROM THE MINUTES**

4.1 **Academic Senate Action Items**

The Chair acknowledged that the majority of these action items would be discussed throughout the meeting. The Chair noted that item number 7 relating to the benchmarking of Academic Senate has occurred as part of the recent Governance Workshops.

In relation to item 4.2 – Senate determined that University Medals Committee and associated processes will be reviewed again in 2015 and that, in the meantime, it will continue to operate under the standing University Medals rules with amendments to recognise the eligibility of MRes students. The Chair reminded members that the retirement of the Honours Program and creation of the Masters of Research Program has acted as a trigger to review the overall Medals process and eligibility requirements.

5. **REPORT FROM CHAIR**

The Chair referred to the written report included in the Agenda. Academic Senate noted the update.

6. **VICE-CHANCELLOR ORAL UPDATE**

The Vice Chancellor reflected on the internal and external factors influencing the University over the past year. The Vice-Chancellor noted that the Higher Education Reform Bill had failed to transit through parliament and predicted that there would be significant negotiations underway prior to the first session of Parliament in 2015 to attempt to deliver the passage of this Bill. The Vice-Chancellor indicated that while it was presently unclear as to how negotiations might proceed, his office would actively monitor the situation.

Members were advised that discussions continued around the proposed transfer of Universities from the Federal to State jurisdiction. The Vice-Chancellor indicated that there was no common view amongst Australian Vice-Chancellors on this proposal and noted that such a complex change would deliver mixed benefits to Universities.

The Vice-Chancellor updated members on the emerging trends in the current round of student recruitment. Initial data indicates that the uncapping of federal places has reached a plateau from the enormous growth initially experienced across the sector. Academic Senate was advised that the school leaver market appears stable, while the non-school leaver market has experienced a downturn across NSW. The Vice-Chancellor shared his view, that this is most likely due to the buoyancy of the NSW economy, with there being an inverse relationship between trends in enrolment intake and a strong economic base.

The Vice-Chancellor advised members of the work undertaken to repair the strategy supporting international recruitment and efforts by Macquarie International to address an under-investment in this area. Members were advised of initiatives including, restoring regional directors, realigning the number of marketing staff and strategies to
direct recruitment in-country, more locally rather than remotely from Sydney. Notwithstanding these concerted efforts, the Vice-Chancellor predicted that returns would not be seen until Session 2 2015 due to the longer lead-in time for international recruitment.

The Vice-Chancellor provided members with a brief summary of the budget and the University’s fiscal position ahead into 2015. Members were also informed of the considerable campus works program which would take place over the Summer, including the remediation of the deck area outside of Hub building, continued work on pedestrian accessibility and safety and the dismantling of the Psychology building to create an open green space, linking the Library with the academic heartland of Campus. Members were advised that an entire level within the Hearing Hub is being utilised as a decant area to accommodate entire departments and vastly streamline the timeframe for refurbishing learning spaces.

In closing and reflecting on 2014, the Vice-Chancellor identified the Research Strategic Plan, and the revitalisation of the Teaching and Learning Plan as key achievements. The Vice-Chancellor predicted that 2015 would see a progression towards the implementation phase of several significant projects including those relating to teaching and research and the activation of the new university brand.

The Vice-Chancellor invited comments and Professor Frino noted that the MGSM enrolment trends were demonstrating a 25% increase in international markets while domestic markets were down.

The Chair thanked the Vice-Chancellor for his update.

Professor Jacqueline Phillips arrived at 9:48 am.

7. STRATEGY AND POLICY

7.1 Update on Academic Governance Workshops

The Chair spoke to the submitted paper and noted Academic Senate had convened two workshops to discuss academic governance principles and to examine how the University’s academic governance processes and structures can be reformed to better address the challenges posed by a rapidly evolving environment. The workshops were well attended by a diverse group of stakeholders including University Executive, Senate members, sub-committee members, University Council representatives, Heads of Department, professional staff and students.

Several main themes reoccurred throughout the workshops and during the consultation phase of this project. These include:

- Academic governance coverage and expertise beyond learning and teaching, including in research, internationalisation and corporate/community engagement
- Planning and managing the business of Senate
- Capacity building and succession planning
- Building a deeper systemic understanding of the role, structure and operations of academic governing bodies (as opposed to management committees)
- Recognition and reward for students and staff involved in governance activities
- Expectations of governance committee members
- Genuine student engagement
- Improving the inclusiveness of governing committees

Based on the feedback and suggestions received at the workshops, a suite of
recommendations will be presented to Senate for its consideration at the first meeting on 3 March 2015. Recommendations for consideration include:

- Establishing a formal Research Committee that reports to Academic Senate. The advantage / practicality of a single governance committee for Research and Research Training will also be considered.
- Tasking the Chair of Senate, DVC-International and DVC-Corporate Engagement & Advancement with developing recommendations to ensure that Senate is appropriately advised on internationalisation and corporate/community engagement matters.
- Introducing a Senate Standing Committee that will meet regularly to approve routine academic governance matters on behalf of Senate in between meetings; organise and prioritise the Senate agenda; monitor and support sub-committee processes and activity.
- Adopting an agile business process for policy development and approval. This will assist to ensure Senate is briefed early on policy proposals to determine strategic direction while delegating greater responsibility to sub-committees.
- Developing a more robust training program to support the effective participation of all academic governors. This will also include providing targeted training and support for those in, or developing towards, academic governance leadership roles.
- Drafting a formal set of principles, and standing orders to identify and govern all committees of Academic Senate
- Establishing a formal timetable of Faculty elected representative and student led business that is to be supported and developed in consultation with the Chair and any other appropriate staff members.

Overall, the workshops were very successful and the Chair extended his personal thanks to all participants, and in particular to Professor Bruce Dowton, members of the University Executive and all members of Academic Senate itself, for their very strong support and participation in this crucially important project. The Chair welcomed any further feedback from members.

7.2 TEQSA / HESP update

This item was deferred for discussion until the 3 March 2015 meeting.

8. QUESTIONS ON NOTICE

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

Nil received.

9. 2014 – SESSION 2, UNIT RESULTS

9.1 Reports from Executive Deans

The Chair invited the representatives for the Executive Deans to speak to the Session 2 Unit results.

Faculty of Arts

Dr Trudy Ambler spoke to the submitted report and highlighted that in first year units there was a high failure rate and queried if there was a connection to low GPA. The issue of non-attendance at lectures was identified as an ongoing concern.

Professor Ian Solomonides noted that there are over 35,000 hours of lectures
recorded each year.

Faculty of Business and Economics

Professor Anne Ross-Smith spoke to the submitted paper on behalf of Professor Mark Gabbott and highlighted the increase in the volume of Disruptions to Studies applications. It was noted that there have also been increased demands placed on the student administration team in responding to the numbers of requests for supplementary examinations. The Faculty queried whether the management of supplementary examination could be centralised. Concerns were raised regarding the English language proficiency of some international students and a review of the referring agencies is being conducted.

Jonathan Wylie commented on the option for supplementary examinations moving forward and that centralisation was one option. He indicated that an operation review group is to be formed to consider available options.

Faculty of Human Sciences

Associate Professor Pamela Coutts spoke to the submitted report and noted the number of incompletes in professional units and there is a sense that failure rates are increasing at the undergraduate level.

Faculty of Science and Engineering

Professor Peter Nelson spoke to the submitted report and acknowledged the work of the Faculty Standards and Quality Committee. Professor Nelson identified the capacity of AMIS as an issue and suggested a University review of the system capabilities moving forward.

Jonathan Wylie spoke the concerns raised with AMIS and provided advice to the Senate on the projects currently underway to upgrade the student system. It was noted that Macquarie University is the last university still using an obsoleted version of the Technology 1 platform. An investment of over 20 – 40 million dollars will be required to upgrade the student system. Jonathan Wylie encouraged Faculties to submit onehelp tickets in the event that they are experiencing systems issues and noted he was aware of only one specific issue raised by the Faculty of Business and Economics.

9.2 Consideration of Schedule of Results, Session 2, 2014

**Resolution 14/206**

(a) That Academic Senate thanks the Faculties for their Session 2 2014 examination reports;
(b) That the Chair of Academic Senate is authorised to approve examination results released after 18 December 2014 on behalf of Academic Senate.

9.3 List of Prizewinners

Academic Senate resolved as recommended the list of prize awards submitted for its consideration at the meeting.

**Resolution 14/207**

That prizes be awarded to the students nominated for the prize awards (listed at item 9.3 of the 18 December 2014 Academic Senate Agenda).

9.4 Approval for the Communication of Results
Academic Senate considered the communication of results and noted that the results would be accessible to all students from 12:00 pm in e-student.

**Resolution 14/208**

*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.*

10. **GENERAL BUSINESS**

10.1 **Membership terms**

The Chair noted that the membership terms for the Academic Appeals Committee, Medals Committee and Higher Degree Research Appeals Committees are due to expire and proposed that the membership terms be rolled over for the following terms:

- **Academic Appeals Committee** is currently comprised of Professor Dominic Verity, Dr Brigitte Jandey, Dr Wyile Bradford, Dr John De Nobile, Dr Jane Williamson and their terms will be extended until the finalisation of the Academic Appeal Policy and determination of the panel of appeals members.

- **University Medals Committee** is currently comprised of Professor Dominic Verity, Associate Professor Jean-Philippe Deranty, Dr Kerry Sherman, Associate Professor Michelle Leishman and Dr Tony Bryant terms to be extended until June 2015.

- **Higher Degree Research Appeals Committee** is currently comprised of Associate Professor Doris McIlwain (Professor Dominic Verity is Acting Chair), Associate Professor Brian Atwell, Dr Chris Baumann and Dr Alison Holland current terms expire 31 December 2014 – propose to extend until finalisation of the Academic Appeal Policy and determination of the panel of appeals members.

**Resolution 14/209**

*That Academic Senate approves the extension of the membership terms for the University Medals Committee (until June 2015) and the Academic Appeals Committee, and Higher Degree Research Appeals Committees until a date to be determined.*

10.2 **Progress Report – Chiropractic Program**

Professor Peter Nelson provided a further update to his previous report provided to the 2 September 2014 Academic Senate (refer to item 8 on the 2 September 2014 Agenda) and noted that there have been no significant changes to report on.

A further update will be provided early in the new year.

Academic Senate noted the update.

10.3 **2017 & 2018 Academic Year Plans**

The 2017 and 2018 Academic Years Plans were noted by Academic Senate. The reason for publication of these dates in advance was explained as relating to the advertising of international offers to students. The difficulty in locating an Academic Year plans on the University website was also commented on, Governance Services tasked with improving their presence on the University website.
10.4 Ratification of results QA Framework

The Chair spoke to the paper and advised the Senate that Session 2 2015 is the planned implementation date.

10.5 Ratification of results for Session 3 2014

**Resolution 14/210**

*That Academic Senate establishes a Task Force and discharges the ratification of results function to that Task Force for Session 3 2014/2015.*

10.6 Schedule of Postgraduate Articulated Award Sets

**Resolution 14/211**

*That Academic Senate approves the Schedule of Postgraduate Articulated Award Sets (refer to item 10.6 of the 18 December 2014 Agenda).*

10.7 Undergraduate Diploma Principles – Concurrency

**Resolution 14/212**

*That Academic Senate approves the amendments to the paper Academic Program Structure Statement: Undergraduate Diploma Program (originally approved by Academic Senate on 18 July 2014) as proposed in the Undergraduate Diploma Principles – Concurrency (refer to item 10.7 on the 18 December 2014 Academic Senate Agenda).*

10.8 MUIC: Request for three new Diploma Programs

**Resolution 14/213**

*That Academic Senate approves the new pathway College to be able to offer and deliver three new Diploma programs, Diploma of Media and Communication, Diploma of Engineering and Diploma of Information Technology (refer to item 10.8 on the 18 December 2014 Agenda).*

10.9 2015 Glossary update

**Resolution 14/214**

*That Academic Senate approves the proposed amendments to the University Glossary (refer to item 10.9 of the 18 December 2014 Agenda) effective 1 January 2015.*

10.10 Faculty Board – Terms of Reference

**Resolution 14/215**

*That Academic Senate approves the Faculty Board Terms of Reference.*

11. **ITEMS FOR RATIFICATION**

11.1 Matters approved by the Chair

The Chair referred members to the matters approved by the Chair, tabled for noting and ratification.

On 12 November 2014 the Chair of Academic Senate approved the qualification and addition of the following two students as an addendum to the Academic Senate on 7 October 2014 in order to allow them to graduate in 2014 (refer to item 11.1 of the 18 December 2014 Agenda.)
Resolution 14/216

On 12 November 2014 the Chair of Academic Senate approved the addition of the two students listed in the report as having qualified and added as an addendum to the Academic Senate on 7 October 2014 to allow them to graduate in 2014 (refer to item 11.1 of the 18 December 2014 Agenda).

11.2 Saving Clause cases

The following Saving Clause cases were approved by the Chair of Academic Senate on 30 October 2014:

Resolution 14/217

That the Saving Clause be invoked to enable the student identified as 41964640 to satisfy degree requirements of the Bachelor of Arts - Media without having to complete a People unit, provided all other requirements have been met.

Resolution 14/218

That the Saving Clause be invoked to enable the student identified as 40736318 to satisfy degree requirements of the Bachelor of Arts (major in Ancient History - Greece, Rome and Late Antiquity) without having completed a Planet unit, provided all other requirements have been met.

Resolution 14/219

That the Saving Clause be invoked to enable the student identified as 42649978 to satisfy degree requirements of the Bachelor of Arts (OUA) without having to complete an additional OUA unit, provided all other requirements have been met.

12. REPORTS FROM STANDING COMMITTEES

12.1 Academic Standards and Quality Committee

Academic Senate noted the report of the meeting of 25 November 2014.

12.2 Curriculum Standards Framework Committee

Academic Senate noted the report of the meeting of 18 November 2014.

12.3 Higher Degree Research Committee

Academic Senate noted the report of the meetings held on 31 October and 5 December 2014 and resolved as recommended:

Resolution 14/220

That the students included in the report of the Higher Degree Research Committee of 31 October and 5 December 2014 (Item 12.3 Academic Senate Agenda 18 December 2014) have satisfied the requirements of the awards stated.

Nominations for Vice-Chancellor’s Commendation

Resolution 14/221

That Rhiannon Julie Fogliati’s PhD/MCLPSY thesis entitled “The Effect of Cross-Examination on Children’s Report” be awarded a Vice-Chancellor’s Commendation.

Resolution 14/222

That Patrick Lelliott’s PhD thesis entitled “Investigation of a novel host-directed therapy for malaria through ENU mutagenesis” be awarded a Vice-Chancellor’s
Resolution 14/223
That Min Liao’s PhD thesis entitled “The Children’s Acquisition of ‘Shenme’ in Mandarin Chinese” be awarded a Vice-Chancellor’s Commendation.

Resolution 14/224
That Genevieve Lauren Yu Jing Quek’s PhD/MCLNPSY thesis entitled “The Modulatory Effects of Attention and Spatial Location on Masked Face-Processing: Insights from the Reach-to-Touch Paradigm” be awarded a Vice-Chancellor’s Commendation.

Resolution 14/225
That Jasmin Ruch’s PhD(J) thesis entitled “Evolution and maintenance of sociality in crab spiders (Thomisidae)” be awarded a Vice-Chancellor’s Commendation.

12.4 Senate Learning and Teaching Committee
Academic Senate noted the report of the meeting of 17 November 2014.

13. CONSIDERATION OF CONFIDENTIAL ITEMS
13.1 University Discipline Committee
The minutes of the University Discipline Committee meeting of 5 November 2014 were tabled.

13.2 Higher Degree Research Appeals Committee
The minutes of the Higher Degree Research Appeals Committee meeting of 4 November 2014 were tabled.

14. OTHER RESULTS FOR NOTING
Academic Senate noted the following results:
14.1 OUA Term 2, 2014
14.2 OUA Session 1, 2014
14.3 OUA Session 2, 2014
14.4 Macquarie City Campus IBT 2, 2014
14.5 Macquarie City Campus Study Period 2, 2014
14.6 Winter Vacation 2014

15. OTHER BUSINESS
Nil.

16. NEXT MEETING
The next meeting of Academic Senate will be the first meeting of 2015 and will be held on Tuesday 3 March 2015.
Agenda Items are due by Friday 20 February 2015.

The Chair reminded the Committee that the next meeting of Academic Senate would not be until 3 March 2015.

There being no further business, the Chair thanked members for their contributions to Academic Senate during 2014, wished them the compliments of the season and declared the meeting closed at 11:00 am.

Professor D Verity
Chair
ITEM 4.1  ACADEMIC SENATE ITEMS REQUIRING ACTION

For noting.
ITEM 4.1: ACADEMIC SENATE ITEMS REQUIRING ACTION AS AT 3 MARCH 2015

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/02/13</td>
<td>5.2</td>
<td>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.</td>
<td>Clarification required</td>
</tr>
<tr>
<td>12/07/13</td>
<td>13.7</td>
<td>That the University develops a policy regarding posthumous awards. Responsible Officer, Chair Academic Senate. Related Resolution 13/215</td>
<td>To be commenced</td>
</tr>
<tr>
<td>12/11/13</td>
<td>11.2</td>
<td>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.</td>
<td>To be provided</td>
</tr>
<tr>
<td>1/04/14</td>
<td>7</td>
<td>That Academic Senate establishes a working party to review its membership structure and report its findings and recommendations to a subsequent Academic Senate meeting.</td>
<td>In progress</td>
</tr>
</tbody>
</table>
| 18/07/14        | 9.12        | The following action items were referred as a result of the issues raised by the Session 1 2014 Examination Reports from the Executive Deans:  
• Issues of lack of student engagement and attendance at lectures to be referred to the Senate Learning and Teaching Committee.  
• Refer consideration of a consistent University approach to the late submission of assignments to the Senate Learning and Teaching Committee.  
• Review of first session of the implementation of the new Disruption to Studies Policy to be referred to the Senate Learning and Teaching Committee.  
• The managing of expectations for non ATAR entry English language requirements referred to the Senate Learning and Teaching Committee.  
• The use of grade distributions in the University’s assessment practices to be referred for further clarification to the Senate Learning and Teaching Committee.  
• Post Session 1 examination results analysis referred to the Academic Standards and Quality Committee for consideration. A report on its findings to be provided to Academic Senate and Faculties for action.  
• Senate Learning and Teaching Committee to consider examination reports and to identify possible policy responses to issues identified.  
• The Deputy Registrar to provide a statistical report on the application of the Withdrawal Without Academic Penalty rule and to provide an update on the progress of the process review.                                                                 | In progress    |
| 7/10/14         | 4.2         | The Academic Senate to establish a Working Group to recommend criteria for the award of the University Medal and be provided criteria for members to consider before the end of 2014.                                                                 | Ongoing        |
ITEM 7.1  ACADEMIC SENATE STANDING COMMITTEE - TERMS OF REFERENCE

For approval.
ITEM 7.1  ACADEMIC SENATE STANDING COMMITTEE
TERMS OF REFERENCE

Issue
Many have expressed a strong desire for Academic Senate to devote much more of its time to the bigger picture; focussing on strategic academic policy and governance issues rather than on the minutiae of the University’s operational mechanism.

The establishment of the Academic Senate Standing Committee will assist the Chair of Senate to plan, prioritise and manage the business of Senate and Committees of Academic Senate. The activities of the Standing Committee will streamline the business of Senate and foster increased communication and alignment of priorities to ensure that Senate is focussed on academic strategy and policy of the University.

Consultation Process
The following offices have been consulted prior to the submission of this paper:
- Governance Services
- Academic Governance Workshop participants

Recommendation
For approval

Operational Impact: Governance Services

Submitted by: Professor Dominic Verity, Chair of Academic Senate

For enquiries contact: Ainslee Harvey, Project Officer Academic Senate
Academic Senate Standing Committee
Charter and Terms of Reference

Part 1 – Charter

The Senate Steering Committee was established by the Academic Senate of Macquarie University (the University) in February 2015 under Rule 9(4)(c) of the Academic Senate Rules 2015, and is directly responsible and accountable to Academic Senate for the exercise of its responsibilities.

1. Objective

The objective of the Committee is to assist the Chair of Senate to plan, prioritise and manage the business of Senate and Senate sub-committees. The activities of the Committee will streamline the business of Senate and foster increased communication and alignment of priorities to ensure that Senate is focussed on academic strategy and policy of the University.

Part 2 – Terms of Reference

2. Role and Responsibilities

The Committee has the following specific responsibilities:

(a) Assist the Chair of Senate to plan, prioritise and manage the business of Senate;

(b) Ensure that Senate Committees identify key issues in their portfolios and brief Senate on these matters in a timely manner;

(c) Monitor the activities of Senate Committees and ensure they are discharging their responsibilities appropriately;

(d) Approve the adoption of Policy, Procedures, Guidelines on behalf of Senate and in accordance with instructions provided by Senate;

(e) Approve routine governance matters as they arise between formal Senate meetings and report to Senate on action taken;

(f) Consider and determine any matters referred to it by Senate, or by the Chair of Academic Senate, or, where urgency is required, by other Senate Committees;

(g) Provide a continuing forum for advice to the Chair of Academic Senate and assist with determining the strategic direction and renewal of Senate.

Version 1.0
Effective 3 March 2015
3. Membership

Membership of the Committee shall comprise appointed members and ex-officio members.

(1) Appointed Members:

(a) Two (2) elected members of Academic Senate who shall be appointed by the Chair of Academic Senate;
(b) Chair of Senate Learning and Teaching Committee
(c) Chair of Academic Standards and Quality Committee
(d) Chair of the Senate Research Committee
(e) Chair of the Quality Enhancement Committee

(2) Ex-Officio Members:

(f) Chair of Academic Senate (Chair)
(g) Deputy Chair of Academic Senate
(h) The Deputy Vice-Chancellor (Academic),
(i) The Deputy Vice-Chancellor (Students and Registrar), and
(j) The Deputy Vice-Chancellor (Research)

(3) The Committee may also co-opt additional members as required.

(4) Acting appointments to roles that have ex-officio membership of the Committee shall have full membership rights.

4. Tenure

(1) The term of appointment of all appointed members shall be two (2) years.

(2) The Chair of Academic Senate may renew any such term of appointment.

5. Standing Orders

The conduct of the business of this committee shall be governed, as appropriate, by the “Standing Orders of Academic Senate and its Committees”.

Version 1.0
Effective 3 March 2015
ITEM 7.2  STANDING ORDERS OF ACADEMIC SENATE

For approval.
ITEM 7.2 STANDING ORDERS OF ACADEMIC SENATE

Issue

The Standing Orders of Academic Senate have been drafted to ensure the orderly and effective conduct of Academic Senate meetings. They have been designed to guide the operation and activities of Academic Senate. The Standing Orders should be read in concert with the Academic Senate Rules and shall be applicable to all meetings of Academic Senate.

Consultation Process
The following offices have been consulted prior to the submission of this paper:

- Governance Services
- Chair of Academic Senate

Recommendation
For approval

Operational Impact: Governance Services, Academic Senate

Submitted by: Professor Dominic Verity, Chair of Academic Senate

For enquiries contact: Ainslee Harvey, Project Officer Academic Senate
Standing Orders of Academic Senate

General

1. The Academic Senate (Senate) may determine procedures to govern the conduct of its meetings as set out in Part 3, 9 (4) (a) of the Macquarie University Academic Senate Rules.

2. The Academic Senate shall conduct its meetings in accordance with these Standing Orders, subject to the Macquarie University Act, By-laws, University Rules and Council resolutions.

3. Standing Orders may be changed by a two-thirds majority vote of the Academic Senate.

4. The “Chair” means the elected Chair of the Academic Senate. The “Deputy Chair” means the elected Deputy-Chair of the Academic Senate.

5. “Members” means the ex-officio and elected members of the Academic Senate as set out in Part 3, 7 (1) (a - p) of the Academic Senate Rules.

The Chair and the Deputy Chair

6. The Chair shall preside at any meeting of the Academic Senate except in the circumstances described in Standing Orders 7 and 8.

7. The Deputy Chair shall preside at a meeting of the Academic Senate, should the Chair

   a) be absent;
   b) elect not to preside; or
   c) be unable to preside,
or, in the event that the office of the Chair is vacant,

8. Where the Chair and both Deputy Chair are both absent, as described in Standing Order 7, then: the members of the Academic Senate shall elect a presiding member from among their number.

