ACADEMIC SENATE

A meeting of the Academic Senate will be held at 9:30 am on Tuesday 5 April 2016 in the Senate Room, Level 3, C8A Building, 16 Wally’s Walk.

This symbol ★ indicates items that have been starred for discussion at the meeting. Members are requested to notify the Chair, 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 Zoe Williams (Head of Governance Services) by email senate@mq.edu.au.

AGENDA

Page Numbers

★ 1. ACKNOWLEDGEMENT OF COUNTRY
★ 2. WELCOME AND APOLOGIES
★ 3. ARRANGEMENT OF AGENDA
   3.1 Disclosure of conflicts of interest
   3.2 Adoption of unstarred items
4. MINUTES OF THE PREVIOUS MEETING

Pages 4 to 14 ★ 4.1 The Minutes of the meeting held 16 February 2016 are provided. (For approval)

5. BUSINESS ARISING FROM THE MINUTES
   (not dealt with elsewhere in the Agenda)

Pages 15 to 16 5.1 Academic Senate items requiring action
   (For noting)

Pages 17 to 19 ★ 6. REPORT FROM THE CHAIR
   (For discussion)
★ 7. VICE-CHANCELLOR ORAL UPDATE
★ 8. QUESTION TIME

9. STRATEGY AND POLICY
   ★ 9.1 Academic Promotions Policy
      (Presentation from the Director of Human Resources)

Pages 20 to 23 ★ 9.2 The Quality Enhancement Committee – Future Directions
      (For discussion and approval)

Pages 24 to 50 ★ 9.3 Assessment Policy and Schedules
      (For discussion and approval)

Pages 51 to 52 ★ 9.4 Academic Freedom Working Group – Progress Report
      (For information)

To be circulated ★ 9.5 Academic Integrity – A Framework for Action
      (For discussion)

Pages 53 to 63 ★ 9.6 Academic Appeals Policy
      (For discussion and endorsement)

Pages 64 to 66 ★ 9.7 Qualifications Issuance Policy – Update
      (For discussion and endorsement)

10. QUESTIONS ON NOTICE

Members are requested to submit questions on notice to the Chair two days in advance of the meeting.
11. **GENERAL BUSINESS**

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11.1 Election Timeframe: Student Representatives on Academic Senate  
(For noting)

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11.2 2015 Savings Cases – Summary Report  
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11.3 Quarter 1 2016 Savings Cases – Summary Report  
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12. **ITEMS APPROVED BY THE CHAIR**  
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13. **ITEMS FOR APPROVAL FROM ACADEMIC SENATE COMMITTEES**

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13.5 2017 New Program: Master of Creative Industries with the Degree of Master of Future Journalism (ASQC)

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13.9 2017 New Program: Bachelor of Security Studies with the Degree of Bachelor of Laws with Honours (ASQC)

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13.11 Visiting Undergraduate Research Internship (HDRC & ASQC)

14. **REPORTS FROM STANDING COMMITTEES**

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14.1 Academic Senate Standing Committee  
Report of the meeting held 15 March 2016  
(For noting)

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14.2 Academic Standards and Quality Committee  
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(For noting)

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14.3 Higher Degree Research Committee  
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14.4 Senate Learning and Teaching Committee  
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(For noting)

15. **REPORTS FROM FACULTY BOARDS**

Pages 223 to 224

15.1 Faculty of Arts Faculty Board  
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(For noting)
16. CONSIDERATION OF CONFIDENTIAL ITEMS

16.1 University Discipline Committee
Report of the University Discipline Committee meeting held 17 February 2016 will be
tabled.

16.2 University Hearing Committee
Report of the University Hearing Committee meeting held 16 March 2016 will be
tabled.

16.3 Standing Committee on Appeals
Report of the Standing Committee on Appeals meeting held 25 February 2016 will be
tabled.

17. OTHER BUSINESS

18. NEXT MEETING

The next meeting of the Academic Senate will be held on Tuesday 24 May 2016.
Agenda Items are due by Tuesday 10 May 2016.
ITEM 4.1 MINUTES OF THE PREVIOUS MEETING

The Minutes of the meeting held 16 February 2016 are provided.

For approval.

Recommended resolution:
Academic Senate resolve to approve the Minutes of the meeting held 16 February 2016 as a true and correct record.
ACADEMIC SENATE

Minutes of a meeting of the Academic Senate held at 9:30am on Tuesday 16 February 2016 in the Council Room, Level 1, Building 11A (The Chancellery).
(This meeting was moved from the Senate Room, Building C8A on the day of the meeting due to technical issues).

MINUTES

PRESENT

Professor Dominic Verity
Dr Trudy Ambler
Deidre Anderson
Dr Ayse Bilgin
Dr Wylie Bradford
Dr Yvonne Breyer
A/Professor David Coutts
A/Professor Pamela Coutts
Professor Linda Cupples
Professor Bruce Dowton
Dr Kate Fullagar
Professor Mark Gabbott
Professor Simon George
Professor Simon Handley
Professor Mariella Herberstein
Professor Lesley Hughes
Professor Mike Jones
Professor Nick Mansfield
Professor Patrick McNeil
Professor Kathryn Millard
Professor Martina Mollering
Professor Peter Nelson
Dr Kerry-Ann O’Sullivan
Dr Mitch Parsell
Professor Jacqueline Phillips
Professor Sakkie Pretorius
Professor Peter Radan
Cathy Rytmeister
JoAnne Sparks
Professor Lucy Taksa
A/Professor Estela Valverde
Cheryl Ware
Professor Sherman Young

IN ATTENDANCE

Ellen Carlson
Kathryn Whittingham
Zoe Williams
Jonathan Wylie

APOLOGIES

Professor Amanda Barnier
Harry Dang
Professor Alex Frino
Anna Glen
Jeremey Gunter
Gabrielle Hardy
Professor Norma Harrison
Jinji Kong
Nicholas McGuigan
Professor Barbara Messerle
Simon Populin
Professor John Simons
Julia Yang
1. APOLOGIES / WELCOME / ACKNOWLEDGEMENT OF COUNTRY

The Chair acknowledged the traditional custodians of the land and welcomed members and attendees to the first meeting of 2016.

The Chair noted that apologies had been received from Professor Amanda Barnier, Harry Dang, Professor Alex Frino, Anna Glen, Gabrielle Hardy, Professor Norma Harrison, Professor Barbara Messerle, Simon Populin and Professor John Simons.

The Chair noted that A/Professor Trudy Ambler had joined the ex-officio membership of Senate as the Acting-Head of the Department of Indigenous Studies, A/Professor Mitch Parsell was proposed for co-option in item 10.2 and that Dr Charles Areni was attending on behalf of the Dean of MGSM.

2. ARRANGEMENT OF AGENDA

The Chair noted that items 10.2, 8.2 and 8.3 would be prioritised for discussion at the head of the agenda. The minutes refer to the order of business as they appear in the agenda.

2.1 Disclosure of Conflicts of interest

The Chair requested that Senate members declare any conflict of interest. No conflicts were declared.

2.2 Adoption of Unstarred Items

Resolution 16/1

That the items not starred for discussion be noted (items 8.1, 10.3, 10.4, 10.5, 11.1, 12.1, 12.2, 13.2, 13.3, 14.1, 14.2, 14.3, 14.4, 14.5 and 15.1) and, where appropriate, be adopted as recommended.

3. MINUTES OF THE PREVIOUS MEETING

The Chair noted the following correction to the minutes of the meeting of 15 December 2015:

11.8 Amendment to the Higher Degree Research Rules

Resolution 15/135

That Academic Senate resolve to recommend to University Council the amendments to Part 14: Discontinuation and Exclusion of the Higher Research Degree Research Rules.

Resolution 16/2

That the minutes of the meeting held on 15 December 2015, as amended, be signed as a true and correct record.

4. BUSINESS ARISING FROM THE MINUTES

4.1 Academic Senate items requiring action

The outstanding action items were noted.

The Chair reported that following discussions with the Vice-Chancellor and the Deputy Vice-Chancellor (Research) that a working group would be formed to draft the Terms of Reference for the Research and Research Training Committee with a draft to be present to the 5 April Academic Senate meeting. Members discussed the issue of the membership of this Committee and the need for the Committee to be a governance versus an executive committee. It was determined that this was a matter the working group would address rather than the matter being discussed further during the meeting of Senate. It was determined that an Executive Dean would join this working group to ensure broad representation.

Resolution 16/3

6
That a Working Group be formed to draft Terms of the Reference for the Research and Research Training Committee for presentation to the 5 April meeting of Academic Senate. That the working party is comprised of:

- Deputy Chair of Academic Senate
- Pro Vice-Chancellor (Research Integrity)
- The Chief of Staff of the Vice-Chancellor’s Office
- The Executive Dean of the Faculty of Human Sciences
- Faculty-elected representative, Professor Mariella Herberstein
- Head of Governance Services

5. ORAL REPORT FROM THE CHAIR

The Chair noted that he would not make an individual report as the items he wished to report on were included in the agenda.

6. VICE-CHANCELLOR ORAL UPDATE

The Vice-Chancellor informed members that the University Executive was considering the implications of the Federal Government’s approach to STEM and innovation. Particular impacts are likely on research and research training, given potential funding changes to research block grant funding, enhanced pathways to employment for students on international visas, and the possibility of ARC Linkage grant funding being moved to a continuous cycle. It was noted that Australia’s performance was last of all OECD countries in terms of the integration between universities and industry.

Members noted the recent media coverage relating to lowered ATARs for University entry, which had identified Macquarie and a range of other NSW institutions. The Vice-Chancellor advised members of the strong likelihood that Universities Australia or the NSW Vice-Chancellor’s Committee will act in this area to ensure that University and student interests are aligned. New leadership at the Universities Admission Centre in 2015 could also impact on any future changes.

The Vice-Chancellor confirmed that University enrolments for Session 1 are encouraging, with international enrolments showing evidence of upturn as well as increases in diversification of country of origin and discipline. The Vice-Chancellor commended the Director of the Macquarie University International College (MUIC), Jake Garman, for the strengthening international and domestic enrolments in MUIC and exceeding forecasted targets in the Diploma and Foundation programs.

The Vice Chancellor also commended the Pro-Vice-Chancellor Teaching and Learning, Professor Sherman Young and his team for their work in developing the Learning and Teaching Strategic Framework, noting that the Framework requires cataclysmic changes which will be pursued over a number of years.

Members were advised that discussions are underway with the Deputy Vice-Chancellor Academic and the Executive Deans to reduce units with a small number of enrolments. While there are some units, which by their nature, will only have a small number of students, an opportunity exists to consider units with small enrolments more broadly. Some Faculties have already undertaken this process and a more extensive scrutiny of offerings has the potential to achieve time and space efficiencies to address overcrowding in larger units and to enable delivery of the objectives in the Learning and Teaching Strategic Framework.

The Vice-Chancellor advised members that TEQSA had received the University's submission and had confirmed there would not be a site visit to the University.

In terms of student experience, the Vice-Chancellor informed members that a new film, The Hunting Ground, would be screened by all Australian universities. Universities Australia (UA) has been pro-actively working with the film’s distributors to manage a coordinated release in Australia. The film deals with sexual assault and harassment on American campuses. While Australian universities are different in terms of an absence of largely residential campuses, fraternities and sporting culture found at many US institutions, they are working collectively through UA to raise awareness and express a zero tolerance approach to the issue. The film will be screened shortly after O-week and support will be provided for students through the Deputy Vice-Chancellor Students and Registrar
The Vice-Chancellor is one of three Vice-Chancellors nation-wide to be a spokesperson for Universities Australia on this matter.

The Vice-Chancellor noted the recent presentation by the Deputy Vice-Chancellor Research of the Research Weather Report, covering the Excellence in Research for Australia (ERA) 2015 results, the sector’s 2014 Higher Education Research Data Collection, and the research trajectory of Macquarie. The Vice-Chancellor commended the achievements to date, noting that many of the targets in the Research Strategic Framework had been reached earlier than anticipated. It was also noted that there is an ongoing need to increase the University’s external grant funding.

Members were advised that a Working Group is currently considering changes to the Academic Promotions process. There is an identified need to improve the submission forms, to stream expertise for alignment with the Research and Learning and Teaching Strategic Frameworks, and to make the process more devolved. Currently Faculty committees consider applications at levels A and B with a central committee considering all other applications. There is a proposal for Faculties to consider all applications except D and E which would remain with a central committee. The Vice-Chancellor suggested that the Director of Human Resources be invited to the next Academic Senate meeting to present the proposed changes.

The Vice-Chancellor noted that refurbishments were continuing on E7A with planning for W3A refurbishment happening in the next few months. Updated University signage will be rolled out during the coming months, with the formal introduction of street names along with building identifiers.

In conclusion, the Vice-Chancellor noted recently announced changes in senior leadership. Professor Mark Gabbott, Executive Dean Faculty of Business and Economics, had advised that he would not be seeking to renew his contract, which expires in August. The Vice-Chancellor thanked Professor Gabbott for his outstanding service and contribution to the University and noted that a farewell would be held at an appropriate time. Professor Alex Frino, Dean MGSM, has been appointed Deputy Vice-Chancellor (Global Strategy) at the University of Wollongong, and will leave the University in May 2016. The Vice-Chancellor is considering who will act in the role pro-tem. Mr Tim Beresford has been appointed Chief Operating Officer and Deputy Vice-Chancellor, effective late February to enable a handover period with Dr Schreier.

* 7. QUESTION TIME

The Chair reminded members of the trial introduction of Question Time. Members were invited to ask any questions of the Vice-Chancellor and the Chair.

A Faculty-elected representative questioned whether the Academic Promotions policy would determine the type of contract offered to staff, for example whether staff would be streamed into research or teaching from the start of their employment with the University. The Vice-Chancellor suggested that this would be an appropriate question to be considered at a later date in conjunction with the Working Group and the Director HR.

A Faculty-elected representative questioned the Vice-Chancellor as to the whether it had been determined at what point the number of enrolments in a unit deemed the unit non-viable and whether he had a view on this. The Vice-Chancellor responded to advise that he does not support centrist arbitrary approach to this type of review. The discipline specific knowledge, and budget responsibility rests with Faculties, as does responsibility for meeting targets within the Learning and Teaching and Research Strategies. The Vice-Chancellor reiterated the need Faculties, who posses the local-level knowledge about their course offerings, need to be empowered to make this decision, as opposed to a mandate being issued.

8. STRATEGY AND POLICY

* 8.1 Student Discipline Procedure - Implementation Progress Report

Resolution 16/4

Academic Senate resolved to note the Student Discipline Procedure – Progress Report and the implementation of the Student Discipline Framework for Session 1 2016.
8.2 Academic Progression: Update and Support Model

The Chair reported on the activity being undertaken on an academic progression model. Members noted that Macquarie does not currently have a policy that governs the identification of students at risk of exclusion, or an early intervention and remedial action plan to support and improve students’ performance. The current approach has a direct impact on the University’s attrition rate and has a significant impact on student’s experience at Macquarie. The working party on Academic Progression was formed to address this approach and consider what support may be provided to identify and proactively support students at risk of exclusion.

Dr Wylie Bradford, a participant in the Working Party and member of the Academic Appeals Committee, reported on his experience of the application of the current minimum rate of progress requirements, which result in the exclusion of hundreds of students each year. These students then appeal with a success rate that is a very small fraction of the total. He reminded members that students had often been given no warning prior to exclusion and once excluded students are provided with no support, despite having obvious academic and personal issues requiring support. His view that “students are often charging headlong towards a cliff of whose presence they are unaware” was supported by other members with experience in this area. A/Professor Pamela Coutts, also a member of the Working Party, confirmed that one significant benefit of the suspension of students was the ability for students to remain in contact with support services during this period. The Deputy Vice-Chancellor Students and Registrar spoke to the University’s obligations under the Education Services for Overseas Students Act and the enormous impact of supporting these students and integrating them back to study.

Members discussed the proposed model and Faculty-elected representatives requested that the framework:

- ensure that Departments are notified when the flag is reached so that appropriate support can be implemented;
- the proposed model complements established practices already in place in Faculties and specific Departments for individual cohorts; and
- clarify whether a student would ever be Excluded or if this would be a continual cycle of suspensions

The Chair acknowledged the efforts of the members of the Academic Appeals Committee, which had just completed hearing appeals from Session 2 2015. The Chair also acknowledged the work of Campus Wellbeing in supporting those students who appealed.

The Vice-Chancellor commended the Working Group and advised that a reduction in the number of students being suspended had been made a performance indicator for academic and administrative services.

Resolution 16/5

Academic Senate resolved to:

i. endorse the Minimum rate of progression – identification and support model; and
ii. note the work being undertaken to support implementation.

8.3 Learning and Teaching Strategic Framework

The Pro-Vice Chancellor spoke to the Learning and Teaching Strategic Framework: White Paper and advised that a website will be launched within in next few months. Members were advised that the Learning and Teaching Strategic Framework forms a starting point for discussion and the real work will now commence. Questions and comments about the White paper were invited. The Deputy Chair commended the White Paper for embedding research at an undergraduate level and in the centre of the learning and teaching mission. The Chair advised members that the White Paper signifies a substantial change in direction for the academic governance of the University, and that it would therefore form part of a renewed focus for SLTC. The Chair confirmed that Academic Senate, through the ASQC, would be closely engaged in developing the processes outlined in the white paper for regular review and evaluation of curricula and programs.

Resolution 16/6

Academic Senate resolved to:
endorse the Learning and Teaching Strategic Framework; and

ii. note that a Learning and Teaching Strategic Framework website is currently under development.

* 8.4 Assessment Policy and Schedules: Update

The Pro-Vice Chancellor Learning and teaching provided an overview of activity, which had taken place to date on the development of an Assessment Policy and Schedules. Academic Senate approved the principles of the Assessment Policy in December 2015 and the associated schedules were distributed to the Faculty Boards for feedback. Since that time, individual Faculty meetings have taken place and the schedules have been refined further.

Faculty-elected representatives commented on the vagueness of the Unit Assessment Schedule and the resource implications of hurdle assessments and the Pro Vice-Chancellor (Learning and Teaching) confirmed that this was a common theme in the Faculty meetings. The Dean of the Faculty of Medicine and Health Sciences raised concerns about the need to ensure specific assessment methodologies could be retained, and referenced specific such issues in regard to vivas and oral examinations in the Faculty of Medicine.

Members noted that a Schedule containing Higher Degree Research Assessment Requirements is under development, led by Professor Nick Mansfield, Dean HDR. This will involve review of the Thesis Preparation, Submission and Examination Policy and Procedure and consolidation of other guidelines and documents. This Schedule will be presented to the Higher Degree Research Committee and Academic Senate for discussion and final approval in the coming weeks.

Members noted that the Policy will not be accompanied by detailed procedures, and Faculty Boards will be responsible for determining what and how procedures will apply. Broad direction will be provided and ASQC will be responsible for ensuring that individual Faculty procedures meet threshold standards.

Academic Senate noted the update on the Assessment Policy and Schedules.

* 8.5 University Library: Future Directions

The University Librarian provided an overview of the Library’s future directions. The Library had recently engaged in a facilitated workshop, which had included the involvement of Faculty staff, coursework students, MRes candidates, central administration staff and research officers, to plan for the next five years. She reported that the themes of Connect and Communicate emerged, over the two-day session, as key to the Library’s mission. To contextualise the Library’s operating environment, members were informed that:

- benchmarked nationally and regionally the Macquarie University Library is one of the best research intensive libraries in the Asia Pacific and the best in Australia
- much like an iceberg, the part of the Library that can be seen in only a small fraction of its entirety, as evidenced by the usage statistics: in 2015 there were 2 million visits to the Library’s physical space but 14 million enquiries in the virtual world

The University Librarian advised that rather than being strategic in its focus, the role of the Library was to align with the Research and Learning and Teaching Strategies and be the nexus to support and enable both strategies. The Library partners with the Deputy Vice-Chancellor (Research) and performs a crucial role in the collation of publication and research data and will be critical in the Learning Commons, flipped class room and open access initiatives outlined in the Learning and Teaching Strategy. The Library is the quiet partner and forms the intellectual hearth of the campus where scholars can connect at any stage in their journey by connecting with scholarly information in-person or through the virtual world.

Members were advised of the connection points with the academic governance structures of the University, through routine reporting and participation on the SLTC and Faculty Boards. With teams
of discipline specific Librarians, including Clinical Librarian, engagement with Faculties and Departments is continual and responsive.

The Chair thanked the University Librarian for her presentation, asked that Senate be kept informed as to how it might support the Library's mission and asked that an update be provided in the future.

9. **QUESTIONS ON NOTICE**
Members may submit Questions on notice to the Chair two days in advance of the meeting.
The Chair confirmed that no questions had been received.

10. **GENERAL BUSINESS**

* 10.1 Increasing the term of Student Representatives on Academic Senate

The Chair spoke to the paper recommending that the terms of student representatives on Senate be extended from one to two years and members noted that this would require an amendment to the Academic Senate Rules. A Faculty-elected member observed that this may have an impact on students enrolling in three-year degrees and that this may lead to an increase in casual vacancies. These Chair observed that casual vacancies were already a common occurrence and that changes to the electoral provisions would enable Governance Services to stage annual elections to fill vacant positions.

**Resolution 16/7**
Academic Senate resolved to:

i. approve in principle an increase in the term for the student representatives of Academic Senate from one year to two years, effective 1 June 2016 subject to amendment of the Academic Senate Rules; and

ii. authorise the Academic Senate Standing Committee to review the Academic Senate Rules and recommend necessary amendments to University Council for approval on behalf of Academic Senate.

* 10.2 Co-option of the Chair of Senate Learning and Teaching Committee

**Resolution 16/8**
Academic Senate resolved to co-opt Dr Mitch Parsell, Chair of the Senate Learning and Teaching Committee as a member of the Academic Senate.

10.3 Chair of Academic Senate Election Timeframe

Academic Senate noted the timeframe for the election of the Chair of Academic Senate.

10.4 Vice-Chancellor’s Commendations – Undergraduate

**Resolution 16/9**
Academic Senate resolved to award the Vice Chancellor’s Commendation to the 19 Bachelor degree graduands identified in the report.

10.5 Vice-Chancellor’s Commendations – Postgraduate

**Resolution 16/10**
Academic Senate resolved to award the Vice-Chancellor’s Commendation to the 52 Master Coursework graduands identified.
11. ITEMS FOR RATIFICATION

11.1 Items approved by the Chair

Two items were approved by the Chair of Academic Senate on behalf of Academic Senate since the last meeting, and are required to be ratified:

1. Incorrect unit (AHIS150) appearing in People units in AMIS; and
2. Macquarie Foundation Program Completions.

Resolution 16/11

Academic Senate resolved to ratify:

i. the approval of any student who has completed AHIS150 prior to 1 January 2016, be permitted to use AHIS150 as a People Unit if required and accordingly saved without individual paperwork being submitted, as approved by the Chair of Academic Senate 1 December 2015.

ii. the approval of the 16 candidates outlined in the report who have satisfied the requirements for the Macquarie Foundation Program in Session 2, 2015 as provided and confirmed by Macquarie City Campus.

12. ITEMS FOR APPROVAL FROM SLTC

12.1 Student Experience Surveying: Policy and Procedure

Members noted that this matter was considered and recommended for approval, subject to minor amendments, by the Senate Learning and Teaching Committee at its meeting held 1 February 2016 (Refer to Item 13.3).

Resolution 16/12

Academic Senate resolved to approve the:

i. Student Experience Surveying Policy;

ii. Student Experience Surveying Procedure; and

iii. Student Experience Surveying Schedule and Flowchart.

12.2 Learning and Teaching Awards and Grants: Policy and Procedure

Members noted that item was considered and recommended for approval, subject to minor amendments, by the Senate Learning and Teaching Committee at its meeting held 1 February 2016 (Refer to Item 13.3).

Resolution 16/13

Academic Senate resolved to

i. approve the:
   a. Learning and Teaching Awards and Grants Policy;
   b. Learning and Teaching Awards and Grants Procedure;
   c. Learning and Teaching Awards and Grants Flowcharts;
   and

ii. rescind the following Policies and Procedures for removal from Policy Central:
   a. Learning and Teaching Awards Policy;
   b. Learning and Teaching Awards Procedure;
   c. Grants – Administration of Internal Learning and Teaching Procedure;
   d. Grants – Applying for Internal Learning and Teaching Procedure;
   e. Teaching Index Policy;
   f. Teaching Index Procedure; and
13. REPORTS FROM STANDING COMMITTEES

* 13.1 Academic Senate Standing Committee

   Academic Senate noted the report of the Academic Senate Standing Committee meeting of 2 February 2016.

13.2 Academic Standards and Quality Committee

   Academic Senate noted the report of the Academic Standards and Quality Committee meeting of 2 February 2016.

13.3 Senate Learning and Teaching Committee

   Academic Senate noted the report of the Senate Learning and Teaching Committee meeting of 1 February 2016.

14. REPORTS FROM FACULTY BOARDS

   (The Faculty Board reports included the Session 2, 2015 Ratification of Examination Results)

14.1 Faculty of Arts Faculty Board

   Academic Senate noted the report of the Faculty of Arts Faculty Board meeting of 8 December 2015.

14.2 Faculty of Business and Economics Faculty Board

   Academic Senate noted the report of the Faculty of Business and Economics Faculty Board meeting of 7 December 2015.

14.3 Faculty of Human Sciences Faculty Board

   Academic Senate noted the report of the Faculty of Human Sciences Faculty Board meeting of 8 December 2015.

14.4 Faculty of Medicine and Health Sciences Faculty Board

   Academic Senate noted the report of the Faculty of Medicine and Health Sciences Faculty Board meeting of 8 December 2015.

14.5 Faculty of Science and Engineering Faculty Board

   Academic Senate noted the report of the Faculty of Science and Engineering Faculty Board meeting of 8 December 2015.

15. CONSIDERATION OF CONFIDENTIAL ITEMS

15.1 Standing Committee on Appeals

   The confidential minutes of the Standing Committee on Appeals meeting of 3 December 2015 were tabled.

16. OTHER BUSINESS

   The Chair noted that the anniversary of the implementation of the Faculty Rule and invited the Executive Deans to speak to the priorities which had been identified for Faculty Boards for 2016.

   The Chair noted that this was the final meeting for the Executive Dean of the Faculty of Business, Professor Mark Gabbott and acknowledged the contribution of Professor Gabbott to Academic Senate, including participating in working parties and contributing to debate and discussion on the floor of Senate.
17. NEXT MEETING

The next meeting of the Academic Senate will be held on Tuesday 5 April 2016. Agenda Items are due by Tuesday 22 March 2016.

There being no further business, the meeting closed at 11.22am.
### ITEM 5.1 ACADEMIC SENATE ITEMS REQUIRING ACTION AS AT 30 MARCH 2016

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
</tr>
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<tbody>
<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>In progress. See Item 9.7</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>
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</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. Referred to SLTC (9 November) and ASQC report 2 February 2015                   |
<p>| 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.               | In progress                                                                                 |
| 3/3/15          | 8           | The Chair of Academic Senate to discuss ongoing Warawara representation on Academic Senate with the Executive Dean of Faculty of Arts. Academic Senate discussed and noted the question on notice. The Chair confirmed that he would respond directly to the authors of the letter. | In progress                                                                                 |
| 2/06/15         | 6.2         | That Academic Senate refers relevant issues addressed within the ICAC report to QEC or ASQC.                                                                                                                      | In progress                                                                                 |
| 2/06/15         | 6.3         | That Academic Senate establish a working party (including a student member) to develop a set of principles to govern the rescission of degrees in future cases and to work with the General Counsel to develop amendments to the relevant academic rules to clearly articulate University Council’s powers to rescind awarded degrees. | In progress                                                                                 |
| 2/06/15         | 9.2         | That the Terms of Reference for QEC are amended in line with the suggestions of the Senate members and provided for further consideration and approval by Senate at a future meeting.                                      | In progress. See Item 9.2                                                                    |
| 25/8/15         | 5.1         | Governance Services and Human Resources to consider and appropriate training package for members of Senate and its committees.                                                                                  | To be commenced                                                                             |</p>
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<th>Action required</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/10/15</td>
<td>8.2</td>
<td>The Chair of Academic Senate to work with the Vice-Chancellor to identify a suitable individual to Chair this external review and to establish a process to frame a terms of reference and identify further members for this review panel.</td>
<td>In progress</td>
</tr>
<tr>
<td>15/12/15</td>
<td>10.1</td>
<td>That members consider the exemplar statements on Academic Freedom and provide feedback to the Academic Freedom Working Group. That the ex-officio and elected members of the Faculty of Business and Economics and the MGSM nominate participants to join the Academic Freedom Working Group.</td>
<td>In progress</td>
</tr>
</tbody>
</table>

For noting.
ITEM 6 REPORT FROM THE CHAIR

For discussion.
Report from the Chair of Academic Senate
April 2016

Chair of Academic Boards Satellite Conference – March 2016

This year the Chairs of Academic Boards Satellite Conference focussed on the issue of academic integrity. I was invited to present on the topic “putting students at the centre of academic integrity” following Macquarie’s efforts to encourage students to be partners, rather than passive recipients, in academic integrity education. The presentation explained how Macquarie has implemented a student-led society called the Academic Integrity Matters Ambassadors (AIMA), to champion community values of personal and academic integrity. The AIMA society, established and co-ordinated by former Learning and Teaching Centre staff member Sonia Saddiqui, was an outcome of an Office for Learning and Teaching (OLT) project, led by Associate Professor Abhaya Nayak of the Department of Computing. My talk presented some of the research outcomes of that OLT project, which have also been used to inform the recommendations arising from the academic integrity workshops (see later in this agenda). The project aimed to create a peer led, bottom up model for students to engage more positively with academic integrity at their institutions. These ideas were very well received and several Chairs approached me afterwards to say that they intended to explore the possibility of setting up an equivalent society and associated support infrastructure at their own institutions.

As I have previously reported, the Chairs of Academic Boards as a collective have now submitted a grant application to the Office for Learning and Teaching (OLT) to fund an independent academic integrity project. So far over 30 institutions, including Macquarie, have agreed to contribute to the project, including pledging monetary support if this project is successful. Successful grants will be announced by the OLT in June and I have no doubt that my successor will keep you informed of progress. If successful, the project will undoubtedly include research on establishing student societies for academic integrity.

The Chairs grouping is also talking with the Deputy Vice-Chancellors Academic committee of Universities Australia, with a view to forming an academic integrity network of Australian Universities. This would act as a context in which to establish information sharing processes and protocols, share experiences in areas such as assessment practice, advocate for commonly held standards, and

Rapid Improvement Event – Higher Degree Research Terminations and Appeals

As you’ll recall, a Rapid Improvement Event (RIE) on HDR Termination and Appeals has completed its work and outcomes have been circulated to various stakeholders across the University. This project was co-sponsored by the Chair of Academic Senate, Dean HDR, and the Director, Research Training and International Research Training Partnerships, and its objective was to “provide a timely and consistent HDR termination and appeals process with clear and distinct stages so that the decisions of the HDR appeals are appropriate, transparent and fair”.

This was the first RIE for an academic process, and by all accounts, it was very successful in defining a new procedure and creating a range of new tools and resources to assist supervisors and students. I commend the work of the project team and encourage you to look at the HDR Termination and Appeals wiki for further information.

I have arranged to meet with Valerie Runyan the Director of the Business Process Improvement Initiative to explore other academic processes that might be suitable to a rapid improvement event in 2016.

Research & Research Training Committee

As agreed at the last Senate meeting, a working group has been formed to finalise the draft Terms of Reference for the Research and Research Training Committee. This working group is comprised of:

- Deputy Chair of Academic Senate
- Pro Vice-Chancellor (Research Integrity)
Unfortunately, this group has, as yet, been unable to meet due to various commitments, combined with the fact that this has been a very busy period for grant submissions. I have now been informed that a meeting of this group has now been convened for the 2nd of May 2016, with a view to providing a concrete proposal to the Senate meeting on 24 May 2016.

Farewell

This meeting will be my last (ever) meeting of Academic Senate. After over 13 years of service to and leadership in the academic governance of the University, it is well past time that I moved on and let others have a go. I was first appointed to the Academic Program Committee (APC), the precursor to our ASQC, in late 2002, an apprenticeship in governance that encompassed 5 years. I have served 9 years on Academic Senate, as the Chair of the Senate Learning and Teaching Committee for 3 years and, most recently, as Chair of Academic Senate itself for 3 and a half years.

I would like to thank all of those with whom I have worked on governance matters in that time. After so many years there are too many of you to mention here, but I hope to be able to get round to thanking you all in person over the last month of my tenure. I might, however, make special mention of Ainslee Harvey who has kept me on the straight and narrow as Chair over the past 2 years, and indeed has been a primary contributor to the maintenance of my sanity in that time (though some may say that is as scant as my hair). I would also like to give a call out to Zoe Williams and all members of the Governance Services team, without whom the academic governance of the University would grind to a shuddering halt.

So now it is time for me to return to the real centre of my intellectual life, Pure Mathematics (and a little Computation too I guess). After a month or two of long service leave, the Vice-Chancellor will be (very kindly) sending me away to spend a year re-engaging with my discipline. The first 6 months of that period will be spent in the mathematics departments at Johns Hopkins, Harvard, and (if there is time) Cambridge (UK). The second 6 months will be spent working here at Macquarie, hosting my primary research collaborator on her on sabbatical leave.

Thank you all for your collegiality and support over very many years. I am sure that the appointment of Prof. Mariella Herberstein as incoming Chair will ensure that Academic Senate continues to evolve to meet our new challenges and to thrive as the key deliberative forum of the University. I would like to take this opportunity to warmly welcome her to the Chair.

In time honoured geek fashion, all that remains to be said is “So long and thanks for all the fish!”. 
ITEM 9.2 THE QUALITY ENHANCEMENT COMMITTEE - FUTURE DIRECTIONS

For discussion and approval.
ITEM 9.2 THE QUALITY ENHANCEMENT COMMITTEE – FUTURE DIRECTIONS

Issue

The Quality Enhancement Committee (QEC) was transferred to a Committee of Academic Senate in November 2014. Prior to this time, QEC was a Committee of the Provost’s Office and reported its activities to the University Executive. During 2015, QEC discussed and endorsed a draft Terms of Reference, which outlined the three broad responsibilities for the Committee under the auspices of Academic Senate:

1. Development and ownership of the Quality Enhancement Framework
2. Administration of the quality enhancement process
3. Ownership of the Academic Risk Register

As the Committee has further debated its role, it has become apparent that its reporting lines and responsibilities are, of their very nature, fundamentally conflicted. This has substantially complicated the prosecution of the business of QEC as governance committee. As the Chair of QEC, I am of the view that the analysis and structural changes suggested below would obviate the need for a QEC-like committee, whether of Senate or the Executive. Important, they call for all organisational reviews to be conducted under a more standardised, predictable, automated and lighter weight process than at present. I address each of the proposed responsibilities of QEC in turn.

Development and ownership of the Quality Enhancement Framework

Arguably, a Committee of Academic Senate is not well placed to develop or own the University’s Quality Enhancement Framework (QEF). The QEF is an operational and management framework whose primary operational stakeholders are the Faculties and the Offices of the Deputy Vice Chancellors Academic, Research, and Students & Registrar. Academic Senate is, of course, a primary governance stakeholder, but its responsibility in this regard should be the contribution of minimum standards to assist in the development of the Framework. The Senate Learning and Teaching Committee and Research Committees of Academic Senate are well placed to develop these standards.

Senate is primarily interested in the outputs of the process, which it should be using to identify and treat systemic academic issues and map progress against academic strategy and policy. Its role is certainly not the imposition of a compliance infrastructure upon Faculties or the day-to-day management of that process.

This analysis would argue that the development and ownership of the QEF itself would be best achieved under the authority of the University Executive. A jointly governed working party could be established to develop a Framework, which meets the minimum academic requirements of Senate, and the business requirements required by the University Executive. The operation of processes to support this framework would then become a routine management responsibility.

Administration of the quality enhancement process

QEC is currently responsible for scheduling, co-ordinating, receiving and analysing organisational reviews and implementation reports. QEC’s discussion of organisational review outcomes is relatively cursory, largely because the substance of management recommendations is now beyond its remit and, given its history as a Committee, it is not well focussed on academic governance matters. Indeed, in the past academic governance aspects detailed in these reports were explicitly placed beyond the consideration of QEC.

As we move towards greater Faculty autonomy, organisational reviews should be identified as a responsibility of the line management function of the University, in accordance with clear principles and guidelines. These would include:

(a) **Principles relating to the schedule and frequency of department and faculty reviews.**
If well codified principles exist, Academic Senate would only be required to endorse the review
panel membership, receive reporting on review process progress, and have the authority to establish an ad-hoc review, should a specific issue arise. These principles should seek to minimise the frequency of such reviews, while they can be an effective mechanism to encourage institutional renewal they are both expensive and disruptive and are most effective when used sparingly.

(b) **Development of standardised Terms of Reference for organisational reviews** (with the exception of ad-hoc reviews). The Terms of Reference, and supporting QEF documentation, should draw a clear distinction between the consideration of academic matters (in teaching and research) and business process questions. Review Committees could be asked to frame reports in a way which distinguishes, or indeed divides, the two and allows both Senate and the Executive to clearly identify and focus of their areas of responsibility.

(c) **The process by which reports are received and responded to.** Senate should receive reports directly from the review panel, as should the University Executive, along with any advice from the Deputy Vice-Chancellor (Academic) or Chair of Senate in regard to areas of governance responsibility. After consideration of the reports, Senate may refer systemic academic governance matters for further consideration by its expert Committees.

Those aspects of the review process that relate to the review of academic programs, as opposed to Departments or Faculties, are currently undergoing redesign as part of the implementation of the Learning and Teaching strategy. This work is being undertaken in collaboration between the Office of the DVC-A and the Academic Standards and Quality Committee (ASQC) of Academic Senate. It is not envisaged that QEC would be involved in these processes, since ASQC clearly possesses the expertise to act as the academic governance lead in all program matters.

**Ownership of the Academic Risk Register**

Senate is not in a position to develop or monitor against a separate Academic Risk register. The development and ongoing administration of this instrument is a specialised and expensive task, which cannot simply be delegated to a Committee of Senate to undertake. If the University Council audit process requires the development of an institution wide academic risk register, which is not uncommon in other institutions, then specialised resources from outside of Senate would need to be provided to undertake that task. In the meantime, we have existing risk registers at Faculty/Office level that identify many academic risks and which could be used by Senate Committees to inform their work.

**Conclusion**

Given that the role currently undertaken by QEC, and those envisaged for it the future, the discussion above would tend to argue for the disestablishment of QEC and the redistribution of its responsibilities to ASQC, the Office of the DVC-A and to Academic Senate itself. The University does not appear to need a separate committee, beyond those that already exist in the Executive and Academic Governance arms, to execute the Departmental, Faculty and Program review processes. The development of a new Quality Enhancement Framework is a joint governance responsibility, better discharged by a (jointly governed) working party with a finite lifetime. Finally, the maintenance of an Academic Risk Register, if required, is a matter that requires targeted expert input (and engagement with the other expert committees of Academic Senate) and is not something that can be undertaken by a generalist committee.

**Consultation Process**

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

- Deputy Vice-Chancellor Academic
- Head of Governance Services
- Vice-Chancellor

**Recommendation**

That Academic Senate discuss this paper and consider in particular the following recommendations:

1) The disestablishment of the Quality Enhancement Committee as a Committee of Academic Senate,

2) The Academic Senate Standing Committee assume the Quality Enhancement Committee’s responsibilities for approving terms of reference for departmental reviews, considering review reports, and triaging systemic issues to Senate committees,

3) The development of a new Quality Enhancement Framework, by a jointly governed working party,
4) The establishment of a standardised review process for Academic Departments and Faculties, which would be executed under the management authority and would report dually and directly to University Executive and Academic Senate, and

5) The allocation of any residual responsibilities of QEC to ASQC and the Office of the DVC-A.

Submitted by: Professor Dominic Verity, Chair of Academic Senate

For enquiries contact: Ainslee Harvey, Academic Senate Project Officer (x6346)
ITEM 9.3 ASSESSMENT POLICY AND SCHEDULES

For discussion and approval.

Recommended resolution
1. Academic Senate resolve to approve the:
   i. Assessment Policy;
   ii. Schedule 1: Grading Requirements;
   iii. Schedule 2: Unit Assessment Requirements;
   iv. Schedule 4: Final Examination Requirements; and
   v. Schedule 5: Moderation Requirements.
ITEM 9.3 ASSESSMENT POLICY AND SCHEDULES

Issue

Following endorsement from the Senate Learning and Teaching Committee (SLTC), the Assessment Policy and Schedules are presented to Academic Senate for approval. The Policy has incorporated the extensive and helpful feedback received from Faculty Boards, Associate Deans (L&T) (Q&S), SLTC representatives, Senate representatives, and members of the Assessment Policy Working Group. The final amendments requested by SLTC have been added to the document in track changes.

Schedule 3: Higher Degree Research Assessment Requirements is currently missing from the policy suite as it remains under development. This project is being led by Professor Nick Mansfield, Dean HDR and will involve review of the Thesis Preparation, Submission and Examination Policy and Procedure and consolidation of other guidelines and documents. Schedule 3 will be presented to the Higher Degree Research Committee, Senate Learning and Teaching Committee, and Academic Senate for discussion and final approval in the coming weeks.

In the lead up to implementation at the beginning of Session 2 2016, Faculty Boards will be required to develop Faculty-based procedures to guide implementation of the Policy. A guidance document is currently being drafted to assist Faculty Boards in this process, and a video will be produced to assist with the socialisation and change in practice that will be required as a result of the new Policy.

Consultation Process

The following offices have been consulted prior to the submission of this paper:
- Pro-Vice Chancellor (Learning and Teaching)
- Associate Deans (Learning and Teaching)
- Associate Deans (Quality and Standards)
- Senate Learning and Teaching Committee
- Faculty Boards
- Examinations Manager
- Policy Manager
- Assessment Policy Working Group

Recommendation

That Academic Senate considers and approves:
- Assessment Policy
- Schedule 1: Grading Requirements
- Schedule 2: Unit Assessment Requirements
- Schedule 4: Final Examination Requirements
- Schedule 5: Moderation Requirements

Operational Impact

Faculties and Departments
MUIC

Outcome to be communicated to
Deputy Vice-Chancellor (Academic)
SLTC
Faculty Boards
Associate Deans, Learning and Teaching
Associate Deans, Quality and Standards
PACE, Directors of Academic Programs
MUIC
Policy Manager
Head of Student Administration
Examinations Manager

Submitted by
Professor Sherman Young, Pro-Vice Chancellor Learning and Teaching
Professor Dominic Verity, Chair of Academic Senate
Dr Mitch Parsell, Chair of Senate Learning and Teaching Committee

For enquiries contact
Ainslee Harvey, Academic Senate Project Officer, Ainslee.harvey@mq.edu.au x6346
ASSESSMENT POLICY

1 PURPOSE

1.1 The purpose of this Policy is to outline the principles that underpin the University’s approach to assessment.

1.2 This Policy should be read in concert with the Schedules/Procedures/Guidelines, which guide the conduct and management of assessment and grading practices.

2 BACKGROUND

Purpose of Assessment

2.1 Assessment serves two equally important purposes. Firstly, assessment is designed to engage students in the learning process and should encourage and support learning. Secondly, at certain points, assessment measures achievement, accredits learning and provides evidence to satisfy measures of quality.

2.2 Assessment of student learning performance and feedback on progress are pivotal and important processes in University learning and teaching.

2.3 Assessment is an integral part of the learning process for students and strongly influences what and how students learn in their programs.

2.4 Well-designed assessment tasks communicate to students what is important and are vehicles by which the University assures itself, and society, of its graduates’ capabilities.

2.5 This Policy acknowledges that assessment serves a variety of purposes and that the forms of assessment used throughout the University are diverse, and vary according to the academic discipline. In acknowledgment of this, the Policy aims to provide flexibility to staff and students, whilst ensuring that all assessment meets a common set of minimum standards as outlined in this Policy.

3 SCOPE

3.1 This Policy applies to all program offerings in which Macquarie certifies attainment of learning outcomes.

3.2 It will be relevant to all academic leaders and managers of learning and teaching, all teaching staff, including sessional teachers, and students.
4 DRAFT DEFINITIONS

4.1 Commonly defined terms are located in the University Glossary. The following definitions apply for the purpose of this Policy:

Assessment Task: illustrative task or performance opportunity that closely targets defined learning outcomes, allowing students to demonstrate their learning and capabilities.

Assessment (Formative): monitors student progress against agreed standards and provides them with feedback comparing their progress to the standards with a view to helping them to achieve the standards. The goal of formative assessment is to map and monitor learning progress and to provide ongoing feedback to learners and teachers.

Assessment (Summative): is an assessment the result of which is used to determine a final mark or grade. The goal of summative feedback is to document the level of achievement on a task, which contributes to the final mark or grade. A summative assessment task should also have a formative component through feedback.

Census date: means the date on which a student’s enrolment in a unit of study becomes final.

Examination script: the student’s attempt at the examination paper.

Feedback: means information provided to both teachers and students on the quality of their performance, in order to improve it.

Final Examination: an examination held within a specified examination period that is defined by the University and administered centrally by the Registrar’s Office.

Hurdle requirement: an assessment task mandating a minimum level of performance as a condition of passing the unit in which it occurs.

Invigilation: direct in-person supervision on behalf of the University for the entire duration of an assessment task to prevent cheating and to prevent students using aids other than those permitted for that assessment task.

Learning Objectives: the set of knowledge, skills and/or competencies a person has acquired and is able to demonstrate after completion of a learning process; in the AQF these are expressed in terms of knowledge, skills and application.

Learning Outcomes: A statement of what students will be able to do, know, understand or value at the completion of a class, unit or course.
Moderation: Moderation is a quality review and assurance process that occurs at all stages of the assessment lifecycle. It involves using other academics and qualified staff to confirm that the assessment design, tasks and marking are valid and reliable.

Program-based assessment: a holistic, coherent and integrated approach to assessment design and implementation, where students develop and demonstrate their achievement of program learning outcomes.

Program of Study: The minimum sequence of required study which would enable a student to qualify for an award, including both the general requirements of a specific award and the specific requirements of a qualifying major or specialisation where applicable.

Program Teams: includes the program director and individual unit convenors working collegially and collaboratively.

Rubric: A brief outline of the assessment criteria.

Take home examination: A special type of open examination where students are provided with the exam paper and complete it away from the University without the help of others over a set period of time.

5 POLICY STATEMENT

Principles of Assessment

The Assessment Policy is underpinned by seven principles of assessment. All principles apply equally and must be read jointly.

5.1 Assessment is standards-based

5.1.1 Assessment is made by reference to explicit and pre-determined criteria and standards that reflect the learning outcomes and not by reference to the achievement of other students.

5.1.2 Clear criteria and performance standards for the assessment of student work are made available to students in the descriptions of the assessment tasks no later than the point at which the task is given.

5.1.3 Students will have access to the standards expected and examples of relevant and related assessment tasks.

5.1.4 The University will award common result grades as specified in Schedule 1.

5.1.5 Decisions regarding grades awarded to students must be based on the attainment (or otherwise) of the pre-determined criteria and standards.
5.1.6 Procedures exist to ensure that all staff involved in teaching share a common understanding of assessment practices and criteria. Assessment must be conducted in a way that is consistent with the pre-determined criteria and standards for the task.

5.1.7 Moderation will occur at all stages of the assessment lifecycle including unit planning, task design of the assessment regime, standards, pre-marking, post-marking and evaluation in accordance with Schedule 5.

5.2 **Assessment must be fit for purpose, and efficient in its application**

5.2.1 Assessment items across a program should be sufficient to assess achievement of both program and unit learning outcomes.

5.2.2 Assessment tasks must be aligned to learning outcomes and should not address material outside of their scope.

5.2.3 Assessment must be designed and implemented so that it allows students to demonstrate the extent to which they attained the assessment standards, while avoiding unnecessary assessment load. This applies both to the work required of staff in setting and assessing student work and in the work required of students to complete the assessment tasks.

5.3 **Assessment will be program-based**

5.3.1 Program teams are responsibility for ensuring a program-based approach to assessment. This is a holistic, coherent and integrated approach to assessment design and implementation where students develop and demonstrate their achievement of program learning outcomes.

5.3.2 Program design must demonstrate how the scaffolding of assessment tasks across the program ensures that students can achieve the program learning outcomes without unnecessary duplication.

5.3.3 Programs must include one or more significant task that assist students to consolidate, integrate and synthesise learning across their study, and offer the opportunity for group work.

5.3.4 Assessment tasks may be shared across units in a program or explicitly build on tasks from prior units.

5.3.5 A variety of different types of assessment tasks, such as authentic tasks, will be used and embedded strategically throughout a program of study to develop and demonstrate the achievement of program learning outcomes and graduate capabilities.
5.3.6 Assessment workloads, and the timing of assessments across a program, will be considered to ensure they are reasonable and sustainable for students, staff and organisational units.

5.3.7 Assessment practices are collaborative and promote continuous improvement. Assessment practices are open and should be shared across disciplines, programs and units.

5.3.8 Professional development opportunities related to design, implementation and moderation of assessment will be provided to all staff.

5.4 **Students and teachers are responsible partners in learning and assessment**

5.4.1 Assessment is designed to engage students in the learning process and should encourage and support learning.

5.4.2 Ongoing opportunities for formative feedback will be built into all units. Examples include formal or informal assessment tasks, peer assessment or other assessment activity.