9. The role of the Chair is to:
   a) lead the Senate;
   b) be a member of Council and its Committees, as appropriate;
   c) oversee the Senate in the effective discharge of its role;
   d) manage the efficient organisation and conduct of the Senate’s functions and meetings;
   e) facilitate the effective contribution of all Senate members;
   f) develop and maintaining a relationship with appropriate members of staff and Governance Services to ensure appropriate reporting;
   g) ensure adequate reporting from Senate committees and reporting to Council;
   h) promote constructive and respectful relations between members; and
   i) commit the time necessary to discharge effectively his or her role as Chair.

10. The role of the Deputy Chair is to provide support to the Chair in each of his or her activities. The specific duties of the Deputy Chair shall be agreed between the Chair and Deputy Chair and reported to Academic Senate on a semi-annual basis.

**Executive Action**

11. The Chair shall take executive action by way of out of session business or a flying minute on behalf of the Academic Senate.
12. At the earliest opportunity, the Chair shall report to the Senate on the exercise of this authority.

**Expectations on Members**

13. The Macquarie University Staff and Student Codes of Conduct set out the University’s expectations of staff and affiliates with respect to their professional and personal conduct.

14. Members of Senate are expected to:
   a) act in the best interests of Senate and the University;
   b) contribute the time needed to study and understand the papers provided;
   c) contribute to the implementation of the Senate communication strategy;
   d) apply good analytical skills, objectively and with sound judgement;
   e) bring their talents, insights and views of other members of the University community to discussions;
   f) be the point of contact between the University and the faculty/community;
   g) ensure that confidential information is not disclosed; and
   h) express opinions frankly and ask questions that go to the fundamental core of the issue; and
   i) work collaboratively with other members of Senate.

**Meeting Arrangements**

15. Senate will meet as frequently as required; however, there will be at least 6 meetings of the Senate per annum. Meetings will usually be scheduled on Tuesday and commencing at 9.30am.
16. Meeting dates for Senate and any Committees of Senate will normally be confirmed by November of the previous year, but may be varied.

17. Meetings are scheduled for two hours but may be extended by the vote of members present.

18. The Chair may adjourn a meeting in appropriate circumstances (for example, lack of a quorum).

19. The Chair shall not adjourn a meeting to prevent a motion or amendment being put without the approval of two thirds of the members present. This discretion shall not limit any other powers of the Chair to adjourn a meeting.

20. When a meeting is adjourned:
   a) no further business will be dealt with. Business left unfinished will be carried over to the next regular meeting or special meeting where applicable; and
   b) for 10 days or more, notice of the adjourned meeting shall be given as for an ordinary meeting. It shall not be necessary to give any notice of the business to be transacted at an adjourned meeting.

21. Meetings of the Senate shall be open to members of the University, that is, staff, students and graduates. Members of the University may attend meetings of the Senate as observers and shall be admitted subject to the availability of space.

22. The dates of meetings of the Senate, and Committees of Senate, shall be published in the Academic Governance Calendar.
23. Members of the University who intend to attend Senate should inform Governance Services of their intention to attend the meeting at least two days prior to the meeting.

24. Ordinarily, observers shall not be accorded speaking or voting rights. The Chair may however grant observers leave to speak at a meeting on a matter or item of discussion.

25. The Chair may invite non-members to attend meetings of the Senate, including the issuing (and withdrawal) of standing invitations.

26. Observers at the Senate will be excluded from the meeting when confidential agenda items are discussed. If a confidential item emerges in the course of discussion, observers shall be requested to leave for the duration of that discussion.

27. The Chair may cancel an ordinary, adjourned or special meeting of the Academic Senate any time in between meetings, if the Chair is of the opinion that there is not sufficient business to warrant the holding of a meeting of the Senate. The Chair will also determine how business that would have been transacted at the cancelled meeting will be dealt with, in the manner set out in Standing Order 37.

Quorum and Attendance

28. It is incumbent on members to attend meetings of the Senate unless absent from the University or otherwise prevented from attending.

29. The number of members who constitute a quorum must be half the membership plus one as set out at Part 39 (2) of the Academic Senate Rules.
30. Vacant positions on the Senate do not count toward the calculation of the number required for a quorum.

31. Members unable to attend the Senate will not be entitled to a proxy.

32. Formal attendance and voting via video link or other remote connection approved by the Chair will be permitted and will be included in the determination of a quorum.

33. If a quorum is not reached within 15 minutes of the scheduled start of a meeting, the Chair may adjourn the meeting.

34. If no quorum is present, the session can proceed at the Chair’s request and with endorsement of members of Senate who are present. Items of business can be discussed (but no formal decisions can be made) and the inquorate session is recorded as notes.

35. Items of business discussed at an inquorate session may be sent to Senate members out of session for approval by flying minute.

36. In the instance where sufficient members arrive (part way through an inquorate session) such that a quorum is achieved, the now quorate members may choose to resolve to approve and accept all the items discussed during the inquorate session. Such items would then be considered resolutions of the now formal meeting.

37. Where an inquorate session does not proceed as outlined above, the Chair will determine how business will be dealt with, which may include:
   a) through out of session business;
   b) at the next meeting of the Senate; or
   c) for no further consideration.
38. Once a meeting of the Senate has commenced with a quorum, a quorum shall be deemed to exist thereafter, unless the lack of a quorum is drawn to the Chair’s attention by a member of the Academic Senate. On the Chair’s attention being drawn to the lack of a quorum she or he shall adjourn the meeting for five minutes. If at the expiration of five minutes there still is no quorum, the Chair may adjourn the meeting and/or deal with remaining business as noted in Standing Order 31 above.

Absence from Meetings

39. Governance Services will monitor absences and apologies submitted by members who are unable to attend a meeting.

40. The Senate, at its discretion, may grant leave of absence for one or more meetings.

41. Except in unusual circumstances, leave will not be granted where OSP (or equivalent approved leave) is the primary reason for absence.

42. A member who has missed two consecutive meetings and intends missing a third meeting must seek leave in writing in advance of the meeting, giving reasons for the absence.

43. Elected members of the Senate, who absent themselves from three consecutive meetings without leave being granted, will be deemed to have vacated office, as set out in Part 3 8 (6) of the Academic Senate Rules.

44. Ex-officio members of Senate, who absent themselves from three consecutive meetings without leave being granted, will have their
membership suspended for a period, of no less than one year, as determined by the Chair of Academic Senate. The Chair of Academic Senate, in consultation with the Academic Senate Standing Committee, shall determine a replacement for the suspended member.

**Agendas**

45. The Chair, in consultation with the Academic Senate Standing Committee, shall set the agenda for Academic Senate meetings.

46. The Registrar of University, or nominee is Secretary to the Senate. The Secretary will ensure the agenda for each meeting and supporting papers are circulated electronically, after approval from the Chair, to members, normally six days prior to the meeting.

47. All papers for inclusion on the agenda shall normally be provided to Governance Services at least 10 working days before the meeting.

48. Any member who intends to bring before the Senate a matter, which might be ruled as confidential, shall inform the Chair of this intention before the Academic Senate meeting. Confidential matters or documents must be clearly marked on the agenda and on all associated documents.

49. In general, all matters coming before the Senate shall be considered first by the Academic Senate Standing Committee. In exceptional circumstances, late items may be considered via electronic circulation, at the discretion of the Chair of the Academic Senate.
50. The Chair will call for starring agenda items. Agenda items may be starred by any member of Committee, prior to, or at the start of the meeting when called on by the Chair.

51. Acceptance of all unstarred items will be voted upon as a block.

52. At a meeting, the agenda order may be varied by the Chair or on the vote of the members present.

53. The agenda will be published on the Academic Senate website prior to the meeting.

Conflicts of Interest

54. At each meeting of the Senate the Chair must request members to declare any potential conflict of interest, either actual or perceived, in respect of any item on the agenda.

55. The Senate shall determine how declared conflicts will be managed.

56. The Chair shall stand aside as chair for a particular item on a meeting agenda that presents him or her with a potential conflict of interest. In such cases, the Senate will nominate a temporary chair for the discussion of that particular item.

57. At times when the Chair is required to consider matters under delegated authority or exemptions relating to matters where there may be a potential conflict of interest, the Senate may nominate a particular person as their nominee in relation to the required decision.
Questions on Notice

58. Questions on notice may only be received from members and will only be accepted with the prior approval of the Chair. The following procedures apply to questions received on notice:
   a) at least 2 days' notice must be provided for questions on notice;
   b) the Chair will determine if the matter is within the Academic Senate’s authority and appropriate to be addressed at the meeting;
   c) the Chair will allocate a period during the meeting to allow for any questions on notice to be addressed;
   d) the Chair may allow an address by the member who submitted the question and this will be limited to five minutes;
   e) any written paper to support the question on notice must be provided to the Chair at least 2 days in advance of the meeting;
   f) no member should be permitted to address more than two successive meetings of Academic Senate or, more than half of the meetings in a year; and
   g) in respect of a question on notice, no decision will be made on the basis of an address to Academic Senate without the University Executive having a reasonable opportunity, if necessary, to respond to any matters raised in that question and address.

Motions and Rules of Debate

59. In the conduct of meetings, the Chair may exercise all reasonable discretion, and in particular may:
   a) require a speaker who, in his or her opinion, is being unduly verbose or repetitious or who is not keeping to the point under discussion, to desist
   b) refuse to accept motions and amendments which are not couched in clear terms
   c) require withdrawal of offensive statements or the imputation of improper motives
d) preserve order and prevent interference to speakers by private talks or heckling remarks

e) require a person who persists in being disorderly to withdraw from the meeting

60. At any time prior to, or during, a Senate meeting, the proposer or the Chair may withdraw a motion or agenda item.

61. The Chair can put routine items to the vote without requiring a seconder. This includes, but is not limited to:
   a) Apologies or requests for leave;
   b) Approval of minutes of previous meetings; and
   c) Starring of items and confirmation of confidential items.

62. The Chair has absolute discretion in permitting tabling of documents at the meeting and motions without notice.

63. Motions may be put forward by any Academic Senate committee or any University Committee, individual members or ad hoc committees, and will require a proposer and seconder.

64. The proposer of a motion will have the right to speak first on a motion, followed by the seconder. The Chair will normally then call upon one or two members who may wish to speak against the motion or propose amendments, before referring the matter for general debate.

65. The Chair will generally not allow non-members of Academic Senate to speak to a motion.

66. A proposer may withdraw a motion at any time (prior to or during a meeting), at which point debate will cease.
67. If an amendment to a motion is proposed, seconded and accepted by the proposer of the original motion, then the amended motion will become the substantive motion. If not, then the Academic Senate may vote upon the amendment.

68. Subject to Standing Order 67, when an amendment is before the Chair, discussion shall be confined to that amendment, and no further amendment shall be proposed until the amendment before the Chair has been disposed of.

69. All amendments to motions must be dealt with before the final substantive motion is put to members.

70. With the exception of the Chair, those present at Academic Senate will not interrupt or interject when another member “has the floor”.

71. Any member of the Academic Senate may raise a point of order, which shall take precedence over all other business and be open to discussion. The point must be raised at the time the alleged irregularity occurred.
   a) the Chair will make a ruling on a point of order; and
   b) any member of the Academic Senate disagreeing with the Chair’s ruling on a point of order may move dissent. Such motion shall be put to vote forthwith without debate. Upon such a motion, the Deputy Chair shall take the Chair until the motion is disposed of.

Method of Voting

72. All questions must be decided by the majority of the members present and voting at the meeting and the Chair will have a
deliberative vote and, in the case of an equality of votes, a casting vote.

73. At all meetings of the Academic Senate, voting shall normally be on the voices.

74. At the discretion of the Chair or on the request of any two members of the Academic Senate, voting shall be by a show of hands and will include a tally of those voting for, those voting against and those abstaining from the vote.

75. A ballot may be used only when it is required by an existing resolution of the Academic Senate, or at the discretion of the Chair or when demanded by at least 10 members of the committee. When a ballot is taken, it shall be conducted in such form as the Chair may direct provided its secrecy is preserved.

Minutes

76. The Secretary will prepare minutes of Academic Senate meetings.

77. The draft minutes, once approved by the Chair, will be circulated to members normally seven days following the meeting.

78. The minutes will be included for approval at the next meeting and once approved will be published on the Academic Senate website.

79. The minutes will contain the results of any vote taken by the Academic Senate.
Committees of the Academic Senate

80. Senate may establish committees to assist it in connection with the exercise of any of its functions and may appoint such persons (not necessarily members of Academic Senate) to those committees.

81. The Chair and non-ex-officio membership of Committees of Senate shall be approved by the Chair of the Academic Senate, in consultation with the Academic Senate Standing Committee, and where student representation is required, in consultation with relevant student bodies.

Review and Evaluation

82. Senate and Committees of Senate will conduct an annual self-assessment of its activities. The evaluation will be made available to University staff, students and affiliates.
ITEM 7.3  STANDING ORDERS OF COMMITTEES OF ACADEMIC SENATE

For approval.
ITEM 7.3  STANDING ORDERS OF COMMITTEES OF ACADEMIC SENATE

Issue

Feedback from the Academic Governance Workshops suggested that a common set of governing principles and standing orders should apply to the establishment and operation of Committees of Academic Senate.

The attached standing orders have been drafted to align with the draft Academic Senate standing orders, referenced in item Y.Y of this agenda, and have drawn upon common best practice amongst comparator institutions. They also speak to principles of operation, membership and scope that have been articulated to draw a clearer distinction between these governance committees, under the authority of Academic Senate, and their operational counterparts, under the Executive branch. In this regard, I call your attention to standing orders 4, 5, 8, 9, 12, 19 -24, 31, 32, and 88-91.

The proposed principles reflect good governance practices, and have been designed to distinguish governance committees from management committees. Terms of Reference for all existing Committees of Academic Senate will be reviewed to ensure alignment with governing principles.

A summary of the principles is extracted below:

Terms of Reference
The Committees must publish clear terms of reference on the Academic Senate website which outline the Committee’s purpose, roles and responsibilities, membership and tenure.

Strategic focus
The Committee should be strategically focussed, providing policy and evaluative oversight of the academic activity for which it is responsible. It is also responsible for advising Academic Senate on those matters in a timely and effective manner.

Independence
Individuals who take part in governance activities do so under the authority of Academic Senate. Stakeholders with expert skills, experience and knowledge will be appointed to the Committee and are required to act in the best interest of the University and work collectively to fulfil the Committee’s role. The Chair shall act in an independent capacity and shall not also carry Executive responsibility (at University or Faculty level) for the Committee’s area of responsibility, unless otherwise approved by Academic Senate.

Broad and Balanced Membership
The Committee must ensure the broad University community, in all its diversity, is reasonably represented. However, committees are not constituted to represent every possible interest group.

Open meetings
Meetings of the Committee shall be open to members of the University, that is, staff, students and graduates. The dates of meetings of the Committee, and of any working parties thereof, shall be published in the Academic Governance Calendar.

Collegiality
Meetings of the Committee should be typified by discussion and debate that is open and inclusive. Members should feel free to express their views and expert opinions without fear of censure. Committee processes must be transparent and consultative. The Chair is responsible for ensuring that these process standards are observed at all times.
Communication
The Committee must contribute to the implementation of the Academic Senate communication strategy. In particular, it must ensure that its website is up to date and structured to clearly articulate key priorities and strategic initiatives.

Consultative and transparent decision-making processes
All members of the Committee are responsible for consulting early and widely with the broader University community to promote engagement and commitment amongst all stakeholders. All members of the University community have the opportunity to provide meaningful input into decisions and this must be demonstrated in decision-making processes and documentation of these processes.

Prioritisation of Risk
The Committee must ensure that an appropriate system of academic risk oversight and internal controls is in place, in its area of responsibility, to enable effective identification, prioritisation and management of academic risk.

Consultation Process
The following offices have been consulted prior to the submission of this paper:
- Governance Services
- Academic Governance Workshop participants

Recommendation
For approval

Operational Impact: Chairs of Committees of Academic Senate, Governance Services.

Submitted by: Professor Dominic Verity, Chair of Academic Senate

For enquiries contact: Ainslee Harvey, Project Officer Academic Senate
Standing Orders of Committees of Academic Senate

General

1. Committees of Academic Senate (the Committee) are established under the authority of Rule 9(4)(c) of the Academic Senate Rules.

2. The “Chair” means the Chair of the Committee.

3. “Members” means the ex-officio and appointed members of the Committee as set out in its Terms of Reference.

4. The Committee must publish clear Terms of Reference on the Academic Senate website outlining the Committee’s purpose, roles and responsibilities, membership, and tenure.

5. The Committee should be strategically focussed, providing policy and evaluative oversight of the academic activity for which it is responsible.

6. Members of the Committee act under the authority of, and are accountable to Academic Senate.

7. The Committee shall conduct its meetings in accordance with these Standing Orders, subject to the Macquarie University Act, By-laws, University Rules, Council and Academic Senate resolutions.

8. The Committee carries the responsibility to contribute to the implementation of the Academic Senate communication strategy. In particular, it must ensure that its website is up to date and structured to clearly articulate key priorities and strategic initiatives.
9. The Committee must ensure that an appropriate system of academic risk oversight and internal controls is in place, in its area of responsibility, to enable effective identification and management of academic risk.

10. These standing orders are established by resolution of Academic Senate.

The Chair

11. The Chair of the Committee shall be appointed by the Chair of Academic Senate, in consultation with the Academic Senate Standing Committee

12. The Chair shall act in an independent capacity and shall not be a member of the University or Faculty Executive unless otherwise approved by Academic Senate

13. The Chair shall preside at all meetings of the Committee except in the circumstances described in Standing Order 14

14. Should the Chair
   a) be absent;
   b) elect not to preside; or
   c) be unable to preside,
   or, in the event that the office of the Chair is vacant, then the members of the Committee shall elect a presiding member from among their number.

15. The role of the Chair is to:
   a) lead the Committee;
   b) oversee the Committee in the effective discharge of its role;
c) manage the efficient organisation and conduct of the Committee’s functions and meetings;

d) facilitate the effective contribution of all Committee members;

e) develop and maintain a relationship with appropriate members of staff and Governance Services to ensure appropriate reporting;

f) ensure adequate reporting to Academic Senate;

g) promote constructive and respectful relations between members; and

h) commit the time necessary to discharge effectively his or her role as Chair.

Executive Action

16. The Chair may take executive action by way of a flying minute on behalf of the Committee.

17. The Chair of Academic Senate, in consultation with the Academic Senate Standing Committee, may take executive action by way of out of session business in regard to the Committee’s business.

18. At the earliest opportunity, all executive actions shall be reported to the Committee on the exercise of this authority.

Membership

19. The membership of the Committee must be broadly representative of the University community, in all its diversity. However, the Committee does not need to be constituted to represent every possible interest group.

20. Stakeholders with expert skills, experience and knowledge will be appointed to the Committee and are required to act in the best interest of the University and work collectively to fulfill the
Committee’s role.

21. In order to achieve broad representation and collegial decision making, the Committee must comprise an appropriate balance of ex-officio, appointed, Senate elected, and student members.

22. Unless otherwise approved by Academic Senate, the committee shall have a membership which comprises:
   a) Up to five (5) ex-officio members,
   b) One (1) nominee of the Executive Dean of each Faculty,
   c) One (1) nominee of the Faculty Board of each Faculty,
   d) Members of Academic Senate as appointed by the Chair of Academic Senate,
   e) Up to four (4) members in a specialist capacity as nominated by the Chair,
   f) At least (1) student member, of an appropriate class, nominated by the Chair in consultation with relevant student bodies, and
   g) Up to three (3) co-opted members as required.

23. The Chair of Academic Senate shall approve the membership of the Committee, in consultation with the Academic Senate Standing Committee.

24. All members of the Committee are responsible for consulting early and widely with the broader University community to promote engagement and commitment amongst all stakeholders.

25. Members of the Committee are expected to:
   a) act in the best interests of Academic Senate and the University;
   b) contribute the time needed to study and understand the papers provided;
   c) apply good analytical skills, objectively and with sound
judgement;

d) bring their talents, insights and views of other members of the University community to discussions;
e) be the point of contact between the University and the faculty/community;
f) ensure that confidential information is not disclosed; and
g) express opinions frankly and ask questions that go to the fundamental core of the issue; and
h) work collaboratively with other members of Senate.

Meeting Arrangements

26. The committee will meet as frequently as required. The meeting dates of the Committee will normally be confirmed by November of the previous year, but may be varied.

27. The Chair may adjourn a meeting in appropriate circumstances (for example, lack of a quorum).

28. The Chair shall not adjourn a meeting to prevent a motion or amendment being put without the approval of two thirds of the members present. This discretion shall not limit any other powers of the Chair to adjourn a meeting.

29. When a meeting is adjourned:
   a) no further business will be dealt with. Business left unfinished will be carried over to the next regular meeting or special meeting where applicable; and
   b) for 10 days or more, notice of the adjourned meeting shall be given as for an ordinary meeting. It shall not be necessary to give any notice of the business to be transacted at an adjourned meeting.
30. The Chair may cancel an ordinary, adjourned or special meeting of the Committee any time in between meetings, if the Chair is of the opinion that there is not sufficient business to warrant the holding of a meeting of the Committee. The Chair will also determine how business that would have been transacted at the cancelled meeting will be dealt with, in the manner set out in Standing Order 46.

31. Meetings of the Committee shall be open to members of the University, that is, staff, students and graduates. Members of the University may attend meetings of the Senate as observers and shall be admitted subject to the availability of space.

32. The dates of meetings of the Committee, and of any working parties thereof, shall be published in the Academic Governance Calendar.

33. Members of the University who intend to attend the Committee should inform Governance Services of their intention to attend the meeting at least two days prior to the meeting.

34. Ordinarily, observers shall not be accorded speaking or voting rights. The Chair may however grant observers leave to speak at a meeting on a matter or item of discussion.

35. The Chair may invite non-members to attend meetings of the Committee including the issuing (and withdrawal) of standing invitations.

36. Observers at the Committee will be excluded from the meeting when confidential agenda items are discussed. If a confidential item emerges in the course of discussion, observers shall be requested to leave for the duration of that discussion.
Quorum and Attendance

37. It is incumbent on members to attend meetings of the Committee unless absent from the University or otherwise prevented from attending.

38. The number of members who constitute a quorum must be at least half the membership of the Committee plus one.

39. Vacant positions on the Committee do not count toward the calculation of the number required for a quorum.

40. Members unable to attend the Committee will not be entitled to a proxy.

41. Formal attendance and voting via video link or other remote connection approved by the Chair will be permitted and will be included in the determination of a quorum.

42. If a quorum is not reached within 15 minutes of the scheduled start of a meeting, the Chair may adjourn the meeting.

43. If no quorum is present, the session can proceed at the Chair’s request and with endorsement of members of Committee who are present. Items of business can be discussed (but no formal decisions can be made) and the inquorate session is recorded as notes.

44. Items of business discussed at an inquorate session may be sent to Committee members out of session for approval by flying minute.
45. In the instance where sufficient members arrive (part way through an inquorate session) such that a quorum is achieved, the now quorate members may choose to resolve to approve and accept all the items discussed during the inquorate session. Such items would then be considered resolutions of the now formal meeting.

46. Where an inquorate session does not proceed as outlined above, the Chair will determine how business will be dealt with, which may include:
   a) through out of session business;
   b) at the next meeting of the Senate; or
   c) for no further consideration.

47. Once a meeting of the Committee has commenced with a quorum, a quorum shall be deemed to exist thereafter, unless a member of the Committee draws the lack of a quorum to the Chair’s attention. On the Chair’s attention being drawn to the lack of a quorum she or he shall adjourn the meeting for five minutes. If at the expiration of five minutes there still is no quorum, the Chair may adjourn the meeting and/or deal with remaining business as noted in Standing Order 46 above.

Absence from Meetings

48. Governance Services will monitor absences and apologies submitted by members who are unable to attend a meeting.

49. The Committee, at its discretion, may grant leave of absence for one or more meetings.

50. Except in unusual circumstances, leave will not be granted where OSP (or equivalent approved leave) is the primary reason for absence.
51. A member who has missed two consecutive meetings and intends missing a third meeting must seek leave in writing in advance of the meeting, giving reasons for the absence.

52. Appointed members of the Committee who absent themselves from three consecutive meetings, without leave being granted, will be deemed to have vacated office.