5.4.3 Coursework students must receive some feedback prior to the census date in every session.

5.4.4 Students are responsible for their learning and are expected to:

- actively engage with assessment tasks, including carefully reading the guidance provided, understanding criteria, spending sufficient time on the task and submitting work on time;
- read, reflect and act on feedback provided;
- actively engage in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. seeking clarification or advice, negotiating learning contracts, developing grading criteria and rubrics);
- provide constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys, suggestions for future offerings, student representation on committees);
- ensure that their work is their own; and
- be familiar with University policy and faculty procedures and act in accordance with those policy and procedures.

Responsibilities will be communicated to students during the period of orientation.
5.4.5 Program Directors, Program Teams and Teaching staff are jointly responsible for designing assessment regimes that enable students to demonstrate attainment of unit and program learning outcomes. Staff must:

- advise students in relation to expectations relevant to specific assessment tasks by providing appropriate guidance, supporting material, standards and rubrics;
- assess student work fairly, consistently, transparently and in a timely manner;
- provide timely feedback which enables students to further improve their learning and performance wherever possible;
- be able to justify student results against the stated criteria; and
- be familiar with University policy and faculty procedures and act in accordance with those policy and procedures.

5.5 Assessment is fair, transparent and equitable

“Fairness in assessment should be considered from at least three perspectives. First, we should consider the fairness of what we ask students to do to demonstrate their learning. Second, we should consider the fairness of our judgements about the quality of students’ performance. Third, we should consider the fairness of the educational decisions we make as a result of these judgements.” Killen 2005: 118.

5.5.1 Assessment regimes must provide all students a fair opportunity to demonstrate their unit and program learning outcomes.

5.5.2 Across a program, students will be given a variety of tasks to demonstrate achievement of program learning outcomes.

5.5.3 Assessment practices take into account equity and inclusiveness to accommodate the diversity of the student body as required.

5.5.4 The process of awarding results in accordance with the standards will be transparent to students, staff and moderators.

5.5.5 All assessment tasks must comply with the requirements outlined in Schedule 2.

5.5.6 Examination of HDR theses must comply with the requirements outlined in Schedule 3.

5.5.7 If a final examination is used it must comply with the requirements outlined in Schedule 4.
5.6  **Assessment is valid, aligned and reliable**

5.6.1  Assessment tasks will be fit for purpose and valid (i.e. assess what they claim to assess).

5.6.2  There should be an explicit and logical alignment between learning outcomes, assessment tasks, the task criteria, feedback and the grades associated with different levels or standards of performance.

5.6.3  Assessments should also be reliable, that is, they should consistently and accurately measure learning. This involves making judgements about student learning that are based on a shared understanding of standards of learning and should not be dependent on the individual teacher, location or time of assessment.

5.7  **Assessment design and implementation promotes academic integrity**

5.7.1  Academic integrity and honesty will be promoted through careful task design, clear explanations and education, together with appropriate monitoring of academic honesty by academic staff.

5.7.2  To ensure academic integrity, assessment tasks are reviewed regularly, and refreshed and renewed appropriately according to the level of risk.

5.7.3  Academic support services will be offered to staff and students to embed a culture of academic honesty.

5.7.4  Plagiarism detection software will be used for all text-based electronically submitted summative assessment unless approved otherwise.

6  **RELEVANT LEGISLATION**

Not applicable

7  **KEY RELATED DOCUMENTS**

Disruption to Studies Policy / Procedure  
Disability Support Policy / Procedure  
Grade Appeal Policy  
Grade Point Calculator  
Academic Transcript Request Procedure  
Academic Honesty Policy
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<td>8.1</td>
<td>Contact Officer</td>
<td>Chair, Senate Learning and Teaching Committee</td>
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<td>8.2</td>
<td>Implementation Officer</td>
<td>Associate Deans Learning and Teaching &amp; Associate Deans Quality and Standards</td>
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<td>8.5</td>
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<td>Beginning of Session 2, 2016</td>
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<tr>
<td>8.6</td>
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| 8.7 | Documents Superseded by this Policy | Assessment Policy  
Grading Policy  
Final Examinations Policy |
| 8.8 | Amendment History | *The Policy Unit will complete this section as required.* |
SCHEDULE 1: GRADING REQUIREMENTS

1.1 The following grades are common to all coursework units that are offered by or on behalf of Macquarie University.

1.2 The attainment (or otherwise) of learning outcomes for units of study are reported:
   (i) by grade and mark: the mark and grade must correspond as indicated in the Schedule below; or
   (ii) by grade only: the grade should be either Satisfactory or Fail.

Unit convenors may develop criteria and standards for specific assessment tasks, but these must be aligned with the grading descriptors given below.

1.3 Grades for all individual assessment tasks will be released to students; it is not essential to also release the mark.

1.4 Grading decisions for each assessment task will be moderated against the standards before task results are released.

1.5 The method by which the results in individual assessment items are employed to arrive at the final result for a unit will be simple, transparent and communicated to students in their unit guide.

1.6 Final grades for the unit must reflect the descriptors given below:

ASSESSMENT GRADES AND STATUS

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<tr>
<td>HD</td>
<td>85-100</td>
<td>Pass</td>
<td>Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.</td>
</tr>
<tr>
<td>D</td>
<td>75-84</td>
<td>Pass</td>
<td>Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or</td>
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1 'Standard Grade' in AMIS
problems and providing solutions; and the use of means of communication appropriate to the program and the audience.

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<tr>
<td>CR</td>
<td>65-74</td>
<td>Pass</td>
<td>Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.</td>
</tr>
<tr>
<td>P</td>
<td>50-64</td>
<td>Pass</td>
<td>Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Fail</td>
<td>Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.</td>
</tr>
<tr>
<td>GRADE</td>
<td>RANGE</td>
<td>STATUS</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>S</td>
<td>No mark</td>
<td>Pass</td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard</td>
</tr>
<tr>
<td>F</td>
<td>No mark</td>
<td>Fail</td>
<td>Student has not met the defined standards at an appropriate level within a specified time</td>
</tr>
<tr>
<td>FA</td>
<td>Did Not Attend</td>
<td></td>
<td>Student has failed the compulsory attendance component of assessment</td>
</tr>
<tr>
<td>FW</td>
<td></td>
<td>Fail</td>
<td>Awarded when a student withdraws from a unit or units after the Census Date, and when academic and/or financial penalties have been applied</td>
</tr>
<tr>
<td>I</td>
<td>Grade Not Submitted</td>
<td></td>
<td>Unit is incomplete. The student has not submitted or completed one or more components of the assessment</td>
</tr>
<tr>
<td>IS</td>
<td>Grade Not Submitted</td>
<td></td>
<td>Unit is incomplete and supplementary assessment has been granted</td>
</tr>
<tr>
<td>K</td>
<td>Grade</td>
<td>Enrolment continuing:</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Status</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>UD</td>
<td>Not Submitted</td>
<td>the unit is taken over more than one session, and the assessment will be finalised in a later session</td>
<td></td>
</tr>
<tr>
<td>UJ</td>
<td>Grade Not Submitted</td>
<td>Result not finalised. Student has submitted a request for Disruption, for which the outcome is pending</td>
<td></td>
</tr>
<tr>
<td>UL</td>
<td>Grade Not Submitted</td>
<td>Result is finalised, but not yet released, due to an unresolved matter. <em>&lt;Usually used in cases of allegations of academic misconduct or disciplinary matters&gt;</em></td>
<td></td>
</tr>
<tr>
<td>UX</td>
<td>Grade Not Submitted</td>
<td>Student is undertaking an exchange program; unit result awaited</td>
<td></td>
</tr>
<tr>
<td>WN</td>
<td>Grade Not Submitted</td>
<td>Awarded when a student withdraws from a unit or units after the Census Date, and when academic and/or financial penalties have not been applied</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>Grade Not Submitted</td>
<td>Indicates a thesis or dissertation has been submitted and is being assessed</td>
<td></td>
</tr>
</tbody>
</table>
GRADE POINT AVERAGE

A Grade Point Average (GPA) is a calculation that reflects the overall grades of a student in a coursework program. It will be calculated on the basis of the units completed at Macquarie University towards the program. It will not take into account credit points granted through RPL or non-award study. The calculation will be based on the following:

**GPA calculation for students who commence at Macquarie University from 1 January 2017 and onwards**

For students who commence at Macquarie University from 1 January 2017, their GPA will be calculated on a 7-point scale as detailed below:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Range</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>85-100</td>
<td>7</td>
</tr>
<tr>
<td>D</td>
<td>75-84</td>
<td>6</td>
</tr>
<tr>
<td>Cr</td>
<td>65-74</td>
<td>5</td>
</tr>
<tr>
<td>P</td>
<td>50-64</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0</td>
</tr>
</tbody>
</table>

**GPA calculation for grades obtained from 2011 and onwards**

GPA = \(\frac{4w + 3x + 2y + 0f}{e}\) where \(w\) is the number of credit points gained at HD and D, \(x\) is the number of credit points gained at Cr, \(y\) is the number of credit points gained at P, \(e\) is the total number of credit points for which a student is effectively enrolled (excluding units with W or S), \(f\) is the number of credit points gained with an F grade.

**Grades obtained from 2001 – 2010**

GPA = \(\frac{4w + 3x + 2y + 1z + 0f}{e}\) where \(w\) is the number of credit points gained at HD and D, \(x\) is the number of credit points gained at Cr, \(y\) is the number of credit points gained at P, \(z\) is the number of credit points gained at PC, \(e\) is the total number of credit points for which a student is effectively enrolled (excluding units with W or S), \(f\) is the number of credit points gained with an F grade.

**Grades obtained prior to 2001**

GPA = \(\frac{4a + 3b + 2c + 1c + 0f}{e}\) where \(a\) is the number of credit points gained at A grade, \(b\) is the number of credit points gained at B grade, \(c\) is the number of credit points gained at C grade, \(c\) is the number of credit points gained at CQ grade, \(e\) is the total number of credit points for which a student is effectively enrolled (excluding units with W or P), \(f\) is the number of credit points gained with an F grade.
SCHEDULE 2: UNIT ASSESSMENT REQUIREMENTS

1. Maximum weighting

1.1 No single assessment task can be worth more than 60% of the total assessment of the unit unless one of the following exemptions apply:

- required by an external accrediting body
- HDR theses and units where a single project forms the assessment. In these cases, detailed formative feedback will be provided throughout the process and, for project units, submission of stages/portions of the project may constitute separate assessment items.

2. Group work

2.1 Group work should encourage peer learning and peer support, and group work tasks should be designed to promote collaboration between group members. Group work should only be assessed where there is a learning outcome pertaining to group work. Assessment may target group processes, product or both, depending on unit learning outcomes.

2.2 Group work will be structured in such a way that all students will be able to demonstrate attainment of all the learning outcomes of the task. It also needs to be structured in a way that individual performance can be measured.

2.3 At least 50% of group work assessment shall be allocated to individual performance.

2.4 Staff shall ensure students are prepared and monitor groups to ensure that:
   - the group’s progress is satisfactory
   - group members are collaborating effectively and fairly

3. Hurdle Requirements

3.1 A hurdle requirement is an activity for which a minimum level of performance or participation is a condition of passing the unit in which it occurs.

3.2 Hurdle requirements that are not associated with marks/results are still regarded as assessment tasks for the purposes of this policy.

3.3 Hurdle requirements:
• Must be clearly specified in the unit guide including the requirements for performance and/or participation
• Must be determined on pedagogical grounds
• Should be used only where it is appropriate to ensure fulfilment of unit and program learning outcomes
• May be used to meet minimum competency standards or to demonstrate ‘fitness to practice’ for courses related to professional practice

3.4 In cases where students have made a serious first attempt at a hurdle requirement but have failed to meet it, they must be given one further opportunity to meet that hurdle requirement.

For the purposes of this clause, a serious attempt at an assessment task is one where the student has made an effort to address the set task, but has failed to reach the required standard of performance. In an examination, students are required to attempt a range of question types throughout the paper; simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Responses that contain only frivolous or objectionable material will not be considered serious.

3.5 Faculty Boards may grant an exception to clause 3.4 for a particular assessment task on the basis of a sound pedagogical argument.

4. Supplementary Assessment

4.1 Supplementary assessments should be administered in the following circumstances only:

• the provision of a further opportunity to successfully complete hurdle assessments,
• as the outcome of a Disruptions to Study notification,
• as the outcome of a Grade Appeal.

5. Academic Honesty

5.1 The onus is on students to prove that the work is their own. Students are expected to abide by the University’s Academic Honesty Policy.

5.2 Text-based work submitted by students for assessment will be subject to plagiarism detection software, such as Turnitin or similar approved software, unless otherwise approved.

5.3 Plagiarism detection methods are to be used on a routine basis to check student work or when plagiarism is suspected.

6. De-identification
6.1 Consideration must be given to implicit and explicit forms of bias in marking, and employing mechanisms such as the de-identification of scripts where possible and appropriate.

7. Electronic submission

7.1 Unless otherwise approved, all text-based assessment tasks will be submitted electronically using the University’s electronic learning management system.

8. Late submission

8.1 Late submissions will only be permitted when specified in the unit guide. Such specifications must include penalties to be applied to late submissions.

8.2 Except in cases of an approved disruption to study notification, penalties for late submission of assessment where an extension has not been approved are to be consistently applied across all students enrolled in a coursework unit.

8.3 For coursework units assessment tasks are not accepted after the earlier of the following:

(i) no more than the tenth calendar day after the due date; or
(ii) the return of the assessment items that were submitted on time;

and will attract a penalty which will not exceed 10% per day.

8.4 Late submission of take home examinations or resubmissions is not permitted.

9. Retention of student work

9.1 All assessments worth 20% or more must be archived for benchmarking, calibration or grade review, for a period of six months unless otherwise approved.

10. Applications for reasonable adjustments

10.1 Where sufficient notice has been provided the University will cater for students with a disability or other special needs to ensure fairness and equal opportunity for all students.

10.1 Applications for reasonable adjustments will be considered in accordance with the University’s Disability Policy.
SCHEDULE 4: FINAL EXAMINATION REQUIREMENTS

The Assessment Policy does not prescribe the use of a final examination. Staff are actively encouraged to explore alternative assessment tasks which may provide more appropriate means of determining whether students have met learning outcomes. However, should a final invigilated examination be set, it must be conducted in accordance with this Schedule.

1. Timetable

1.1 The University will publish the exam timetable of each final examination period a minimum of 4 weeks before the commencement of that period.

1.2 The University will keep available the last day of the final examination period for final examinations that need to be rescheduled.

1.3 Students will be responsible for:
   - checking the final examination timetable
   - knowing the examination location (including seat number allocation) and arriving at allocated examination venue on time.
   - knowing the structure and format of the examination
   - adhering to the final examination timetable
   - ensuring they are available for the full duration of the final examination period and supplementary examination period.

1.4 The University will notify external students of the location of external final examination centres.

2 Duration of Examination

2.1 The maximum duration of a final written examination will normally be two hours per unit (excluding reading time).

2.2 Ten minutes reading time will be allowed at the beginning of each final examination. Students must not commence writing until advised by the supervisor at the conclusion of reading time.

2.3 If the start time of a final examination is delayed for any reason, the concluding time of the examination may only be extended by the amount of the delay.

2.4 If a final examination is disrupted for any reason, the examination may be:
   - continued, with an adjustment made up to the length of the disruption
   - considered completed, with the examination scripts marked
3. Quality Assurance

3.1 Details of the structure and format of the final examination paper will be made available to students prior to the start of the final examination period. This detail will include:

- a copy of the examination coversheet, giving the conditions under which the examination will be held
- information on the types of questions the examination will contain, and
- an indication of the unit content the paper may examine.

3.2 Students should be advised if the style of previous examination papers will not be representative of that of the final examination paper for the current offering.

3.3 If a supplementary examination is required, a different paper must be prepared in accordance with the requirements of 3.1 and 3.2 above.

4. Conduct

4.1 There will be a Final Examination Supervisor in charge at every final examination. Students must follow directions given by the Final Examination Supervisor.

4.2 The Unit Convenor or appropriate delegate will be contactable by phone for the duration of the final examination.

4.3 Students will be required to present their Macquarie University Campus Card as photographic proof of identity for the duration of the final examination. This must be visible at all times during the examination. In exceptional circumstances, the Final Examination Supervisor may allow alternative photographic proof of identity such as a current Australian driver's licence, a current Australian Proof of Identity card or a current passport.

4.4 Students are not permitted to:
- enter a final examination venue once one hour from the time of commencement (excluding any reading time) has elapsed
- leave a final examination venue before one hour from the time of commencement (excluding any reading time) has elapsed
- leave a final examination venue during the last 15 minutes of the examination
- be readmitted to a final examination venue unless they were under approved supervision during the full period of their absence
obtain, or attempt to obtain, assistance in undertaking or completing the final examination script
receive, or attempt to receive, assistance in undertaking or completing the final examination script.
communicate in any way with another student once they have entered the final examination venue

5. Authorised material in examinations

5.1 It is a student's responsibility to ascertain whether an examination is an open book or closed book examination. This information will be published in the Unit Guide and will be specified on the examination paper.

5.2 In open book examinations, students may bring in hardcopy written reference material, as specified by the unit convenor.

5.3 Aids such as calculators and electronic dictionaries (paper-based or electronic) may only be brought into examinations where their use has been specifically authorised. Unit convenors may specify the type of aid allowed and this information must be published in the unit guide and will be specified on the examination paper. Neither calculators nor dictionaries will be supplied at the examination.

5.4 Where specific materials are required for a particular examination, such as a legal document or a table of data, they will be provided as part of the examination paper.

5.5 Electronic devices (such as computers, tablets, phones) and wallets/purses may be brought into an examination room but must be placed under the student's examination desk throughout the examination. All devices must be switched off.

5.6 All watches must be removed and placed at the top of the examination desk, where they can be seen clearly and easily by supervisors, and must remain there for the duration of the exam. All alarms, notifications and alerts must be switched off.

5.7 Bottled water is permitted in the examination room but it must be in a clear and unmarked bottle.

6 Unauthorised material in examinations

6.1 Materials other than the authorised materials described above must not be taken into the examination venue. Materials prohibited from being brought into examinations include (but are not restricted to):

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2 Unless an application for reasonable adjustment has been approved.
• bags (these may be left outside examination rooms, however students should note that there will not be any security monitoring provided in these areas)
• pencil cases
• notes of any kind including those written on persons, rulers, calculators, calculator covers or anywhere else
• blank paper, note pads, writing paper/pad
• electronic recording devices

6.2 Any unauthorised material detected will be confiscated by the supervisor. Cases of alleged academic misconduct will be handled under the provisions of the relevant University policies.

7. Application for reasonable adjustments

7.1 Applications for reasonable adjustments will be considered in accordance with the University’s Disability Policy.

8. Handling of examination scripts

8.1 A marker is required to annotate each page of a final examination script to indicate that it has been marked.

8.2 A student is entitled to view their annotated final examination script. The viewing will be conducted in a secure location. The Unit Convenor (or nominee) will be present at all times. The student is not entitled to copy, destroy, alter or annotate the script in any way. The script will remain the property of Macquarie University.

8.3 All necessary measures must be taken to ensure that all copies of a final examination paper, whether in draft or final form, are stored and transmitted in a secure manner.

8.4 Each final examination script will be kept by the University for a minimum of six months, or longer if deemed appropriate by the relevant Executive Dean. The six months starts from the end date of the relevant final examination period. Where an appeal has been lodged, the final examination script is to be kept for a minimum of six months following the outcome of the appeal.

8.5 Completed final examination scripts will be disposed of via confidential waste.

8.6 The final examination paper for each unit will be made available by the University and published on the University Library website after the official end date of the scheduled final examination period.
9. **Other assessment during the Final Examination period**

9.1 Any other assessment scheduled during the Final Examination period must be approved by the Faculty Board.

9.2 The Faculty Board must ensure that the conduct of the assessment will not adversely affect those students taking other final examinations in the examinations period.
SCHEDULE 5: MODERATION REQUIREMENTS

1. **Moderation**

   **Overview:**

   1.1 Moderation refers to a range of activities which provide confirmation that, at all stages of the assessment lifecycle, assessment has been conducted in accordance with the Policy.

   1.2 Moderation involves elements of both quality assurance (before assessment is implemented) and quality control (after assessment) and must, on a regular basis, include the input of an academic not currently involved in the teaching of the unit.

   **Requirements:**

   1.3 All summative assessment *must* be subject to moderation.

   1.4 Ensuring that assessment is effectively conducted is a collective responsibility to be exercised through the operation of internal moderation procedures.

   1.5 The method of moderation may vary between departments.

   1.6 Departments and offices (e.g. PACE) are responsible for ensuring that all staff involved in unit design and/or marking are adequately prepared for this activity, particularly those with less experience or who are new to the University.

   1.7 Departments and offices must have documented processes for internal moderation, which are provided to all staff involved in the assessment process. The key elements of the information must be made easily available to students, for example, included in Unit Guides.

   1.8 Evidence of moderation should be recorded/retained by the unit convenor until the next unit review.

   1.9 The effectiveness of moderation processes will be evaluated periodically via the Academic Standards and Quality Committee of Academic Senate.

   1.10 The views of all examiners, including those external to the University, will be subjected to internal moderation processes of the University.

2. **Moderation and the Assessment Lifecycle**

2.1 Moderation will occur at all stages of the assessment lifecycle, including:
(a) Setting and modification of assessment criteria and standards
(b) Design and modification of assessment tasks and rubrics
(c) Pre-Marking (if more than one marker)
(d) Marking/Grading
(e) Review and Evaluation

3. Setting and modification of assessment criteria and standards

3.1 Moderation, however organised, should confirm that the assessment criteria and standards:
- Relate to the demonstration of the knowledge, understanding and skills set out in the unit learning outcomes, achievement of which is being assessed
- Are clear and sufficient to differentiate levels of achievement
- Can be understood by students and all members of staff involved in the grading of assessments.

4. Design and modification of assessment tasks and rubrics

4.1 Each program team should ensure the appropriateness of the type of assessment tasks across a program.

4.2 Internal processes will ensure the moderation of specific assessment tasks. This might be carried out either amongst paired colleagues, within teaching teams or by a departmental or program committee. However organised, the aim of this moderation should be to ensure that:

- Each task is a valid means of providing students with an opportunity to demonstrate achievement of the intended learning outcomes for the unit.
- The questions or instructions are clearly worded and contain no ambiguities as to what students are expected to do.
- The assessment workload is appropriate to the assessment across the program.
- The time allowed for completion of the task is reasonable.
- All students can reasonably be expected to have access to the resources required for completion of the task.
- There is a clear marking scheme or rubric confirming correct answers or key features of model answers and if applicable, directions where and how marks are to be apportioned according to performance in specific questions or against specific assessment criteria and standards.

5. Pre Marking

5.1 All markers must be familiar with the assessment standards, and agree on marking processes. The aims of this moderation are to:
- clarify any misunderstanding of assessment requirements; and
• ensure shared understanding and application of criteria and standards for assessment.

5.2 Common forms of pre-marking moderation include:
• Pre-marking meetings with the teaching team and a step-by-step discussion of each question, checking for clarity and lack of ambiguity and for consensus around expectations of student responses.
• Trial marking to refine the marking scheme and generate shared understandings of expected standards.

5.3 For assessment tasks where there is only one marker, the marker may pilot mark a number of scripts to familiarize themselves with the standards.

6. Marking/Grading

6.1 Marks moderation must ensure that the judgements/marks have been arrived at accurately, consistently and fairly in accordance with the assessment criteria.

6.2 Common forms of moderation may include:

• Checks for the consistent application of standards between different markers, through the use of comparative measures such as failure rates.
• For a sample of submissions,
  ○ Checking that the mark or grade awarded by the first marker is appropriate in accordance with the assessment criteria/marketing scheme.
  ○ Second marking (also referred to as double marking) the work in order to confirm the first mark, where the first mark is known to the second marker.
  ○ Blind second marking which means that the first mark is not known by the second marker.

7. Review and Evaluation

7.1 The teaching team should identify and address areas for improvement in curriculum and assessment design in time for modification for the next unit offering.

7.2 All modifications should be documented and further review undertaken as part of the University’s unit review cycle.
ITEM 9.4   ACADEMIC FREEDOM WORKING GROUP – PROGRESS REPORT

For information.
ITEM 9.4 ACADEMIC FREEDOM WORKING GROUP – PROGRESS REPORT

Issue

The Academic Freedom Working Group has met to discuss and consider a draft Academic Freedom Statement that attempts to:

- Define academic freedom;
- Explain the importance of academic freedom to the University and broader society;
- Outline the practice of academic freedom inclusive of academic freedom of expression;
- Detail the rights and responsibilities of scholars, including staff and students; and
- Detail the rights and responsibilities of the University.

As part of this process the working party reviewed statements from other Australian Universities and the 2005 Academic Freedom Statement of the first Global Colloquium of University Presidents. They considered a number of scenarios, which were designed to provoke thought and debate in regard to the definition and practice of academic freedom. These included situations where a scholar may comment outside their area of expertise, make controversial political comments on social media, or make a sexist remark at an academic conference. This exercise helped the group to clarify the notion and scope of academic freedom, and the rights and responsibilities of both scholars and the university. The working group acknowledged that, like all rights, the right to academic freedom carries with it accompanying responsibilities, both of which will be articulated in the draft statement.

It was noted by the working group that the University’s Public Comment Policy needs urgent revision, as it was of the view that it contains provisions contrary to commonly held principles of academic freedom. Of particular concern was the clause that reads: “Comment on matters outside a staff member’s area of professional expertise must only be made in their capacity as a private citizen.” The working group will propose amendments to Academic Senate and the Vice-Chancellor for consideration.

Most recently the working group considered the Defence Trade Control Act, which creates criminal offences for the supply, brokering and publication of goods and technologies listed on the Defence and Strategic Goods List (DSGL). The legislation comes into effect on 2 April 2016, and has specific implications for universities and the way that university academics and researchers do their work. The focus for the working group was to consider how the university could comply with the legislation whilst supporting the scholar’s right to academic freedom.

As a general principle, it was agreed that scholars have a responsibility to be vigilant about their responsibilities and obligations under all legislation and local policy, not just the Defence Trade Controls Act. It also expressed the view that these individual responsibilities should be balanced by a responsibility placed upon the University to ensure that academic freedom principles are placed at the forefront in the design of all governance and compliance processes of the University. In particular, it concluded that the University had an obligation to ensure that such compliance processes placed the lightest possible burden on those engaging in them.

The draft Academic Freedom Statement will be presented to Senate at its meeting on 24 May for discussion.

Consultation Process

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

- Chair of Academic Senate

Recommendation

That Academic Senate note the progress report of the Academic Freedom working group.

Submitted by: Professor Jacqueline Phillips, Deputy Chair of Academic Senate

For enquiries contact: Ainslee Harvey, Academic Senate Project Officer, Ainslee.harvey@mq.edu.au x6346
ITEM 9.6  ACADEMIC APPEALS POLICY

For discussion and endorsement.

Recommended resolution
Academic Senate:
  i. note the update on the development of an Academic Appeal framework; and
  ii. endorse the grounds for an academic appeal.
ITEM 9.6  ACADEMIC APPEALS POLICY

Issue
Academic Senate has resolved to streamline the structures which hear coursework and higher degree research appeals and has identified the development and implementation of an Academic Appeals Policy as a key priority for 2016.

A Working Party* comprising the following individuals had oversight for the identification of key principles governing the academic appeal policy:

- A/Professor Pamela Coutts, (Chair), Chair, ASQC/Chair of Ranking Committee
- Dr Wylie Bradford, Faculty of Business and Economics, Academic Appeals Committee
- Professor Tony Cousins, Dept of English, Chair of Grading Appeals Committee
- Professor Dominic Verity, Chair of Academic Senate
- Zoe Williams, Head Governance Services
- Jonathan Wylie, Deputy-Registrar
- Steve Bailey, Manager, Health and Wellbeing Administration

*The working party initially included the then Chair of the Higher Degree Research Appeals Committee.

In 2015, issues identified in the Rapid Improvement Initiative review of the Higher Degree Research candidate termination process were identified to be addressed in the emergent appeal framework.

Key Principles

Scope
The Academic Appeals Policy will provide a framework for the review of appeals relating to admission and readmission, enrolment (including RPL and Disruption to Studies) and termination including exclusion. There is scope for the University-level component of Grade Appeals to also be included within this policy. It is proposed that elements of the current Grade Appeals Policy that relate to the grounds for appeal discussed below, such as those that relate to bias in assessment practice, are elevated to be governed by the Academic Appeals Policy. Then, to clearly distinguish scope and purpose, the former policy could be revised and rebranded as the Grade Review Policy.

Grounds
As previously reported to Senate, Academic Appeals will be limited to due process and will not provide an avenue for undermining the integrity of academic decisions. The General Counsel has advised the working group on appropriate grounds outlined below:

a) the procedure for dealing with the matter was unfair in the circumstances because one or more of the things listed in the attached Schedule 1 occurred which caused substantial injustice to the person affected; or

b) fresh evidence has become available to the person affected that:
   (i) was not available or not known to the person affected at the time the decision was made; and
   (ii) was not considered by the decision maker; and
   (iii) is compelling evidence which is likely to have substantially affected the decision to the advantage of the person affected.

Schedule 1: Procedural Fairness Grounds

(a) The person affected was not given a reasonable opportunity, appropriate to the circumstances, to present their case or provide an explanation, before the decision was made.
(b) The decision maker in making the decision was biased or there was a reasonable apprehension of bias, against the person affected.

(c) The decision maker in making the decision, took an irrelevant consideration into account.

(d) The decision maker in making the decision, failed to take a relevant consideration into account.

(e) The decision maker in making the decision, acted dishonestly or for an improper purpose.

(f) There was no evidence to justify the decision made by the decision maker.

(g) The decision was so illogical or unreasonable that it could not have been rationally made.

(h) The decision was made in accordance with a guideline or direction from the University of general application without regard to the merits of the particular case.

(i) The decision maker made the decision in the particular case in accordance with the wishes of another person.

(j) The required procedure for making the decision was not followed.

An Academic Appeal Panel
To ensure the timely management of appeals and the appropriate membership from staff with the required breadth of experience, there will be a nominated group of staff eligible to be selected to sit on an Appeal Panel. Rather than having fixed membership, staff will be selected to form a panel based on availability, expertise, and independence. Staff nominated to sit on the Academic Appeal Panel will be provided with specific training.

The draft Academic Appeal Policy is attached and work has commenced on drafting associated procedures and the Terms of Reference for the Appeal Panel. A sample template for an academic appeal procedure is also attached for information. This suite of documents will be presented to the next meeting of Academic Senate for consideration and approval.

Consultation Process
The following offices are being consulted in the drafting of an Academic Appeal Framework:

- Office of the General Counsel
- Campus Wellbeing
- Faculty Boards
- Higher Degree Research Office
- Higher Degree Research Committee

Recommendation
That Academic Senate note the update on the development of an Academic Appeal framework.

That Academic Senate endorse the grounds for an academic appeal.

Operational Impact
Campus Wellbeing (Student Advocacy and Support Services)
Faculties and Departments
Governance Services
Higher Degree Research Office
Student Administration

Outcome to be communicated to
- Governance Services
- Higher Degree Research Office
- Student Administration

Submitted by Professor Dominic Verity, Chair of Academic Senate
For enquiries contact: Zoe Williams, Head of Governance Services x4322
ACADEMIC APPEALS POLICY

1 PURPOSE
To outline the principles governing appeals against an academic decision of the University.

2 BACKGROUND
The University is committed to providing transparent, equitable and consistent mechanisms for students to appeal an academic decision. This policy reflects the expectations and responsibilities of both the University and its students in the management of an academic appeal.

3 SCOPE
This policy applies to academic decisions made by the University with respect to any student enrolled in or seeking enrolment a Macquarie University coursework or research program.

Initial appeals relating to the award of a grade for a unit of study are managed in accordance with the Grade Appeal Policy. Procedural appeals relating to matters such as procedural fairness and bias in assessment are governed by this policy.

Appeals relating to academic misconduct are managed in accordance with the Student Discipline Rules and Student Discipline Procedure.

Complaints and grievances are managed in accordance with the Complaints Management Procedure for Students and Members of the Public.

4 DEFINITIONS
Commonly defined terms are located in the University Glossary.

5 POLICY STATEMENT
Students are able to appeal academic decisions made by the University relating to admission and progression: This includes decisions on:

- Admission and Readmission
- A final Grade awarded for a unit of study
- Disruption to Studies
- Recognition of Prior Learning
- Exclusion or Termination of Candidature in accordance with the General Coursework Rules and Higher Degree Research Rules.

An Academic Appeal must be supported by evidence.

Grounds
An appeal may be made on one or more of the following grounds:

(a) the procedure for dealing with the matter was unfair in the circumstances because one or more of the things listed in the attached Schedule 1 occurred which caused substantial injustice to the person affected; or

(b) fresh evidence has become available to the person affected that:
   (i) was not available or not known to the person affected at the time the decision was made; and
   (ii) was not considered by the decision maker; and
   (iii) is compelling evidence which is likely to have substantially affected the decision to the advantage of the person affected.

**Timeframe**

Timeframes for submission of an Academic Appeal are articulated in the related procedures attached to this policy.

Where a student submits an Academic Appeal outside of the specified this timeframe, the decision whether to accept the application for Appeal will be made by the Chair of the Academic Appeals Panel.

**The Academic Appeals Panel**

The Academic Appeals Panel reports to the Academic Senate.

The membership and functions are detailed in the Panel’s Terms of Reference.

In accordance with the Panel’s Terms of Reference, the Chair of Academic Senate may convene a smaller group of members to hear an appeal.

Members of the Academic Appeals Panel will receive appropriate training in the application of this Policy.

**Outcome**

A decision of the Academic Appeals Panel is final. This does not preclude a student from seeking review of a decision of the Academic Appeals Panel by the University’s Student Ombudsman and/or the NSW Ombudsman.

**Reporting**

The Academic Appeals Panel will report to Academic Senate on academic appeals biannually.

**Process**

The specific process for submitting an Academic Appeal is articulated in the related procedures attached to this policy.

6 **RELEVANT LEGISLATION**

Education Services for Overseas Students Act (2000)

7 **KEY RELATED DOCUMENTS**
Student Discipline Rules
General Coursework Rules
Higher Degree Research Rules
Grade Appeal Policy
Academic Exclusion Appeal Procedure
Admission or Readmission Appeal Procedure
Disruption to Studies Determination Appeal Procedure
Recognition of Prior Learning Determination Appeal Procedure
Termination from a Higher Degree Research Program Appeal Procedure

8 NOTES
SCHEDULE ONE: GROUNDS FOR AN APPEAL BASED ON PROCEDURAL IRREGULARITY

(a) The person affected was not given a reasonable opportunity, appropriate to the circumstances, to present their case or provide an explanation, before the decision was made.

(b) The decision maker in making the decision was biased or there was a reasonable apprehension of bias, against the person affected.

(c) The decision maker in making the decision, took an irrelevant consideration into account.

(d) The decision maker in making the decision, failed to take a relevant consideration into account.

(e) The decision maker in making the decision, acted dishonestly or for an improper purpose.

(f) There was no evidence to justify the decision made by the decision maker.

(g) The decision was so illogical or unreasonable that it could not have been rationally made.

(h) The decision was made in accordance with a guideline or direction from the University of general application without regard to the merits of the particular case.

(i) The decision maker made the decision in the particular case in accordance with the wishes of another person.

(j) The required procedure for making the decision was not followed.

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**REQUIREMENTS FOR PUBLISHING TO POLICY CENTRAL**

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ACADEMIC APPEALS PROCEDURE

1 PURPOSE

To specify the procedure to appeal the decision to [insert appeal]

2 SCOPE

[specify scope]

3 DEFINITIONS

Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

1. A person affected may appeal against a decision of [specify decision maker] about [specify type of appealable decision] which affects him or her on a ground specified in clause 1(3) against [specify type of appealable decision].

2. The person affected must be promptly notified in writing by [specify decision maker] of the decision and be given a short written statement of the reasons for it.

3. An appeal may be made on the grounds defined in the Academic Appeal Policy.

4. The merits of the decision (that is to say, whether the correct or preferable decision was made) cannot be appealed.

5. An appeal must:
   (a) be made in writing; and
   (b) set out details of the basis for the appeal; and
   (c) be lodged by the person affected not later than 20 working days after being notified of the decision which is being appealed; and
   (d) be lodged with the person authorised under clause 7 to appoint the appeal panel.

6. A decision which is appealable has no effect until:
   (a) if no appeal is made, the expiration of that 20 working day period; or
   (b) if an appeal is made, a final decision on the appeal is made (which may include a decision that the appeal has been abandoned).

7. The [specify person who appoints appeal panel] must, within 10 working days after receiving the notice of appeal, appoint a chair of a panel to hear and determine the appeal.

8. The chair appointed under clause 7 must within 5 working days of being appointed review the notice of appeal and either:
(a) dismiss the appeal if satisfied that it is frivolous, vexatious, misconceived or lacking in substance; or 
(b) request [specify person who appoints appeal panel] to appoint the remaining 2 members of the panel.

9. If the chair dismisses an appeal under clause 8, he or she must, within 5 working days after the decision to dismiss it, provide the person affected with a written notice of the chair’s decision.

10. 
   (a) The person affected must be given a reasonable opportunity:
       (i) to provide any relevant written material to the appeal panel; and
       (ii) present a written submission to the appeal panel.
   (b) The person affected may be given the opportunity to address the appeal panel if the appeal panel is satisfied it is appropriate to do so in the circumstances.

11. The appeal panel may:
   (a) affirm the decision of the decision maker; or
   (b) set aside the decision and refer the matter to a decision maker for reconsideration of the decision; or
   (c) in the case of an appeal on the grounds in clause 3(b) only, because of the fresh evidence:
       (i) vary the decision of the decision maker; or
       (ii) set aside the decision of the decision maker and replace it with its own decision.

12. The chair must notify the person affected of the decision of the appeal panel and the reasons for it within 5 working days of the decision being made.

13. The person affected is bound by the decision of the appeal panel.

14. The decision of a majority of the members of an appeal panel is the decision of the appeal panel.

15. In this document, a reference to a "working day" is to any day other than:
   (a) a Saturday, a Sunday or a public holiday; or
   (b) 27, 28, 29, 30 or 31 December,
   in Sydney.

5 RELEVANT LEGISLATION

Not applicable.

6 KEY RELATED DOCUMENTS

Academic Appeals Policy
Academic Appeal Procedures for Appeals relating to RPL, Disruptions and Admission/Readmission
Frequently Asked Questions for Students Submitting an Appeal

7 NOTES

| 7.1 | Contact Officer |
| 7.2 | Implementation Officer |
| 7.3 | Approval Authority / Authorities | Academic Senate |
| 7.4 | Date Approved |
| 7.5 | Date of Commencement |
| 7.6 | Date for Review |
| 7.7 | Documents Superseded by this Procedure |
| 7.8 | Amendment History |

Please complete the following:

**REQUIREMENTS FOR PUBLISHING TO POLICY CENTRAL**

| Category [select ONE only] | Academic (including Learning and Teaching; Academic Quality; Library)  
Corporate Engagement and Advancement (including Marketing)  
Governance (including Legal; Risk, Compliance and Insurance)  
International  
Operations (including Equity and Diversity; Finance; Health and Safety; Human Resources; Information Technology; Property; Sustainability)  
Research (including Higher Degree Research Administration)  
Students (including Academic Administration; Student Support; Sports and Recreation) |
| Audience [select ALL that apply] | Academic staff  
Professional staff  
Researchers & HDR Candidates  
Students  
Visitors to Macquarie  
Other – specify |
ITEM 9.7 QUALIFICATIONS ISSUANCE POLICY – UPDATE

For discussion and endorsement.

Recommended resolution
Academic Senate resolve to:

i. endorse a revised membership for the Working Party to include:
   - Chair Academic Standards and Quality Committee (Chair)
   - PVC Learning and Teaching
   - Head Student Administration
   - Manager Policy Unit
   - Manager Quality Assurance and Compliance
   - a member from the MGSM
   - a member from Access MQ
   - a member of the Academic Senate.

ii. identify a Working Party Chair, and

iii. endorse the following timeline:
   - an update on the Working Party’s deliberations to be provided to the next meeting of Academic Senate on 24 May 2016
   - the draft policy to be provided to ASQC for consideration at its meeting of 31 May 2016
   - the draft policy to be provided to SLTC for consideration at its meeting of 6 June 2016
   - the final policy draft to be provided to Academic Senate meeting of 26 July 2016.
ITEM 9.7 QUAlIFICATIONS ISSUANCE POLICY - UPDATE

Issue

At its meeting of 14 July 2015, the Academic Senate Standing Committee resolved (Resolution 15/20) to establish a Working Party to progress a draft policy and related procedures on the issuing of qualifications. The policy will cover all AQF and non-AQF documentation produced by the University, including testamurs, transcripts, AHEGS, jointly badged documentation, MUIC awards and certificates of attainment. The Standing Committee endorsed a complete audit of all documentation issued by the University for academic activities at both AQF and non-AQF levels.

The development of the new policy also provides the opportunity to streamline existing policy documents by incorporating related matters, including:

- the Australian Higher Education Graduation Statement Policy (due for review in November 2013)
- the Academic Transcript Request Procedure (due for review in August 2013)
- Posthumous Awards (an open action item for Senate).

At its meeting of 25 August 2015, Academic Senate resolved (Resolution 15/80) “that the scope of the Working Party drafting policy and related procedures on the issuing of qualifications be expanded to include recommendation to Academic Senate appropriate delegations for the approval of the development and delivery of non-AQF academic activities.”

The proposed Working Party included the following staff:

- Head Student Administration
- Team Leader Completions, Student Administration
- Manager Policy Unit
- A member from the Centre for Open Education
- A member of Academic Senate.

To date the activity in this area consists of the Policy Unit benchmarking and drafting a policy, which is available for consultation. Given recent changes in University structure, including the disestablishment of the Centre for Open Education, it would now be appropriate that the Academic Senate:

- endorse a revised membership for the Working Party to include:
  - Chair Academic Standards and Quality Committee (Chair)
  - PVC Learning and Teaching
  - Head Student Administration
  - Manager Policy Unit
  - Manager Quality Assurance and Compliance
  - a member from the MGSM
  - a member from Access MQ
  - a member of the Academic Senate.
- identify a Working Party Chair, and
- endorse the following timeline:
  - an update on the Working Party’s deliberations to be provided to the next meeting of Academic Senate on 24 May 2016
  - the draft policy to be provided to ASQC for consideration at its meeting of 31 May 2016
  - the draft policy to be provided to SLTC for consideration at its meeting of 6 June 2016
  - the final policy draft to be provided to Academic Senate meeting of 26 July 2016.

Consultation Process

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

- Chair Academic Senate
- Head, Governance Services.
Recommendation

That Academic Senate resolve to:

i. endorse a revised membership for the Working Party to include:
   − Chair Academic Standards and Quality Committee (Chair)
   − PVC Learning and Teaching
   − Head Student Administration
   − Manager Policy Unit
   − Manager Quality Assurance and Compliance
   − a member from the MGSM
   − a member from Access MQ
   − a member of the Academic Senate.

ii. identify a Working Party Chair, and

iii. endorse the following timeline:
   − an update on the Working Party’s deliberations to be provided to the next meeting of Academic Senate on 24 May 2016
   − the draft policy to be provided to ASQC for consideration at its meeting of 31 May 2016
   − the draft policy to be provided to SLTC for consideration at its meeting of 6 June 2016
   − the final policy draft to be provided to Academic Senate meeting of 26 July 2016.

Operational Impact

Student Administration
Quality Assurance and Compliance Unit, Governance Services
Policy Unit, Governance Services

Outcome to be communicated to

• Head, Student Administration
• Manager Quality Assurance and Compliance Unit, Governance Services
• Manager Policy Unit, Governance Services

Submitted by: Professor Dominic Verity, Chair Academic Senate

For enquiries contact: Ellen Carlson, Policy Unit Manager, Ellen.Carlson@mq.edu.au Ext: 4791
ITEM 11.1 ELECTION TIMEFRAME: STUDENT REPRESENTATIVES ON ACADEMIC SENATE

For noting.
ITEM 11.1 ELECTION TIMEFRAME: STUDENT REPRESENTATIVES ON ACADEMIC SENATE

<table>
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<th>Timeframe Election Student Representatives on Academic Senate</th>
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<td>Nominations close</td>
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<td>Voting opens</td>
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<tr>
<td>Term commences</td>
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<tr>
<td>Academic Senate meeting</td>
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Recommendation
That Academic Senate note the timeframe for the election of student representatives on Academic Senate.

Submitted by: Deidre Anderson, Deputy Vice-Chancellor (Students and Registrar) and Returning Officer

For enquiries contact: Zoe Williams, Head, Governance Services x4322
ITEM 11.2  2015 SAVINGS CASES – SUMMARY REPORT

For ratification.

Recommended resolution
Academic Senate:
   i. note the 2015 Savings Cases summary report; and
   ii. ratify the actions taken by the Chair of Academic Senate under delegated authority to
       waive the requirements under the General Coursework Rules and invoke the savings
       clause for the students listed in the 2015 Saving Cases schedule.
ITEM 11.2  2015 SAVINGS CASES - SUMMARY REPORT

Background
The principle of individual student cases (including savings cases) is that no student should be
disadvantaged when completing their degree by incorrect academic advice or unexpected changes in units
etc.

Faculties consider applications for savings cases at their respective Faculty Standards and Quality
Committee meetings (FSQC), and submit supported savings cases to Academic Senate for consideration
under clause 11 (5) of the Academic Senate Rules:

"Dispense with or suspend any requirements of, or prescription of, the General Coursework Rules,
the Higher Degree Research Rules or the Higher Doctoral Degree Rules in any exceptional student
case in which it may seem appropriate to do so."

Savings cases are actioned by the Chair of Academic Senate under delegated authority on behalf of Academic
Senate, supported by Governance Services. The Chair of Academic Senate also provides the University
Council with a report on savings cases.

Issues
1. 2015 Applications

In 2015, 110 savings cases were presented by the Faculties for consideration.

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Total 110

2. 2015 Savings Case Outcomes

A schedule of the 2015 cases is attached.

- Three matters were referred elsewhere: one matter was referred to Student Administration and two
cases back to the Faculty for resolution at their operational level.
- One matter was referred to the Academic Standards and Quality Committee as the student appealed
against the FSQC decision. ASQC upheld the appeal and recommended that the submission be
approved.
- All other cases were approved, subject to each student having met all other requirements of their
respective award.
3. **Rationale for applications**

Submissions fell broadly within the following categories:

- Students not completing People and Planet units from a different Faculty, sometimes impacting on Visa timeframes;
- Incorrect processing, or inaccurate information provided by the University either as advice or in published information;
- Changes to programs following the student’s enrolment (including cases impacted by non-availability of current offerings within students time availability or non-recognition of previously completed units).

**Recommendation**

That Academic Senate:

i. note the 2015 Savings Cases summary report; and

ii. ratify the actions taken by the Chair of Academic Senate under delegated authority to waive the requirements under the General Coursework Rules and invoke the savings clause for the students listed in the 2015 Saving Cases schedule.

**Submitted by:** Professor Dominic Verity, Chair of Academic Senate

**For enquiries contact:** Shirley Sorensen, Governance Services, E: shirley.sorensen@mq.edu.au
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ITEM 11.3 QUARTER 1 2016 SAVINGS CASES – SUMMARY REPORT

For ratification.

Recommended resolution
Academic Senate:

i. note the Quarter 1 2016 Savings Cases summary report; and

ii. ratify the actions taken by the Chair of Academic Senate under delegated authority to waive the requirements under the General Coursework Rules and invoke the savings clause for the students listed in the Quarter 1, 2016 Saving Cases schedule.
ITEM 11.3 QUARTER 1 2016 SAVINGS CASES - SUMMARY REPORT

Background
This report provides a summary of the Quarter 1 2016 (January to March) Savings Cases actioned by the Chair of Academic Senate under delegated authority.

Issues
1. Quarter 1 2016 Applications
In the first quarter, 52 applications were presented by the Faculties for consideration:

| Faculty of Arts | 24 |
| Faculty of Business and Economics | 23 |
| Faculty of Human Sciences | 2 |
| Faculty of Medicine and Health Sciences | 0 |
| Faculty of Science and Engineering | 3 |
| **Total** | **52** |

2. Quarter 1 2016 Savings Case Outcomes
A schedule of the Quarter 1 2016 cases is attached.
- Two cases were referred to the respective Faculty to be actioned as a deeming case.
- One case is pending, with further information being sought.
- Eight cases are pending further discussion in relation to identifying them as a deeming or savings case.
- One case was received in relation to a posthumous award. This has been referred for action under the Posthumous Award procedure.
- All other cases were approved, subject to each student having met all other requirements of their respective award.

3. Rationale for applications
Submissions fell broadly within the following categories, represented in Graph 2:
- Students not completing People and Planet units from a different Faculty, sometimes impacting on Visa timeframes;
- Incorrect processing, or inaccurate information provided by the University either as advice or in published information;
- Changes to programs following the student’s enrolment (including cases impacted by non-availability of current offerings within students time availability or non-recognition of previously completed units); and
- Consideration of a proposal for a posthumous award.
Recommended resolution
That Academic Senate:

i. note the Quarter 1 2016 Savings Cases summary report; and

ii. ratify the actions taken by the Chair of Academic Senate under delegated authority to waive the requirements under the General Coursework Rules and invoke the savings clause for the students listed in the Quarter 1, 2016 Saving Cases schedule.