53. Ex-officio members of the Committee who absent themselves from three consecutive meetings, without leave being granted, will have their membership suspended for a period, of no less than one year, as determined by the Chair of Academic Senate. The Chair of Academic Senate, in consultation with the Academic Senate Standing Committee, shall determine a replacement for the suspended member.

**Agendas**

54. The Chair shall set the agenda for Committee meetings.

55. The Registrar of University, or nominee, is Secretary to the Committee. The Secretary will ensure the agenda for each meeting and supporting papers are circulated electronically, after approval from the Chair, to members, normally six days prior to the meeting.

56. All papers for inclusion on the agenda shall normally be provided to Governance Services at least 10 working days before the meeting.

57. Any member who intends to bring before the Committee a matter, which might be ruled as confidential, shall inform the Chair of this intention before the meeting. Confidential matters or documents
must be clearly marked on the agenda and on all associated documents.

58. In exceptional circumstances, late items may be considered, via electronic circulation, at the discretion of the Chair.

59. The Chair will call for starring agenda items. Agenda items may be starred by any member of Committee, prior to, or at the start of the meeting when called on by the Chair.

60. Acceptance of all unstarred items will be voted upon as a block.

61. At a meeting, the agenda order may be varied by the Chair or on the vote of the members present.

62. The agenda will be published on the Academic Senate website prior to the meeting.

Conflicts of Interest

63. At each meeting of the Committee the Chair must request members to declare any potential conflict of interest, either actual or perceived, in respect of any item on the agenda.

64. The Committee shall determine how declared conflicts will be managed.

65. The Chair shall stand aside as chair for a particular item on a meeting agenda that presents him or her with a potential conflict of interest. In such cases, the Committee will nominate a temporary chair for the discussion of that particular item.
Questions on Notice

66. Questions on notice may only be received from members and will only be accepted with the prior approval of the Chair. The following procedures apply to questions received on notice:
   a) at least 2 days notice must be provided for questions on notice
   b) the Chair will determine if the matter is within the Committee’s authority and appropriate to be addressed at the meeting
   c) the Chair will allocate a period during the meeting to allow for any questions on notice to be addressed
   d) the Chair may allow an address by the member who submitted the question and this will be limited to five minutes
   e) any written paper to support the question on notice must be provided to the Chair at least 2 days in advance of the meeting
   f) no member should be permitted to address more than two successive meetings of the Committee or, more than half of the meetings in a year; and
   g) in respect of a question on notice, no decision will be made on the basis of an address to Committee without the University Executive having a reasonable opportunity, if necessary, to respond to any matters raised in that question and address.

Motions and Rules of Debate

67. In the conduct of meetings, the Chair may exercise all reasonable discretion, and in particular may:
   a) require a speaker who, in his or her opinion, is being unduly verbose or repetitious or who is not keeping to the point under discussion, to desist
   b) refuse to accept motions and amendments which are not couched in clear terms
   c) require withdrawal of offensive statements or the imputation of improper motives
d) preserve order and prevent interference to speakers by private talks or heckling remarks
e) require a person who persists in being disorderly to withdraw from the meeting

68. At any time prior to, or during, a Committee meeting, the proposer or the Chair may withdraw a motion or agenda item.

69. The Chair can put routine items to the vote without requiring a seconder. This includes, but is not limited to:
a) Apologies or requests for leave;
b) Approval of minutes of previous meetings; and
c) Starring of items and confirmation of confidential items.

70. The Chair has absolute discretion in permitting tabling of documents at the meeting and motions without notice.

71. Motions may be put forward by any member or working party of the Committee, and will require a proposer and seconder.

72. The proposer of a motion will have the right to speak first on a motion, followed by the seconder. The Chair will normally then call upon one or two members who may wish to speak against the motion or propose amendments, before referring the matter for general debate.

73. The Chair will generally not allow non-members of the Committee to speak to a motion.

74. A proposer may withdraw a motion at any time (prior to or during a meeting), at which point debate will cease.
75. If an amendment to a motion is proposed, seconded and accepted by the proposer of the original motion, then the amended motion will become the substantive motion. If not, then the Committee may vote upon the amendment.

76. Subject to Standing Order 55, when an amendment is before the Chair, discussion shall be confined to that amendment, and no further amendment shall be proposed until the amendment before the Chair has been disposed of.

77. All amendments to motions must be dealt with before the final substantive motion is put to members.

78. With the exception of the Chair, those present at a Committee meeting will not interrupt or interject when another member “has the floor”.

79. Any member of the Committee may raise a point of order, which shall take precedence over all other business and be open to discussion. The point must be raised at the time the alleged irregularity occurred.
   a) the Chair will make a ruling on a point of order; and
   b) any member of the Committee disagreeing with the Chair’s ruling on a point of order may move dissent. Such motion shall be put to vote forthwith without debate. Upon such a motion, the Deputy Chair shall take the Chair until the motion is disposed of.

Method of Voting

80. All questions must be decided by the majority of the members present and voting at the meeting and the Chair will have a deliberative vote and, in the case of an equality of votes, a casting vote.
81. At all meetings of the Committee, voting shall normally be on the voices.

82. At the discretion of the Chair or on the request of any two members of the Committee, voting shall be by a show of hands and will include a tally of those voting for, those voting against and those abstaining from the vote.

83. A ballot may be used only when it is required by an existing resolution of the Academic Senate, or at the discretion of the Chair or when demanded by at least 10 members of the committee. When a ballot is taken, it shall be conducted in such form as the Chair may direct provided its secrecy is preserved.

Minutes

84. The Secretary will prepare minutes of Academic Senate meetings.

85. The draft minutes, once approved by the Chair, will be circulated to members normally seven days following the meeting.

86. The minutes will be included for approval at the next meeting and once approved will be published on the Academic Senate website.

87. The minutes will contain the results of any vote taken by the Academic Senate.

Delegations to Working Parties

88. The Committee cannot establish, and will not delegate responsibilities to, permanent standing sub-committees unless otherwise approved by the Academic Senate Standing Committee.
89. The Committee may appoint working parties for a defined purpose and tenure, under terms of reference conforming to a common standard determined by Academic Senate.

90. The Committee remains responsible for all decisions and actions it delegates to working parties.

91. Working parties will consist of members appointed by the Committee, and can include persons who are not members of the Committee.

**Review and Evaluation**

92. The Committee will conduct an annual self-assessment of its activities as measured against the provisions of its Terms of Reference.

93. At any time, the Committee may ask Academic Senate to consider a revision to its Terms of Reference.
ITEM 7.4  ACADEMIC SENATE POLICY DEVELOPMENT AND APPROVAL PROCESS

For approval.
ITEM 7.4 ACADEMIC SENATE POLICY DEVELOPMENT AND APPROVAL PROCESS

Issue

Academic Senate should be focused on determining the academic strategy and policy of the University. Under the Policy Framework Policy, Academic Senate is the approval authority for all Policy Documents, which include policies, codes, schedules, procedures and associated instructions, relating to academic matters.

The way that Senate has developed and approved academic policy to date, has tended to relegate Senate to a ceremonial approval role at the very end of the policy process. As a result, Senate has very little opportunity to debate policy drivers and set the agenda for academic policy at the start of a development or review process. The proposed policy development and approval process enables Senate to set the strategic direction and to have trust in its sub-committees to deliver on the detail.

Consultation Process

The following offices have been consulted prior to the submission of this paper:
- Academic Governance Workshop participants
- Governance Services
- Policy Manager

Recommendation

For approval

Operational Impact: Committees of Academic Senate, Policy Unit

Submitted by: Professor Dominic Verity, Chair of Academic Senate

For enquiries contact: Ainslee Harvey, Project Officer Academic Senate
Under the Policy Framework Policy and consistent with the Delegations of Authority, Academic Senate is the approval authority for all *Policy Documents* (defined by the Policy Framework Policy to include policies, codes, schedules, procedures and associated instructions) relating to Academic Matters.

A Committee of Academic Senate (the “responsible Committee”) identifies a need for policy document review or development.

Responsible Committee seeks **approval to proceed** from Academic Senate. Academic Senate considers *Approval to Proceed Checklist* submitted by sub-committee.

- **Approval to proceed granted**
  - Academic Senate provides overarching principles and direction to the responsible Committee to guide policy document review or development.
  - Responsible Committee co-ordinates drafting of policy documents in accordance with Senate's directions and the *Policy Development Toolkit*.

- **Approval to proceed refused**
  - Responsible Committee **must not** proceed with policy document review or development. Consider feedback provided by Academic Senate.

Responsible Committee co-ordinates drafting of policy documents in accordance with Senate’s directions and the *Policy Development Toolkit*.

Academic Senate provides detailed feedback and comment on draft policy documents and considers whether original intentions have been observed.

- If satisfied, Senate authorises the Academic Senate Standing Committee to approve the adoption of policy documents once completed.

  - Academic Senate Standing Committee approves policy documents following review of *Document Approval Checklist*.

  - Academic Senate may request further information and/or provide further direction to the responsible Committee.
ITEM 8  QUESTIONS ON NOTICE

For discussion.
13th February 2015

Professor Dominic Verity
Chair, Academic Senate
Macquarie University

Professor Sherman Young
Chair, Senate Learning and Teaching
Macquarie University

We write today to register our deep concern about the quality of the Indigenous Studies major at Macquarie University in its current form and about the process by which the most recent iteration was developed and approved. As discipline experts we have a very grave concern that Macquarie University students enrolled in the Indigenous Studies major, as it has been approved in January 2015, will not have sufficient exposure to the discipline. Further, we believe the Indigenous Studies major no longer meets the minimum standards of the Australian Qualifications Framework and is at odds with Macquarie’s own stated commitments to academic standards in any field and to Indigenous Studies more specifically.

In January 2015 the Academic Standards and Quality Committee approved a significant revision to the Indigenous Studies major which had been tabled by the Faculty of Arts. Of the nine ABST units which were previously in the 2015 timetable, six ABST units had been removed. Additionally, the revised Indigenous Studies major requires only 12 cp from the three remaining ABST units: 3 from ABST100, 3 from ABST202 and 6 from a capstone unit, ABST302. The remainder of the major is made up of 12 cp from a range of units which have some Australian content from across the faculty. At least some of these units have very minimal Indigenous Australian content. Because ABST100 (appropriately) attracts many students from other degrees and majors, it has a general focus; that ABST202, a literature-focussed unit, has been made a requirement for the major is, frankly, baffling and now requires revision given its new position in the major. Significantly, the deleted units remove the breadth and focus from the major, which in an interdisciplinary space like Indigenous Studies is essential. Finally, the range of units which can be taken for the remaining 12 cp is inappropriate: there is an important distinction between Australian content, including some Indigenous Australian content, and Indigenous Studies as a discipline.

This revision was undertaken entirely by the Acting Dean and other staff at the Faculty of Arts, with no communication with any specialists in the discipline of Indigenous Studies, including any of the five Indigenous Studies academics who were working at Macquarie throughout January or either of the two staff members who will be delivering the entire undergraduate curriculum for 2015. Academics in the department of Indigenous Studies first heard about these changes to the major requirements and to the unit offerings for 2015 when we noticed the removal of several units from the 2015 timetable. As research-active academics and committed teachers, we are aggrieved and appalled that the major was altered to such an extent by non-specialists, and as Indigenous Studies scholars we are deeply concerned
about the lack of exposure to the discipline of Indigenous Studies on the part of any student completing the major under these revised requirements.

The changes to the program were also not approved via the usual mechanism of Head of Department approval. Although soon to leave the university to take up a new position, the Head of Department was in the role at the time the changes were made. The Departmental Learning and Teaching Director was also not consulted despite being available. We are concerned that the changes to the curriculum were made in contravention of the current procedural expectations for curriculum change. When A/Professor Susan Page approached the chair of ASQC directly about the committee’s approval of the changes to the curriculum, she was advised in writing by AProfessor Pamela Coutts: “The issue of whether this now is enough material for a major named "Indigenous Studies" is a matter for the faculty - all ASQC can do is approve or otherwise proposals from faculties on the basis of structure and academic coherence.” As academics, we are deeply troubled by the implications of a system in which there appears to be no specific point in the approval process in which the contribution of discipline specialists is required or, in this case, welcome.

A new Indigenous Studies curriculum was to have been rolled out in 2015 after significant planning had been undertaken in order to design the best possible major in the light of the discipline of Indigenous Studies. In 2014, four academic staff from Indigenous Studies actively participated in a series of Design, Develop & Implement workshops in order to trace the links between all units of the Indigenous Studies undergraduate curriculum, both at the level of individual units and across the major/ minor. All new units were at variable stages of planning and preparation by December 2014.

The catalyst for the revised major was the resignation of three academic staff from the department of Indigenous Studies, including one who was committed to teaching into the 2015 undergraduate curriculum in the first semester. (Another was committed to teaching solely into the Master of Indigenous Education and the third is on a research grant and was assigned to a small number of ABST100 tutorials.) While the departure of three Indigenous Studies academic staff at the same time, of whom one was to teach in the Indigenous Studies undergraduate curriculum, clearly poses a challenge (and, it must be added, potential opportunity) in relation to the curricular offering for the following year, it is unreasonable and unethical to undertake such changes without recourse to existing specialists. Furthermore, it seems to be general university practice to seek sessional lecturers in the first instance rather than dramatically, and potentially irretrievably, revise a major and delete two thirds of the timetabled units. Indeed, seeing as only one unit of the Indigenous Studies undergraduate offerings in the first semester was affected by the resignations, such a move seems reckless.

The departure of three Indigenous academic staff has specific and worrying implications beyond the remit of Academic Senate and certainly we hope this situation is being noted and responded to by a range of responsible parties across Macquarie. However, in this specific instance we are writing to
express in the strongest possible terms our concern about the integrity of the Indigenous Studies major and to highlight our dismay about a process by which such extreme alterations to a major can be made without any recourse to discipline specialists.

We are specifically requesting a written response to the concerns we have raised, and want to convey our willingness to contribute wherever we are able, to the ongoing vitality of Indigenous Studies as a discipline, including appropriate contribution to decision making about Indigenous Studies at Macquarie.

Associate Professor Susan Page  
Director of Learning and Teaching  
Warawara Department of Indigenous Studies

Dr Alice Te Punga Somerville  
Senior Lecturer  
Warawara Department of Indigenous Studies

Ms Corrinne Franklin  
Lecturer  
Warawara Department of Indigenous Studies
ITEM 9.1   LEARNING TECHNOLOGIES SUBCOMMITTEE

This matter was recommended for approval by Academic Senate from the 9 February 2015 Senate Learning and Teaching Committee.

For approval.
Learning Technologies Subcommittee

Charter and Terms of Reference
The Learning Technologies Subcommittee (the Subcommittee) is established by the Senate Learning and Teaching Committee. This charter sets out the Subcommittee's objectives, authority, composition and tenure, roles and responsibilities, reporting and administrative arrangements.

Objective
The Learning Technologies Subcommittee is responsible for advising the Senate Learning and Teaching Committee (SLTC) on all matters related to the selection, implementation, operation, maintenance, interoperability and life-cycle management of learning technologies at Macquarie University. It is also responsible for driving discussion and dissemination of innovations and enhancements in learning technologies and technology enhanced learning and teaching at the University.

Authority
The Subcommittee has powers delegated to it by the Senate Learning and Teaching Committee as detailed in this charter.

Roles and Responsibilities
Develop strategic approaches in response to, and in anticipation of emerging learning technologies and issues related to technology enhanced learning and teaching for recommendation to SLTC.

Oversee the activities of bodies established within the University to support learning technologies in the university, in particular to ensure that an appropriate planning, governance and management framework operates in relation to the University’s learning technologies platform and ecosystem.

Consider and make recommendations based on reports and items for discussion relative to the learning technologies platform that in particular:
  - Maximise the benefits of technology enhanced learning and teaching;
  - Ensure delivery of strategic objectives and benefits;
  - Assist in the resolution of escalated issues and problems;
  - Advise on future directions related to the learning technologies platform and ecosystem.

Drive the development and review of the University's strategies, policies and procedures that relate to learning technologies and technology enhanced learning and teaching;

Facilitate informed debate within the University community on topics and issues that are relevant to the Subcommittee objectives as laid out in this document;
Communicate with other committees of Academic Senate, and with other committees of the University and its Faculties and Offices where appropriate, in order to ensure the effective sharing of information.

In pursuit of these terms of reference, the Subcommittee may require any of the University’s Faculties, Offices or Units to report on their activities as they relate to the Subcommittee objectives.

**Membership** [composition, other members and tenure TBA]
- Director of the Learning and Teaching Centre (Chair)
- Deputy Vice Chancellor Academic or nominee
- Pro Vice Chancellor, Learning and Teaching
- Associate Deans Learning and Teaching
- Faculty Directors of Learning and Teaching or equivalent
- Director of the Centre for Open Education
- Manager of the Educational Development and Design Group, LTC
- Manager of the Learning Systems and Services Group, LTC
- Head of Learning Technologies and Infrastructure, LTC
- Senior Project Manager, Learning and Teaching, MGSM
- Director of Technology, Informatics
- Portfolio Projects Manager, LTC
- University Librarian or nominee
- Chief Information Officer
- Information Policy Officer, Library
- Manager, Student Engagement, Campus Life
Responsibility of Members

Members of the Subcommittee are expected to:

- Contribute the time needed to study and understand the papers provided;
- Apply good analytical skills, objectively and with sound judgment;
- Express opinions frankly, ask questions that go to the fundamental core of the issue and pursue independent lines of enquiry;
- Ensure that colleagues in the Faculty or Office that they represent are made aware of the activities and decisions of the Subcommittee in a timely fashion;
- Work collaboratively with other members of the Subcommittee to ensure that its duties are discharged in a timely fashion;
- Attend Subcommittee meetings and make themselves available, from time to time, to serve on working parties established by the Subcommittee; and
- Actively contribute to driving the process of strategy formation.

Chair

The Chair of the Senate Learning and Teaching Committee will appoint a member to the Subcommittee to Chair its meetings. In the absence of the Chair, the Subcommittee can appoint one of its members to Chair a meeting.

The role of the Chair is:

- Leading the Subcommittee;
- Overseeing the Subcommittee in the effective discharge of its role;
- Efficient organisation and conduct of the Subcommittee’s functions and Meetings;
- Facilitating the effective contribution of all Subcommittee members;
- Developing and maintaining a relationship with appropriate members of staff and the Secretariat to ensure appropriate reporting;
- Ensuring adequate reporting to the Senate Learning and Teaching Committee
- Promoting constructive and respectful relations between members; and
- Committing the time necessary to discharge effectively his/her role as Chair.

Attendance at Meetings

Any member who is unable to attend a meeting of the Subcommittee may nominate an alternate to attend the meeting on his or her behalf. The Secretary of the Subcommittee must be informed of any such nomination at least three working days before a meeting of the Subcommittee. Nominated alternates must gain the approval of the Chair and must be subject to agreement of the meeting in order to act in that capacity.

If an appointed or co-opted member is absent from three consecutive meetings of the Subcommittee, of which reasonable notice has been given, and if the Subcommittee has not approved his or her absence within six weeks of the last of these absences, he or she ceases to be a member of the Subcommittee.
An alternate to a member under the clause above must be a person who would otherwise be eligible to be chosen as a member of the Subcommittee under the same category of membership.

An alternate has the same rights and obligations as the substantive member in whose place the alternate attends the meeting.

Acting appointments to roles that have ex-officio membership of the Subcommittee have full Subcommittee membership rights.

Attendance by invitation for particular items will be determined by the Chair prior to meetings and will be subject to the agreement of the meeting.

The Chair may confer speaking rights in respect of non-members who attend meetings by invitation.

Delegation to Working Groups
The Subcommittee may establish working groups and sub-committees, from time to time, to assist in fulfilling its functions.

A working group may be established to complete a particular task over a short and pre-determined period of time.

The Subcommittee remains responsible for activities and decisions it delegates to working groups.

Working groups will submit a report on their work to the meeting of the Subcommittee immediately subsequent to those activities.
The Subcommittee will ensure each working is established according to a clear terms of reference.

Working groups will consist of members appointed by the Subcommittee and can include persons who are not members of the Subcommittee.

Administrative Arrangements

Meetings
The Subcommittee will meet as frequently as required.

A meeting plan, including meeting dates and agenda items, will be agreed by the Subcommittee each year. The meeting plan will cover all of the Subcommittee’s responsibilities as detailed in these Terms of Reference.
**Attendance at meetings and quorums**
A quorum will consist of half of the total number of Subcommittee members plus one. All questions must be decided by the majority of the voting members present. The Chair carries the casting vote only.

**Observers**
The Chair of the Subcommittee can approve the attendance of observers at meetings. Any observers may only attend the meeting for non-confidential items and may not participate in the proceedings of the meeting. A request to attend as an observer must be submitted to the Secretary at least 48 hours prior to the meeting.

**Dispute Resolution**
Members of the Subcommittee should maintain an effective working relationship, and seek to resolve differences by way of open negotiation. However, in the event of a disagreement between members, the Chair may, as a last resort, refer the matter to the Senate Learning and Teaching Committee.

**Secretariat and Minutes**
The Registrar of University or nominee is Secretary to the Subcommittee. The Secretary will ensure the agenda for each meeting and supporting papers are circulated, after approval from the Chair, at least one (1) week before the meeting, and ensure the minutes of the meetings are prepared, maintained and published on the Subcommittee wiki.

Draft minutes must be prepared and initially reviewed by the Chair of the Subcommittee and then circulated to members within ten (10) working days of the date of the meeting of which they are a record.

A report from the Subcommittee will be submitted to each Senate Learning and Teaching Committee meeting at a frequency determined by the SLTC.

The minutes of the Subcommittee meetings shall be confirmed as a true and correct record of the meeting.

**Review of Terms of Reference**
At least once a year the Subcommittee will review its Terms of Reference. Any subsequent changes to the Terms of Reference will be recommended by the Subcommittee and formally approved by SLTC.
ITEM 9.2  FACULTY OF BUSINESS AND ECONOMICS – SESSION 3
EXAMINATION RESULTS REPORT

For discussion.
9th February 2015

Dear Senate,

I present herewith the report to Senate of the final results for the Faculty of Business and Economics Session 3 2014 – 2015. All student marks were collated by the unit convenors and presented to Head of Department as the Chief Examiner. Once reviewed and approved by the relevant Head of Department, the results were forwarded to the FBE Faculty Board for approval on 9 February 2015 before being submitted to Senate under my signature.

Points to note arising from the tabling of results and subsequent discussion included the tight time frames for session 3. Board members suggested a review of the University’s academic calendar to allow for examination results for session 2 to be published earlier. This would help alleviate the practice of late enrollments in session 3. Students who enroll late often miss out on up to four classes. Earlier publication of results would assist Faculties to better manage the consequent increase in administrative workload. The problem of late enrolment is exacerbated by the fact that students with low GPAS and a track record of failures choose session 3, enroll in two units and often struggle to pass.

Signed,

Professor Anne Ross-Smith
Acting Executive Dean
Faculty of Business and Economics
ITEM 9.3    PROPOSAL FOR A JOINT PHD PROGRAM WITH THE UNIVERSITY OF POTSDAM GERMANY

This matter was recommended for approval by Academic Senate from the 13 February 2015 Higher Degrees Research Committee.

For approval.
Proposal for a Joint PhD Program with the University of Potsdam, Germany

The University of Potsdam is located in the Greater Berlin area. The university was newly created in 1991, just two years after the fall of the Berlin Wall. It is a small public university, and while young it has since found scientific partners with:

- The Potsdam-Institute for Climate Impact Research
- The German Institute of Human Nutrition
- The Leibniz Institute for Astrophysics
- The Helmholtz Centre Potsdam – German Research Centre for Geosciences

Potsdam also work closely through cooperation and joint professorships with:

- The Max Planck Institute for Molecular Plant Physiology
- The Max Planck Institute of Colloids and Interfaces
- The Max Planck Institute for Gravitational Physics, and many other research institutions.

(Source: http://www.uni-potsdam.de/en/explore-the-up/about-the-up/research-profile.html)

Macquarie University has a close association with the University of Potsdam. This includes:

- IDEALAB Consortium Agreement among the Participant institutions of the Erasmus Mundus EMJD-Programme signed in 2012
- Memorandum of Understanding signed in 2012
- Working Program 1 for Student Exchange signed in 2013
- Agreement of Cooperation signed in 2015

Outside of the IDEALAB consortium which awards Joint PhDs, we have also hosted a cotutelle student with Potsdam. There is currently one student applying for a Joint PhD if this proposal is approved.