Submitted by: Professor Dominic Verity, Chair of Academic Senate

For enquiries contact: Shirley Sorensen, Governance Services, E: shirley.sorensen@mq.edu.au
## Quarter 1 2016 Savings Case Schedule

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<td>People and Planet</td>
<td>10/03/16</td>
<td>Approved by Chair of Academic Senate</td>
</tr>
<tr>
<td></td>
<td>FOHS</td>
<td>43435610</td>
<td>People and Planet</td>
<td>10/03/16</td>
<td>Approved by Chair of Academic Senate</td>
</tr>
<tr>
<td></td>
<td>FBE</td>
<td>42458625</td>
<td>Program Change</td>
<td>10/03/16</td>
<td>Approved by Chair of Academic Senate</td>
</tr>
</tbody>
</table>

*To be managed under Death of a Student or Staff Member procedures and associated policies*
ITEM 12 ITEMS APPROVED BY THE CHAIR

The following matter has been approved by the Chair of Academic Senate on behalf of Academic Senate:

1. Macquarie University International College (MUIC) Foundation Program Completions (attached)

For ratification.

Recommended resolution
Academic Senate resolve to ratify the approval of 59 candidates who have satisfied the completion requirements for the MUIC Foundation Program, as approved by the Chair of Academic Senate 15 March 2016.
ITEM 12

ITEMS APPROVED BY THE CHAIR

Macquarie University International College (MUIC) Foundation
Program Completions

Issue

Approval for list of students from MUIC who have completed the Foundation Program.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Program</th>
<th>Year</th>
<th>Study Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>43111106</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43718914</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43754406</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43847706</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43860710</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43865895</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43876269</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43887961</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43909857</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43910084</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>44534302</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 6</td>
</tr>
<tr>
<td>43998714</td>
<td>Standard Foundation</td>
<td>2015</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43528287</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>4359366</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43649105</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
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<tr>
<td>43759106</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43762034</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43770126</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43770452</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43772269</td>
<td>Standard Foundation</td>
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<td>MUIC Term 1</td>
</tr>
<tr>
<td>43778133</td>
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<td>MUIC Term 1</td>
</tr>
<tr>
<td>43792685</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43816258</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43827403</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
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<tr>
<td>43835406</td>
<td>Standard Foundation</td>
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<td>MUIC Term 1</td>
</tr>
<tr>
<td>43871526</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43874401</td>
<td>Standard Foundation</td>
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<td>MUIC Term 1</td>
</tr>
<tr>
<td>43885012</td>
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<td>MUIC Term 1</td>
</tr>
<tr>
<td>43885705</td>
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<td>MUIC Term 1</td>
</tr>
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<td>43890253</td>
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<td>2016</td>
<td>MUIC Term 1</td>
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<td>43890733</td>
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<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43899013</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43909566</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
<tr>
<td>43909590</td>
<td>Standard Foundation</td>
<td>2016</td>
<td>MUIC Term 1</td>
</tr>
</tbody>
</table>
Consultation Process
List of students who have qualified in the Foundation Program in the respective study periods listed in the table above, as provided and confirmed by MUIC.

Recommendation
Approval of the 59 candidates who have satisfied the requirements for the MUIC 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 13.1  2017 CHANGE OF PROGRAM NAMES (ASQC)

The Academic Standards and Quality Committee considered the Schedule of Course Availabilities – Offerings for 2017: Awards at its meeting held 1 March 2016. The Committee resolved to recommend that Academic Senate approve the renaming of the following programs from 1 January 2017, and approve the deletion of the former programs from 31 December 2016 following the approval of the name change:

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate of Policing, Intelligence and Counter Terrorism</td>
<td>Graduate Certificate of Cyber-Security, Policing, Intelligence and Counter Terrorism</td>
</tr>
<tr>
<td>Graduate Certificate of Policing, Intelligence and Counter Terrorism (OUA)</td>
<td>Graduate Certificate of Cyber-Security, Policing, Intelligence and Counter Terrorism (OUA)</td>
</tr>
<tr>
<td>Graduate Diploma of Policing, Intelligence and Counter Terrorism</td>
<td>Graduate Diploma of Cyber-Security, Policing, Intelligence and Counter Terrorism</td>
</tr>
<tr>
<td>Graduate Diploma of Policing, Intelligence and Counter Terrorism (OUA)</td>
<td>Graduate Diploma of Cyber-Security, Intelligence and Counter Terrorism (OUA)</td>
</tr>
<tr>
<td>Master of Policing, Intelligence and Counter Terrorism</td>
<td>Master of Cyber-Security, Policing, Intelligence and Counter Terrorism</td>
</tr>
<tr>
<td>Master of Policing, Intelligence and Counter Terrorism (OUA)</td>
<td>Master of Cyber-Security, Policing, Intelligence and Counter Terrorism (OUA)</td>
</tr>
<tr>
<td>Master of Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies</td>
<td>Master of Cyber-Security, Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies</td>
</tr>
<tr>
<td>Master of Development Studies and Global Health</td>
<td>Master of Development Studies</td>
</tr>
</tbody>
</table>

For approval.

Recommended resolution
Academic Senate resolve to:
  i. approve the renaming of the programs identified from 1 January 2017; and
  ii. approve the deletion of the former programs identified from 31 December 2016.
ITEM 13.2  2017 PROGRAM AND SPECIALISATION DELETIONS (ASQC)

The Academic Standards and Quality Committee considered the 2017 Schedule of Programs, Majors or Specialisations for deletion at its meeting held 1 March 2016. The Committee resolved to recommend that Academic Senate approve the deletion of the following Programs and Specialisations from 2017:

Programs
- FINR11M Graduate Certificate of Financial Regulation;
- GEN31C Graduate Certificate of Gender Studies subject to the review of a teach out schedule on the basis of 2016 results; and
- FINR32C Master of Financial Regulation.

Specialisations
- COR12S Corporate Governance;
- ENM13S Environmental Management; and
- ENS12S Environmental Science.

For approval.

Recommended resolution
Academic Senate resolve to approve the deletion of the following programs and specialisations with effect from 31 December 2016:

i. FINR11M Graduate Certificate of Financial Regulation;
ii. GEN31C Graduate Certificate of Gender Studies subject to the review of a teach out schedule on the basis of 2016 results;
iii. FINR32C Master of Financial Regulation;
iv. COR12S Corporate Governance;
v. ENM13S Environmental Management; and
vi. ENS12S Environmental Science.
ITEM 13.3  2017 NEW PROGRAM: MASTER OF ACCOUNTING (ASQC)

This item was considered and recommended for approval by the Academic Standards and Quality Committee at its meeting held 1 March 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the academic case for the Master of Accounting for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).
General

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.

Details

Faculty: Faculty of Business and Economics
Department: Department of Accounting and Corporate Governance
Award Name: Master of Accounting

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this award an exit award only (ie. not available for admission)? No</td>
</tr>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 9 Masters by Coursework Degree</td>
</tr>
<tr>
<td>AQF Guidelines are available here</td>
<td></td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>2 years FTE</td>
</tr>
<tr>
<td>Minimum time to complete, expressed in Full Time Equivalent Years. Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document</td>
<td></td>
</tr>
<tr>
<td>If other, provide details:</td>
<td></td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde, City Campus</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde, Session 1 MUSCC, Session 2 North Ryde, Session 2 MUSCC</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Accounting and Corporate Governance</td>
</tr>
<tr>
<td>Year of First Offerring</td>
<td>2017</td>
</tr>
<tr>
<td>Rationale</td>
<td>The Faculty of Business and Economics currently offers five options to complete a postgraduate qualification in Accounting. While each option is targeted at a specific cohort of students, a more streamlined approach would have benefits for both students and the Faculty. The current offerings are as follows:</td>
</tr>
<tr>
<td></td>
<td>1. Accredited awards for graduates with a bachelor qualification in a discipline other than accounting:</td>
</tr>
<tr>
<td></td>
<td>i. Master of Accounting (Professional) – 2 years FT</td>
</tr>
<tr>
<td></td>
<td>ii. Master of Accounting (CPA Extension) – 2.5 years FT</td>
</tr>
<tr>
<td></td>
<td>iii. Master of International Accounting – 2.5 years FT</td>
</tr>
<tr>
<td></td>
<td>2. Non-accredited award for graduates with a bachelor qualification in a discipline other than accounting:</td>
</tr>
<tr>
<td></td>
<td>Master of Commerce with a specialisation in Accounting – 2 years FT</td>
</tr>
<tr>
<td></td>
<td>3. Accredited award for graduates with a bachelor qualification in accounting:</td>
</tr>
<tr>
<td></td>
<td>Master of Advanced Professional Accounting – 1.5 years</td>
</tr>
<tr>
<td></td>
<td>All 3 awards in the first group share 4 common gateway units and 9 common 800 level units which form the core requirements for professional recognition and accreditation. Given recent changes to professional body requirements and the need to remain competitive in the marketplace, but still remaining AQF compliant, it is possible to reconfigure the 3 awards in group 1 as one degree with 3 specialisations (Professional Accounting, CPA and ACCA), with a total course duration of 2 years. Students will find the revised structure less complex and will enable more efficient use of FBE resources, a positive in terms of meeting AACSB accreditation.</td>
</tr>
<tr>
<td>Replacement</td>
<td>Does the proposed award replace an existing award? Yes</td>
</tr>
<tr>
<td>Name of existing award: Master of Accounting (Professional); Master of Accounting (CPA Extension); Master of International Accounting</td>
<td></td>
</tr>
</tbody>
</table>
### Admission Requirements

**Admission Criteria**

- Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines
- Published in Handbook, Coursefinder and UAC
  - Australian level 7 bachelor's qualification or recognised equivalent in any discipline
  - Minimum GPA of 2.70 (out of 4.00)

**Required Supporting Documents**

- (e.g. Portfolio or CV)
- Published in Handbook, Coursefinder and UAC

**Threshold Admission Criteria**

- (Threshold GPA; Alternative Criteria e.g. 300 level GPA or work experience)
- Non-Published data for admissions assessment only

### English Language Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Overall</th>
<th>Speaking</th>
<th>Listening</th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS or IELTS equivalent</td>
<td>6.5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### Program Structure

- Is the award structured on Specialisations? Yes

### Specialisations

- Professional Accounting (new)
- CPA (new)
- ACCA (new)

Please note that you should submit a program structure template for the award showing the general requirements for the award and any specific requirements which all students must complete regardless of specialisation chosen. You must then also complete separate proposals for any new specialisations under the award.

### Requirements

- Upload Program Structure template.

**Requirements file has been uploaded.**

To view the requirements download the file [FBE PG A Acc ID387-3.xlsx](http://senate.mq.edu.au/apc/forms_pages/onepage.php?id=387).

### New Unit Requirements

- Will new units be required for the program structure? No

### Award Type

- Is this a professional named award (accredited award)? No

### Professional Accreditation (if relevant)

- Provide details of the professional body and timeframe
- The Master of Accounting enables graduates to meet the membership and educational requirements of a number of professional associations, depending on the specialisation completed.
- Refer to each specialisation for further details.

### Articulated/Nested Award Arrangements (if relevant)

- Does this award have Articulated/Nested Award Arrangements? No

### Work Component

- Does the program have a work-based training component which must be undertaken to gain the qualification? No

### Working with Children Check

- Will students require a working with Children Check? No

---

### Specification

**Overview and Aims of the Program**

The Master of Accounting provides a pathway for graduates in any discipline to acquire an accredited accounting degree recognised by professional associations including CPA Australia and Chartered Accountants Australia and New Zealand (CAANZ). Students with previous undergraduate studies in business or commerce may be eligible for recognition of prior learning and a reduction in the duration of study of up to 6 months. The combination of theoretical and applied knowledge prepares graduates for rewarding careers as accountants and financial managers, and as advisors supporting a wide range of business activities.

**Support for Learning**

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](http://www.students.mq.edu.au/support)

**Campus Wellbeing contact details:**

Phone: +61 2 9850 7497

Email: campuswellbeing@mq.edu.au

[www.students.mq.edu.au/support/health_and_wellbeing/contact_us](http://www.students.mq.edu.au/support/health_and_wellbeing/contact_us)

**Program Standards and Quality**

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.

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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.

Graduates can find careers in accounting, forensic accounting, taxation, financial planning and management, banking, company secretarial and auditing. Opportunities are available with a wide variety of organisations, including accounting and consulting firms, investment and commercial banks, insurance companies, financial institutions, management consultancies and government.

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). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

Requirements file has been uploaded. (Uploading another will replace the present one.) To view the requirements download the file Map FBE PG A Acc ID387-4.xlsx

RPL

<table>
<thead>
<tr>
<th>Relevant Disciplines</th>
<th>Define cognate areas (relevant discipline) of prior studies:</th>
</tr>
</thead>
</table>
| Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as 'cognate'. | Accounting  

<table>
<thead>
<tr>
<th>Relevant Area</th>
<th>Define relevant areas of prior work or professional experience:</th>
</tr>
</thead>
</table>
| Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position. | Professional role with financial responsibilities in fields such as accounting, finance, business or commerce with technical or specialist skills related to accounting.  
| e.g. 'Master of International Communication' (2015) | Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations. Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing. |

RPL for Entry
Enter conditions for entry (standard program length) into the program of study based on the prior learning.

Non-Cognate Bachelor (AQF7)
Complete Bachelor degree in any discipline

Additional requirements/supporting evidence (if applicable):

Delegation to the Admissions Team
Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer
Eg. GPA >2.5 with no work experience

Refer to Department
Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience

Straight Rejection
e. All applicants with either (a) GPA <2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.
## RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

### Cognate Diploma (AQF5)
- Entry with a Diploma in a relevant discipline

### Cognate Diploma (AQF6)
- Entry with a Diploma in a relevant discipline

### Cognate Bachelor (AQF7)
- Complete Bachelor degree in a relevant discipline

#### Delegation to the Admissions Team
- Please specify GPA requirements for delegation to and assessment by the Admissions Team.
- Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

#### Automatic Offer
- GPA = or > 2.6 with no work experience

#### Delegation to the Admissions Team
- Please specify GPA requirements for delegation to and assessment by the Admissions Team.
- Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

#### Non-Cognate Bachelor (AQF7) + Work Experience
- Complete Bachelor degree in any discipline and work experience in a relevant area

#### No Formal Learning + Work Experience
- No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area

#### Delegation to the Admissions Team
- Please specify GPA requirements for delegation to and assessment by the Admissions Team.
- Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

### RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

### Cognate Diploma (AQF5)
- Entry with a Diploma in a relevant discipline

### Cognate Diploma (AQF6)
- Entry with a Diploma in a relevant discipline

### Cognate Bachelor (AQF7)
- Complete Bachelor degree in a relevant discipline

#### Years to complete degree (reduced full time study load):
1.5 years

#### Specific RPL Applied
- List units of credit/block exempted:
  - 16cp @ 600 level

#### Remaining credit points to complete degree:
48cp

#### Delegation to the Admissions Team
- Please specify GPA requirements for delegation to and assessment by the Admissions Team.
- Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

#### Automatic Offer
- GPA = or > 2.6 with no work experience

#### Delegation to the Admissions Team
- Please specify GPA requirements for delegation to and assessment by the Admissions Team.
- Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

#### Automatic Offer
- GPA = or > 2.6 with no work experience

#### Refer to Department
- Refer to FBE Student Administration Centre

#### Straight Rejection
- GPA < 2 with no work experience

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*Refer to Department for further details.*
### Student Administration Centre for applicants with GPA <2.6

**Straight Rejection**

**GPA < 2 with no work experience**

### Non-Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

**Minimum years experience:**

(No option selected)

**Years to complete degree (full time study load):**

1.5 years

### Specific RPL Applied

**List units of credit/block exempted:**

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

**Automatic Offer**

Refer to Department

**Straight Rejection**

### Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

**Minimum years experience:**

(No option selected)

**Years to complete degree (full time study load):**

1.5 years

### Specific RPL Applied

**List units of credit/block exempted:**

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

**Automatic Offer**

Refer to Department

**Straight Rejection**

### (Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)

(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.

**Years to complete degree (reduced full time study load):**

1.5 years

### Specific RPL Applied

**List units of credit/block exempted:**

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

**Automatic Offer**

Refer to Department

**Straight Rejection**
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).

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.

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>UNSW Sydney</td>
<td>Master of Professional Accounting</td>
<td>1.5 year degree. 2 year Master of Professional Accounting (Extension).</td>
</tr>
<tr>
<td></td>
<td>Master of Professional Accounting</td>
<td>2 years. RPL offered for cognate UG.</td>
</tr>
<tr>
<td>UTS</td>
<td>Master of Professional Accounting</td>
<td>1.5 years for cognate. 2 year Master of Professional Accounting (Extension) for non cognate.</td>
</tr>
<tr>
<td>Western Sydney</td>
<td>Master of Accountancy</td>
<td>2 years. 1.5 year Master of Professional Accountancy for cognate entry.</td>
</tr>
</tbody>
</table>

Estimated Student Demand

Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Total EFTSU</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refer to 2016 numbers</td>
<td>N/A</td>
<td></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></td>
<td>Refer to 2016 numbers</td>
<td>Refer to 2016 numbers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated number of Part-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></td>
<td>Refer to 2016 numbers</td>
<td>Refer to 2016 numbers</td>
<td></td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award: Refer to 2016 numbers
Number of domestic students expected to enrol in this award: Refer to 2016 numbers

Consultation

Stakeholder Consultation

Before the proposal is considered by ASQC, faculties need to have consulted widely with relevant stakeholders and indicate the outcome(s) achieved.

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Industry Advisory Board</td>
<td>2 September 2015</td>
<td>Face to face meetings. Approves the changes.</td>
</tr>
<tr>
<td>MI</td>
<td>various</td>
<td>Face-to-face. Recommended simplification of existing awards.</td>
</tr>
<tr>
<td>ACCA and CPA</td>
<td>0ngoing</td>
<td>Face to face meetings with professional bodies who approve of the changes.</td>
</tr>
</tbody>
</table>

Teaching Arrangements: Availability of teaching and support staff

No impact as the same teaching and support staff will be involved in the new program.
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:


Learning and Teaching Centre: view a list of faculty Educational Developers at [www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts](http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts) or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:

1. The name and unit code for this unit
2. The link to this webform ([http://senate.mq.edu.au/apc/webforms_prog/](http://senate.mq.edu.au/apc/webforms_prog/))

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.

---

**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:

- Availability of academic and support staff to deliver the proposed award program
- A risk analysis including any backup plan in relation to the availability of academic and support staffing
- Processes in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

---

**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:** Phanh Oudomlith  **Date:** 18 February 2016

**Summary Impact Information**

Resources: The Library collections both in print and electronic are well developed and are sufficient to support this program.

Services / Staffing: No extra staffing or services required

---

**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:** Deidre Seeto  **Date:** 18/02/2016

**Summary Impact Information**

Resources: No obvious additional or special impact on LTC Resources.*

The LTC can provide an iLearn site with Echo available to deliver audio-visual resources and online lectures if required. Online resources are also available to assist teaching staff involved in developing and running the unit. These can be accessed via the university website.**

Services / Staffing: No obvious additional or special impact on LTC Services / Staffing.*

Centralised curriculum development workshops and iLearn training sessions are available to teaching staff on the unit, if required. Staff can find out more and enrol in related workshops via the university website.**

Faculty based Educational Design staff are also available to assist with iLearn related support needs.

---

* This assessment is made in the period prior to the expected disestablishment of the LTC in early 2016. At this point it seems reasonable to expect that any support re either Resources or Services that is currently expected from the LTC will simply move to become responsibility of either FBE L&T and/or the new Learning Technologies Services Team, depending on details.

** Further information about LTC provided Supports, Resources and Workshops is available at [http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre](http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre)

---

---
Certification

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

Please note that CRICOS registration will be obtained after the award is approved at Academic Senate.

Name of MI representative: Mary-Emma Cattanach   Date: 18/02/2016

Comments
International Compliance Officer
Macquarie International

Other

Student Liability Category
Fee Paying

Arrangements with Other Providers
Does the program have arrangements with other providers? No

External Benchmarks
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.
N/A

Approvals

Name: Helen Boneham  Ext: 4813  Email: helen.boneham@mq.edu.au  Date: Mon - 15/2/16  Director
Comment:

Name: Mark Gabbott  Ext: 8554  Email: mark.gabbott@mq.edu.au  Date: Mon - 15/2/16  Faculty Board
Comment:

Name: Catriona Lavermicocca  Ext: 8528  Email: catriona.lavermicocca@mq.edu.au  Date: Thu - 18/2/16  Director
Comment:

Name: Rahat Munir  Ext: 4765  Email: rahat.munir@mq.edu.au  Date: Thu - 18/2/16  Head of Departn
Comment:

Name: Anne Ross-Smith  Ext: 1149  Email: anne.ross-smith@mq.edu.au  Date: Fri - 19/2/16  FSQC
Comment: Endorsed by FSQC virtual meeting 11.2.2016

Name: Anne Ross-Smith  Ext: 1149  Email: anne.ross-smith@mq.edu.au  Date: Fri - 19/2/16  Faculty Board
Comment: approved by Executive Action as Deputy Chair FBE Board
AWARD NAME: Master of Accounting

Handbook code TBA

General requirements:
Minimum number of credit points
Minimum number of credit points at 600 level
Minimum number of credit points at 800 level or above
Completion of other specific minimum requirements as set out below

Specific minimum requirements:

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 level</td>
<td>Required</td>
<td>ACCG611</td>
<td>Principles of Accounting</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ACCG614</td>
<td>Business and Corporation Law</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ECON649</td>
<td>Economic Analysis</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ACST603</td>
<td>Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>800 level or above</td>
<td>Required</td>
<td>ACCG950</td>
<td>Contemporary Accounting Practice</td>
<td>4</td>
</tr>
<tr>
<td>Capstone</td>
<td>Required</td>
<td>ACCG921</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td>ACCG923</td>
<td>Accounting Standards and Practice</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>ACCG925</td>
<td>Auditing and Assurance Services</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>ACCG926</td>
<td>Corporate Accounting</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>Either</td>
<td>ACCG835</td>
<td>International Accounting</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>ACCG927</td>
<td>Current Issues in Accounting and Corporate Gov</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td>1 specialisation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM

Specialisations:

<table>
<thead>
<tr>
<th>Code</th>
<th>Specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td>Professional Accounting</td>
</tr>
<tr>
<td>TBA</td>
<td>CPA</td>
</tr>
<tr>
<td>TBA</td>
<td>ACCA</td>
</tr>
<tr>
<td>Select</td>
<td>Total</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>16</td>
</tr>
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<td>4</td>
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<td>4</td>
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<td>4</td>
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</tr>
<tr>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>
### MAPPING OF PROGRAM LEARNING OUTCOMES (PLOs) TO UNITS

**Name of Award:** Master of Accounting

#### PROGRAM LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Core program required units</th>
<th>Professional Accounting specialisation units</th>
<th>CPA specialisation units</th>
<th>ACCA specialisation units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate integrated theoretical and technical knowledge related to the core disciplines of professional accounting</td>
<td>ACCG921 ACCG923 ACCG925 ACCG926 ACCG835 ACCG927 ACCG950 (Capstone) ACCG822 ACCG828 ACCG848 ACCG871 ACCG872 ACCG924 ACCG903 ACCG904 ACCG905 ACCG907 ACCG908 ACCG909 ACCG913 ACCG924 ACCG941 ACCG942 ACCG943 ACCG944 ACCG945 ACCG946</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Apply expert and specialised technical skills in the core disciplines of professional accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate advanced and integrated theoretical and technical knowledge in financial and management accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Effectively interpret and appraise recent developments in accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Execute independent research and exercise professional judgement in solving complex accounting problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrate communication skills relevant to an appropriate professional environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Communicate knowledge and ideas orally to accountants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7a.</td>
<td>Communicate knowledge and ideas orally to non-accountants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7b.</td>
<td>Communicate knowledge and ideas in writing to accountants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7c.</td>
<td>Communicate knowledge and ideas in writing to non-accountants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrate an awareness of emerging social, ethical and regulatory issues relevant to an accounting practitioner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Fulfill the educational requirements for professional membership of CPA Australia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Fulfill the educational requirements for professional membership of the Association of Chartered Certified Accountants (ACCA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Contribution of Units to PLOs

- **Core program required units**
- **Professional Accounting specialisation units**
- **CPA specialisation units**
- **ACCA specialisation units**

**Notes:**

- Units are grouped or ranked in columns according to PLO.
- It is recommended that each unit within a column is mapped to a subset (not necessarily all) of PLOs.
- Units are grouped or ranked in columns according to the PLO's weighting in the assessment.
- 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.
- Additional options should be added as needed.
ITEM 13.4   2017 NEW PROGRAM: MASTER OF PLANNING (ASQC)

This item was considered and recommended for approval by the Academic Standards and Quality Committee at its meeting held 1 March 2016.

For approval.