There have also been several visits by Macquarie University staff to the University of Potsdam including the former Deputy Vice-Chancellor - Research, Deputy Vice-Chancellor - International, the Dean of Higher Degree Research and the Director of Research Training and International Research Training Partnerships as well as a number of researchers.

The University of Potsdam have participated in Macquarie University’s Cotutelle & Joint PhD Research Management Workshop in 2013, 2014 and 2015.
ITEM 9.4  RATIFICATION OF RESULTS QUALITY ASSURANCE FRAMEWORK

This matter was recommended for approval by Academic Senate from the 18 February 2015 Curriculum Standards Framework Committee.

For approval.
CSFC ITEM 4.1: RATIFICATION OF RESULTS QUALITY ASSURANCE FRAMEWORK AND SUPPORTING DOCUMENTS

Overview
Quality Assurance Framework
A quality assurance framework to support the preparation and ratification of results has been developed. This project responded to a resolution by Academic Senate to discharge the responsibility for ratification of results to Faculty Boards following their establishment in early 2015. The framework incorporates commonalities and best practice from currently established models within faculties, and aims to provide the University with a consistent and unified approach to this process.

The development of the Framework was informed by consultation with the Associate Deans from each faculty, and through:
- analysis of previous Faculty Examination Results Reports
- review of relevant frameworks and guidelines, including the AQF and TEQSA
- benchmarking of frameworks, policies and processes at other Australian universities

The document references the Moderation Framework and the Unit and Program Review Cycles which are currently being developed by CSFC.

Supporting Documents
A set of Supporting Documents have been developed to provide guidance on how the Framework might be applied within faculties:
- Example Process/Workflow
- Standardised Content for Report Templates

The development of descriptive Function Statements for the various tiers of the process, including the Department Assessment, Faculty Assessment and Faculty Board meetings, will be flagged for consideration by Faculty boards.

Administrative Arrangements
In preparation for the implementation of the Framework, a review of administrative functions was undertaken. The review involved consultation with central Student Administration, Examinations, Student Systems, faculties and Governance Services, and proposes:
- a new timeframe for the ratification of results process which provides faculties with two additional working days (four days in total) for marking and quality assurance processes
- a coordinated process between ratification of results in faculties and release of results by central Student Administration

Non Standard Study Periods
The release of results dates for the 47 University study periods have been mapped to Faculty Board dates, with a number identified as not aligning with the Faculty Board dates. Previously, the Chair of Academic Senate has ratified results for these periods and, as such, an alternative arrangement will need to be considered by Faculty Boards and approved by Academic Senate.

Consultation Process
The following individuals/offices have been consulted prior to the submission of this paper:
- Chair of Academic Senate
- Chair of ASQC
- Associate Dean (Standards & Quality), Faculty of Arts
- Associate Dean (Standards & Quality), Faculty of Business & Economics
- Associate Dean (Standards & Quality), Faculty of Human Sciences
- Associate Dean (Standards & Quality), Faculty of Science and Engineering
- Associate Dean (Learning & Teaching), Faculty of Human Sciences
Recommendations

The Ratification of Results Quality Assurance Framework, and Supporting Documents, are considered and recommended to Academic Senate for approval effective Session 1, 2015.

The arrangements for the ratification of results for study periods which do not align with Faculty Boards be considered by Faculty Boards and approved by Academic Senate.

Next Steps

- 17 February 2015: Framework and supporting documents presented to ASQC for noting
- Consultation with Faculty Boards regarding the development of Function Statements for the various tiers of the process
- 3 March 2015: Framework and supporting documents presented to Academic Senate for approval
- June, 2015: Framework implemented for Session 1, 2015

Operational Impact

- Faculties
- Academic Standards and Quality Committee (ASQC)
- Academic Senate
- Governance Services
- Student Administration, including Examinations and SBSS

Submitted by: Professor Dominic Verity, Chair of Academic Senate

For enquiries contact: Hayley Harris, Projects, Governance Services, x4226
Ratification of Results: Quality Assurance Framework

The Ratification of Results Quality Assurance Framework underpins the processes and articulates the framework supporting the ratification of results and comprises:

1. Five Overarching Principles
2. A set of Quality Standards
3. The Quality Assurance Cycle with Expected Actions
4. A set of Supporting Documents to encourage consistency in the processes (‘plan’) and reporting (‘check’) stages of the Cycle.

The Framework is visually represented in Appendix A.

Overarching Principles

The Framework has been developed based on five overarching principles:

- **Fairness**: just and reasonable action in accordance with accepted rules or principles. Procedural fairness requires that all cases be treated in essentially the same way, subject to the same or equivalent scrutiny, and evaluated using the same or equivalent rules and procedures.
- **Transparency**: the open provision of information. Transparency is operating in such a way that it is easy for others to access and examine process, information, discussion and decision making.
- **Objectivity**: the state or quality of being objective, just and unbiased. Objectivity involves informed and unguarded discussion and review.
- **Reliability**: an indication of consistency. Reliability determines the degree to which processes produce consistent outcomes, and perform their intended function, across varying settings. Information and data must be valid to ensure reliability.
- **Continuous Quality Improvement**: an ongoing effort to improve quality. Continuous Quality Improvement involves incremental and/or breakthrough improvement of processes that lead to the achievement of higher levels of quality.

It is expected that these five principles will be recognised and embedded in all aspects of the quality assurance processes in each Faculty.

Quality Standards

The six Quality Standards are key elements of the Quality Assurance Framework:

- **Moderated standards-based assessment**: Assessment is standards-based and is subject to moderation, as outlined in the Moderation Framework.
- **Moderated grading**: Grading reflects achievement against the approved standards, and these standards observe the broader University policies on grading and assessment. Grading is subject to moderation, as outlined in the Moderation Framework.
- **Identification and reporting of quality issues**: Unexpected results and significant issues are identified and reported.
- **Robust discussion of quality issues**: Unexpected results and significant issues are robustly and objectively discussed.
- **Commitment to resolution of quality issues**: Strategies to address unexpected results and significant issues are proposed, and implemented, to promote continuous quality improvement and conclude a cycle of quality enhancement.
• **Transparent and improvement-focussed processes**: Reporting, review, strategy proposals, progress and outcomes are documented.

In developing the Standards for the Framework, ensuring *fairness, transparency, objectivity* and *reliability* in the processes and reporting, and promoting *continuous quality improvement* in the review and monitoring components are recognised as important.

**Quality Assurance Cycle**
The Quality Assurance Cycle is divided into five stages: Plan, Act, Check, Monitor and Improve. These stages do not stand in isolation from one another and, in fact, must feed into each other to promote continuous quality improvement.

Each stage of the Cycle has a set of Expected Actions which support the evaluation and measurement of performance against the Standards, and contribute to continuous improvement.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>EXPECTED ACTIONS</th>
<th>SUPPORTING DOCUMENTS</th>
</tr>
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</table>
| 1. PLAN | 1.1. Each Faculty establishes processes to monitor the ratification of results process against the Quality Standards. These should include subprocesses at the unit and department level.  
1.2. Each Faculty evaluates its processes periodically. | Example process/es to illustrate application of framework within a Faculty, including a statement of function for the various tiers in the ratification of results process. |
| 2. ACT | 2.1. Each Faculty monitors its performance against the Quality Standards, as per the established Faculty processes.  
2.2. Each Faculty identifies unexpected results or significant issues in relation to the Quality Standards. | Example reporting models/standardised templates to illustrate the type of information, and level of detail, expected at the various tiers in the ratification of results process. |
| 3. CHECK | 3.1. Each Faculty reports on its performance against the Quality Standards.  
3.2. Each Faculty reports unexpected results or significant issues in relation to the Quality Standards.  
3.3. Each Faculty initiates a review of its processes and/or units periodically, or in response to identified issues. Where a review of a unit is required, this should feed into the broader Program and Unit Review Cycle. | Example reporting model/standardised templates to illustrate the type of information, and level of detail, expected at the various tiers in the ratification of results process. |
| 4. MONITOR | 4.1. The Academic Standards and Quality Committee (ASQC) will monitor and review processes in accordance with the annual review cycle. | |
| 5. IMPROVE | 5.1. Where an issue is identified, the Unit Convenor and/or Department will propose strategies to respond to this issue. These proposed strategies are documented and an evaluation of their effectiveness is provided after the next offering. This should feed into the broader Program and Unit Review Cycle.  
5.2. Each Faculty proposes and implements changes to its processes to address identified | |
issues, where relevant.

5.3. Where broad and systemic issues are identified by the Faculty, they will recommend amendments to University rules, policies or frameworks to Academic Senate for consideration and/or approval.

Appendix A
Example Process: Ratification of Results (DRAFT)

**Unit Convenor**
- Oversees assignment of marking against approved standards
- Considers performance against Quality Standards
- Documents unit-level performance against Quality Standards via the ‘Unit Summary Report’

**Department**
- Reviews, robustly and objectively discusses, and minutes the discussion of ‘Unit Summary Reports’ (with reference to the Moderation Framework)
- Reviews, robustly and objectively discusses, and minutes the discussion of ‘Departmental Summary Reports’ (with reference to the Moderation Framework)

**Faculty**
- Reviews, robustly and objectively discusses, and minutes the discussion of ‘Departmental Summary Reports’ (with reference to the Moderation Framework) [Unit Summary Reports attached]
- Documents unit-level performance against Quality Standards via the ‘Unit Summary Report’
- Documents department-level performance against the Quality Standards via the ‘Departmental Summary Report’

**Faculty Board**
- Considers the ‘Faculty Summary Report’ (Final Grade recommendations and Department Summary Reports attached)
- Considers the ‘Faculty Summary Report’ (Process, rule or policy recommendations attached)

**Academic Senate**
- Notes ratification of results, and considers recommended amendments to process, rules or policy.

**ASQC**
- Monitors and reviews processes in accordance with the annual review cycle.

**Resources**
- Function Statement: A
- Report Pro Forma: A
- Function Statement: B
- Report Pro Forma: B
- Report Pro Forma: C
- Report Pro Forma: D

**Appendix 1**
<table>
<thead>
<tr>
<th><strong>REPORT PRO FORMA A</strong></th>
<th><strong>REPORT PRO FORMA B</strong></th>
<th><strong>REPORT PRO FORMA C</strong></th>
<th><strong>REPORT PRO FORMA D</strong></th>
</tr>
</thead>
</table>
| Detailed summary of individual unit information. This may include:  
- Comment on Unit Convenor Summary Report from previous offering  
- Comment on any issues that were previously raised and how these were addressed in the unit’s current offering  
- Comment on any changes to the unit and how these changes impacted cohort performance (compared with previous offerings)  
- Evidence of moderation practices: in setting standards, designing assessment and grading  
- Identifying noteworthy or unexpected results or experiences  
- Any proposed amendments to unit following experiences/results/evaluation for the given session (and in light of cohort performance) | Medium-level summary of overall departmental information. This may include:  
- Report on any ongoing issues  
- Update on any outstanding action items from the last Faculty Assessment meeting  
- Report on changes to units which significantly impacted cohort performance (compared with previous offerings)  
- Evidence of moderation practices: in setting standards, designing assessment and grading  
- Report on any issues with units being offered for the first time  
- In light of cohort performance, suggest amendments to teaching strategies, units and/or relevant policies or rules of the University | High-level summary of overall departmental information. This may include:  
- Noteworthy issues, such as matters relating to moderation practices, units offered for the first time or significant changes to units which had an impact on cohort performance  
- Outlining Departmental quality assurance process  
- In light of cohort performance, suggest amendments to teaching strategies, units and/or relevant policies or rules of the University | High-level summary of overall faculty information. This may include:  
- Confirmation that a quality assurance process has been established, and followed  
- Identification of common/overall themes  
- Highlight/extracts from Department Assessment meeting minutes: ongoing issues/outstanding action items  
- Issues/points of concern/positive outcomes  
- Suggest amendments to teaching strategies, units and/or relevant policies or rules of the University  
- Faculty (Quality) Summary Reports and/or Minutes attached for information |

**AUDIENCE**  
- Unit Convenor/s  
- Heads of Department  
- Faculty  
- Faculty Board  
- Academic Senate  
- Associate Dean (S&Q), or nominee  
- Executive Dean, or nominee  

**AUTHOR**  
- Department Faculty  
- Faculty  
- Faculty Board  
- Academic Senate  
- Associate Dean (S&Q), or nominee  
- Executive Dean, or nominee  

**APPENDIX 1**
ITEM 9.5  SCHEDULE OF EQUIVALENCIES: FORMAL LEARNING FOR UNDERGRADUATE PROGRAMS

This matter was recommended for approval by Academic Senate from the 17 February 2015 Academic Standards and Quality Committee.

For approval.
Purpose
Specify the maximum credit point equivalencies associated with a range of sub bachelor qualifications.

This Schedule is developed in line with AQF guidelines and should be read in conjunction with the Recognition of Prior Learning Policy and Schedule of Minimum Requirements at Macquarie.

Schedule A
CREDIT TOWARDS BACHELOR DEGREES

<table>
<thead>
<tr>
<th>Equivalent AQF level of previous qualification</th>
<th>Volume of learning (FTE)</th>
<th>Maximum Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma (AQF 5)</td>
<td>1 year</td>
<td>1 year (24 credit points)</td>
</tr>
<tr>
<td>Diploma (AQF 5)</td>
<td>1.5 years</td>
<td>1.5 year (36 credit points)</td>
</tr>
<tr>
<td>Diploma (AQF 5)</td>
<td>2 and 3 years</td>
<td>1.5 years (36 credit points)*</td>
</tr>
<tr>
<td>Advanced Diploma / Associate Degree (AQF 6)</td>
<td>1.5 years</td>
<td>1.5 years (36 credit points)</td>
</tr>
<tr>
<td>Advanced Diploma / Associate Degree (AQF 6)</td>
<td>2 and 3 years</td>
<td>2.0 years (48 credit points)*</td>
</tr>
</tbody>
</table>

The amount of credit granted will not exceed the volume of learning of previous qualification, and the amount of credit awarded is proportional to the volume of the prior learning. The guiding principle is for students to be awarded the maximum appropriate credit available to their Macquarie qualification. Where this is not considered appropriate for a particular arrangement, a case supporting the reduced credit is to be included in the articulation submission.

Undergraduate Macquarie students with an incomplete Bachelor Degree (AQF 7) from another accredited institution are eligible for credit on a pro rata basis in accordance with the Schedule of Minimum Requirements at Macquarie University.

Undergraduate Macquarie students with incomplete sub bachelor

* Additional information may be requested to support cases where these credit yields are sought. This information must be provided through the Articulation, Credit Transfer or Dual Degree Arrangements Template.

Sourced from: http://www.mq.edu.au/policy/docs/rpl/schedule_relative.html
Documents sourced from Policy Central (www.mq.edu.au/policy) take precedence over documents from other sources.
qualifications may apply for credit under the provisions for recognition of Non-formal Learning in accordance with the Recognition of Prior Learning Policy at Macquarie University

Credit is only granted where the prior studies are relevant, current and equivalent.

Credit will be granted at lower levels first and the majority of the credit will be applied at the 100 level.

Schedule B

**CREDIT POINT VALUES FOR A RANGE OF ACCREDITED INCOMPLETE QUALIFICATIONS**

Where a student has multiple completed sub Bachelor awards, credit is granted from the award that yields the higher credit point value.

Where a student has a completed sub Bachelor award and higher level qualifications, credit is aggregated in accordance with the Schedule of Minimum Requirements at Macquarie University.

<table>
<thead>
<tr>
<th>Contact Officer</th>
<th>Chair, Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Approved</td>
<td></td>
</tr>
<tr>
<td>Approval Authority</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Date of Commencement</td>
<td>For teaching sessions that commence after 1 January 2015</td>
</tr>
<tr>
<td>Amendment Dates</td>
<td>n/a</td>
</tr>
<tr>
<td>Date for Next Review</td>
<td>January 2016</td>
</tr>
<tr>
<td>Keywords</td>
<td>Credit Point Equivalencies, Completed Qualifications, Incomplete Qualifications</td>
</tr>
<tr>
<td>Policy Authorisation</td>
<td>Recognition of Prior Learning Policy</td>
</tr>
</tbody>
</table>
ITEM 9.6  AMENDMENTS TO THE SCHEDULE OF MINIMUM REQUIREMENTS

This matter was recommended for approval by Academic Senate from the 29 January 2015 Academic Standards and Quality Committee.

For approval.
ITEM 4.5: AMENDMENT TO THE SCHEDULE OF SCHEDULE OF MINIMUM REQUIREMENTS AT MACQUARIE: REGARDING THE TREATMENT OF A CREDIT TOWARDS ‘HIGHER LEVEL UNITS’

Issue: The schedule of minimum requirements at Macquarie states,

‘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.’

While the maximum 6 credit points ensures the rule ‘the majority of the higher level units’ for a 3 year Bachelor degree - where the 300 level requirements are 18 – this yield does not translate to 4 and 5 year bachelor degrees where the 300 level or above requirements are higher. If the intent of the schedule is that a student must only (my emphasis) do the majority of the higher level units at Macquarie then the credit yields for many awards are greater than 6cps.

<table>
<thead>
<tr>
<th>Degree requirements</th>
<th>Overall minimum requirements at Macquarie</th>
<th>Overall maximum credit yield</th>
<th>Degree requirements at 300 level or above</th>
<th>Maximum RPL credit yield at 300 level or above based on ‘majority of the higher level units’</th>
</tr>
</thead>
<tbody>
<tr>
<td>69 cp</td>
<td>24</td>
<td>45</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>72cp</td>
<td>24</td>
<td>48</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>96cp</td>
<td>36</td>
<td>60</td>
<td>30-45</td>
<td>12-21</td>
</tr>
<tr>
<td>120cp</td>
<td>48</td>
<td>72</td>
<td>48</td>
<td>21</td>
</tr>
</tbody>
</table>

In many cases the additional yield is unable to be applied because of the specific requirements of the longer degrees. Therefore the recommendation is that 12cps be permitted at@300 and above for degrees longer than 3 years.

Consultation Process:
The following offices have been consulted prior to the submission of this paper: Q &S Deans

Recommendation:
That ASQC recommends to academic senate an amendment to the Schedule of minimum requirements at Macquarie:

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 for a 3 year Bachelor degree, and up to a maximum of 12 credit points for Bachelor degrees longer than 3 Years.

Operation Impact: Part of the broader implementations of the 2015 Recognition of Prior Learning Policy.

Submitted by: Brad Windon, Lifecycle Manager, 6404
ITEM 9.7 UNIT QUOTAS

The 17 February 2015 Academic Standards and Quality Committee resolved to recommend to Academic Senate that Faculty Boards have delegated responsibility for the ongoing management of unit quotas.

For approval.
ITEM 8.1 UNIT QUOTAS

Issue:
It is proposed that Faculties have responsibility for the ongoing management of unit quotas.

Academic Senate at its meeting of 5 April 2011 resolved the following (resolution 11/063):
That Academic Senate approves the following principles in relation to setting quotas on units.
a) Quotas on unit enrolments must be approved and published in advance of commencement of enrolment so that they are transparent to students.
b) Late requests for unit quotas will not be approved.

Subsequent to this, at its meeting of 12 December 2013, Academic Senate resolved that unit approvals be transitioned to the Faculties, with the exception of a number of specific areas (resolution 13/396, recommendation 4):
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.

The current practice is that unit quotas are submitted to ASQC and approved each academic year. Unit quotas do not roll forward to the following year and so require re-approval each year.

Recommendation:
In line with Academic Senate’s resolution to authorise Faculties to approve units, it is proposed that:
1. The addition of a unit quota may be approved by the Faculty’s FSQC.
2. New or revised unit quotas be established and published in advance of commencement of enrolment so that they are transparent to students.
3. Faculties will review and confirm the existing quotas on an annual basis.
4. ASQC will establish guidelines for the Faculties to use when implementing quotas.
5. ASQC may review the details of all existing unit quotas at any time, and may require Faculties to submit a rationale for a quota, including advice as to how students will not be disadvantaged.

Operation Impact:
Faculties, Student Administration

Submitted by:
Pamela Coutts

For enquiries contact:
Kylie Shorrock, Curriculum and Planning Manager, x4262
ITEM 9.8  DIPLOMA OF TERTIARY STUDIES

The 17 February 2015 Academic Standards and Quality Committee resolved to recommend to Academic Senate that the Diploma of Tertiary Studies be approved in principle, subject to proposed amendments relating to the structure.

For approval.
The Education Services for Overseas Students (ESOS) Act 2000, and The National Code of Practice govern the delivery of courses to International students. All programs of study offered to International students studying in Australia on a student visa must have a CRICOS code and comply with these provisions. This includes the requirement that holders of an international student visa maintain full-time enrolment. Therefore, consultation with Macquarie International will be required prior to submission.

**General**

The University Executive has requested the introduction of a pathway program for domestic students to replace the existing SIBT offerings. It has been agreed that this will also replace the Next Step program as a pathway, and offer CSP places for slip back offers.

**Name of Award**

Diploma of Tertiary Studies

**AQF Level and Qualification Type**

(No option selected)

**Volume of Learning / Duration**

1 year FTE

**Study Mode**

Full-time

**Attendance Mode**

Internal

**Location**

North Ryde

**Study Period Offerings**

Other

Term dates specific to MUIC

**Owning Faculty**

Faculty of Arts

**Owning Department**

No department

**Implementation Timeframe**

Implement for 2015

**Rationale**

The University Executive has requested the introduction of a pathway program for domestic students to replace the existing SIBT offerings.

It has been agreed that this will also replace the Next Step program as a pathway, and offer CSP places for slip back offers.

Note that this will be implemented for 2016 academic year and has no owning Faculty. It will be offered through the MUIC

**Replacement**

Does the proposed award replace an existing award? No
### English Language Requirements

English language requirements are expressed as an "IELTS or IELTS equivalent" across five categories. Provide IELTS scores against the listed categories. Refer to English Language Requirements.

<table>
<thead>
<tr>
<th>Overall</th>
<th>Speaking</th>
<th>Listening</th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
</tbody>
</table>

### Program Structure

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Requirements file has been uploaded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To view the requirements download the file FOA UG A TerStu ID112-1.xlsx</td>
<td></td>
</tr>
</tbody>
</table>

### New Unit Requirements

<table>
<thead>
<tr>
<th>Professional Accreditation</th>
<th>Provide details of the professional body and timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

### Work Component

<table>
<thead>
<tr>
<th>Work Component</th>
<th>Does the program have a work-based training component which must be undertaken to gain the qualification?</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>No</td>
</tr>
</tbody>
</table>

### Working with Children Check

<table>
<thead>
<tr>
<th>Working with Children Check</th>
<th>Will students require a working with Children Check?</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>No</td>
</tr>
</tbody>
</table>

### Specification

#### Overview and Aims of the Program

Short introduction to the program and its context, important and distinctive features, and educational aims. Refer to senate.mq.edu.au/apc/resources.html.

The program provides an introduction to general tertiary level studies. The program is equivalent to the first year of an undergraduate Arts or Commerce degree and will facilitate articulation into the second year of an undergraduate program offered by the Faculty of Arts or Business.

Students will be introduced to fundamental knowledge and concepts in the humanities and business studies and well and theoretical and applied knowledge around learning at a tertiary level.

#### Program Learning Outcomes

Provide Program Learning Outcomes under the categories shown. The Graduate Capabilities should be referenced against each relevant Program Learning Outcome. Refer to senate.mq.edu.au/apc/resources.html.

By the end of this program it is anticipated you should be able to:

1. Explain some of the key theoretical concepts related to history, philosophy and business studies.
2. Critically analyse topics related to history, philosophy and business studies.
3. Apply basic research skills and methods to solve problems.
4. Express ideas creatively and communicate those ideas with imagination.
5. Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively.
6. Use written, oral and visual communication skills to communicate information and ideas.
7. Reflect on ethical issues related to media information and its use.
8. Recognise the social, cultural and political histories from which different media and modes of communication practices and structures have emerged.
9. Manage time and personnel resources effectively by drawing on planning, organisational, project management and leadership skills.

The number of PLOs that a program should have is not specified. As a guide, between eight and twelve PLOs would be a reasonable number.