**Recommended resolution**
Academic Senate resolve to approve the academic case for the Master of Planning for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic)
General

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.

Faculty: Faculty of Arts
Department: Department of Geography and Planning
Award Name: Master of Planning

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this award an exit award only (ie. not available for admission)? No</td>
</tr>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 9 Masters by Coursework Degree (AQF Guidelines are available here)</td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>2 years FTE</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde, Session 2 North Ryde, Session 3 North Ryde</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Geography and Planning</td>
</tr>
<tr>
<td>Year of First Offerring</td>
<td>2017</td>
</tr>
</tbody>
</table>

Rationale

If this proposal is for an award which will be structured predominantly on new units, your expression of interest should include a summary of the new units and the level at which they will be offered, and an analysis of the market for the new award.

If this proposal is for an award repackaging existing units, with minimum new units, less detail will be required.

OVERVIEW OF PROPOSAL

# Renaming the MEnvPlan

We propose renaming the 'Master of Environmental Planning' to the 'Master of Planning' as a platform for widening its appeal to additional groups of established and developing planning professionals. The new structure will have a 600 level base of 16 cps for students without a cognate Bachelor, an 800 level core of of 24 cps, specialisations of 16 cps, and electives of 8 cps.

# Meeting PIA Accreditation requirements through the program core

The program is accredited by the Planning Institute of Australia (PIA), and that is an important part of its market appeal. To simplify accreditation, the specialisations are designed to offer distinctive emphases to students, with the core of the program meeting PIA accreditation requirements in the three curriculum areas they mandate:
1. Professionalism, Practice and Ethics
2. Plan making, Land Use Allocation and Management, and Design
3. Governance, Law, Plan Implementation and Administration

# Specialisations

The two specialisations proposed are designed to appeal (i) to our existing market - the 'Environmental Planning' specialisation, and (ii) to expand our appeal to the international student market, through the 'International Development' specialisation. We anticipate that this will add to our student numbers. This structure also creates a platform for additional specialisations in the future to target additional planning cohorts. It also reflects the changing market place where Planning programs are increasingly offering specialisations (e.g. UNSW).

RATIONALE

This proposal will open up Macquarie's postgraduate planning program to an additional specialisation - providing postgraduate education for a wider range of planning vocations, and thus expanding the program's market.
The Environmental Planning specialisation continues Macquarie’s distinctive contribution of planning program with an environmental emphasis. Sydney and New South Wales universities, for example, emphasise urban and regional planning. Macquarie’s program leverages the university’s research and teaching strengths in environmental studies.

The International Development specialisation leverages research and teaching strengths of the Department of Geography and Planning, and Macquarie more generally. International development is a sub-theme of the Masters planning programs at a number of Australian universities, notably Sydney University and Melbourne university. However it has not had the emphasis there that the Specialisation in International Development. The proposed specialisation aligned with the teaching and research interests of the Department of Geography and Planning, but will also offer students opportunities to take units in anthropology (development studies), environmental law and environmental science.

The change is designed so that it can be undertaken at a low financial risk, using existing units. This will enable Macquarie to test the market for International Development. Additional students will increase numbers within existing units.

<table>
<thead>
<tr>
<th>Replacement</th>
<th>Does the proposed award replace an existing award?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of existing award:</td>
<td>Master of Environmental Planning</td>
<td></td>
</tr>
</tbody>
</table>

---

### Admission Requirements

**Admission Criteria**

(Informal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)

Published in Handbook, Coursefinder and UAC

- Australian Bachelor degree or recognised equivalent degree
- Minimum GPA of 2.50 (out of 4.00)
- Minimum English Language Proficiency: IELTS or IELTS equivalent of 6.5 overall, with minimum 6.0 in each band

All applicants for undergraduate or postgraduate coursework studies at Macquarie University are required to provide evidence of proficiency in English.

For more information see English Language Requirements.

You may satisfy the English language requirements if you have completed:

- senior secondary studies equivalent to the NSW HSC
- one year of Australian or comparable tertiary study in a country of qualification

**Required Supporting Documents**

(e.g. Portfolio or CV)

Published in Handbook, Coursefinder and UAC

**Threshold Admission Criteria**

(Threshold GPA; Alternative Criteria e.g. 300 level GPA or work experience)

Non-Published data for admissions assessment only

---

### 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.

- Overall: 6.5
- Speaking: 6
- Listening: 6
- Writing: 6
- Reading: 6

---

### Program Structure

Is the award structured on Specialisations? Yes

**Specialisations**

Please provide names of specialisations and indicate those which will be proposed as new specialisations.

(1) Environmental Planning

(2) International Development.

Both are new, in that the current Master of Environmental Planning, which the Master of Planning will replace, does not have specialisations. Essentially some of the environmental units are being moved into a specialisation, creating the opportunity to introduce a second area of emphasis - planning for International Development - into the degree.

Please note that you should submit a program structure template for the award showing the general requirements for the award and any specific requirements which all students must complete regardless of specialisation chosen. You must then also complete separate proposals for any new specialisations under the award.

---

### Requirements

Upload Program Structure template.

Requirements file has been uploaded.

To view the requirements download the file FOA PG A Pla 1D342-4.xlsx
New Unit Requirements
Will new units be required for the program structure? No

Award Type
Is this a professional named award (accredited award)? Yes
Provide a brief rationale identifying the justification for a named award
The degree has been accredited by the Planning Institute of Australia which aims to promote the study of planning and maintenance and improvement of the skills of the planning profession. As an accredited course, it has industry recognition that graduates will have acquired the necessary skills to think creatively, analytically and critically, undertake independent research, communicate effectively and act ethically.

Professional Accreditation (if relevant)
Provide details of the professional body and timeframe
Planning Institute of Australia (PIA).
Re-accredited by PIA in 2013 for 4 years.

Articulated/Nested Award Arrangements (if relevant)
Does this award have Articulated/Nested Award Arrangements? Yes

Work Component
Refer to Section 1 of the CRICOS Application Guide
Does the program have a work-based training component which must be undertaken to gain the qualification? No

Working with Children Check
Will students require a working with Children Check? No

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 Master of Planning is interdisciplinary and flexible degree aimed at preparing students for a variety of planning positions in the public and private sector.
The degree is accredited by the Australian Institute of Planning and builds on urban and environmental studies program that commenced in 1978.
A key feature of the degree is its focus on sustainability and environmental issues and how these play out in strategic land use planning and assessment. The degree also enables students to pursue special interests in climate change, environmental management, sustainable development, urban and regional planning, environmental law and policy, social impact assessment, community consultation, spatial sciences and social change.
The degree focuses on the development of skills needed for the practising planner. The curriculum is based on lectures, workshops, tutorials and importantly field visits to ground theory to practice.

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
Campus Wellbeing contact details:
Phone: +61 2 9850 7497
Email: campuswellbeing@mq.edu.au
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.
Graduates of the Master of Planning find employment in a wide variety of organisations: Government, in Australia particularly at local and state levels; non-government organisations; and in the private sector there are opportunities in specialist and multi-disciplinary environmental management, planning and engineering consultancies.
Career opportunities include:
State government: strategic planning; policy development and research; statutory planning; development assessment & control; environmental & social impact assessment
Local Government: strategic planning; statutory planning; development assessment & control; environmental impact assessment
Federal Government: policy development & research; environmental & social impact assessment
Private Sector: specialist and multi-disciplinary environmental management, planning and engineering consultancies; development companies & agencies

Non Government Organisations: advocacy & lobby groups; peak interest and action groups; research organisations

International organisations: development planning, sustainable development

The program prepares students via exposure to a wide variety of case studies; training in diverse disciplines and in cross-disciplinary thinking; workshops and field work that provide training in practical skills; and the opportunity to be part of a student consulting team with an actual government or private sector client.

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). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

Requirements file has been uploaded. (Uploading another will replace the present one.)

To view the requirements download the file Map FOA PG A Pla ID342-2.xlsx

RPL

Relevant Disciplines
Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as ‘cognate’.

Define cognate areas (relevant discipline) of prior studies:
Planning, Architecture, Design;


Relevant Area
Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position.

Define relevant areas of prior work or professional experience:
Environmental planning, Land use planning, Architecture
Environmental management, Natural resource management
International Development, International Business

Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations.

Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.

RPL for Entry
Enter conditions for entry (standard program length) into the program of study based on the prior learning.

Non-Cognate Bachelor (AQF7)
Complete Bachelor degree in any discipline

Additional requirements/supporting evidence (if applicable):
CV required for admission criteria where Work Experience is taken into account.

Delegation to the Admissions Team
Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer
Eg. GPA >2.5 with no work experience

Refer to Department
Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience
### RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on prior learning.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognate Bachelor (AQF7)</strong></td>
<td>Complete Bachelor degree in a relevant discipline</td>
</tr>
<tr>
<td><strong>Non-Cognate Bachelor (AQF7) + Work Experience</strong></td>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
</tr>
<tr>
<td><strong>No Formal Learning + Work Experience</strong></td>
<td>No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area</td>
</tr>
<tr>
<td><strong>Delegation to the Admissions Team</strong></td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
<tr>
<td><strong>Automatic Offer</strong></td>
<td>10+ years experience, with 3+ years at a senior level</td>
</tr>
<tr>
<td><strong>Refer to Department</strong></td>
<td>If applicant has NO Aust. Bachelor degree or equiv. at all but DOES have relevant work experience of at least 5 years (FT) then Refer to Dept</td>
</tr>
<tr>
<td><strong>Straight Rejection</strong></td>
<td>If applicant has NO Aust. Bachelor degree or equiv. at all but DOES NOT have relevant work experience of at least 5 years (FT)</td>
</tr>
</tbody>
</table>

### Cognate Diploma (AQF5)

Entry with a Diploma in a relevant discipline

**Specific RPL Applied**

List units of credit/block exempted:

- 16cps from 600 level Core
- Remaining credit points to complete degree: 48

### Cognate Diploma (AQF6)

Entry with a Diploma in a relevant discipline

**Specific RPL Applied**

List units of credit/block exempted:

- 16cps from 600 level Core
- Remaining credit points to complete degree: 48

### Cognate Bachelor (AQF7)

Complete Bachelor degree in a relevant discipline

**Specific RPL Applied**

List units of credit/block exempted:

- 16cps from 600 level Core
- Remaining credit points to complete degree: 48

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

### Automatic Offer

10+ years experience, with 3+ years at a senior level

### Refer to Department

If applicant has NO Aust. Bachelor degree or equiv. at all but DOES have relevant work experience of at least 5 years (FT) then Refer to Dept

### Straight Rejection

If applicant has NO Aust. Bachelor degree or equiv. at all but DOES NOT have relevant work experience of at least 5 years (FT)
<table>
<thead>
<tr>
<th>Experience</th>
<th></th>
</tr>
</thead>
</table>
| Complete Bachelor degree in any discipline and work experience in a relevant area | Minimum years experience:  
(No option selected)  
Years to complete degree (full time study load):  
1.5 years |

<table>
<thead>
<tr>
<th>Specific RPL Applied</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>List units of credit/block exempted:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th></th>
</tr>
</thead>
</table>
| Please specify GPA requirements for delegation to and assessment by the Admissions Team.  
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION" | Automatic Offer  
Refer to Department  
Straight Rejection |

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7) + Work Experience</th>
<th></th>
</tr>
</thead>
</table>
| Complete Bachelor degree in any discipline and work experience in a relevant area | Minimum years experience:  
(No option selected)  
Years to complete degree (full time study load):  
1 year |

<table>
<thead>
<tr>
<th>Specific RPL Applied</th>
<th></th>
</tr>
</thead>
</table>
|  | List units of credit/block exempted:  
16cps from 600 level Core  
ENVS818 Environmental Planning (4cp)  
GEOP851 Gateway to the Planning Profession (4cp)  
8cps from 800 level Core or Specialisation as agreed with Program Director  
Remaining credit points to complete degree:  
32 |

<table>
<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th></th>
</tr>
</thead>
</table>
| Please specify GPA requirements for delegation to and assessment by the Admissions Team.  
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION" | Automatic Offer  
Refer to Department  
Straight Rejection |

<table>
<thead>
<tr>
<th>(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)</th>
<th></th>
</tr>
</thead>
</table>
| (Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8. | Years to complete degree (reduced full time study load):  
1 year |

<table>
<thead>
<tr>
<th>Specific RPL Applied</th>
<th></th>
</tr>
</thead>
</table>
|  | List units of credit/block exempted:  
16cps from 600 level Core  
16cps from 800 level Core or Specialisation as agreed with Program Director  
Remaining credit points to complete degree:  
32 |

<table>
<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th></th>
</tr>
</thead>
</table>
| Please specify GPA requirements for delegation to and assessment by the Admissions Team.  
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION" | Automatic Offer  
Refer to Department  
Straight Rejection |
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 Masters of Planning degree, as with the current Master of Environmental Planning degree it is replacing, is an interdisciplinary degree designed for students to develop professional skills and knowledge in areas relevant to the practising planner (both urban and regional land use planning, and planning for international development). The degree has a particular focus on the interdisciplinary study of urban and regional planning and its interface with the environment. The degree attracts two types of students – 1) practising planners looking to upgrade knowledge and move into more senior roles 2) students from other disciplinary backgrounds seeking entry level qualifications to the industry.

With the addition of the International Development specialisation, (the environment emphasis is being carried forward via the specialisation in Environmental Planning), the degree will be attractive to a wider pool of professional planners, picking up an additional cohort with an emphasis on international development. The revised degree aligns well with Macquarie’s emphases on internationalisation and transdisciplinary problem solving for sustainability.

International Market (if relevant)
The current Master of Environmental Planning already attracts international students, and has been doing so for many years. This revised proposal is designed to broaden that appeal by introducing a specialisation in international development. This specialisation responds to the rapid urbanisation in South-east Asia and the subcontinent, and the land use and environmental problems that entailed by that. It addresses the deeply intertwined socio-economic development and environmental sustainability challenges.

The International Development specialisation will offer an emphasis on development planning that is stronger than Macquarie’s competitors in the Australian market, and echoes leading international programs (as noted below).

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.

For the Environmental Planning stream, Macquarie’s emphasis on the intersections between planning and environmental science and management is distinctive in the Australian market. Macquarie has a long history of attracting aspiring planners with these interests.

For the International Development stream, a number of Australian universities offer units in international development in the Masters of Planning, how none provide the degree of emphasis that a specialisation provides. In the international market there are universities that do provide such a specialisation, demonstrating the potential for such a program to compete effectively - notably Harvard, New York University, and the University of Southern California’s combined Master of Planning / Master of International Relations program (https://priceschool.ucsc.edu/programs/masters/dual/mpl-mair/). By providing a specialisation in International Development, Macquarie will be occupying a distinct niche within the Australian market.

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>Harvard</td>
<td>Master of Urban Planning</td>
<td><a href="http://www.gsd.harvard.edu/#/academic-programs/urban-planning-design/urban-planning-degree-programs/areas-of-concentration/international-planning.html">http://www.gsd.harvard.edu/#/academic-programs/urban-planning-design/urban-planning-degree-programs/areas-of-concentration/international-planning.html</a></td>
</tr>
<tr>
<td>New York University</td>
<td>Master of Urban Planning</td>
<td><a href="http://wagner.nyu.edu/urbanplanning/spec_international">http://wagner.nyu.edu/urbanplanning/spec_international</a></td>
</tr>
</tbody>
</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>20</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Full-time and Part-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 Full-time students</td>
<td>15</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award 20
Number of domestic students expected to enrol in this award 10

Consultation
Centralised curriculum development workshops and iLearn training sessions are available to teaching staff on any of the related units, if required.

LTC resources, services, staffing or infrastructure are required please detail these.

Library staff are available to participate in campus workshops and in the development of tailored online information about Library services and collections.

For eg., requests for subscriptions required for the 2017 academic year will need to be received by the library no later than 30th April 2016.

commencement the following year) is 30 April.

Should new subscriptions be required, please note that the deadline each year for new journal and database subscription requests (for existing staff are available to deliver the proposed award

- the risk profile is unchanged, and the Department of Geography and Planning is well placed to service the core units of the proposal, and

- processes already in place for managing the staffing of the department, and learning and teaching, will ensure satisfactory extent and quality of teaching.

The proposal is to replace the Master of Environmental Planning with a Master of Planning containing two specialisations: Environmental Planning, and International Development. We anticipate increasing enrolments from circa 20 per annum to circa 30 per annum. Because of a simplification of programs occurring in the Department of Environmental Sciences, it may well be that this will be partially offset by a reduction in flow of students into Geography and Planning units. No new units are involved. The program is deliberately designed to be implemented at marginal cost, leveraging existing teaching resources. As a result:

- existing staff are available to deliver the proposed award

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/library/research/research_librarians

Learning and Teaching Centre: view a list of faculty Educational Developers at www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:

1. The name and unit code for this unit
2. The link to this webform (http://senate.mq.edu.au/apc/webforms_prog/)

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 (can contact the Curriculum and Planning team for assistance in creating one)

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)

**Certification**

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

Please note that CRICOS registration will be obtained after the award is approved at Academic Senate.

### Full Time Mode

Will international students be able to undertake the award in full time mode?

| Yes |

### Internal Mode

Will students be able to study the proposed award in internal mode for at least 75% each semester?

| Yes |

### Session 2 commencements

If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)

| No |

**Student Liability Category**

Provide a case for CSP category nominations. Cases will be considered by the University.

1. The Commonwealth Government stipulates that to be eligible for CSP a course must meet at least one of three criteria, of which the first is "The course is required for entry to a profession (must attach two job advertisements which specify the qualification as a requirement)." The proposed Master of Planning meets that requirement.

The peak body for planners in Australia is the Planning Institute of Australia. In 2015 there were approximately 4800 members (http://www.planning.org.au/aboutpia). A prerequisite for many planning jobs (from entry level to more senior) is membership of, or eligibility for membership of, a relevant professional association. Example job advertisements have been provided for previous Master of Environmental Planning CSP applications which illustrate its importance in both public and private sector roles.

The prerequisite for full membership of PIA is a PIA accredited planning qualification and past employment within the planning profession (see PIA membership requirements at: http://www.planning.org.au/membershipinformation). The Master of Planning, like the Master of Environmental Planning which it is replacing, has been a PIA accredited course since 1978 (initially by the Royal Australian Planning Institute) and subsequently in 1982, 1987, 2003, 2009 and 2013. As an accredited course it provides entry level qualifications into the profession for those with no previous planning experience and training in different disciplinary backgrounds. After completing the
degree, graduates are able to apply for PIA membership as Graduate member; once they have two years work experience they can become full professional members of PIA.


An ongoing flow of graduates is needed, and a key pool for the profession has been students with relatively generic undergraduate degrees (e.g. Bachelor of Science or Bachelor of Social Science) who use a Masters degree to specialise professionally. Macquarie’s Master of Planning will fill that need, as the Master of Environmental Planning currently does. As required by the accrediting body, the Planning Institute of Australia, the degree equips students with core planning competencies, including training in plan making, land use allocation, and understanding of planning law. It also equips students with foundational professional skills needed by professional planners, including research and problem solving skills, skills in communication and negotiation, and skills in interdisciplinary and systems thinking. The degree also meets the needs of practicing planners who wish to upgrade their skills to provide them with qualifications to function as senior planners.

### Arrangements with Other Providers

<table>
<thead>
<tr>
<th>Does the program have arrangements with other providers?</th>
<th>No</th>
</tr>
</thead>
</table>

### External Benchmarks

<table>
<thead>
<tr>
<th>State the names (with links) of any external benchmarks that have been applied in the design of this program. Refer to <a href="http://senate.mq.edu.au/apc/resources.html">senate.mq.edu.au/apc/resources.html</a>.</th>
</tr>
</thead>
</table>

The Master of Planning (Environmental Planning) specialisation carries forward the existing Master of Environmental Planning which is well established in the Australian market, and offers a distinctive emphasis on the interactions between land use planning and environmental science and management. Additional benchmarking on this side has consisted of brief reviews of notable Australian planning programs (see list below).

For the International Development specialisation, in particular, we have looked at a number of planning programs, using them as benchmarks.

### AUSTRALIAN DEGREES

- UNSW Master of City Planning
  - Main competitor in the Sydney market.
- Sydney Master of Urban and Regional Planning
  - Includes International Urban Development Planning unit
- Uni Canberra Master Of International Development
  - Includes planning and design of international development projects
- Melbourne Master of Urban Planning has international development planning as a core area
  - [https://msd.unimelb.edu.au/master-urban-planning](https://msd.unimelb.edu.au/master-urban-planning)
  - Looks like they meet this in a way not dissimilar to our study pattern.
- Monash Master of International Development Practice
  - Project planning and management in international development

### INTERNATIONAL DEGREES

- Harvard
  - [International Planning as an area of concentration within the Master of Urban Planning](http://http://www.gsd.harvard.edu/#!academic-programs/urban-planning-design/urban-planning/design/degree-programs/areas-of-concentration/international-planning.html)
- New York University
  - International Development Planning as a specialisation within the Master of Urban Planning
  - [http://wagner.nyu.edu/urbanplanning/spec_international](http://wagner.nyu.edu/urbanplanning/spec_international)
- Cardiff University (school of geography and planning)
  - International Planning and Development (MSc)
  - [http://www.cardiff.ac.uk/cplan/study/graduate/international-planning-and-development-msc](http://www.cardiff.ac.uk/cplan/study/graduate/international-planning-and-development-msc)
  - ‘Space and place: international planning practice’ specialisation.
- University of Southern California
  - [Master of Planning / Master of International Relations](https://priceschool.usc.edu/programs/masters/dual/mpl-mair/)

### SUMMARY OF COMPARISONS

Macquarie’s emphasis on the environment remains distinctive in the Australian market; and the emphasis on international development that a Specialisation will make the Macquarie program stand out in this field, in comparison to other Australian offerings, and in a way that is resonant of programs offered by some leading international universities.
### Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greg Walkerden</strong></td>
<td>7991</td>
<td><a href="mailto:greg.walkerden@mq.edu.au">greg.walkerden@mq.edu.au</a></td>
<td>Tue - 10/11/15</td>
<td>Director</td>
</tr>
<tr>
<td><strong>Trudy Ambler</strong></td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 11/11/15</td>
<td>Faculty Board</td>
</tr>
<tr>
<td><strong>Greg Walkerden</strong></td>
<td>7991</td>
<td><a href="mailto:greg.walkerden@mq.edu.au">greg.walkerden@mq.edu.au</a></td>
<td>Thu - 28/1/16</td>
<td>Director</td>
</tr>
<tr>
<td><strong>Andrew McGregor</strong></td>
<td>7993</td>
<td><a href="mailto:andrew.mcgregor@mq.edu.au">andrew.mcgregor@mq.edu.au</a></td>
<td>Fri - 29/1/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td><strong>Greg Walkerden</strong></td>
<td>7991</td>
<td><a href="mailto:greg.walkerden@mq.edu.au">greg.walkerden@mq.edu.au</a></td>
<td>Fri - 29/1/16</td>
<td>Director</td>
</tr>
<tr>
<td><strong>Andrew McGregor</strong></td>
<td>7993</td>
<td><a href="mailto:andrew.mcgregor@mq.edu.au">andrew.mcgregor@mq.edu.au</a></td>
<td>Fri - 29/1/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td><strong>Steve Collins</strong></td>
<td>2165</td>
<td><a href="mailto:stephen.collins@mq.edu.au">stephen.collins@mq.edu.au</a></td>
<td>Wed - 17/2/16</td>
<td>FSQC</td>
</tr>
<tr>
<td><strong>Trudy Ambler</strong></td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 17/2/16</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

Comment:
- This EOI was approved for development into a full submission which must be finished by the 29th January, 2016 with approvals from the Library and Learning and Teaching.
- CSP case has been developed substantially.
- On behalf of Faculty Board and for noting at the next meeting in July.