PLOs are made publicly available and so will be read by a wide audience. When writing PLOs it is useful to ask "is this written in a way which would be intelligible, accessible and meaningful to our students and prospective students?". Generally speaking, learning outcomes should be expressed in a form that includes action verbs, describing something your students can actually do, and can be assessed to have successfully done, like "identify", "describe" or "differentiate".

The AQF asks that PLOs should address the areas of Knowledge and Understanding, Skills and Capabilities, and the Application of Knowledge and Skills. It isn’t necessary for each PLO to be classified under one of these headings. However it is important for the overall collection of PLOs for a program to clearly address all of these factors.

Each program learning outcome should be mapped to the graduate capabilities it fosters, using the standard letter codes given.

#### Learning and Teaching Methods

Describe the mix of learning and teaching methods used in the program. Refer to senate.mq.edu.au/apc/resources.html.

Students will participate in a range of traditional and innovative learning activities designed to develop the knowledge, understanding, skills and techniques required for successful participation in employment or further study. Learning activities are varied and include both formal and informal experiences.

All units in the program are supported by an online environment that provides access to resources such as lecture notes and recordings, readings, quizzes, discussion forums and assessment materials, and that facilitates communication between teaching staff and students.

Learning styles used may include:

- Case studies, which provide students with an opportunity to apply their knowledge to real or simulated scenarios in individual or group situations.
- Simulations, modelled on real-life situations and providing learning experiences that promote integration of knowledge, skills and critical thinking.
- Project work, which may be independent or involve group learning. Projects assist students in developing more in-depth knowledge and skills in conducting research, communication, and in planning, organisation and time management.
Readings taken from textbooks, journals, websites and other sources provide material to further develop concepts and knowledge referred to in individual units in the program.

Reflective activities, such as journals, assist students in integrating the course content and in developing the ability to transfer knowledge and skills from the learning environment into the workplace.

Self-study activities, such as questions with worked examples, (non assessed) online quizzes, and textbook questions and answers.

Online discussion forums, in which students may be required to submit responses to a given question, and/or to participate in a set discussion topic.

Learning may be facilitated through the following teaching methods:

- Lectures: Lectures are presentations designed to communicate a body of knowledge to a group of students, often in a large lecture theatre, and provide insight into key concepts and understanding of the subject matter pertaining to a unit of study. Lectures in this program are typically delivered in the traditional face-to-face mode, although some are interactive and students may be required to participate in a learning activity during the lecture. Extensive use is also made of the Echo 360 lecture audio recording system. Lectures may also be video captured. This means that students can usually access lecture material, in some format, on an ‘on demand’ basis.
- Tutorials: Tutorials are classes in which a tutor facilitates interactive learning with a small group of students. In first year, tutorials tend to focus on ensuring that fundamental concepts and skills are acquired. As students progress on to units at a higher level, the focus shifts towards a more critical engagement with the discipline. Tutorials provide students with the chance to ask questions, seek clarification, resolve problems, enhance their communication skills, and develop their ability to work in a collaborative manner with their peers.
- Computer lab workshops or Practicals: The environment in which our graduates will work is one requiring high level skills. These skills are developed, in part, in computer lab workshop sessions. These sessions allow students to acquire and practice skills that are highly valued in the workplace.

In addition to formal workshop sessions under the direct instruction of a lecturer or tutor, students are able to access the labs to practice skills and to complete assessment tasks in their own time.

Assessment

Describe the assessment methods that will be used to assess the learning outcomes. Refer to senate.mq.edu.au/apc/resources.html.

Assessment tasks are designed to develop understanding and assess achievement of the program learning outcomes and will require students to integrate and exhibit skills and knowledge acquired. For each unit of study, students will complete between 3 and 4 assessment tasks.

Assessment tasks may include the following:

- Written assessments in traditional academic format ranging from short essays to longer, self-directed research papers, literature reviews and annotated bibliographies.
- Case studies or reports, written documents outlining the results of a detailed analysis of a situation using empirical data and research. Case studies are used to assess critical thinking, analytical and research skill.
- Assignments, in a variety of formats such as the production of an Excel spreadsheet, the analysis of a mathematical problem or data set, or a brief written response to a topic question.
- Online quizzes designed to assess knowledge, skills or capabilities, and typically consisting of a series of questions requiring brief responses.
- Class participation, including engagement in tutorial discussions or online discussions.
- Written class tests, time limited assessments designed to assess a student’s knowledge or skills.
- Individual or group oral presentations which may incorporate presentation technologies or be accompanied by handouts.
- Final examination, an invigilated assessment conducted at the end of session and designed to assess a student’s body of knowledge and critical thinking skills.

Support for Learning

Describe how learners are supported in the program. This might include descriptions of induction, staff expertise or standing, pastoral and academic support, academic advising, resources etc. Refer to senate.mq.edu.au/apc/resources.html.

Macquarie University aspires to be an inclusive and supportive community of learners where all students are given the opportunity to meet their academic and personal goals. The University offers a comprehensive range of free and accessible student support services which include academic advice, counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk billing medical service located on campus.

Further information can be found at www.students.mq.edu.au/support

Counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk billing medical service located on campus.

Further information can be found at www.students.mq.edu.au/support/health_and_wellbeing/contact_us

Program Standards and Quality

Describe the principal mechanisms by which the standards and quality of provision are maintained, assured and enhanced. Refer to senate.mq.edu.au/apc/resources.html.

The program is subject to an ongoing comprehensive process of quality review in accordance with a pre-determined schedule that complies with the Higher Education Standards Framework. The review is overseen by Macquarie University’s peak academic governance body, the Academic Senate and takes into account feedback received from students, staff and external stakeholders.

Graduate Destinations and Employability

Describe the career opportunities for graduates of this program. Describe how students are prepared for the world of work, training and/or further study. Refer to senate.mq.edu.au/apc/resources.html.

N/A - articulation into Bachelor Degrees

Assessment Regulations

Identify any approved dispensation from the assessment regulations that applicants are likely to need to know about or any special features of the regulations, such as accrediting body requirements. Refer to senate.mq.edu.au/apc/resources.html.

This program is subject to Macquarie University regulations, including but not limited to those specified in the Assessment Policy, Academic Honesty Policy, the Final Examination Policy and relevant University Rules. For all approved University policies, procedures, guidelines and schedules, visit: mq.edu.au/policy/

Mapping of Program Learning Outcomes to Units

Formal qualifications, RPL (where offered).

Upload requirements file has been uploaded. (Uploading another will replace the present one.)
RPL

Recognition of Prior Learning
(if relevant)

Describe how the recognition of prior learning will be applied for admission to this program and/or for the granting of credit. Only list that information of specific relevance to this program, information of a more general nature should be provided in the Departmental RPL plan. Refer to senate.mq.edu.au/apc/resources.html.

Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of granting credit towards, or admission into, a program. The recognition of these forms of learning is enabled by the University’s Recognition of Prior Learning (RPL) Policy and its associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer to the Departmental RPL Plan, which describes the evidential requirements and approval processes for recognising prior learning for entry or credit in this program.

Justification

Market Analysis

Explain how the proposed new award fits with the Faculty’s Learning and Teaching Plan providing specific examples. Demonstrate how this is consistent with the University’s Academic Plan. Refer to http://mq.edu.au/about/strategy/academicplan.html

For awards which will be offered to the International market, explain why this award will be attractive to International students. For assistance please contact Nicola Bate, Associate Director, Business Development, Macquarie International (ext 1190).

Domestic Market

The following competitor Australian institutions offer diplomas, a proportion of which is a domestic cohort.

We also have a number of Next Step enrolments - the domestic Diploma will enable slipback offers to students who don’t meet Degree entry requirements and will absorb those Next step students as the Next step program will be discontinued

International Market (if relevant)

N/A

Macquarie Advantages

If an established need is recognised for the proposed award, explain how Macquarie University provides a desirable or unique opportunity for the successful establishment of the proposed award. Determine in what way your proposal is different from similar awards offered by competitors.

A Diploma program is currently run by Navitas on our North Ryde campus. Macquarie has chosen to establish its own pathway College, which was a strategic decision from the Executive.

Macquarie seeks to take control of their own destiny via the creation of such a College, of which the Diploma of Tertiary Studies is a key component. This means it will be run and operated by Macquarie University, with our curriculum and resources.

The advantage of this program is the new pipeline of students, where we have control over the quality and entrance standards, into the 2nd year of our undergraduate degree programs.

Our competitive advantages include:
1. We are a highly respected Sydney based University
2. Students will be able to enter Macquarie directly, as opposed to via a third party
3. Our curriculum will be of high standard
4. We will source only the best academic staff

Competitive Offerings

Provide a summary of similar awards offered by Australian and international institutions which could be considered as competition for the proposed award.

<table>
<thead>
<tr>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTS</td>
<td>Insearch Diploma</td>
<td></td>
</tr>
<tr>
<td>Navitas</td>
<td>SIBT Diploma</td>
<td></td>
</tr>
<tr>
<td>UWS</td>
<td>Diploma</td>
<td></td>
</tr>
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</table>

Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>150</td>
<td>200</td>
<td>250</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Estimated Full-time and Part-time Students

<table>
<thead>
<tr>
<th>Estimated number of Full-time students</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated number of Part-time students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award
Number of domestic students expected to enrol in this award

Consultation
The below sections need to be filled in by Library and LTC staff respectively prior to submission to your Head of Department. Relevant staff members can be found as follows:

**Library:** view a list of Research Librarians at [www.mq.edu.au/on_campus/library/research/research_librarians](http://www.mq.edu.au/on_campus/library/research/research_librarians)

**Learning and Teaching Centre:** view a list of faculty Educational Developers at [www.mq.edu.au/about_us/offices_and_units/ltc/ltc_contacts#eddev](http://www.mq.edu.au/about_us/offices_and_units/ltc/ltc_contacts#eddev) or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:

1. The name and unit code for this unit

They should already have an account to access the system, but if not, they can contact the Curriculum and Planning team for assistance in creating one (email: curriculum@mq.edu.au).

You can proceed to any other part of this webform, but should only submit for approval when these sections have been completed.

---

**Library Consultation:** Address whether library resources and services are available to support the proposed new unit. If new library resources, services or staffing are required, detail these and give an estimate of the initial start-up cost and ongoing annual cost.

**Research Librarian:** Susan Vickery  **Date:** 5 February 2015

**Summary Impact Information**

Resources: The Library can support this program, on the understanding that students enrolled in the program will be authenticated as Macquarie University students, to be covered under license agreements to online content.

New units proposed as part of this program will require a Library consultation to identify resources and services to support the unit that may fall outside the existing services and scope of collection development.

**Services / Staffing:**

---

**Learning and Teaching Centre Consultation:** Address whether LTC resources and services are available to support the proposed new unit. If new LTC resources, services, staffing or infrastructure are required please detail these.

**Educational Developer:** Ian Solomonides  **Date:** 5 February 2015

**Summary Impact Information**

Resources: LTC resources will be available to support the new unit

Services / Staffing:

---

**International**

All new awards offered to International Students must comply with the ESOS Act (2000), the National Code of Practice, and have a CRICOS Code. The
following provisions are mandatory for CRICOS registration:

- Providers may only offer courses to International students on a full-time basis (Part C.S.7.1)
- International students may take no more than 25 per cent of their course online or by distance education (Part C.S.9)
- International students must be enrolled in at least one face-to-face subject in each compulsory teaching period (Part C.S.9)

<table>
<thead>
<tr>
<th>Full Time Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will international students be able to undertake the award in full time mode?</td>
</tr>
<tr>
<td>If this award is not offered in full time mode, it must not be offered to International students. Please contact MI for further information.</td>
</tr>
</tbody>
</table>

Other

<table>
<thead>
<tr>
<th>Arrangements with Other Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the names (with links) of any external benchmarks that have been applied in the design of this program. Refer to senate.mq.edu.au/apc/resources.html.</td>
</tr>
</tbody>
</table>

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext:</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherman Young</td>
<td>6778</td>
<td><a href="mailto:sherman.young@mq.edu.au">sherman.young@mq.edu.au</a></td>
<td>Tue - 13/1/15</td>
<td>Director</td>
</tr>
<tr>
<td>Kylie Shorrock</td>
<td>4262</td>
<td><a href="mailto:kylie.shorrock@mq.edu.au">kylie.shorrock@mq.edu.au</a></td>
<td>Fri - 30/1/15</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Sherman Young</td>
<td>6778</td>
<td><a href="mailto:sherman.young@mq.edu.au">sherman.young@mq.edu.au</a></td>
<td>Thu - 5/2/15</td>
<td>Director</td>
</tr>
<tr>
<td>Kylie Shorrock</td>
<td>4262</td>
<td><a href="mailto:kylie.shorrock@mq.edu.au">kylie.shorrock@mq.edu.au</a></td>
<td>Thu - 5/2/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Kylie Shorrock</td>
<td>4262</td>
<td><a href="mailto:kylie.shorrock@mq.edu.au">kylie.shorrock@mq.edu.au</a></td>
<td>Thu - 5/2/15</td>
<td>FSQC</td>
</tr>
<tr>
<td>Kylie Shorrock</td>
<td>4262</td>
<td><a href="mailto:kylie.shorrock@mq.edu.au">kylie.shorrock@mq.edu.au</a></td>
<td>Thu - 5/2/15</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

If you experience problems with this site, please email curriculum@mq.edu.au
**AWARD NAME:** Diploma of Tertiary Studies

**General requirements:**
- Minimum number of credit points for the degree: 24
- Minimum number of credit points at 200 level or above: -
- Minimum number of credit points at 300 level or above: -
- Completion of a designated People unit: NA
- Completion of a designated Planet unit: NA
- Completion of a designated PACE unit: NA
- Completion of other specific minimum requirements as set out below: NA

**Specific minimum requirements:**

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
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</thead>
<tbody>
<tr>
<td>100 LEVEL</td>
<td>Required</td>
<td>PHIL137</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ISYS100</td>
<td>IT &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ACMU100</td>
<td>Academic Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>FBE104</td>
<td>Tertiary Learning</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>MAS104</td>
<td>Australian Media</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>STAT150</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>BBA102</td>
<td>Principles of Management</td>
<td>3</td>
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<td></td>
<td>Required</td>
<td>MHIIS115</td>
<td>Big History</td>
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**TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM:** 24
<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Graduate Capabilities*</th>
<th>Required Units</th>
<th>Option Set:</th>
<th>Option Set:</th>
<th>Option Set:</th>
<th>Option Set:</th>
<th>Option Set:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Explain some of the key theoretical concepts related to history, philosophy, statistics and business studies.</td>
<td>K, T, P</td>
<td>PRHL137 SVIS100 ACMU104 FBE104 NABS104 FIBA1210 FIBA1220 KRES2125</td>
<td>2012 JFIN</td>
<td>2012 JFIN</td>
<td>2012 JFIN</td>
<td>2012 JFIN</td>
<td>2012 JFIN</td>
</tr>
<tr>
<td>2 Critically analyze topics related to history, philosophy and business studies.</td>
<td>P, T</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3 Apply basic research skills and methods to solve problems.</td>
<td>P, L, T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Express ideas creatively and communicate those ideas with imagination.</td>
<td>I, C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively.</td>
<td>C, J</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Use written, oral and visual communication skills to communicate information and ideas.</td>
<td>C, I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Reflect on ethical issues related to media information and its use.</td>
<td>C, A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Recognise the social, cultural and political histories from which different media and modes of communication practices and structures have emerged.</td>
<td>K, C, E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Manage time and personnel resources effectively by drawing on planning, organisational, project management and leadership skills.</td>
<td>C, L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Macquarie University Graduate Capabilities

Cognitive capabilities
- K discipline specific knowledge and skills
- T critical, analytical and integrative thinking
- P problem solving and research capability
- I creative and innovative

Interpersonal or social capabilities
- C effective communication
- E engaged and ethical local and global citizens
- A socially and environmentally active and responsible

Personal capabilities
- J capable of professional and personal judgement and initiative
- L commitment to continuous learning

**Contribution to achievement of PLO**
- ✓ pre requisite or small contribution to PLO
- ✓✓ moderate contribution to PLO
- ✓✓✓ major contribution to PLO

** Additional option sets should be added as needed.**

**Comments**

1. It is expected that each unit will be mapped to a subset of PLOs and Graduate Capabilities, not routinely to all.
2. Any pathway through an award must be able to satisfy all PLOs, i.e. if one PLO is met by units in one option set only, all units within the option set must include that mapping.
3. Option sets MUST be included if they are needed for coverage of any PLO.
4. Option sets MAY be omitted if they do not make any unique contribution to PLO coverage.
5. Additional option sets should be added as needed.
ITEM 10.1  ITEMS APPROVED BY THE CHAIR

The following was approved by the Chair of Academic Senate on 22 December 2014.

*For ratification.*
B. MATTERS FOR RECOMMENDATION

(1) COMPLETION OF REQUIREMENT

ANDERSON, DONALD GEORGE
Principal Supervisor: Associate Professor Stuart Piggin
Associate Supervisor: Professor Alanna Nobbs
Thesis title: Teach the Children: A History of the School Education Work of the Sydney Anglican Church with special reference to the Sydney Anglican Schools Corporation
Award Recommended: Doctor of Philosophy

ANNA, BONA
Principal Supervisor: Associate Professor Jean-Philippe Deranty
Associate Supervisor: Associate Professor Amanda Wise
Thesis submitted for examination: 14 November 2014
Thesis title: Everyday Intercultural (Mis) Recognition at Work: The Experience of Pacific Islanders in Australia
Award Recommended: Doctor of Philosophy

BABLIS, PETER
Principal Supervisor: Professor Peter Tuchin
Associate Supervisor: Associate Professor Henry Pollard, Dr Petra Graham
Thesis submitted for examination: 5 September 2014
Thesis title: The Effect of Neuro Emotioanl Technique and Chronic Low Back Pain
Award Recommended: Doctor of Philosophy

BAIG, SOFIA
Principal Supervisor: Associate Professor Belinda Medlyn
Associate Supervisor: Professor Michelle Leishman
Thesis submitted for examination: 5 September 2014
Award Recommended: Doctor of Philosophy

BAKER, DAVID
Principal Supervisor: Professor David Christian
Associate Supervisor: Dr Nicholas Baker
Thesis submitted for examination: 14 March 2014
Thesis title: Big History: The Role of Universal Darwinism, Collective Learning, & the Rise of Complexity in the Longue Durée
Award Recommended: Doctor of Philosophy

BAU, VALENTINA
Principal Supervisor: Dr Usha Harris
Associate Supervisor: Dr Jakob Timmer
Thesis submitted for examination: 7 November 2014
Thesis title: Communication for Development in Peacebuilding - Participatory media for conflict transformation and reconciliation after civil violence
Award Recommended: Doctor of Philosophy

APPROVED ON BEHALF OF
ACADEMIC SENATE.

Chair, 22/12/14
FERGUSON, AMANDA ELIZABETH  FOHS  PHD
Principal Supervisor:  Professor Julie Fitness
Associate Supervisor:  Dr Alan Taylor, Dr Denise Jepsen
Thesis title:  An exploration of employee engagement in medical contexts
Award Recommended:  Doctor of Philosophy

GENSKE, KATHARINA  FOHS  PHD
Principal Supervisor:  Associate Professor Rosalind Thornton
Associate Supervisor:  Professor Stephen Crain
Adjunct Supervisor:  T Pechmann
Thesis title:  Early Child Bilingualism: Cross-linguistic Influence in the Simultaneous Acquisition of German and English
Award Recommended:  Doctor of Philosophy

LAI, LEON  FOHS  PHD
Principal Supervisor:  Professor Michael Morgan
Associate Supervisor:  Dr Richard Harvey
Thesis submitted for examination:  25 March 2014
Thesis title:  Changes and innovations for the surgical management of intracranial aneurysms
Award Recommended:  Doctor of Philosophy

LEWANDOWSKI, NATALIE  FOA  PHD
Principal Supervisor:  Associate Prof Mark Evans
Associate Supervisor:  Professor Kathryn Millard
Thesis submitted for examination:  17 June 2014
Award Recommended:  Doctor of Philosophy

LIAO, MIN  FOHS  PHD
Principal Supervisor:  Associate Professor Rosalind Thornton
Associate Supervisor:  Professor Stephen Crain
Thesis submitted for examination:  17 June 2014
Thesis title:  The Children's Acquisition of 'Shenme' in Mandarin Chinese
Award Recommended:  Doctor of Philosophy

MITSCHANG, ARIK  FOS  PHD
Principal Supervisor:  Dr Daniel Zucker
Associate Supervisor:  Associate Professor Orsola De Marco
Thesis submitted for examination:  10 July 2014
Award Recommended:  Doctor of Philosophy

RABEHAJA, MANANJANAHARY TAHIRY  FOS  PHD (J)
Principal Supervisor:  Associate Professor Annabelle McIver
Associate Supervisor:  Professor Dominic Verity
Adjunct Supervisor:  Struth, Georg – University of Sheffield
Thesis submitted for examination:  4 March 2014
Thesis title:  Algebraic verifications of probabilistic and concurrent systems
Award Recommended:  Joint Doctor of Philosophy
SIWAKOTI, YAM PRASAD  
Principal Supervisor: Professor Graham Town  
Associate Supervisor: Professor Neil Weste  
Adjunct Supervisor: F Blaabjerg  
Thesis submitted for examination: 28 May 2014  
Thesis title: Impedance-Source Network Power Converters  
Award Recommended: Doctor of Philosophy

SPALENIAK, IZABELA  
Principal Supervisor: Dr Michael Ireland  
Associate Supervisor: Professor Michael Withford, Dr Jonathon Lawrence  
Thesis submitted for examination: 18 July 2014  
Thesis title: Overcoming the effects of the Earth's atmosphere on astronomical observations with 3D integrated photonic technologies  
Award Recommended: Doctor of Philosophy

YAHYA, SIHAM  
Principal Supervisor: Dr Simon Boag  
Associate Supervisor: Associate Professor Doris McIlwain  
Thesis submitted for examination: 25 June 2014  
Thesis title: The Right to Love in Spite of the Tribe: The interaction between culture, religion, and social pressure, on interfaith and cross-cultural dating and marriage  
Award Recommended: Doctor of Philosophy

(1) COMPLETION OF REQUIREMENT - MASTER OF RESEARCH

AINSWORTH, LILY  
ALMATANI, MARAM ABDULKARIM H  
ASHWOOD, CHRISTOPHER  
BALDWIN, CHRISTINA  
BELLEMORE, PHILLIPA  
BOHAN, ELISE  
BOND, JAMES  
BULLEY, LOUISA  
CARBIA, PENELope  
CHEUNG, GRACE MAY YUNG  
CHOW, WAI KUEN  
CLIFT, HEATHER  
CUSICK, THOMAS  
DAY, ROBINA  
DI PAOLO, LOUIS  
DIESEN, SHIFALI  
EDWARDS, JOHN  
ELLIS, ROLAND  
ENGEL, LIAM  
FAZZOLARI, ADAM  
FENG, TIANYUAN  
FENG, ZHUOAN  
FINIS, KENNETH  
GANGODA, SUMUDU VINDYANI SAUBHAGYA
ITEM 10.2 SAVINGS CASES

For ratification.
ITEM 10.2 SAVING CLAUSE CASES

The following Saving Clause cases were approved by the Chair of Academic Senate on 12 December 2014:

Faculty of Arts

RECOMMENDATION
That the Savings Clause be invoked to enable the student identified 42131057 to satisfy degree requirements of the Bachelor of Commerce with Bachelor of Laws without having to complete People and Planet units from two difference faculties, provided all other requirements have been met.

RECOMMENDATION
That the Savings Clause be invoked to enable the student identified 42132487 to satisfy degree requirements of the Bachelor of Commerce with Bachelor of Laws without having to complete People and Planet units from two difference faculties, provided all other requirements have been met.

RECOMMENDATION
That the Savings Clause be invoked to enable the student identified 40649695 to satisfy degree requirements of the Bachelor of Laws without having to complete a further LAW elective, provided all other requirements have been met.

The following Saving Clause cases were approved by the Chair of Academic Senate on the 16 and 19 February 2015:

Faculty of Human Sciences

RECOMMENDATION
That the Savings Clause be invoked to enable the student identified 41657527 to satisfy degree requirements of the Bachelor of Science with Bachelor of Arts in Museum Studies and Heritage having completed 12cp of the 13cp for the BLG10 Palaeobiology Coherent Studies (2009), provided all other requirements have been met.