If you experience problems with this site, please email curriculum@mq.edu.au
**Postgraduate Award Template**

**AWARD NAME:** Master of Planning (MPlan)

**General requirements:**
- Minimum number of credit points: 64
- Minimum number of credit points at 600 level: 16
- Minimum number of credit points at 800 level or above: 48
- Completion of other specific minimum requirements as set out below

**Specific minimum requirements:**

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit CP</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 level</td>
<td>Required</td>
<td>GEOP601</td>
<td>Special Topic in Planning A: Geographical Perspectives on Population</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP604</td>
<td>Special Topic in Environment C: Environment and Sustainability</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP605</td>
<td>Special Topic in Planning B: Urban Strategic Planning</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP603</td>
<td>Special Topic in Environment B: Resource Management</td>
<td>4</td>
<td>16</td>
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<td>GEOP816</td>
<td>Local Government Approval Processes</td>
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<td>Sustainable Urban Regions</td>
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<td>Environmental Decision Making</td>
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<td>Gateway to the Planning Profession</td>
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<td>Urban Social Impact Assessment</td>
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<td>Urban Anthropology: Multicultural City</td>
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<td>ANTH815</td>
<td>Development Theory and Practice</td>
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<td>ANTH821</td>
<td>Indigenous Interests and Identities</td>
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<td>Wildlife Management: Principles and Practices</td>
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<td>Biodiversity Survey and Habitat Assessment Techniques</td>
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<td>Contemporary Conservation in Australia and New Zealand</td>
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<td>Climate Change Impacts</td>
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<td>Climate Change: Policies, Management and Adaptation</td>
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<td>Economics of Public Issues</td>
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<td>ENVS803</td>
<td>Science in Environmental Management</td>
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<td>Climate Change and the Climate System</td>
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<td>Introduction to Geographic Information Science for Postgraduates</td>
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<td>Sustainable Development: Introductory Principles and Practices</td>
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<td>Pollution Control and Waste Management</td>
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<td>Environmental Management Practice</td>
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<td>Environmental Applications of GIS and Remote Sensing</td>
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<td>ENV898</td>
<td>Management of Degraded Environments</td>
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<td>Attitudes to the Environment</td>
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<td>Environmental Law and Policy</td>
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<td>GEOP802</td>
<td>Social Impact Assessment and Cross-Cultural Negotiation</td>
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<td>GEOP808</td>
<td>Heritage and Its Management</td>
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<td>GEOP809</td>
<td>Globalisation and Sustainable Development</td>
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<td>GEOP810</td>
<td>Special Topic in Environment and Geography A</td>
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<td>Special Topic in Environment and Geography B</td>
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<td>GEOP823</td>
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<td>Cross Institutional Study B</td>
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<td>IRPG857</td>
<td>International Law and Institutions</td>
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<td>Climate Change Law</td>
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<td>Environmental Law and Sustainable Development</td>
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<td>International Environmental Law</td>
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<td>Indigenous Peoples and the Law</td>
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<td>Law, Globalisation and Cultural Transformations</td>
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<td>Developing social policy</td>
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<td>SOC818</td>
<td>Evaluation and the policy process</td>
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<td></td>
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<td>SOC825</td>
<td>Activism and Policy Design</td>
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<td>8</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM**

<p>| 64 |</p>
<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES (PLOS)</th>
<th>MQ Graduate Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate advanced practical and applied knowledge of planning theory incorporating legal and governance principles, processes and practice</td>
<td>✓ ✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓ ✓✓ ✓ ✓ ✓ ✓ ✓✓ ✓✓ ✓ ✓ ✓✓ ✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓ ✓ ✓✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓ ✓✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓ ✓ ✓ ✓ ✓✓ ✓ ✓ ✓</td>
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<tr>
<td>2. Critically evaluate planning and sustainability theories and apply this knowledge to contemporary issues across spatial and temporal scales</td>
<td>✓✓✓ ✓✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓ ✓✓ ✓ ✓✓ ✓✓ ✓✓ ✓ ✓✓ ✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓ ✓ ✓✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓ ✓ ✓ ✓ ✓✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>3. Interpret and apply planning policies and instruments</td>
<td>✓ ✓ ✓✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓✓✓ ✓✓ ✓✓ ✓ ✓✓✓ ✓ ✓✓ ✓ ✓✓ ✓✓ ✓ ✓ ✓✓✓ ✓ ✓✓ ✓ ✓✓ ✓✓ ✓ ✓✓✓ ✓✓ ✓ ✓✓ ✓ ✓✓ ✓✓ ✓ ✓✓ ✓✓ ✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓</td>
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<tr>
<td>4. Evaluate the implications of contemporary urban and regional planning issues and how they impact on the environment and society</td>
<td>✓✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓</td>
</tr>
<tr>
<td>5. Demonstrate capacity to make ethical decisions in relation to professional planning practice</td>
<td>✓ ✓ ✓✓ ✓✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓ ✓✓ ✓✓ ✓ ✓✓ ✓✓ ✓✓ ✓ ✓ ✓✓✓ ✓ ✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓ ✓✓✓ ✓ ✓ ✓✓ ✓✓ ✓✓ ✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓ ✓✓✓ ✓✓ ✓✓✓ ✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓ ✓✓ ✓✓</td>
</tr>
<tr>
<td>6. Synthesise core principles of urban and regional planning within an interdisciplinary context.</td>
<td>✓✓ ✓✓✓ ✓✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓✓ ✓✓ ✓ ✓✓ ✓ ✓ ✓ ✓ ✓✓ ✓ ✓✓ ✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓✓ ✓ ✓✓ ✓✓ ✓✓ ✓ ✓ ✓✓ ✓✓ ✓✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓ ✓ ✓✓ ✓✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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</tbody>
</table>

*Macquarie University Graduate Capabilities

Contribution to the achievement of a PLO is based on both the relevance of the work in the unit to the PLO and the PLO's weighting in the assessment.

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.

Interpersonal or social capabilities

✓✓✓ major contribution to PLO

✓✓ moderate contribution to PLO

✓✓✓ minor contribution to PLO

K) discipline specific knowledge and skills

(T) critical, analytical and integrative thinking

(P) problem solving and research capability

(I) creative and innovative

(C) effective communication

(E) engaged and ethical local and global citizens

(A) socially and environmentally active and responsible

(J) capable of professional and personal judgement and initiative

(L) commitment to continuous learning

Note: All units are mapped to one or more of the MQ Graduate Capabilities and one or more PLOS. Each unit may be mapped differently to different combinations of MQ Graduate Capabilities and PLOS, reflecting the diversity of the curriculum and the different learning outcomes taught in each unit.
ITEM 13.5  2017 NEW PROGRAM: MASTER OF CREATIVE INDUSTRIES WITH THE DEGREE OF MASTER OF FUTURE JOURNALISM (ASQC)

This item was considered and recommended for approval by the Academic Standards and Quality Committee at its meeting held 1 March 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the academic case for the Master of Creative Industries with the Degree of Master of Future Journalism for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).
General
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.

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of Creative Industries with the degree of Master of Future Journalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this award an exit award only (ie. not available for admission)? No</td>
</tr>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 9 Masters by Coursework Degree</td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>2.5 years FTE</td>
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<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde, Session 2 North Ryde</td>
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<tr>
<td>Owning Faculty</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Media, Music, Communication and Cultural Studies</td>
</tr>
<tr>
<td>Year of First Offering</td>
<td>2017</td>
</tr>
<tr>
<td>Rationale</td>
<td>This is a double degree formed from existing approved programs and does not involve the creation of any new units and has no impact on resources or workloads. The rationale for the proposal is to meet the demand for International markets identified by the relevant country managers in Macquarie International.</td>
</tr>
<tr>
<td>Replacement</td>
<td>Does the proposed award replace an existing award? No</td>
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Details

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Admission Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)</td>
<td>Published in Handbook, Coursefinder and UAC</td>
</tr>
<tr>
<td>Australian level 7 Bachelors Degree or recognised equivalent in relevant field</td>
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<tr>
<td>GPA of 2.50 (out of 4.00)</td>
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<tr>
<td>Minimum English Language Proficiency IELTS of 6.5 overall with minimum 6.0 in each band, or</td>
<td></td>
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</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.

This program is a professionally focused program that combines two existing postgraduate programs. MASTER OF CREATIVE INDUSTRIES: The Master of Creative Industries is a professionally focused program that prepares graduates for a career in 21st century media environments. It addresses the skills required to meet the challenges associated with a rapidly shifting professional context that is increasingly focused on digital production, distribution and audience engagement strategies. The program allows students to focus on either sound and music production, or screen production and addresses the current skills.

MASTER OF FUTURE JOURNALISM: The Master of Future Journalism is designed for students who wish to extend their depth of knowledge and understandings of the practice of professional journalism in the convergent media age. The program offers aspiring and experienced journalists the opportunity to develop expertise in the skills required to expand their careers. These include fundamental journalism practice – ethics, news, reporting, writing; working with multiple media forms including audio, video and web-based; and journalism innovation including aggregation, curation, social media and data journalism. The program enhances the students’ knowledge, understandings and skills in the practice of professional journalism.

**Program Learning Outcomes**

Provide Program Learning Outcomes under the categories shown. The Graduate Capabilities should be referenced against.

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

Knowledge and Understanding (MCI)

A1 Describe the structure and operation of the creative media industries in a global context K, T, A
A2 Differentiate between a range of approaches to production, distribution and audience engagement
K, T, I
A3 Demonstrate an effective understanding of creative media project design and management K, P, I, C, L
A4 Describe and differentiate between a range of different creative entrepreneurship strategies K, T, P, I
A5 Demonstrate a critical understanding of contemporary production approaches and aesthetics K, T, P, E,

Skills and Capabilities (MCI)
Conceive, produce and deliver creative projects to professional standards across a range of platforms K, T, P, I, J

Assessment
described in the relevant Specialisation form.

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.
NOTE: If this award is structured on specialisations, the Learning and Teaching Methods should be provided via the relevant Specialisation form.

The program embraces a broad range of learning and teaching methods. These include:

- Lectures (both face to face and iLearn)
- Tutorials
- Seminars and masterclasses
- In studio practical classes
- Computer lab based software teaching
- Independent project work – major and minor productions supervised by academic staff.

The program deploys authentic learning models across a suite of Production based subjects. Students learn and complete projects using industry standard technology platforms, observing professional media workflows and practices.

Project work also provides collaborative group work opportunities, where students learn to work on production projects in teams that model industry structures.

The Master of Creative Industries with the Master of Future Journalism outcomes are aligned to both unit level outcomes and to Bachelor of Arts graduate capabilities. A range of learning and teaching methods are utilized:

1. Lectures provide instruction in the theoretical components of unit content.
2. Tutorials and seminars provide students with opportunities to analyse, question and debate unit content.
3. Teaching materials include:
   a. Readings (paper and/or electronic).
   b. Online learning.
   c. Guest lecturers and industry speakers.
   d. Recording facilities.
   e. Computer labs.
   f. Set texts.
4. The Master of Creative Industries with the Master of Future Journalism is comprised of post-graduate unit offerings. The Master of Future Journalism is a two-year postgraduate program consisting of 64 credit points of full-time study or part-time equivalent.

There is a range of assessment tasks and types undertaken by students undertaking the Master of Future Journalism program. These include:

1. Participation
2. Reports
3. Releases
4. Presentations
5. Written and oral tasks

The Master of Creative Media program draws upon a range of formative and summative assessment types and approaches. These include:
1. Written assignments that target critical and analytical skills
2. Production assignments that target creative media skills. These assignments also assess a student’s capacity to write clearly and reflectively about their creative media projects.
3. Written project proposal assignments that test students’ skills in undertaking appropriate professional research for direct application to production projects.
4. Project and business plans
5. Media skills testing (in studio or online)
6. Online quiz assessments
7. Presentations
8. Participation – students are assessed on their contributions in seminars and online forums

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.

RPL
Relevant Areas indicate informal learning
Relevant Area
area of study, also listed as ‘cognate’.

Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as ‘cognate’.

Define cognate areas (relevant discipline) of prior studies:

e.g. ‘Master of Sustainable Development’ (2015)


Relevant Area
Relevant Areas indicate informal learning

Define relevant areas of prior work or professional experience:
Master of Creative Industries: Music or Media industries, production.

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.

The double degree is highly professionally focused. It prepares students for careers as:
1. Online content producers (journalism, screen, music, arts and beyond)
2. Directors
3. Editors
4. Multiformat and interactive media producers
5. Screen writers
6. Producers and Production managers
7. Creative media entrepreneurs
8. Creative media marketing and promotion specialists
9. Arts and cultural administration
10. Journalists
11. Communications and Media relations
12. Music producers
13. Composers
14. Audio engineers

The course is taught through production facilities that closely model industry standards, thus facilitating the movement of graduates into professional environments.

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). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

Requirements file has been uploaded. (Uploading another will replace the present one.)

To view the requirements download the file Map FOA PG A CreIndFutJou ID341-1.xlsx

RPL

Relevant Disciplines
Relevant Disciplines indicate a formal learning experience is completed in a related area of study, also listed as ‘cognate’.

Define cognate areas (relevant discipline) of prior studies:

e.g. ‘Master of Sustainable Development’ (2015)


Relevant Area
Relevant Areas indicate informal learning

Define relevant areas of prior work or professional experience:
Master of Creative Industries: Music or Media industries, production.
experiences, such as work or professional experience, which is completed in a related industry or position.

Master of Future Journalism: Journalism, social media, communications, media relations, public relations, professional writing, professional editing.

e.g. 'Master of International Communication' (2015)

Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations.

Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.

RPL for Entry

Enter conditions for entry (standard program length) into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7)</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in any discipline</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th>Additional requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in a relevant discipline</td>
<td></td>
</tr>
</tbody>
</table>

Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

<table>
<thead>
<tr>
<th>Automatic Offer</th>
<th>Make an offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA&gt;2.5 Make an Offer</td>
<td></td>
</tr>
</tbody>
</table>

Refer to Department

1.5 - 2.5 Refer to Dept

Straight Rejection

GPA<1.5 and no work experience, reject.

Non-Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

<table>
<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th>Minimum years experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
<td>(No option selected)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Automatic Offer</th>
<th>Make an offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA&gt;2.5 Make an Offer</td>
<td></td>
</tr>
</tbody>
</table>

Refer to Department

GPA 1.5 - 2.5 and applicant has work experience of at least 5 years in a RELEVANT industry, Refer to Dept

GPA<1.5 and applicant has work experience of at least 5 years in a RELEVANT industry, Refer to Dept.

Straight Rejection

GPA<1.5 and no work experience, reject.

If applicant has work experience of at least 5 years in a RELEVANT industry, Refer to Dept.

No Formal Learning + Work Experience

No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area

<table>
<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th>Minimum years experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
<td>(No option selected)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Automatic Offer</th>
<th>Make an offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA&gt;2.5 Make an Offer</td>
<td></td>
</tr>
</tbody>
</table>

Refer to Department

GPA 1.5 - 2.5 and applicant has work experience of at least 5 years in a RELEVANT industry, Refer to Dept

GPA<1.5 and applicant has work experience of at least 5 years in a RELEVANT industry, Refer to Dept.

Straight Rejection

GPA<1.5 and no work experience, reject.

If applicant has work experience of at least 5 years in a RELEVANT industry, Refer to Dept.
**RPL for Credit Recognition**

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Eligibility</th>
<th>Application Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate Diploma (AQF5)</td>
<td>Entry with a Diploma in a relevant discipline</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Cognate Diploma (AQF6)</td>
<td>Entry with a Diploma in a relevant discipline</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Cognate Bachelor (AQF7)</td>
<td>Complete Bachelor degree in a relevant discipline</td>
<td>Years to complete degree (reduced full time study load): 2 years</td>
</tr>
<tr>
<td><strong>Specific RPL Applied</strong></td>
<td>List units of credit/block exempted:</td>
<td>16 credits from Study Set B: ICOM 821, ICOMB11, ICOMB14, MECO805, BUS832, LAW897</td>
</tr>
<tr>
<td><strong>Delegation to the Admissions Team</strong></td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
<td>Automatic Offer GPA&gt;2.5 Make an Offer</td>
</tr>
</tbody>
</table>

**Non-Cognate Bachelor (AQF7) + Work Experience**

Complete Bachelor degree in any discipline and work experience in a relevant area

Minimum years experience: (No option selected) Years to complete degree (full time study load): 2 years

**Specific RPL Applied**

List units of credit/block exempted:

Remaining credit points to complete degree: 64

**Delegation to the Admissions Team**

Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer GPA>2.5 Make an Offer

Refer to Department GPA 1.5 - 2.5 and applicant has work experience of at least 5 years in a RELEVANT industry, Refer to Dept

Straight Rejection GPA<1.5 and no work experience, reject.
### Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

- **Minimum years experience:**
  - (No option selected)
- **Years to complete degree (full time study load):**
  - 2 years

### Specific RPL Applied

- List units of credit/block exempted:
  - 16 credit points from Study set B:
  - ICOM 821
  - ICOM811
  - ICOM814
  - MECO805
  - BUS832
  - LAW897
- Remaining credit points to complete degree: 64

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

### Automatic Offer

Refer to Department

### Straight Rejection

### (Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)

(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.

- **Years to complete degree (reduced full time study load):**
  - 1.5 years

### Specific RPL Applied

- List units of credit/block exempted:
  - 16 credits from Study Set B:
    - ICOM 821
    - ICOM811
    - ICOM814
    - MECO805
    - BUS832
    - LAW897
  - AND
  - 16 credits from Study set A:
    - ICOM890
    - ICOM897
    - MECO801
    - MECO826
    - MECO835
    - MECO838
    - MECO839
    - MECO843
    - MECO850
    - MECO851
- Remaining credit points to complete degree: 48

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

### Automatic Offer

Refer to Department
**Justification**

<table>
<thead>
<tr>
<th>Market Analysis</th>
<th>Domestic Market</th>
<th>International Market (if relevant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 <a href="http://mq.edu.au/about/strategy/academicplan.html">http://mq.edu.au/about/strategy/academicplan.html</a></td>
<td>As per analysis for existing approved degrees Master of Creative Industries and Master of Future Journalism</td>
<td>This is a double degree formed from existing approved programs at the request of the Faculty of Arts Executive based on advice from Macquarie International and the relevant country managers. The rationale for the proposal is to meet the demand for International markets as identified by Macquarie International and the relevant country managers and communicated to the Faculty of Arts. According to the FOA Associate Dean International Julian Knowles: &quot;The MI assessment of our competitive position in this area is that it is weak, as we can only offer 2 years of study at masters level in a very small number of program areas. Steps need to be taken to improve the competitive position of MQ by increasing the number of 2 year packages at masters level.&quot;</td>
</tr>
<tr>
<td>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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macquarie Advantages</td>
<td>As per existing approved degrees Master of Creative Industries and Master of Future Journalism.</td>
<td></td>
</tr>
</tbody>
</table>
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.

### 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></td>
<td>As per existing approved degrees Master of Creative Industries and Master of Future Journalism.</td>
<td></td>
</tr>
</tbody>
</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>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated Full-time and Part-time Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated number of Full-time students</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Number of international students expected to enrol in this award</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of domestic students expected to enrol in this award</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Consultation

Before the proposal is considered by ASQC, faculties need to have consulted widely with relevant stakeholders and indicate the outcome(s) achieved.

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Hughes, Director</td>
<td>20/1/16</td>
<td>in person; approved of degree structure</td>
</tr>
<tr>
<td>L&amp;T MMCCS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julian Knowles, AD International</td>
<td>11/10/15-19/1/16</td>
<td>email and in person; approved of degree degrees</td>
</tr>
<tr>
<td>Nicole Anderson (HoD)</td>
<td>20/1/16</td>
<td>in person; approved of degree degrees</td>
</tr>
</tbody>
</table>

### Teaching Arrangements: Availability of teaching and support staff

Please address:

- Availability of academic and support staff to deliver the proposed award program
- A risk analysis including any backup plan in relation to the availability of academic and support staffing
- Processes in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

This is a double degree made up of existing degrees and requires no additional units and is not expected to place any strain on the academic and support staff.

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/online-campus/library/research/research-librarians

Learning and Teaching Centre: view a list of faculty Educational Developers at www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts or contact LTC-APCWebforms@mq.edu.au

Please contact the relevant staff members with:

1. The name and unit code for this unit
2. The link to this webform (http://senate.mq.edu.au/apc/forms_prog/)

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.
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)

### Full Time Mode
Will international students be able to undertake the award in full time mode?

Yes

### Internal Mode
Will students be able to study the proposed award in internal mode for at least 75% each semester?

Yes

### Session 2 commencements
If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (e.g., are the core subjects available both S1 and S2 each year?)

No

### Certification
The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below 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: Melinda Stewart  Date: 27/01/2016

Summary Impact Information

Resources: The Library’s book, journal and database collections should be adequate to support the teaching and research needs of this program and normal collection development processes will keep the supporting collections up-to-date.

The unit’s convenors are encouraged to provide early advice of reading list requirements to the Library’s Learning Resources Team so that resources can be made available in online Unit Readings and the Reserve Collection.

No additional journals or databases have been identified as requirements for this program.

Library services and staff, including training and information research advice, are available to support the requirements of the proposed program. Library staff are available to participate in campus workshops and in the development of tailored online information about Library services and collections.

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: James Meek  Date: 28 Jan 2016

Summary Impact Information

Resources: As no new units are involved in this proposal, it appears to present no special issues for LTC Resources.*

Per usual, the LTC can also provide relevant iLearn unit sites with Echo available to deliver audio-visual resources and online lectures if/when required. In addition, Online resources are available to assist teaching staff involved in developing and running any award-related unit. These can be accessed via the university website.**

Centralised curriculum development workshops and iLearn training sessions are available to teaching staff on any of the related units, if/when required. Staff can find out more and enrol in related workshops via the university website.**

Faculty based Educational Design staff are also available to assist with iLearn related support needs.

* This assessment is made in the period prior to the expected disestablishment of the LTC in early 2016. At this point it seems reasonable to expect that any support re either Resources or Services that is currently expected from the LTC will simply move to become responsibility of either Arts L&T and/or the new Learning Technologies Services Team, depending on details.

** Further information about LTC provided Supports, Resources and Workshops is available at http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre
Please note that CRICOS registration will be obtained after the award is approved at Academic Senate.

```
<table>
<thead>
<tr>
<th>Name of MI representative:</th>
<th>Mary-Emma Cattanach</th>
<th>Date: 28/01/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>International Compliance Officer</td>
<td>Macquarie International</td>
</tr>
</tbody>
</table>
```

### Other

#### Student Liability Category

<table>
<thead>
<tr>
<th>Fee Paying</th>
</tr>
</thead>
</table>

#### Arrangements with Other Providers

Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.

<table>
<thead>
<tr>
<th>Does the program have arrangements with other providers?</th>
<th>No</th>
</tr>
</thead>
</table>

#### External Benchmarks

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.

#### Approvals

1. **Name:** Margaret Borschke  
   | Ext: 2159 | Email: margie.borschke@mq.edu.au | Date: Tue - 10/11/15 | Director |

   **Comment:**
   This EOI was approved for development into a full submission which must be finished by the 29th January, 2016 with approvals from the Library and Learning and Teaching.

   The reviewing committee suggest that full consultation with the relevant departments and staff involved in teaching this proposed program should occur in the preparation of the full submission. Particular attention should also be given to the RPL schedule that will accompany the program.

2. **Name:** Margaret Borschke  
   | Ext: 2159 | Email: margie.borschke@mq.edu.au | Date: Thu - 28/1/16 | Director |

   **Comment:**

3. **Name:** Nicole Anderson  
   | Ext: 2258 | Email: nicole.anderson@mq.edu.au | Date: Fri - 20/1/16 | Head of Department |

   **Comment:**

4. **Name:** Julian Knowles  
   | Ext: 2196 | Email: julian.knowles@mq.edu.au | Date: Wed - 17/2/16 | FSQC |

   **Comment:**
   This double masters proposal seems well thought through and presents a clear, coherent structure that draws upon the specificities of the two source degrees and consolidates a core from cognate and/or previously shared units across the source programs.

   There is an incomplete sentence in the 'Overview and Aims of the Program' section. The last sentence of the first paragraph appears as if the sentence is cut off following the words 'addresses the current skills'. This needs to be fixed.