RECOMMENDATION
That the Savings Clause be invoked to enable the student identified 42156718 to satisfy degree requirements of the Bachelor of Arts – Psychology with a Bachelor of Laws without having to complete People and Planet units from two difference faculties, provided all other requirements have been met.

RECOMMENDATION
That the Savings Clause be invoked to enable the student identified 30314569 to satisfy degree requirements of the Bachelor of Arts with Diploma of Education without having to complete People and Planet units in two difference faculties, provided all other requirements have been met.

RECOMMENDATION
That the Savings Clause be invoked to enable the student identified 42475333 to satisfy degree requirements of the Bachelor of Education (ECE) without having to complete People and Planet units outside the faculty, provided all other requirements have been met.
RECOMMENDATION
That the Savings Clause be invoked to enable the student identified 42428343 to satisfy degree requirements of the Bachelor of Education (ECE) without having to complete People and Planet units outside the faculty, provided all other requirements have been met.

RECOMMENDATION
That the Savings Clause be invoked to enable the student identified 42428319 to satisfy degree requirements of the Bachelor of Education (ECE) without having to complete People and Planet units outside the faculty, provided all other requirements have been met.
ITEM 10.3 MACQUARIE FOUNDATION PROGRAM COMPLETIONS

For approval.
ITEM 10.3  MACQUARIE FOUNDATION PROGRAM COMPLETIONS

Issue: Approval for list of students from Macquarie City Campus who have completed the Foundation Program.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Given Name</th>
<th>Family Name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>43512194</td>
<td>Anagi</td>
<td>WICKREMASINGHE</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43599931</td>
<td>Barry</td>
<td>BLESSINGTON</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43480195</td>
<td>Chi</td>
<td>WOO</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43767532</td>
<td>Farah</td>
<td>DEEBALI ALI</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43770789</td>
<td>Joyce</td>
<td>TAN</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43769020</td>
<td>Patrick</td>
<td>SZABO</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>42978793</td>
<td>Arezou</td>
<td>TAVAKOLI MEHDIABADI</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43508952</td>
<td>Chenyu</td>
<td>XING</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43529259</td>
<td>Huan</td>
<td>CHEN</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43082521</td>
<td>Jiajia</td>
<td>LI</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43719791</td>
<td>Junjie</td>
<td>GUO</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43558976</td>
<td>Ke</td>
<td>WANG</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43405797</td>
<td>Qinqi</td>
<td>LI</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43574955</td>
<td>Shuyi</td>
<td>LIU</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43361668</td>
<td>Wenxin</td>
<td>WANG</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43404235</td>
<td>Xiyu</td>
<td>TIAN</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43105343</td>
<td>Yanchen</td>
<td>LI</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43542174</td>
<td>Yu</td>
<td>YU</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43502253</td>
<td>Yuke</td>
<td>WANG</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43242189</td>
<td>Zahra</td>
<td>OKAILI</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43595049</td>
<td>Zhaoru</td>
<td>DING</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43088120</td>
<td>Ziyi</td>
<td>WANG</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
</tbody>
</table>

The above list of students have been qualified from the Foundation Program in session 3, 2014 (IBT3, 2014), as provided and confirmed by Macquarie City Campus.

Recommendation: That Academic Senate approves the 22 candidates who have satisfied the requirements for the Macquarie Foundation Program as stated.

Submitted by: Deidre Anderson, Deputy Vice-Chancellor, Students and Registrar

For enquiries contact: Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 10.4 PRIZE AWARDS

For approval.
ITEM 10.4  MACQUARIE UNIVERSITY PRIZE AWARDS

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

1. FACULTY OF ARTS

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association of Heads of Independent Girls Schools Prizes</td>
<td>for proficiency by a female student in 100-level English</td>
<td>43656110</td>
</tr>
<tr>
<td>Women’s Pioneer Society of Australasia Prize</td>
<td>for proficiency in the unit MHIS109 The Making of Australia</td>
<td>42599121</td>
</tr>
<tr>
<td>Bruce Mansfield Prize</td>
<td>For proficiency in the Modern History MRes Program</td>
<td>42259398 42008301 shared</td>
</tr>
</tbody>
</table>

I. Macquarie Law School

<table>
<thead>
<tr>
<th>Prize</th>
<th>for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAWS802 Justice and Public Policy</td>
<td>43615872</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAWS803 Law of Obligations I - Contracts</td>
<td>40103188</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAWS806 Applied Legal Ethics</td>
<td>43614906</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAWS891 International Law</td>
<td>43648649</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAWS804 Law of Obligations II - Torts</td>
<td>41780485</td>
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<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAWS805 Theories of Law and Justice</td>
<td>43614906</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAWS809 Property Law</td>
<td>43614906 43701612 shared</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAWS811 Company Law</td>
<td>43648401</td>
</tr>
<tr>
<td>Ashurst Prize in Law</td>
<td>for proficiency in one or more 200-level LAW units</td>
<td>30235057</td>
</tr>
<tr>
<td>John Peden Memorial Prize</td>
<td>for the best mark in a 500-level Legal Research Project</td>
<td>41775732</td>
</tr>
<tr>
<td>Helen Sham Ho Prize</td>
<td>to the best graduating student in the distance education Law program</td>
<td>41681991</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>41237749 41844688 shared</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>42130697</td>
</tr>
<tr>
<td>John Peden Memorial Prize for the Best Graduating Student in the LLB</td>
<td>for First Class Honours in Law and the highest weighted average mark in LAW units</td>
<td>41759966</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW448 Animal Law</td>
<td>42480558 42855632 30090229 42464935 shared</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW470 Contemporary Theory of Law</td>
<td>41469011 41486218 42103193 41398246 shared</td>
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<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW477 Trial Advocacy</td>
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</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW491 Politics and the Constitution</td>
<td>42441978</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW497 Special Interest Project</td>
<td>42888808 43328814</td>
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</table>
New South Wales Bar Association Prize for proficiency in the unit LAW555 Remedies, Reparations and Resolutions in Law 30610478
42102014
41759966
43308791 shared

Law Society of NSW Prize for Sustained Academic Proficiency in Law units and Meritorious Contribution to the Affairs of the Macquarie Law School 41763351

New South Wales Bar Association Prize for proficiency in the unit LAW480 Jessup International Law Moot 42467195
41759966
42157048
42113695
42925347 shared

Mitry Lawyers Prize for Media Law for proficiency in the unit LAW484 Media Law 42480175
42446392 shared

Macquarie Law School Prize for proficiency in the unit LAW488 Access to Justice Placement Program 41759966

Macquarie Legal Centre Family Law Clinic Prize for proficiency in the unit LAW488 Access to Justice Placement Program 42114241

Macquarie Law School Prize for proficiency in the unit LAW551, Professional and Community Engagement 41755421

Macquarie Law School Prize for proficiency in the unit LAW561 Advanced Legal Research Project 42130697

Macquarie Law School Prize for proficiency in the unit LAW564 Advanced Legal Research Project 41775732

Macquarie Legal Centre Prize for proficiency in the Macquarie Legal Centre Clinical Program 42132398

Dean’s Award for Outstanding Contributions to the Macquarie Law Community for outstanding service by LLB students to the Macquarie Law School and/or the wider University community 41807405
42860334

Dean’s Award for Outstanding Academic Achievement in LAW For First Class Honours in LAW 41749944
42100542
41681452
41759966
41985222
42129222

2. FACULTY OF BUSINESS AND ECONOMICS

<table>
<thead>
<tr>
<th>Prize</th>
<th>for</th>
<th>Student Number</th>
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<tbody>
<tr>
<td>Department of Economics Prize</td>
<td>for proficiency in the unit ECON203 Microeconomic Analysis</td>
<td>43704506</td>
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<tr>
<td>Department of Marketing and Management Prize</td>
<td>for proficiency in BBA350 Strategic Management</td>
<td>42736897</td>
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<tr>
<td>Australian Human Resources Institute Award</td>
<td>for academic excellence by a second year student in the Bachelor of Commerce, Human Resources major</td>
<td>42394597</td>
</tr>
<tr>
<td>Faculty of Business and Economics Prize</td>
<td>for proficiency in BUS651 Work, Organisation and Management</td>
<td>43837131</td>
</tr>
<tr>
<td>Department of Marketing and Management Prize</td>
<td>for academic excellence in the unit BUS800 Electronic Commerce Strategy</td>
<td>43220673</td>
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<tr>
<td>Faculty of Business &amp; Economics Prize</td>
<td>for academic excellence in Research Frontiers A in Business and Economics</td>
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<tr>
<td>Faculty of Business &amp; Economics Prize</td>
<td>for academic excellence in Theoretical and Empirical Approaches in Business and Economics 1</td>
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<tr>
<td>Faculty of Business &amp; Economics Prize</td>
<td>for academic excellence in Theoretical and Empirical Approaches in Business and Economics 2</td>
<td>Not awarded</td>
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<tr>
<td>Faculty of Business &amp; Economics Prize</td>
<td>for academic excellence in Quantitative Research Approaches in Business and Economics 2</td>
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<tr>
<td>Melanie Beresford Research Excellence Award</td>
<td>for excellence in research and the highest mark received by an eligible candidate in the examination results of the second year Masters of Research in the Faculty of Business &amp; Economics</td>
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<tr>
<td>Chartered Accountants Prize for first year Accounting</td>
<td>for best overall performance in first year Accounting units</td>
<td>43625800</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in the unit Fundamentals of Management Accounting ACCG200</td>
<td>43428029 resicned</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in the unit Fundamentals of Management Accounting ACCG200</td>
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<td>Prize Name</td>
<td>Nomination Details</td>
<td>Status</td>
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<td>ACCA Prize for the best student in Corporate Accounting and Reporting</td>
<td>for proficiency in the unit ACCG308 Corporate Accounting and Reporting</td>
<td>rescinded</td>
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<td>ACCA Prize for the best student in Corporate Accounting and Reporting</td>
<td>for proficiency in the unit ACCG308 Corporate Accounting and Reporting</td>
<td>42423872 Amended nomination</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in the unit ACCG308 Corporate Accounting and Reporting</td>
<td>42863724 43166520 43512232 42054907 43447341 Rescinded</td>
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<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in the unit ACCG308 Corporate Accounting and Reporting</td>
<td>43088791 Amended nomination</td>
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<tr>
<td>Basil Branford Memorial Prize</td>
<td>for proficiency in the unit ACCG340 Auditing and Assurance Services</td>
<td>43468349 Rescinded</td>
</tr>
<tr>
<td>Basil Branford Memorial Prize</td>
<td>for proficiency in the unit ACCG340 Auditing and Assurance Services</td>
<td>42629756 Amended nomination</td>
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<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in the unit ACCG340 Auditing and Assurance Services</td>
<td>42763002 Amended nomination</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in the unit ACCG340 Auditing and Assurance Services</td>
<td>43468349 Amended nomination</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in ACCG350 Financial Statement Analysis</td>
<td>42863724 42773059 Rescinded</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in ACCG350 Financial Statement Analysis</td>
<td>42129648 Amended nomination</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in ACCG355 Information Systems for Management</td>
<td>42607566 Amended nomination</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for proficiency in ACCG399 Issues in Accounting Theory and Practice</td>
<td>42844266 42607566 Rescinded</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG825 Management Accounting: Strategy and Control</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG835 International Accounting</td>
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<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCGB98 Research Project A</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCGB99 Research Project B</td>
<td>Not Awarded</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG903 CPA - Global Strategy and Leadership</td>
<td>42942837 42745985</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG904 CPA - Assurance Services and Auditing</td>
<td>30627389 42676762</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG905 CPA - Financial Risk Management</td>
<td>42804426</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG907 CPA - Financial Reporting and Disclosure</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG908 CPA - Strategic Management Accounting</td>
<td>43105572 42708907</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG909 CPA - Taxation</td>
<td>42942845</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG913 CPA - Ethics and Governance</td>
<td>43221602</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG927 Current Issues in Accounting and Corporate Governance</td>
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<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG952 International Trade and Governance</td>
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<tr>
<td>PricewaterhouseCoopers Prize</td>
<td>for best overall undergraduate performance in the area of Accounting and Corporate Governance</td>
<td>42799635</td>
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</table>

I. Applied Finance Centre
<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acadian Asset Management Prize (Melbourne)</td>
<td>for the best performance in the unit ECFS992 Hedge Funds conducted in Melbourne</td>
<td>Not awarded</td>
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<tr>
<td>Acadian Asset Management Prize (Sydney)</td>
<td>for the best performance in the unit Hedge Funds conducted in Sydney</td>
<td>43367194</td>
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<tr>
<td>Corality Financial Group Prize for Academic Excellence in Corporate Finance (Full-Time)</td>
<td>for proficiency in the unit ECFS866 Corporate Finance (full-time) in Sydney</td>
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<tr>
<td>Corality Financial Group Prize for Academic Excellence in Corporate Finance (Part-Time)</td>
<td>for proficiency in the unit ECFS866 Corporate Finance (part-time) in Sydney</td>
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<tr>
<td>Corality Financial Group Prize for Academic Excellence in Infrastructure &amp; Property</td>
<td>for proficiency in the unit ECFS880 Infrastructure &amp; Property in Sydney</td>
<td>41847148</td>
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<tr>
<td>Corality Financial Group Prize for Academic Excellence in Mergers &amp; Acquisitions</td>
<td>for proficiency in the unit ECFS877 Project Finance in Sydney</td>
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<tr>
<td>Finsia Prize for Applied Finance</td>
<td>for best performance by a student completing the first year of the Master in Applied Finance program in Sydney</td>
<td>43498671</td>
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<tr>
<td>KPMG Prize in Risk Management</td>
<td>for the best performance in electives in the Risk Management stream</td>
<td>43367194</td>
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<tr>
<td>New South Wales Treasury Corporation Prize for Best Overall Performance in the Sydney Class</td>
<td>for academic excellence in the Master of Applied Finance program conducted in Sydney</td>
<td>43134335</td>
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<tr>
<td>RMA Australia Prize in Risk Management</td>
<td>for the best performance in electives in the Risk Management stream in the Master of Applied Finance conducted in Melbourne</td>
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<tr>
<td>RMA Australia Prize in Risk Management</td>
<td>for the best performance in the compulsory unit &quot;Financial Risk Management&quot; in the Master of Applied Finance conducted in Sydney</td>
<td>43542093</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS842 Mergers &amp; Acquisitions in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS845 Applied Portfolio Management conducted in Melbourne</td>
<td>43140661</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS850 Corporate Treasury Management conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS857 Credit and Lending Decisions conducted in Melbourne</td>
<td>43035639</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS860 Swap Book Management conducted in Melbourne</td>
<td>Not awarded</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS865 Investments conducted in Melbourne</td>
<td>43780857</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS867 Financial Instruments conducted in Melbourne</td>
<td>43784860</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS868 Financial Risk Management conducted in Melbourne</td>
<td>43214363</td>
</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS871 Risk and Portfolio Construction conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS874 Legal Risk in Finance conducted in Melbourne</td>
<td>42002869</td>
</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS877 Project Finance conducted in Melbourne</td>
<td>Not awarded</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS879 Balance Sheet Management conducted in Melbourne</td>
<td>Not awarded</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS880 Infrastructure and Property conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS881 Derivatives Valuation conducted in Melbourne</td>
<td>43374042</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS882 Exotic Options conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS888 Economics of Financial Markets conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS895 Private Equity Investment conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS896 Credit Portfolio Management conducted in Melbourne</td>
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<tr>
<td>Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS899 Modelling Market Risk conducted in Melbourne</td>
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<td>-------------------</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS900 Project Analysis and Evaluation conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS901 Managing Operational Risk conducted in Melbourne</td>
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</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS902 Resources Industry Investment Analysis conducted in Melbourne</td>
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</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS904 Equity Funds Management conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS905 Emissions Trading conducted in Melbourne</td>
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</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS906 Private Wealth Management conducted in Melbourne</td>
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<td>Macquarie University Applied Finance Prize (Melbourne)</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS909 Carbon Finance conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS991 Equity Capital Markets conducted in Melbourne</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for proficiency in the unit ECFS993 Negotiation in Finance conducted in Melbourne</td>
<td>Not awarded</td>
</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Melbourne)</td>
<td>for the best overall performance in the Melbourne class</td>
<td>42351405</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit AFCP001 Topics in Risk Management conducted in Sydney</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit AFCP002 Topics in Corporate Finance conducted in Sydney</td>
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</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit AFCP853 Enterprise Risk Management conducted in Sydney</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit AFCP854 Investment &amp; Credit Analysis conducted in Sydney</td>
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</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS842 Mergers and Acquisitions conducted in Sydney</td>
<td>43487629</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS845 Applied Portfolio Management conducted in Sydney</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS848 Management of Financial Institutions conducted in Sydney</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS850 Corporate Treasury Management conducted in Sydney</td>
<td>43227902</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS860 Swap Book Management conducted in Sydney</td>
<td>Not awarded</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS865 Investments conducted in Sydney</td>
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<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS867 Financial Instruments conducted in Sydney</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS868 Financial Risk Management conducted in Sydney</td>
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<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS871 Risk and Portfolio Construction conducted in Sydney</td>
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<td>for proficiency in the unit ECFS874 Legal Risk in Finance conducted in Sydney</td>
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<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS877 Project Finance conducted in Sydney</td>
<td>Not awarded</td>
</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS879 Balance Sheet Management conducted in Sydney</td>
<td>43143067 43139922</td>
</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS880 Infrastructure and Property conducted in Sydney</td>
<td>Not awarded</td>
</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS881 Derivatives Valuation conducted in Sydney</td>
<td>41011945</td>
</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS882 Exotic Options conducted in Sydney</td>
<td>42997046</td>
</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS888 Economics of Financial Markets conducted in Sydney</td>
<td>43143067</td>
</tr>
<tr>
<td>Macquarie University Applied Finance Prize (Sydney)</td>
<td>for proficiency in the unit ECFS895 Private Equity Investment conducted in Sydney</td>
<td>42605741</td>
</tr>
</tbody>
</table>
### Prize (Melbourne)

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS896 Credit Portfolio Management conducted in Sydney
  - Student Number: 31117872, 42403634, 30571472

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS899 Modelling Market Risk conducted in Sydney
  - Student Number: 30466946, 30571472

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS900 Project Analysis and Evaluation conducted in Sydney
  - Student Number: Not awarded

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS901 Managing Operational Risk conducted in Sydney
  - Student Number: Not awarded

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS902 Resources Industry Investment Analysis conducted in Sydney
  - Student Number: 42720826

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS903 Ethical Risk in Finance conducted in Sydney
  - Student Number: 43515606

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS904 Equity Funds Management conducted in Sydney
  - Student Number: Not awarded

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS905 Emissions Trading conducted in Sydney
  - Student Number: Not awarded

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS906 Private Wealth Management conducted in Sydney
  - Student Number: 41510518, 43119735

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS908 Interest Rate Portfolio Management conducted in Sydney
  - Student Number: 42145988

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS909 Carbon Finance conducted in Sydney
  - Student Number: Not awarded

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS991 Equity Capital Markets conducted in Sydney
  - Student Number: 43134335, 43227902

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit ECFS993 Negotiation in Finance conducted in Sydney
  - Student Number: Not awarded

**Macquarie University Applied Finance Staff Prize for Excellence (Melbourne)**
- for the best performing student in the unit ECFS886 Debt Capital Markets conducted in Melbourne
  - Student Number: 42532329

**Macquarie University Applied Finance Staff Prize for Excellence (Sydney)**
- for the best performing student in the unit ECFS886 Debt Capital Markets conducted in Sydney
  - Student Number: 42533163

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit AFCP860 Applied Business Valuation conducted in Sydney
  - Student Number: 41906373

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit AFCP859 Advanced Valuation for Corporate Finance conducted in Sydney
  - Student Number: 43119735

**Macquarie University Applied Finance Prize (Sydney)**
- for proficiency in the unit AFCP856 Credit and Lending Decisions conducted in Sydney
  - Student Number: 42538033

**Macquarie University Applied Finance Prize (Melbourne)**
- for proficiency in the unit AFCP859 Advanced Valuation for Corporate Finance conducted in Melbourne
  - Student Number: 43140661

**Macquarie University Applied Finance Prize (Melbourne)**
- for proficiency in the unit ECFS866 Corporate Finance conducted in Melbourne
  - Student Number: 43214363

### 3. Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Prize</th>
<th>for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramy Razavian Prize in Medical Ethics</td>
<td>for the most meritorious performance in the unit AMED836 Ethics, Law and Professionalism</td>
<td>43878083</td>
</tr>
<tr>
<td>Graham Hermann Memorial Prize</td>
<td>for proficiency in the Master of Education</td>
<td>43226248</td>
</tr>
<tr>
<td>Ruth Way Memorial Prize</td>
<td>for outstanding performance in ECH452 Child Development: Research and Practice</td>
<td>42420504</td>
</tr>
<tr>
<td>Arthur Delbridge Prize</td>
<td>for proficiency in 300-level Linguistics units</td>
<td>41975820</td>
</tr>
<tr>
<td>Speech Pathology Australia Student Award</td>
<td>for proficiency across all units of the Master of Speech and Language Pathology</td>
<td>42672333</td>
</tr>
<tr>
<td>Tavistock Trust for Aphasia Prize</td>
<td>for excellence in aphasia in clinical, coursework or research units in the Master of Speech and Language Pathology</td>
<td>42117569</td>
</tr>
<tr>
<td>Pearson Student Award for Excellence in Childhood Communication Disability</td>
<td>for proficiency in the units SPH801A, SPH802A, SPH821, SPH822, SPH823</td>
<td>41767950</td>
</tr>
<tr>
<td>Associate Professor Judy Uninger Prize</td>
<td>for proficiency in the unit PSY 235 Developmental Psychology</td>
<td>43139116</td>
</tr>
<tr>
<td>Department of Psychology Prize</td>
<td>for the most meritorious performance in PSY 248 Design &amp; Statistics II</td>
<td>42910684</td>
</tr>
<tr>
<td>Department of Psychology Prize</td>
<td>for the most meritorious performance in PSY 250 Music, Mind and Message</td>
<td>43237371</td>
</tr>
<tr>
<td>Sandra Cotton Prize</td>
<td>for the most meritorious performance in PSY 350 The Psychology of Human Relationships</td>
<td>42450292</td>
</tr>
<tr>
<td>Jacqueline Goodnow Prize</td>
<td>for the most meritorious performance in PSYC 104 Introduction to Psychology I</td>
<td>43660525</td>
</tr>
</tbody>
</table>
Ailsa Burns Prize  for most meritorious performance in the unit PSYC105 Introduction to Psychology II  43680550  43555497  43139116  43624170

4. FACULTY OF SCIENCE AND ENGINEERING

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Society for Parasitology Prize</td>
<td>for proficiency in the unit BIOL341, Parasitology</td>
<td>41189833</td>
</tr>
<tr>
<td>Jan Hext Prize</td>
<td>for proficiency in the Unit COMP125 Fundamentals of Computer Science</td>
<td>41758978</td>
</tr>
<tr>
<td>Crozcare Field Geology Prize</td>
<td>for proficiency in the unit GEOS226 Introduction to Field Geology</td>
<td>43668518</td>
</tr>
<tr>
<td>EMC Prize for Best Student in Computer Engineering</td>
<td>for the highest overall grade in a Bachelor of Engineering degree</td>
<td>42448743</td>
</tr>
<tr>
<td>EMC Prize for Best Student in Software Engineering</td>
<td>for highest overall grade in a Bachelor of Engineering degree</td>
<td>42880777</td>
</tr>
<tr>
<td>EMC Prize for Best Female Student in Engineering</td>
<td>for the highest overall grade in a Bachelor of Engineering degree by a female student</td>
<td>42880777</td>
</tr>
<tr>
<td>EMC Prize for Best Female Student in Engineering Session 2</td>
<td>for the highest overall grade in Session 2 in a Bachelor of Engineering degree by a female student</td>
<td>43279449</td>
</tr>
</tbody>
</table>

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

Deidre Anderson
REGISTRAR
ITEM 10.5 VICE-CHANCELLOR’S COMMENDATIONS – MASTERS BY COURSEWORK

For approval.
ITEM 10.5  VICE-CHANCELLOR’S COMMENDATIONS

Nominations for Master coursework candidates

Issue:
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>43214843</td>
<td>Adams, Christopher</td>
<td>Master of International Relations</td>
</tr>
<tr>
<td>42114373</td>
<td>Bayne, Elyssa</td>
<td>Master of Development Studies and Culture Change</td>
</tr>
<tr>
<td>42603110</td>
<td>Brown, David</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>42614627</td>
<td>Callaghan, Claire</td>
<td>Master of Politics and Public Policy</td>
</tr>
<tr>
<td>41467272</td>
<td>Campbell, Kirby</td>
<td>Master of Policing, Intelligence and Counter Terrorism</td>
</tr>
<tr>
<td>43229468</td>
<td>Cochrane, Cassandra</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>43183514</td>
<td>Fisher, Lauren</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>43207146</td>
<td>Irvin, Keeley</td>
<td>Master of Politics and Public Policy</td>
</tr>
<tr>
<td>42750431</td>
<td>Jaques, Marianne</td>
<td>Master of Development Studies and Culture Change</td>
</tr>
<tr>
<td>42931916</td>
<td>Jeffrey, Daniel</td>
<td>Master of International Relations</td>
</tr>
<tr>
<td>42618231</td>
<td>Langsworth, Bronwyn</td>
<td>Master of Accounting (Professional)</td>
</tr>
<tr>
<td>43453147</td>
<td>Li, Bing</td>
<td>Master of Accounting (Professional)</td>
</tr>
<tr>
<td>30228913</td>
<td>Lisle, David</td>
<td>Master of International Relations</td>
</tr>
<tr>
<td>43117678</td>
<td>Luu, Thi Thuy Duong</td>
<td>Master of Accounting (Professional)</td>
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<tr>
<td>43615074</td>
<td>Picker, Vanessa</td>
<td>Master of Politics and Public Policy</td>
</tr>
<tr>
<td>42401437</td>
<td>Richards, Samantha</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>43012795</td>
<td>Ryan, Vanessa</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>43445640</td>
<td>Smith, Nathanael</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>43377149</td>
<td>Tan, Garrett</td>
<td>Master of International Communication</td>
</tr>
<tr>
<td>40952282</td>
<td>Touman, Alice</td>
<td>Master of International Relations</td>
</tr>
<tr>
<td>42391911</td>
<td>Vallentine, Adrienne</td>
<td>Master of Policy and Applied Social Research</td>
</tr>
<tr>
<td>30277132</td>
<td>Vogt, Richard</td>
<td>Master of International Relations</td>
</tr>
</tbody>
</table>
### Faculty of Business and Economics

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Degree</th>
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</thead>
<tbody>
<tr>
<td>30528364</td>
<td>Apte, Abhijit</td>
<td>Master of Corporate Governance</td>
</tr>
<tr>
<td>43060757</td>
<td>Chen, Jiawen</td>
<td>Master of Economics</td>
</tr>
<tr>
<td>41994345</td>
<td>Chen, Zhe</td>
<td>Master of Commerce</td>
</tr>
<tr>
<td>42759277</td>
<td>Evans, Andrew</td>
<td>Master of Economics</td>
</tr>
<tr>
<td>30560209</td>
<td>Neylan, Daniel</td>
<td>Master of Economics</td>
</tr>
<tr>
<td>4308699</td>
<td>Rana, Sukaran</td>
<td>Master of Accounting (Professional)</td>
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<tr>
<td>43143067</td>
<td>Rands, Christopher</td>
<td>Master of Applied Finance</td>
</tr>
<tr>
<td>43134335</td>
<td>Rands, Dylan</td>
<td>Master of Applied Finance</td>
</tr>
<tr>
<td>42947979</td>
<td>Wang, Weijian</td>
<td>Master of Accounting (Professional)</td>
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<tr>
<td>42788102</td>
<td>Zeng, Yujuan</td>
<td>Master of Accounting (Professional) with the degree of Master of Commerce</td>
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</table>

### Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Degree</th>
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<tbody>
<tr>
<td>42802024</td>
<td>Aichele, Jonathan Randall</td>
<td>Master of Applied Linguistics</td>
</tr>
<tr>
<td>42739063</td>
<td>Argaet, Emma</td>
<td>Master of Clinical Audiology</td>
</tr>
<tr>
<td>42723264</td>
<td>Cittadino, Loredana</td>
<td>Master of Organisational Psychology</td>
</tr>
<tr>
<td>4319565</td>
<td>Clemesha, Jennifer</td>
<td>Master of Clinical Audiology</td>
</tr>
<tr>
<td>42734231</td>
<td>Foxe, David</td>
<td>Master of Clinical Neuropsychology</td>
</tr>
<tr>
<td>43022561</td>
<td>Gliddon, Nicholas</td>
<td>Master of Educational Leadership</td>
</tr>
<tr>
<td>40814785</td>
<td>Hayter, Christopher</td>
<td>Master of Clinical Neuropsychology</td>
</tr>
<tr>
<td>42720095</td>
<td>Jocomb, Isabella Margaret</td>
<td>Master of Clinical Neuropsychology</td>
</tr>
<tr>
<td>42597420</td>
<td>Matters, Melissa</td>
<td>Master of Applied Linguistics (TESOL)</td>
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<tr>
<td>43226248</td>
<td>Miller, Kate</td>
<td>Master of Education</td>
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<tr>
<td>40067718</td>
<td>Secker, Nathain</td>
<td>Master of Higher Education</td>
</tr>
<tr>
<td>4236895</td>
<td>Shanahan, Helen</td>
<td>Master of Organisational Psychology</td>
</tr>
<tr>
<td>40551598</td>
<td>Shine, James</td>
<td>Master of Special Education</td>
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<tr>
<td>42401208</td>
<td>Skerritt, Judith</td>
<td>Master of Educational Leadership (Early Childhood Education)</td>
</tr>
<tr>
<td>42350174</td>
<td>Stevens, Linda</td>
<td>Master of Clinical Psychology</td>
</tr>
<tr>
<td>42673488</td>
<td>Tse, Sze Ling Sarah</td>
<td>Master of Organisational Psychology</td>
</tr>
<tr>
<td>42672333</td>
<td>Wehrman, Jordan</td>
<td>Master of Speech and Language Pathology</td>
</tr>
<tr>
<td>43136605</td>
<td>Wigg, Kimberley</td>
<td>Master of Clinical Neuropsychology</td>
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</tbody>
</table>

### Faculty of Science and Engineering

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Degree</th>
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</thead>
<tbody>
<tr>
<td>40314197</td>
<td>Bennett, Gemma</td>
<td>Master of Environmental Planning</td>
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<tr>
<td>43195334</td>
<td>Casey, Cristina</td>
<td>Master of Environment</td>
</tr>
<tr>
<td>42570107</td>
<td>Coucke, David</td>
<td>Master of Information Technology</td>
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<tr>
<td>41964020</td>
<td>Domrose, Michael</td>
<td>Master of Wildlife Management</td>
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<tr>
<td>42045983</td>
<td>Dowling, Julia</td>
<td>Master of Arts</td>
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<tr>
<td>42018307</td>
<td>Grantham, Kelsey</td>
<td>Master of Applied Statistics</td>
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<tr>
<td>43217230</td>
<td>Khan, Imran</td>
<td>Master of Information Technology</td>
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<tr>
<td></td>
<td>Name</td>
<td>Program</td>
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<tr>
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</tr>
<tr>
<td>43576354</td>
<td>Kliska, Kimberley</td>
<td>Master of Marine Science and Management</td>
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<tr>
<td>42403634</td>
<td>Lu, Chen</td>
<td>Master of Applied Finance</td>
</tr>
<tr>
<td>42105315</td>
<td>McNaughton, David</td>
<td>Master of Chiropractic</td>
</tr>
<tr>
<td>41237749</td>
<td>Nicholas, Lisa</td>
<td>Master of Wildlife Management</td>
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<tr>
<td>42794137</td>
<td>Truesdale, Roxanne</td>
<td>Master of Museum Studies</td>
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<tr>
<td>42102448</td>
<td>Van Treeck, Michael</td>
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<tr>
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<td>Wei, Jasmine</td>
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<td>43235638</td>
<td>Yang, Zongjian</td>
<td>Master of Biostatistics</td>
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<tr>
<td>42754518</td>
<td>Zhang, Mingchao</td>
<td>Master of Applied Statistics</td>
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</table>

**Macquarie Graduate School of Management**

<table>
<thead>
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<th>Program</th>
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<tbody>
<tr>
<td>42824044</td>
<td>Cooke, Miki</td>
<td>Master of Management</td>
</tr>
<tr>
<td>40807207</td>
<td>Dempster, Andrew</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>43429378</td>
<td>Frecklington, Julian</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>30554764</td>
<td>Sobczyk, Jacek</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>43171400</td>
<td>Welsman, Evan</td>
<td>Master of Management</td>
</tr>
</tbody>
</table>

Consultation Process: The Graduation Unit has reviewed the Potential VC Commendations report from AMIS and cross-checked with academic transcripts.

Recommendation: That the Vice-Chancellor’s Commendation be awarded to the 71 Master coursework graduands listed above.

Submitted by: Deidre Anderson, Deputy Vice-Chancellor, Students and Registrar

For enquiries contact: Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 10.5  VICE-CHANCELLOR’S COMMENDATIONS

Nominations for Master coursework candidates

Issue:
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 student below has requested their degree be conferred before the April 2015 graduation series and graduation documents posted.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY OF ARTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42151120</td>
<td>THOMAS, Stephanie Jane</td>
<td>Master of Applied Anthropology</td>
</tr>
</tbody>
</table>

Consultation Process: The Graduation Unit has reviewed the Potential VC Commendations report from AMIS and cross-checked with academic transcripts.

Recommendation: That the Vice-Chancellor’s Commendation be awarded to the Master coursework graduand listed above

For enquiries contact: Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 10.6 VICE-CHANCELLOR’S COMMENDATIONS – BACHELORS DEGREES

For approval.
ITEM 10.6  VICE-CHANCELLOR’S COMMENDATIONS

Nominations for Bachelor degree candidates

Issue:
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>42083613</td>
<td>Howie, Merril</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>42609577</td>
<td>Leung, Heidrie</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>42464102</td>
<td>Barnes, David</td>
<td>Bachelor of Actuarial Studies with the degree of Bachelor of Economics</td>
</tr>
<tr>
<td>42999049</td>
<td>Wahyudi, Felicia Alexandra</td>
<td>Bachelor of Applied Finance</td>
</tr>
<tr>
<td>42780195</td>
<td>Zhu, Jiang</td>
<td>Bachelor of Applied Finance</td>
</tr>
<tr>
<td>42872758</td>
<td>Kwok, Belinda</td>
<td>Bachelor of Speech and Hearing Sciences</td>
</tr>
<tr>
<td>41915062</td>
<td>Daglish, Priscilla</td>
<td>Bachelor of Science - Psychology</td>
</tr>
<tr>
<td>88228657</td>
<td>Waring, Steven</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>42452392</td>
<td>Espedido, Andrea</td>
<td>Honours Degree of Bachelor of Psychology</td>
</tr>
<tr>
<td>42444446</td>
<td>Ferguson, Lisa</td>
<td>Honours Degree of Bachelor of Psychology</td>
</tr>
<tr>
<td>42464455</td>
<td>Soutter, Alistair</td>
<td>Honours Degree of Bachelor of Psychology</td>
</tr>
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<td>40323862</td>
<td>Teunisse, Alessandra</td>
<td>Honours Degree of Bachelor of Psychology</td>
</tr>
<tr>
<td>42114322</td>
<td>Winney, Lauren</td>
<td>Honours Degree of Bachelor of Psychology</td>
</tr>
<tr>
<td>42774144</td>
<td>Dormer, Hayley</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>42149088</td>
<td>Martin, Rochelle</td>
<td>Bachelor of Advanced Science</td>
</tr>
<tr>
<td>42845769</td>
<td>Flanagan, Jack Andrew</td>
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<td>Lanfranca, Ashleigh</td>
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<td>40894193</td>
<td>McBurnie, Richard</td>
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<tr>
<td>43025501</td>
<td>McMartin, Kate</td>
<td>Bachelor of Science</td>
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</table>
Consultation Process: The Graduation Unit has reviewed the Potential VC Commendations report from AMIS and cross-checked with academic transcripts.

Recommendation: That the Vice-Chancellor’s Commendation be awarded to the 20 Bachelor degree graduands listed above.

Submitted by: Deidre Anderson, Deputy Vice-Chancellor, Students and Registrar

For enquiries contact: Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 11.1  ACADEMIC STANDARDS AND QUALITY COMMITTEE

Report from the meeting of 29 January 2015, the report from the meeting of 17 February 2015 will be circulated prior to the meeting.

For approval.
ITEMS RECOMMENDED FOR APPROVAL

1. Amendment to the Schedule of Minimum Requirements at Macquarie
The Schedule of Minimum Requirements at Macquarie University is a Schedule to the Recognition of Prior Learning Policy. The Committee considered a proposal to increase the amount of credit permitted at 300 level and above for Bachelor degrees longer than 3 years, from 6 credit points to 12 credit points.

Recommendation:
An increase in credit transfer permitted at 300 level and above for Bachelor degrees longer than 3 years, from 6 credit points to 12 credit points, is RECOMMENDED FOR APPROVAL by Academic Senate.

ITEMS FOR NOTING

The Committee considered, and approved, a number of changes to the Schedule of Programs, Majors and Specialisation, including significant changes to the Indigenous Studies major (refer to the following link to the Agenda – reference item 4.4). The Committee considered, and approved, a proposal relating to the interdisciplinary academic unit, PACE360. Following the identification of cohorts of students that would not benefit from the internationally focused orientation component of the unit, a set of recommendations posing the establishing the faculty-based PACE units as alternatives were presented (refer to the following link to the Agenda – reference item 4.7). The Committee noted the introduction of an Expression of Interest (EOI) process for new program proposals. ASQC members will be appointed as critical friends for each proposal, providing a point of contact between the Committee and faculties, and allowing for the administering of timely advice on quality matters.

The Committee discussed the Stage 2 Curriculum Renewal Faculty Reports, with a view to identifying experiences or issues that could inform improvement for future renewals. The Committee commented that engagement with the regulatory frameworks had cultivated a shared language for the University community. Further, the Committee acknowledged the cultural shift from a focus on units to a focus on programs, however suggested that deeper engagement with staff members teaching the units would be advantageous (refer to the following link to the Agenda – reference item 6.1).

The Committee considered, and approved, a Procedure for the Development of Articulation Agreements and a template to support the procedure. The Committee noted that the documents had been developed in consultation with a wide range of stakeholders, were intended for international agreements, and would enhance the agility of decision-making at ASQC (refer to the following link to the Agenda – reference item 6.3). The Committee noted a suite of international articulation agreements which had been approved by the Chair prior to the meeting, including agreements with the Canadian and Hong Kong Colleges. Further, the Committee approved the proposed levels of credit transfer permitted for students articulating with Diplomas and Advanced Diplomas from Ontario Colleges of Applied Arts and Technology, Canada.

The Schedule of Equivalencies: Formal Learning for Undergraduate Programs was proposed as a new Schedule to the Recognition of Prior Learning Policy. The Schedule outlines standard maximum credit yields from international sub-Bachelor programs, namely Diplomas, Advanced Diplomas and Associate Degrees. The proposed credit yields take into account the AQF Level, and the volume of learning, of the previous qualification (refer to the following link to the Agenda – reference item 6.3). Subsequent to this item being considered at the meeting a number of minor amendments were suggested to this paper and it was determined to return this item to the next ASQC meeting on 17 February 2015.

The Committee resolved to form a Task Force to review and report on new units approved during 2014. Terms of Reference for the Task Force will be drafted and presented at the 17 February meeting of ASQC for ratification. The review responds to the transfer of responsibility for unit approvals to faculties in 2014 and seeks its authority from the ASQC Terms of Reference which include ‘...advising the Deputy Vice-Chancellor (Academic) and Senate on the activities of Faculties and Offices established within the University to support curriculum development, design, approval and delivery.’ (Refer to the following link to the Agenda – reference item 6.9).

The next meeting of ASQC will be held on Tuesday 17 February 2015.

A full copy of the minutes summarised above will be accessible after the next meeting of ASQC via this link

A/Professor Pamela Coutts
CHAIR
ITEM 11.2  CURRICULUM STANDARDS FRAMEWORK COMMITTEE

Report of the meeting 18 February 2015.

For approval.
ITEMS RECOMMENDED FOR APPROVAL

Ratification of Results Quality Assurance Framework and Supporting Documents
The Committee considered and resolved to recommend the Ratification of Results Quality Assurance Framework and Supporting Documents for approval by Academic Senate (as attached Appendix 1 – the cover paper considered by CSFC has been included to provide background on the development of the Framework and Supporting Documents).

The Committee recommended that ASQC be tasked to develop pro forms for the various tiers of reporting in the ratification of results process.

The Committee also resolved to recommend that alternative arrangements for the ratification of results for study periods which do not align with Faculty Board meetings be developed by Faculty Boards, and approved by Academic Senate.

ITEMS FOR NOTING

Co-Teaching of Units/Generic Unit Level Descriptors
The Committee commissioned two Working Groups to consider the issues Co-Teaching of Units and Generic Unit Level Descriptors respectively.

The following revised definitions of Co-Badging and Co-Teaching in the University Glossary were recommended by CSFC and approved by Academic Senate, via Chair’s action:

**Co-Badging** refers to an arrangement through which a single unit is assigned different unit codes and names.

**Co-Teaching** refers to an arrangement through which students from different units share learning spaces and interact with one another. This can occur in live (lectures, tutorials and seminars for timetabling purposes) or online (including discussion forums, wikis and other activities in iLearn or other LMS/web-based platform) settings. Co-taught units must have differentiated learning outcomes and assessment regimes.

CSFC Review
The Committee noted that it would be timely for the role and structure of CSFC to be reviewed in the context of potential overlapping responsibility in quality enhancement by ASQC, CSFC and QEC.

The Committee noted that the primary responsibility of CSFC was the development of a Curriculum Standards Framework which would be approved by Academic Senate. The Committee convened a Steering Group to consider how best to develop the Framework under the authority of one of the sub-committees of Academic Senate.

The full minutes of CSFC can be accessed via [http://senate.mq.edu.au/csfc/agendas.html](http://senate.mq.edu.au/csfc/agendas.html)

Professor Dominic Verity
CHAIR
ITEM 11.4: HIGHER DEGREES RESEARCH COMMITTEE


For approval.
ITEM 11.4  REPORT OF THE HIGHER DEGREE RESEARCH COMMITTEE

The Higher Degree Research Committee meeting was held on Friday 13 February 2015 in the Senate Room.

A. MATTERS FOR INFORMATION

The Deputy Vice-Chancellor (Research), Professor Pretorius briefed members on the 2015 HDR and MRes scholarship budget. The university has invested a huge amount of funding into HDR and MRes programs. It is a very important part of the implementation of the Research Framework. Professor Pretorius emphasized that scholarships allocated to qualified candidates carries responsibility. In the future, project allocated scholarships will not be carried forward to the new year. Professor Pretorius also stated that faculties need to mark the MRes candidates responsibly to be granted MRes and PhD scholarships.

Professor Pretorius advised members on the Research Framework implementation process. All research targets will be embedded at faculty level. Professor Pretorius has been meeting with two Executive Deans, Associate Dean Research and Associate Dean HDR and will meet with the three remaining faculties in the near future.

Professor Mansfield, Dean HDR, updated members on the BPhil/MRes candidate feedback survey. More than 82% of candidates surveyed would like to recommend the program to others. However, there are some issues such as the centrally taught '700 Research Communication' subject. Professor Mansfield informed members that this subject will be externally reviewed. He also briefed members on the upcoming MRes examination review and the Central Commencement Programs.

Professor Mansfield also provided members an update on the MRes mentoring program and stated more new MRes candidates would like to participate in the program. Professor Mansfield also introduced the Professional Skills Program development and briefed members on the Supervision Enhancement Program. Professor Robyn Dowling will leave the program to take up another position at the Faculty of Arts. He thanked Professor Dowling for her contribution.

Professor Mansfield talked about the University of Glasgow’s Joint PhD Examination Process. The members approved the University of Glasgow’s Joint PhD Examination Process for candidates. The University of Glasgow is a leading institution.

Dr Ren Yi, Director of HDRO, tabled the 2014 Commencement and Completion Reports to the members. At the end of December 2014 there were 308 PhD candidate completions and 86 MRes candidate completions. This is a record high for Macquarie.

Dr Yi also tabled the recommendation for the ‘MRes with Distinction’ award to the committee. The top 5% of MRes candidates will be recommended for an “MRes with Distinction” award. This is in line with the PhD VC commendation.

He briefed members on the ‘Joint PhD with University of Potsdam’ proposal. The University of Potsdam is a long term partner across all disciplines, particularly with Cognitive Sciences in the Idealab EU Project. Members approved the University of Potsdam as a Joint PhD Partner and recommended to the Senate for approval. (See attachment).

Dr Yi tabled to the members the ‘Joint PhD Testamur’ with Sheffield University and the Idealab ‘Joint PhD Testamur’ with University of Groningen, University of Potsdam, Newcastle University and University of Trento awarded to Macquarie candidates under these joint arrangements.
Dr Yi also briefed members on the e-application Project and e-examination Project. The HDR e-application will go live on the 3rd March 2015, with two updates in March. The HDRO will endeavour to complete the Nomination of Examiner system live by the end of February.

Associate Professor Estela Valverde raised a particular MRes application case for discussion. Dr Yi will work with Associate Professor Valverde on improving the MRes application process in similar scenarios.

Director of Macquarie International, Ms Robinson, updated members on current institutional partnership developments. More partnership agreements have been signed with different institutions in different countries. Members agreed all new agreements related to research training and HDR, should be tabled at the HDRC in the future.

Ms Robinson thanked the DVCR for participation in delegation visits during the last couple of months. Ms Robinson also briefed members on current academic exchange programs.

Ms Robinson also briefed member on Hamburg University-MQ-Fudan research partnership application for DAAD funding. It was successful. DVCR will communicate with faculties when more information available.

**COMPLETION OF REQUIREMENT**

**BAIRD, KELLY-ANNE**  
FOHS  
PHD  
Principal Supervisor: Professor Jennifer Bowes  
Associate Supervisor: Dr Anne McMaugh  
Adjunct Supervisor: F Gibson, R Grace  
Thesis submitted for examination: 10 November 2014  
Thesis title: Small Voices, Significant Stakeholders: Young Children's Experiences of Program Participation and Family Life during Involvement in a Parenting Program  
Award Recommended: Doctor of Philosophy

**BOS, LAURA SIMONE**  
FOHS  
PHD  
Principal Supervisor: Professor Lyndsey Nickels  
Associate Supervisor: -  
Thesis submitted for examination: 28 October 2014  
Thesis title: The brain, verbs, and the past  
Award Recommended: Doctor of Philosophy

**BRITTEN, LIANNE**  
FOHS  
PHD  
Principal Supervisor: Professor Mark Wiggins  
Associate Supervisor: Associate Professor Jennifer Cornish  
Adjunct Supervisor: W Borgen  
Thesis submitted for examination: 22 July 2014  
Thesis title: The colour of youthful footprints along the career journey: Voices of Indigenous and Migrant youth on the transition from school to career  
Award Recommended: Doctor of Philosophy

**BUTT, LORNE ELIZABETH**  
MGSM  
PHD  
Principal Supervisor: Professor Gayle Avery  
Associate Supervisor: -  
Adjunct Supervisor: E More  
Thesis submitted for examination: 9 April 2014  
Thesis title: Failing the future: Key factors affecting the management of sustainability programs in universities in the Sydney basin and regions  
Award Recommended: Doctor of Philosophy
BYRNE, SIMON FOHS PHD/MCLPSY
Principal Supervisor: Professor Ronald Rapee
Associate Supervisor: Professor Jennifer Hudson
Adjunct Supervisor: R Richardson
Thesis submitted for examination: 29 April 2014
Thesis title: Improving exposure therapy for child anxiety with D-Cycloserine and One-Session Treatment
Award Recommended: Combined Doctor of Philosophy and Master of Clinical Psychology

DAVIS, ANTHONY LLEWELLYN FOA PHD
Principal Supervisor: Dr Peter Doyle
Associate Supervisor: Dr Willa McDoanld, Dr Katharine Rossmanith
Thesis submitted for examination: 15 August 2014
Thesis title: Hiding the craft of fiction: Managing narrative voice and dialogue in the novel
Award Recommended: Doctor of Philosophy

DOUCHIN, DIMITRI FOS PHD
Principal Supervisor: Associate Professor Orsola De Marco
Associate Supervisor: Professor Quentin Parker
Adjunct Supervisor: G Jasniewicz
Thesis submitted for examination: 15 June 2014
Award Recommended: Doctor of Philosophy

FARRUGIA, DANIEL JOHN FOS PHD
Principal Supervisor: Dr Ian Paulsen
Associate Supervisor: Associate Professor Bridget Mabbutt
Thesis submitted for examination: 28 August 2014
Thesis title: The role of the accessory genome in nosocomial and extranosocomial isolates of Acinetobacter baumannii
Award Recommended: Doctor of Philosophy

FRASER, MADELEINE ISABEL FOHS MPHIL
Principal Supervisor: Associate Professor Doris McIlwain
Associate Supervisor: Dr Nicole Vincent
Thesis submitted for examination: 10 October 2014
Thesis title: Health Psychology: The psychological impact of managing and treating Type-1 diabetes in children
Award Recommended: Master of Philosophy

GALLIOTT, JAI CHRISTIAN FOA PHD
Principal Supervisor: Dr Marianne Lotz
Associate Supervisor: -
Thesis submitted for examination: 12 August 2014
Thesis title: Military Robots: Mapping the Moral Landscape
Award Recommended: Doctor of Philosophy

GILL, DUNCAN JAMES FOHS MPHIL
Principal Supervisor: Dr Wayne Warburton
Associate Supervisor: Dr Naomi Sweller
Thesis submitted for examination: 11 September 2014
Thesis title: An Investigation of the Biosocial Model of Borderline Personality Disorder
Award Recommended: Master of Philosophy

GROENEWOLD, RIMKE FOHS PHD
Principal Supervisor: Professor Lyndsey Nickels
Associate Supervisor: -
Thesis submitted for examination: 6 November 2014
Thesis title: Direct and indirect speech in aphasia
Award Recommended: Doctor of Philosophy
HEAD, AMANDA LOUISE  FOA  PHD
Principal Supervisor: Professor Denise Meyerson
Associate Supervisor: -
Adjunct Supervisor: A Zanghelini
Thesis submitted for examination: 12 November 2014
Award Recommended: Doctor of Philosophy

HENDL, TEREZA  FOA  PHD
Principal Supervisor: Professor Wendy Rogers
Associate Supervisor: Professor Catriona Mackenzie
Thesis submitted for examination: 12 September 2014
Thesis title: Ethical Aspects of Gender Selection for Non-medical Reasons
Award Recommended: Doctor of Philosophy

HOFFMAN, JEANNE MARIE  FOA  PHD
Principal Supervisor: Dr Dalbir Ahlawat
Associate Supervisor: -
Adjunct Supervisor: S Inayatullah
Thesis title: Alternative Futures of China: A Six Pillars Analysis
Award Recommended: Doctor of Philosophy

HOSHINO, YOSUKE  FOS  PHD
Principal Supervisor: Professor Simon George
Associate Supervisor: Associate Professor Norman Pearson
Adjunct Supervisor: M Walter
Thesis submitted for examination: 26 September 2014
Thesis title: Investigation of Hydrocarbon Biomarkers Preserved in the Fortescue Group in the Pilbara Craton, Western Australia
Award Recommended: Doctor of Philosophy

KASS, DOROTHY LYNETTE  FOA  PHD
Principal Supervisor: Dr Mark Hearn
Associate Supervisor: Dr Alison Holland
Thesis submitted for examination: 21 November 2014
Award Recommended: Doctor of Philosophy

KELLEHER, CARMEL  FOA  PHD
Principal Supervisor: Dr Alison Holland
Associate Supervisor: Dr Gregory Barton
Thesis submitted for examination: 10 June 2014
Thesis title: Quarantine Station at North Head 1900-1984: A History of Place
Award Recommended: Doctor of Philosophy

KIM, YU NA  FOS  PHD
Principal Supervisor: Professor Robert Harcourt
Associate Supervisor: Dr Alana Grech, Dr John Merrick
Adjunct Supervisor: D Priddel
Thesis submitted for examination: 17 June 2014
Thesis title: Breeding and foraging ecology of the threatened Gould's Petrel, Pterodroma leucoptera
Award Recommended: Doctor of Philosophy
KNIGHT, ASHLEIGH FOHS MPHIL
Principal Supervisor: Professor Jennifer Hudson
Associate Supervisor: Professor Michael Jones, Dr Lauren McLellan
Thesis submitted for examination: 15 July 2014
Thesis title: Pre-Treatment Predictors of Treatment Outcome in Childhood Anxiety Disorders: A Systematic Review
Award Recommended: Master of Philosophy

KNIGHT, KATHRYN ELIZABETH FOA PHD
Principal Supervisor: Dr Kate Rossmanith
Associate Supervisor: Dr Nicole Matthews
Thesis submitted for examination: 9 October 2014
Thesis title: Strange country: Explorations through the territories of motherhood and child disability
Award Recommended: Doctor of Philosophy

LEE, LING YEN FOS PHD
Principal Supervisor: Dr Morten Andersen
Associate Supervisor: Professor Nicolle Packer, Professor Mark Baker, Dr Susan Fanayan
Adjunct Supervisor: -
Thesis submitted for examination: 30 September 2014
Thesis title: Proteomics and N-glycome analyses reveal insights into the pathogenesis of molecular subtypes of breast cancer
Award Recommended: Doctor of Philosophy

LEUNG, WAI HA FOHS PHD
Principal Supervisor: Dr David Saltmarsh
Associate Supervisor: Professor George Cooney, Dr Robyn Moloney
Adjunct Supervisor: M Hellsten
Thesis submitted for examination: 26 August 2014
Thesis title: Hong Kong Chinese language teachers' perception of mother tongue language education
Award Recommended: Doctor of Philosophy

LU, JIE FOS PHD
Principal Supervisor: Associate Professor Dayong Jin
Associate Supervisor: Dr Ian Paulsen, Professor James Piper, Dr Martin Ostrowski
Thesis submitted for examination: 8 October 2014
Thesis title: Developing Signal Amplification Strategies for Sensitive Detection of Low Abundance Biomolecules
Award Recommended: Doctor of Philosophy

MALEWSKA, TERESA MARIA FOS MPHIL
Principal Supervisor: Associate Professor Joanne Jamie
Associate Supervisor: Associate Professor Subramanyam Vemulpad
Thesis submitted for examination: 21 October 2014
Thesis title: Biological and phytochemical analysis of Chungtia medicinal plants of Nagaland, India
Award Recommended: Master of Philosophy

PETTITT, TABATHA MICHELLE FOBE PHD
Principal Supervisor: Dr Guy Ford
Associate Supervisor: -
Adjunct Supervisor: T Carlin
Thesis submitted for examination: 7 July 2014
Thesis title: The Corporatized Australian Port System: Are there Legislative Constraints upon the Effective Operation of the Model?
Award Recommended: Doctor of Philosophy
RAHMAN, MD SHAFIQUR  MGSM  PHD
Principal Supervisor:  Dr Debbie Haski-Leventhal
Associate Supervisor: Dr Jun Li
Thesis submitted for examination: 3 September 2014
Thesis title:  Relationship between Employee Corporate Social Responsibility (CSR) Attitudes, Job Satisfaction and Organisational Commitment: A case of Islamic and a conventional bank in Bangladesh
Award Recommended:  Doctor of Philosophy

RIDLEY, NICOLE JOY  FOHS  DPSYCH
Principal Supervisor:  Dr Jennifer Batchelor
Associate Supervisor: -
Thesis submitted for examination: 13 August 2014
Thesis title:  Alcohol-related cognitive impairment: neuropsychological findings and cognitive assessment in a clinical context
Award Recommended:  Doctor of Psychology

ROLFE, BRADLEY DOUGLAS  MGSM  PHD
Principal Supervisor:  Dr Steven Segal
Associate Supervisor: -
Adjunct Supervisor: Dr Claire Jankelson
Thesis submitted for examination: 17 October 2014
Thesis title:  Irony, Authenticity and Virtue: A Phenomenological Approach to Project Management Competency
Award Recommended:  Doctor of Philosophy

SISTA, USHA  FOHS  PHD
Principal Supervisor:  Associate Professor Mark Williams
Associate Supervisor: Associate Professor Anina Rich, Dr Jason Frieman
Thesis submitted for examination: 14 April 214
Thesis title:  A Behavioural Examination of the Properties of the Action Observation System
Award Recommended:  Doctor of Philosophy

TAYLOR, JOHN WILLIAM  FOS  MPHIL
Principal Supervisor:  Associate Professor Brian Atwell
Associate Supervisor: Associate Professor Belinda Medlyn
Thesis submitted for examination: 4 September 2014
Thesis title:  Australian Wild Oryza Species: Growth, Canopy Structure and Response to CO2 Enrichment
Award Recommended:  Master of Philosophy

THOMPSON, DARRALL GENE  FOHS  PHD
Principal Supervisor:  Dr Ian Solomonides
Associate Supervisor: Associate Professor Anna Reid
Thesis submitted for examination: 3 October 2014
Thesis title:  Educational Change: A Designer's Journey
Award Recommended:  Doctor of Philosophy

TITOVA, EVGENIA  FOS  PHD
Principal Supervisor:  Associate Professor Ian Goodwin (Acting)
Associate Supervisor: Dr Kei-Wai Cheung
Thesis submitted for examination: 24 April 2014
Thesis title:  Dynamics of the Southern Annular Mode during Austral Spring and Summer: Stratospheric and Tropospheric Interactions
Award Recommended:  Doctor of Philosophy
WEBSTER, REBECCA
Principal Supervisor: Mr Benjamin Herbert
Associate Supervisor: -
Adjunct Supervisor: G Vesey
Thesis submitted for examination: 6 May 2014
Thesis title: Social relationships between children with developmental disabilities and peers in inclusive settings
Award Recommended: Doctor of Philosophy

WELLISCH, MIMI
Principal Supervisor: Associate Professor Jacob Brown
Associate Supervisor: Associate Professor Joanne Mulligan, Dr Alan Taylor
Adjunct Supervisor: P Merrotsy
Award Recommended: Doctor of Philosophy

YANG, XIANJUN
Principal Supervisor: Professor Eryk Dutkiewicz
Associate Supervisor: Dr Gengfa Fang
Adjunct Supervisor: X Tao
Thesis submitted for examination: 12 August 2014
Thesis title: Research on compressed sensing and its applications in wireless communications
Award Recommended: Doctor of Philosophy

CONSIDERATION FOR VICE-CHANCELLOR’S COMMENDATION

BYRNE, SIMON
Principal Supervisor: Professor Ronald Rapee
Associate Supervisor: Professor Jennifer Hudson
Adjunct Supervisor: R Richardson
Thesis submitted for examination: 29 April 2014
Thesis title: Improving exposure therapy for child anxiety with D-Cycloserine and One-Session Treatment

On 13 February 2015, the Higher Degree Research Committee recommended that Simon Byrne’s PhD/MCLPSY thesis be awarded.

The following comments were received from the examiners:

"I have been reviewing doctoral theses as a faculty member at Boston University for the past 15 years (over 30 doctoral theses), and I can very clearly say that this is the STRONGEST and most Impressive thesis I have ever read."

"This is a very strong thesis, and the author is very deserving of the award of the degree of Doctor of Philosophy. I wish the author the best of luck in getting these well done studies published; and congratulations on writing a well-written and wonderful thesis. It was a pleasure to review this-work."

"The thesis is very well written. It is easy to read, and the candidate has linked the studies together in a meaningful way. The literature review is sound, although brief given the format selected, and the conclusions based on the extant literature are reasonable. The thesis combines experimental and clinical studies in a novel way, using both rat and human participants, and the candidate has clearly demonstrated competence in research design and dissemination. All statistical analyses are competently handled. The studies presented are novel, and provide new information in the field of inquiry. All supporting documentation is provided and well-presented. There is a substantial amount of material suitable for publication. It was a pleasure to review."

"This is an excellent research program which makes a significant original contribution to the treatment of childhood anxiety. The thesis is very well written and well structured, with well-designed studies. The rationale of the studies is developed with clarity."

"This thesis has many, many strengths and is likely to further our field's knowledge of potential ways to
enhance treatments for child anxiety disorders. There are numerous findings in this thesis that will make a distinct contribution to the treatment literature in child anxiety, and some of the findings have already been published in some of the most competitive journals in the field of clinical psychology. Overall, the thesis is very well written and the findings are very clearly presented, including the appendices at the end."

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

RESOLVED
That Simon Byrne’s PhD/MCLPSY thesis entitled “Improving exposure therapy for child anxiety with D-Cycloserine and One-Session Treatment” be awarded a Vice-Chancellor’s Commendation.

LU, JIE  FOS PHD
Principal Supervisor: Associate Professor Dayong Jin
Associate Supervisor: Dr Ian Paulsen, Professor James Piper, Dr Martin Ostrowski
Thesis submitted for examination: 8 October 2014
Thesis title: Developing Signal Amplification Strategies for Sensitive Detection of Low Abundance Biomolecules

On 13 February 2015, the Higher Degree Research Committee recommended that Jie Lu’s PhD thesis be awarded.

The following comments were received from the examiners:

“All in all, this referee thought the PhD thesis was outstanding and has no substantive criticism. Both the candidate and their supervisor need to be congratulated on some outstanding and innovative science being performed. This referee definitely recommends the award of a PhD.”

“The novelty of the thesis lies in close relationship with materials development and detection technique design. The thesis is original with significant contributions to the field of analysis and material science. The thesis is wellorganized and written. And the literary and sufficient survey of literatures is well presented.

“Most of the research results in this thesis have been published, the applicant is efficient, in accomplishing research goals. The applicant is capable of working independently. And the thesis is [satisfactory] for a doctoral degree and nomination for outstanding thesis is suggested.”

“I find this to be a substantial and impressive body of work. …The fact that much of the work has already been published in high quality peer-reviewed journals also attests to the quality and relevance of the candidate’s research. …This is excellent.”

“The thesis is, on the whole, well written and easy to understand.”

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

RESOLVED
That Jie Lu’s PhD thesis entitled “Developing Signal Amplification Strategies for Sensitive Detection of Low Abundance Biomolecules” be awarded a Vice-Chancellor’s Commendation.

LYNCH, KATHLEEN  FOA PHD
Principal Supervisor: Dr Richard Menary
Associate Supervisor: Dr Darrell Kemp, Dr Albert Atkin
Thesis submitted for examination: 29 August 2014

On 13 February 2015, the Higher Degree Research Committee recommended that Kathleen Lynch’s PhD thesis be awarded.

The following comments were received from the examiners:

“This thesis is a work of important scholarship. It is well-written, well-researched, and makes a significant contribution to the philosophy of causation/genetics.”

“The candidate is an exceptionally clear writer. This is particularly impressive considering the technical nature of much of the science and philosophy she incorporates into the thesis. Relatedly, the candidate
covers an impressive amount of science and philosophy, from the science of epigenetics and the biometric-Mendelian debate, to the philosophical literature on causation and experimental philosophy. One of the real virtues of the candidate's writing and her coverage of these areas is her excellent use of examples to make technical issues accessible and relatable to her project (e.g. hair color, kaninhoppning). I can imagine the candidate will make (or already has made) an excellent instructor in the classroom because she is able to introduce detailed science and complicated philosophical ideas in an engaging and understandable way.”

“This is an outstanding thesis. It shows an impressive technical grasp of a complex area of science and makes progress on an issue that has puzzled both practitioners and commentators for many decades. The thesis makes an excellent strategic decision to shift the focus of a thesis on behavior genetics from the well-worked ground of gene-environment interaction to the neglected topic of gene-environment covariance. ...In addition to the main, philosophical results, Chapter Five makes a significant contribution to the science of G-E covariance, a contribution recognized by a related publication in a major scientific journal.”

“Ch 6. ...This is an excellent chapter and a version should be urgently added to the published literature.”

“I think that this is an excellent thesis that clarifies a number of issues surrounding the notion of genetic causation and how, as a matter of methodology, to deal with problems of gene/environment interaction and co-variation. Lynch makes very good use of my own interventionist framework for understanding causal notions within the biological sciences in elucidating these issues. I think that in many ways the strongest and most original part of the thesis is Lynch's treatment of the differences among reactive, passive and active gene/environment co-variation.”

“All in all, I thought that this thesis illustrates very nicely the ways in which much greater clarity can be brought to issues surrounding the interpretation of heredity estimates, gene/environment covariation, the interpretation of the norm of reaction concept and much more by situating these issues within the framework of a general theory of causation. There are plenty of other discussions by philosophers of notions of causation that figure in discussions of heritability and genetic causation but most of them are not nearly as nuanced and thoughtful as Lynch’s. So I would judge this a very superior thesis.”

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

RESOLVED

MRES - COMPLETION OF REQUIREMENT

Award Recommended: Master of Research

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**MRES AWARDED WITH DISTINCTION**

Recommended: Awarded with Distinction

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Proposal for a Joint PhD Program with the University of Potsdam, Germany

The University of Potsdam is located in the Greater Berlin area. The university was newly created in 1991, just two years after the fall of the Berlin Wall. It is a small public university, and while young it has since found scientific partners with:

- The Potsdam-Institute for Climate Impact Research
- The German Institute of Human Nutrition
- The Leibniz Institute for Astrophysics
- The Helmholtz Centre Potsdam – German Research Centre for Geosciences

Potsdam also work closely through cooperation and joint professorships with:

- The Max Planck Institute for Molecular Plant Physiology
- The Max Planck Institute of Colloids and Interfaces
- The Max Planck Institute for Gravitational Physics, and many other research institutions.

(Source: http://www.uni-potsdam.de/en/explore-the-up/about-the-up/research-profile.html)

Macquarie University has a close association with the University of Potsdam. This includes:

- IDEALAB Consortium Agreement among the Participant institutions of the Erasmus Mundus EMJD-Programme signed in 2012
- Memorandum of Understanding signed in 2012
- Working Program 1 for Student Exchange signed in 2013
- Agreement of Cooperation signed in 2015

Outside of the IDEALAB consortium which awards Joint PhDs, we have also hosted a cotutelle student with Potsdam. There is currently one student applying for a Joint PhD if this proposal is approved.

There have also been several visits by Macquarie University staff to the University of Potsdam including the former Deputy Vice- Chancellor - Research, Deputy Vice-Chancellor - International, the Dean of Higher Degree Research and the Director of Research Training and International Research Training Partnerships as well as a number of researchers.

The University of Potsdam have participated in Macquarie University’s Cotutelle & Joint PhD Research Management Workshop in 2013, 2014 and 2015.
ITEM 11.5: SENATE LEARNING AND TEACHING COMMITTEE


For approval.
ITEMS FOR APPROVAL

1. Learning Technologies Subcommittee
   That the Learning Technologies Subcommittee, is recommended for approval by Academic Senate. (Refer to link to Agenda, Item 7.1)

ITEMS FOR NOTING

Chair’s report
The Chair provided an oral report on the following matters:
- Load planning process - The Chair noted the recent success with domestic recruitment and highlighted the Global Leadership Entry Program (GLEP) and early offers as a reason for this success. In contrast there has been a shortfall in international student numbers. The challenge is to adapt domestic student recruitment to accommodate for the international shortfall.
- Festival of Assessment was held in December 2014, the Chair of Senate will be working on drafting a policy for consideration and discussion.
- Review of the Centre for Open Education - An internal review is being conducted by the Deputy Vice-Chancellor (Academic). The Chair also noted that the Quality Enhancement Committee is now a committee reporting to Academic Senate.
- Teaching Grants - Members of the Committee were reminded that the deadline for teaching grants closes soon and to refer to the Teche blog for further information.

Deputy Vice-Chancellor Academic’s report
The Deputy Vice-Chancellor Academic provided an update on the status of the MyMaster case; the first stage of the investigation by an appointed professional forensic investigator has been completed and a report has been prepared for consideration by the University. Further consultation is to occur with the three Faculties involved; the Executive Deans and Associate Deans – Learning and Teaching. Discussions were held in relation to applications of withdrawal without academic penalty considered by the Deputy Vice Chancellor Academic, where he spoke of recent applications which were being considered retrospectively. It was noted that there is currently no statute of limitations in place. Both the Deputy Vice Chancellor Academic and Students and Registrar are to consider this at a University level, with the view of developing a timeframe to establish a consistent University wide approach in time for the next academic year.

General Business
The Deputy Registrar provided guidance in relation to the application of the Recognition of Prior Learning Policy. It was noted that at the Academic Standards and Quality Committee (ASQC) meeting held on 29 January 2015 considered the RPL Procedure and RPL Schedule of Equivalencies, including the Procedure for the development of articulation agreement and related arrangements. Following suggested amendments this item would be returning to the next ASCQ meeting, 17 February 2015. The Deputy Registrar noted that there were no current plans to retrospectively assess all continuing students against the RPL policy. Any continuing student in 2015 could make a claim for recognition of prior learning via submission of an individual student case.

It was reported that Deirdre Anderson, Deputy Vice – Chancellor (Students and Registrar) and Paul Luttrell, University General Counsel were now responsible for the Inherent Requirements project.

Following a call for volunteers, an English Language working group and a 6 x 6 proposal working group were established.

An update on the Learning and Teaching Strategy was provided. Amongst other matters, the Chair emphasised the need to distinguish Macquarie University from those positioned as competitors in the marketplace. One key point of focus is on employability and the potential for improvement in this area. This challenge involves a five year plan and a connection to the Framing of Futures. Another topic to be explored is the possibility of a move to a more structured first year and a review of the current People and Planet requirements. A green paper is to be drafted within a month, with planned lengthy consultation and discussions occurring from March to May. A white paper is expected by the end of June 2015.

The Committee considered and resolved to approve the PACE Early Commencement Procedure and the PACE Activity – Managing Other Commitments Procedures, noting that changes had been made to reflect the updated PACE brand.

The Committee discussed and noted the Student Disability Support Policy & Disability Access Guideline. The Committee noted that there is a need for clarity within the guideline including aligning the definitions used with current University policies. It was reported that there will be a rapid improvement event conducted in the next few months with reference to student referrals.

The Chair (following three resignations at the end of 2014) noted the number of membership vacancies to be filled.

The next meeting of the Senate Learning and Teaching Committee will be held on Monday 9 March 2015 at 10:00 am in the Senate Room, Building C8A, Level 3.

The full minutes summarised in this report will be accessed via this link in 2015.
ITEM 11.6 UNIVERSITY MEDALS COMMITTEE

Report of the meeting 19 February 2015.

For approval.
Minutes of the meeting held on Thursday 19 February 2015

PRESENT:  Professor D Verity (Chair)
          Dr T Bryant
          Dr J Deranty
          Dr M Leishman
          Prof J Phillips
          Dr K Sherman

IN ATTENDANCE:  Ms C Clendinning
                Ms A Phelps
                Ms E Whitehead

1. Welcome/Apologies

2. Conflict of Interest Declarations
   Nil noted.

3. University Medals nominations
   A total of seven (7) nominations were received.

   Recommended:
   Following consideration of the nominations, the Committee resolved to recommend the award
   of University Medals for 2014 to three (3) students listed below:

   Nicole Ashby – Environmental Management
   Daniel Lombardo – Physics
   Jack Oakley – Law

   The applications of these students are placed in the confidential folder and may be viewed by
   members of Academic Senate.

   Not recommended:
   Three nominees were not recommended. The Committee felt that these candidates did not
   fully meet the requirements for the award of a University Medal.

   Decision pending:
   The Committee has requested additional information for one nomination and a final decision
   and recommendation will be made following consideration of this documentation.
The successful students will receive the University Medal at the graduation ceremonies scheduled in April 2015.

4. **Second round of University Medals nominations**

Due to the very low number of nominations received, and in recognition of some delays that were reported receiving MRes examiner reports, the University Medals Committee decided to open a second round of nominations.

The Chair of the Committee will send communication to Executive Deans and Associate Deans of Faculties and seek their support to review MRes results and prepare further cases for consideration by the Committee.

Due to the tight timeframes, the cases submitted in the second round will not be awarded at the graduation ceremonies scheduled for April. Successful students will receive the University Medals at a graduation ceremony later in the year.

5. **Next Meeting**

To be advised following consultation with committee members.