5. **Name:** Trudy Ambler  
   | Ext: 7938 | Email: trudy.ambler@mq.edu.au | Date: Wed - 17/2/16 | Faculty Board |

   **Comment:**
   On behalf of Faculty Board and for noting at the next meeting in July.

If you experience problems with this site, please email curriculum@mq.edu.au

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AWARD NAME: Master of Creative Industries with the Degree of Master of Future Journalism

General requirements:
- Minimum number of credit points: 80
- Minimum number of credit points at 600 level: 0
- Minimum number of credit points at 800 level or above: 80

Completion of other specific minimum requirements as set out below

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Research Methodologies</td>
<td>MECO837</td>
<td>Digital Media Strategies</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td>Independent Study and Capstone</td>
<td>MECO845</td>
<td>Creative Production Portfolio</td>
<td>8</td>
</tr>
<tr>
<td>Required</td>
<td>MECO 830</td>
<td></td>
<td>Creative Entrepreneurship</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td>MECO 833</td>
<td></td>
<td>Storytelling Techniques</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td>MECO 847</td>
<td></td>
<td>The Creative Industries</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td>MECO 803</td>
<td></td>
<td>Social Media</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td>MECO 804</td>
<td></td>
<td>Media Writing &amp; Research</td>
<td>4</td>
</tr>
</tbody>
</table>

STUDY SET A
- Required 32 credits from
  - ICOM890 Digital Audio/Radio Production 4
  - ICOM897 Interactive Communication 4
  - MECO801 Social Media, Law and Ethics 4
  - MECO826 Data Journalism 4
  - MECO835 Non-Fiction Screen Media 4
  - MECO838 The Art of Recording 4
  - MECO839 Music Production 4
  - MECO843 Writing the Real 4
  - MECO850 Performance Practices 4
  - MECO851 Screenwriting 4

STUDY SET B
- Required 16 credits from
  - ICOM 821 Intercultural Communication 4
  - ICOM811 Issues in Contemporary Global Media 4
  - ICOM814 Communication for Social Change 4
  - MECO805 Environmental Communication 4
  - BUS832 Leadership and Management 4
  - LAW897 Media Law and Culture 4

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM: 80
## Mapping of Program Learning Outcomes (PLOS) to Units

**Name of Award:** Master of Creative Arts with the Degree Master of Future Journalism  
**Name of Major/Specialisation:**

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MO Graduate Capabilities*</th>
<th>Required Units</th>
<th>Option Set:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MECO837</td>
<td>MECO845</td>
</tr>
<tr>
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<td>MECO838</td>
<td>MECO839</td>
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<td>MECO841</td>
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<td></td>
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<td></td>
<td>MECO848</td>
<td>MECO849</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MECO851</td>
<td></td>
</tr>
</tbody>
</table>

1. **A1** Describe the structure and operation of the creative media industries in a global context  
   - K, T, A  
   - MECO837  
   - MECO845  
   - MECO838  
   - MECO839  
   - MECO840  
   - MECO841  
   - MECO842  
   - MECO843  
   - MECO844  
   - MECO845  
   - MECO846  
   - MECO847  
   - MECO848  
   - MECO849  
   - MECO851

2. **A2** Differentiate between a range of approaches to production, distribution and audience engagement  
   - K, T, I  
   - MECO837  
   - MECO845  
   - MECO838  
   - MECO839  
   - MECO840  
   - MECO841  
   - MECO842  
   - MECO843  
   - MECO844  
   - MECO845  
   - MECO846  
   - MECO847  
   - MECO848  
   - MECO849  
   - MECO851

3. **A3** Demonstrate an effective understanding of creative media project design and management  
   - K, P, I, C, L  
   - MECO837  
   - MECO845  
   - MECO838  
   - MECO839  
   - MECO840  
   - MECO841  
   - MECO842  
   - MECO843  
   - MECO844  
   - MECO845  
   - MECO846  
   - MECO847  
   - MECO848  
   - MECO849  
   - MECO851

4. **A4** Describe and differentiate between a range of different creative entrepreneurship strategies  
   - K, T, P, I  
   - MECO837  
   - MECO845  
   - MECO838  
   - MECO839  
   - MECO840  
   - MECO841  
   - MECO842  
   - MECO843  
   - MECO844  
   - MECO845  
   - MECO846  
   - MECO847  
   - MECO848  
   - MECO849  
   - MECO851

5. **A5** Demonstrate a critical understanding of contemporary production approaches and aesthetics  
   - K, T, P, E  
   - MECO837  
   - MECO845  
   - MECO838  
   - MECO839  
   - MECO840  
   - MECO841  
   - MECO842  
   - MECO843  
   - MECO844  
   - MECO845  
   - MECO846  
   - MECO847  
   - MECO848  
   - MECO849  
   - MECO851

6. Conceive, produce and deliver creative projects to professional standards across a range of platforms  
   - K, T, P, I, J  
   - MECO837  
   - MECO845  
   - MECO838  
   - MECO839  
   - MECO840  
   - MECO841  
   - MECO842  
   - MECO843  
   - MECO844  
   - MECO845  
   - MECO846  
   - MECO847  
   - MECO848  
   - MECO849  
   - MECO851

7. Collaborate with team members in creative media project contexts  
   - C, E, A, I  
   - MECO837  
   - MECO845  
   - MECO838  
   - MECO839  
   - MECO840  
   - MECO841  
   - MECO842  
   - MECO843  
   - MECO844  
   - MECO845  
   - MECO846  
   - MECO847  
   - MECO848  
   - MECO849  
   - MECO851

8. Conduct professional research appropriate to creative media projects  
   - K, T, C, E, J  
   - MECO837  
   - MECO845  
   - MECO838  
   - MECO839  
   - MECO840  
   - MECO841  
   - MECO842  
   - MECO843  
   - MECO844  
   - MECO845  
   - MECO846  
   - MECO847  
   - MECO848  
   - MECO849  
   - MECO851

9. Document, describe, and evaluate creative media projects in effective ways  
   - K, T, P, L, I  
   - MECO837  
   - MECO845  
   - MECO838  
   - MECO839  
   - MECO840  
   - MECO841  
   - MECO842  
   - MECO843  
   - MECO844  
   - MECO845  
   - MECO846  
   - MECO847  
   - MECO848  
   - MECO849  
   - MECO851

10. Produce and deliver creative media content using professional on-line platforms  
    - K, P, I, C, J  
    - MECO837  
    - MECO845  
    - MECO838  
    - MECO839  
    - MECO840  
    - MECO841  
    - MECO842  
    - MECO843  
    - MECO844  
    - MECO845  
    - MECO846  
    - MECO847  
    - MECO848  
    - MECO849  
    - MECO851

**A1** Demonstrate a depth and breadth of knowledge, scholarly understanding and specific subject content in contemporary journalism. K, C  
**A2** Integrate and synthesise information from a range of sources and environments. T, I
<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Graduate Capabilities*</th>
<th>Required Units</th>
<th>Option Set:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MECO837</td>
<td></td>
<td>MECO839</td>
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<td>MECO834</td>
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<td></td>
<td>ICOM890</td>
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<td>ICOM897</td>
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<td></td>
<td>MECO835</td>
<td></td>
<td>MECO801</td>
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<td>MECO838</td>
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</tr>
<tr>
<td></td>
<td>MECO839</td>
<td></td>
<td>MECO850</td>
</tr>
<tr>
<td>A3 Ethically connect with the role of journalism and democratic citizenship. E, A</td>
<td>E, A</td>
<td>✓✓✓ ✓✓✓ ✓ ✓ ✓✓ ✓✓✓ ✓ ✓✓✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>A4 Respect and engage in diverse disciplinary approaches to and contexts of contemporary journalism. E, A</td>
<td>E, A</td>
<td>✓✓ ✓✓✓ ✓ ✓✓ ✓ ✓✓✓ ✓✓ ✓ ✓ ✓✓ ✓✓ ✓</td>
<td></td>
</tr>
<tr>
<td>B1 Engage with current debates surrounding the practice of journalism. K, T, P</td>
<td>K, T, P</td>
<td>✓✓✓ ✓✓✓ ✓ ✓✓ ✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>B2 Systematically enquire and creatively question the practice of journalism. I, J, L</td>
<td>I, J, L</td>
<td>✓ ✓✓✓ ✓ ✓✓ ✓ ✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓ ✓</td>
<td></td>
</tr>
<tr>
<td>through contemporary journalism practices and produce material in a range of audio, visual, textual and social media forms. T, P, C</td>
<td>T, P, C</td>
<td>✓ ✓✓✓ ✓ ✓✓ ✓ ✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓ ✓ ✓ ✓✓ ✓</td>
<td></td>
</tr>
<tr>
<td>B4 Work independently and/or collaboratively in the complex and evolving contemporary journalism practices. I, E, J</td>
<td>I, E, J</td>
<td>✓ ✓✓✓ ✓ ✓✓ ✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓</td>
<td></td>
</tr>
<tr>
<td>B5 Reflect on and adapt to an increasingly converged, digital environment. P, L</td>
<td>P, L</td>
<td>✓✓✓ ✓✓✓ ✓ ✓✓ ✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓</td>
<td></td>
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</tbody>
</table>

*Macquarie University Graduate Capabilities

<table>
<thead>
<tr>
<th>Cognitive capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K) discipline specific knowledge and skills</td>
</tr>
<tr>
<td>(T) critical, analytical and integrative thinking</td>
</tr>
<tr>
<td>(P) problem solving and research capability</td>
</tr>
<tr>
<td>(I) creative and innovative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal or social capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C) effective communication</td>
</tr>
<tr>
<td>(E) engaged and ethical local and global citizens</td>
</tr>
<tr>
<td>(A) socially and environmentally active and responsible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(J) capable of professional and personal judgement and initiative</td>
</tr>
<tr>
<td>(L) commitment to continuous learning</td>
</tr>
</tbody>
</table>

**Contribution to achievement of PLO**

- ✓✓✓ ✓✓✓ ✓ ✓ ✓✓ ✓✓✓ ✓ ✓✓✓ ✓ ✓: pre requisite or small contribution to PLO
- ✓✓✓ ✓✓✓ ✓ ✓✓ ✓ ✓✓✓ ✓✓✓ ✓✓ ✓✓ ✓✓ ✓✓: moderate contribution to PLO
- ✓✓✓ ✓✓✓ ✓ ✓✓ ✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓✓✓ ✓: major contribution to PLO

**Contribution to the achievement of a PLO is based on both the relevance of the work in the unit to the PLO and the PLO’s weighting in the assessment**

**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.

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ITEM 13.6  2017 NEW PROGRAM: BACHELOR OF MEDIA (ASQC)

This item was considered and recommended for approval by the Academic Standards and Quality Committee at its meeting held 1 March 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the academic case for the Bachelor of Media for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).
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.

Faculty: Faculty of Arts
Department: Department of Media, Music, Communication and Cultural Studies
Award Name: Bachelor of Media

General

The Bachelor of Media is a named degree replacing the Bachelor of Arts - Media. The Bachelor of Media provides for recognition of Macquarie University’s strength in Media and responds to demand for education in Media fields. The Bachelor of Media will comprise existing units repackaged into compulsory units and majors. There is any opportunity to showcase the expertise Macquarie University has across the breadth of media theory and production capabilities. This degree will be uniquely forward looking to address the growing demand for media professionals domestically and internationally.

BACHELOR OF MEDIA

The new structure does not require any new units, instead it reorganises our existing offerings into highly visible coherencies. Under the current BA-Media students graduate with specialisations in at least two areas of media practice. The new Bachelor of Media preserves this highly desirable outcome by mandating a qualifying major (please see list of majors below) and leaving 24cps for students to complete a second major/minor or select a series of electives.

The Bachelor of Media is structured as follows:
- 72cps overall
- PACE unit required (MAS350 is offered as part of each major)
- 12cps at 100 level (MAS104, MAS105, MAS110 and MMCS115)
- 6cps at 200 level (MAS214 and MAS215)
- 6cps at 100 level for People and Planet units
- completion of a 24cps qualifying major (please see list of majors below)
- 24cps of electives or a second major/minor (please see list of majors below)

QUALIFYING MAJORS
The Bachelor of Media requires the completion of at least one from the following seven qualifying majors. These majors will also be qualifying majors for other degrees such as the Bachelor of Arts (please refer to the specific Webforms entries for each major for further details).

- Screen Practice and Production
- Journalism and Non-Fiction Writing
- Radio, Digital Audio and Broadcast Production
- Public Relations and Social Media
- Digital Design
- Screen, Sound, Performance
- Media Studies

Each major carries 24cps and is structured as follows:
- 4 x 200 level units pertaining to the specialisation
- 3 x 300 level units pertaining to the specialisation
- 1 x 300 level capstone unit - either MAS316 or MAS350. The dual capstone offering is designed to facilitate double majors within the Bachelor of Media. Please note that MAS350 is currently a PACE unit and will require additional conversion to capstone status.

There are no 100 level units required as part of the majors. This is primarily because the current BA-Media does not offer any production units at 100 level thus it is not possible to provide 100 level scaffolding for the suite of production unit. All 200 level units in qualifying majors will carry a prerequisite of 12cps at 100 level (including 6cps of 100 level MAS units).

MARKET ANALYSIS
The visibility the majors give to MMCCS’ offerings will attract students and increase enrolments. Media is one of the key areas of study that is promoted domestically and internationally. It is important that Macquarie lives up to this brand promise with the re-invigoration of relevant degrees. Media is a growing area of demand and steady domestic growth over the last three years. However internationally there has been a struggle to obtain recognition for these programs, having a named degree will increase the recognition of this discipline at Macquarie. It is anticipated steady domestic growth will continue along with increases in international student demand. The degree and its majors aligns well with international diploma pathway programs including programs conducted by the Singapore Polytechnics (Diploma in Media and Communication, Diploma in Digital Media Creation, Diploma in Digital Media Design, Diploma in Media and Communication technology, Diploma in 3D Interactive Media technology Diploma in Visual Communication). The alignment promotes recognition and opportunities for recruitment.

Completion of the Bachelor of Media provides potential for employment and/or further study. An internship (MAS350) is a key part of this proposed program. The substantial recognition the department has in the domestic and international media landscape will ensure all students are ready for employment. Employment in media and media related fields is ever increasing domestically as we see jobs ads in media increased by 20% from August 2014 to August 2015 http://www.seek.com.au/investor/news-media#090915.

The restructure of the BA-Media into the Bachelor of Media offers the Faculty a competitive advantage. The new programs highlight the Faculty's expertise and strength in the areas of Media, Music, Communication and Cultural Studies. These programs place the Faculty as the most comprehensive and advanced media department in the Sydney Basin. The facilities available to the Faculty are second to none and offer a unique student experience for those studying media. The USYD Bachelor degrees in this field include: Bachelor of Arts (Media and Communications). UNSW; Bachelor of Media in Communication and Journalism; Bachelor of Media in PR and Advertising; Bachelor of Media in Screen and Sound Production. UTS: Bachelor of Communication (Media Arts and Production). WSU: Bachelor of Communication - Media Arts Production; Bachelor of Design (Visual Communication); Bachelor of Screen Media (Arts and Production).

From this proposal Macquarie University is seen as the most comprehensive educator in the field of media in the Sydney basin. This again fulfils the brand promise of media as a key area of study for Macquarie University.

MMCCS staff are readily able to develop and teach these reformed programs. The department continually win awards for documentary films (http://antennafestival.org/awards/) and journalism. This means there is significant aptitude to ensure these media programs will provide the best experience for students.

Replacement

| Does the proposed award replace an existing award? | Yes |
| Name of existing award | BA-Media |

Details

Admission Requirements
This field is only required to be completed if admission to the award is not via ATAR. If admission is via ATAR only please leave this field blank.

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

| Overall | 6.5 |
| Speaking | 6 |
| Listening | 6 |
| Writing | 6 |
| Reading | 6 |

Program Structure
Is the award structured on Majors? Yes

Details of Majors
Provide names of majors and indicate those which will be proposed as new majors

The following 24cps majors are all new but do not require any new units as they repackage existing offerings.
- Screen Practice and Production
The Bachelor of Media is an undergraduate degree focused on the analysis, critique and production of media. This degree is can be completed in three years in a full-time study mode. The extent to which media permeates aspects of everyday life is almost overwhelming. The internet has released a tsunami of content reflecting diverse voices and creative urges which has prompted reappraisal of what we previously understood about media consumption and production. In the bigger picture, the internet is a relatively recent phenomenon and the media forms and practices that preceded it still exist. The Bachelor of Media offers students the opportunity to critically engage with and theorise the media. In addition, students also create media by selecting at least one qualifying major for students wishing to acquire further specialisations. Students have the opportunity to produce a variety of media including radio podcasts and broadcasts, non-fiction writing and journalism, interactive and transmedia web sites, documentaries, feature and drama productions and public relations campaigns. The Bachelor of Media offers a sophisticated blend of media theory and production to ensure graduates are critical, enquiring, innovative, engaged and their learning is underpinned by current theoretical approaches and production skills.

Taught by a staff of active researchers and media producers, students learn and develop industry-grade skills using the on-site state-of-the-art production facilities. All Bachelor of Media students gain valuable industry experience through an internship placement as part of their academic studies.

Graduates with a Bachelor of Media possess a skill base tailored for the contemporary media ecology. Media convergence demands a different set of skills to those required in previous formulations. Student emerge with a range of critical skills and production specialisations reflecting a range of industry practices in which the contemporary media producer must be able to operate cross-platform.
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.

The Bachelor of Media uses a range of learning and teaching methods to enable students to achieve the program level outcomes. Unit learning outcomes are constructively aligned with the program level outcomes and graduate capabilities. The Bachelor of Media employs a range of learning and teaching methods through which students meet outcomes.

- Lectures: While some lectures are delivered in traditional face-to-face format, the Bachelor of Media also utilises the Echo 360 lecture recording system and pre-recorded video lectures. The array of formats in which lectures are available ensures that students have access to the lecture materials at any point during the semester.

- Tutorials: Tutorials provide an opportunity for students to critically engage with the selected topic(s). Tutorials provide three key markers: First, they provide forums for resolving uncertainties within and questions about the set materials and topics. Second, tutorial participation generates knowledge. Through tutor-led and peer-assisted direction, students generate knowledge of the subject. Third, tutorials enable students to put generated knowledge into practice through activities such as discussion, debate, group tasks and presentations. Additionally, the knowledge generated in tutorials underpins assessment structures and tasks.

- Workshops: Production units within the Bachelor of Media utilise workshops in which students develop production skills such as genre writing, video editing or coding with a JavaScript framework. Guided workshops enable students to generate knowledge and apply it to an individual or group production such as a piece of music journalism or transmedia project spanning radio, screen production and web design offerings. Student learning is supported by teaching and technical staff with industry-grade knowledge and skills.

- Teaching materials: The Bachelor of Media uses a range of teaching materials to support and direct student learning:
  a. lectures (face-to-face and recorded)
  b. traditional paper-based and electronic readings
  c. text books
  d. audiovisual material
  e. group task handouts/worksheets
  f. online workshop manuals
  g. industry speakers
  h. student conference

- Program structure: The Bachelor of Media program (with a qualifying major in an area of media practice) is weaved through 100, 200 and 300 level offerings. 100 level units facilitate comprehension, understanding and application. At 200 level students develop critical and sophisticated analytical and production skills in addition to acquiring further knowledge. The 300 level units build on students’ development through 100 and 200 level and encourages evaluation: students graduate with an impressive skill set and knowledge that embeds critical reflection. The media ecology is ever changing and to work within it mandates a commitment to life-long learning. At 300 level, students become reflective practitioners poised to critically evaluate their own practices and experiences. This is especially pronounced in the capstone units. MAS316 prepares students for employment. Through a range of invited industry speakers (many leaders in their field), students benefit from a range of insights into the applicability of the Bachelor of Media. All Bachelor of Media students are required to satisfy the People, Planet and Participation requirement of the program. Students are encouraged to experience other disciplines to benefit from a broader knowledge. Participation units enhance the student experience through community engagement. The program hosts two designated Participation units – MAS350 Media Internship (which is also offered as a capstone) and MAS390 Public Relations Practice. The Bachelor of Media Program requires students to select a major in an area of media practice. Students are left with a generous number of credit points that can be used to incorporate a second major in another area of media practice or for elective study. The Bachelor of Media provides students with the opportunity to develop core academic and media specific skills but offers flexibility with a generous number of electives that can be used to pursue wider learning activities.

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

The Bachelor of Media provides a blend of critical theory and media production resulting in a diverse assessment scheme:

- Essays: Essays range from 500 to 2500 words and are used to assess a range of outcomes from demonstrating comprehension of a particular issue to synthesizing multiple sources to evaluate a case study. Essays are frequently used in production units which require students to critically articulate applied theory.

- Participation: Students are assessed on their meaningful contributions to a culture of learning. Participation is assessed through engagement with discussions, debates, tasks through learning teaching methods including lectures, tutorials, workshops and online tasks. Through participation students engage with a commitment to learning and develop reflective practices.

- Projects: Bachelor of Media students create numerous projects throughout the program depending on their chosen production path. Projects include:
  a. documentaries, features and dramas
  b. scripts, storyboards and screenplays
  c. websites
  d. interactive media
  e. podcasts, audio features, live radio broadcasts
  f. public relations campaigns
  g. photo essays
  h. student conference
  i. video games
  j. Pecha Kucha Presentations
  k. transmedia productions
  l. creative non-fiction and journalistic writing
m. digital music production.

- Quizzes: Used to periodically assess understanding and comprehension, quizzes also motivate students to participate in a culture of learning by engaging with teaching materials. Quizzes may be in-class or take-home and paper-based or conducted electronically via the learning management system.

- Presentations: Bachelor of Media students develop the ability to articulate information in a number of forms. In addition to the above, presentations assess students’ abilities to meaningfully articulate information. In addition to their peers, students may deliver presentations to staff (in simulated client scenarios) or industry guests.

- Other: Other assessments include blogs, reflective journals, production diaries and minutes of group meetings. Learning and teaching innovation is a strong feature of the Department of Media, Music, Communication and Cultural Studies and alternative assessment methods are frequently trialled.

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

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.

Students are prepared for employment and further study through the disciplinary knowledge accumulated during the program as well as transferable skills in research, problem-solving and production. One of the program's capstone – MAS316 – engages a number of guest speakers to address imminent graduates; students hear from industry speakers (many of whom are leaders in their field) as well as academics on the topic of further studies and research. The internship and participation opportunities found in the second capstone – MAS350 – further allow community engagement which helps shape students’ future directions by providing industry experience and networking opportunities.

Bachelor of Media graduates find employment within the broad media ecology, including:

- Twitter
- Gamespot
- SBS (television and radio)
- The Australian
- Nine Entertainment
- ABC
- Val Morgan
- Loves Data
- Nova 96.1
- Universal Publications
- Nestlé
- Optus

While many graduates seek employment at the conclusion of their undergraduate studies, some feel compelled to undertake further studies in the form of either a professional postgraduate award or a high research degree. The department currently offers professional postgraduate awards such as the MA Creative Industries and MA Future Journalism. The Bachelor of Media is designed to feed into these programs for students seeking practice-led further studies. For those considering a research pathway, the department offers the M.Res. and Ph.D. programs. The Bachelor of Media scaffolds learning with an emphasis on critical enquiry and analysis giving students the opportunity to develop core academic and research skills.

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). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

Requirements file has been uploaded. (Uploading another will replace the present one.)

Browse... No file selected.

To view the requirements download the file Map FOA UG A Med ID309-2.xlsx

RPL
### Relevant Disciplines

Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as 'cognate'.

Define cognate areas (relevant discipline) of prior studies:

- e.g. ‘Master of Sustainable Development’ (2015)


### Relevant Area

Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position.

Define relevant areas of prior work or professional experience:

- e.g. ‘Master of International Communication’ (2015)

Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations. Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.

### RPL for Entry

Enter conditions for entry (standard program length) into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7)</th>
<th>Cognate Bachelor (AQF7)</th>
<th>Non-Cognate Bachelor (AQF7) + Work Experience</th>
<th>No Formal Learning + Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in any discipline</td>
<td>Complete Bachelor degree in a relevant discipline</td>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
</tr>
</tbody>
</table>

Not applicable

### RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Cognate Diploma (AQF5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
</tr>
</tbody>
</table>

Years to complete degree (full time study load):

- 2 years

**Specific RPL Applied**

List units of credit/block exempted:

**Delegation to the Admissions Team**

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

- Automatic Offer
  - GPA 2.0

- Refer to Department
  - GPA Less than 2.0

- Straight Rejection
  - GPA less than 1.5
Entry with a Diploma in a relevant discipline

<table>
<thead>
<tr>
<th>Specific RPL Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>List units of credit/block exempted:</td>
</tr>
<tr>
<td>Remaining credit points to complete degree:</td>
</tr>
</tbody>
</table>

Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify “NO DELEGATION”

Cognate Bachelor (AQF7)

Complete Bachelor degree in a relevant discipline

Non-Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)

(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.

Other

Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Charted Professional Accountants towards the Master of Accounting (Professional)

There is nothing to enter on this page

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

Domestic Market

The visibility the majors give to MMCCS’ offerings will attract students and increase enrolments. Media is one of the key areas of study that is promoted domestically and internationally. It is important that Macquarie lives up to this brand promise with the re-invigoration of relevant degrees. Media is a growing area of demand and steady domestic growth over the last three years. However internationally there has been a struggle to obtain recognition for these programs, having a named degree will increase the recognition of this discipline at Macquarie. It is anticipated steady domestic growth will continue along with increases in international student demand.

Completion of the Bachelor of Media provides potential for employment and/or further study. An internship (MAS350) is a key part of this proposed program. The substantial recognition the department has in the domestic and international media landscape will ensure all students are ready for employment. Employment in media and media related fields is ever increasing domestically as we see jobs ads in media increased by 20% from August 2014 to August 2015 http://www.seek.com.au/investor/news-media#090915.
International Market (if relevant)

This award will be attractive on the international market due to the specificity of the award, for example, Bachelor of Media (Journalism and Non-Fiction Writing and Screen Practice). Discussions with Macquarie International concluded that the former BA-Media was not attracting international students as the production strengths of the program were not apparent. The restructure into a B.Media with a series of qualifying majors makes the department’s offerings and expertise much clearer. This is especially important given that our main competitors offer awards that are clearly specialised.

The degree and its majors aligns well with international diploma pathway programs including programs conducted by the Singapore Polytechnics (Diploma in Media and Communication, Diploma in Digital Media Creation, Diploma in Digital Media Design, Diploma in Media and Communication technology, Diploma in 3D Interactive Media technology Diploma in Visual Communication). The alignment promotes recognition and opportunities for recruitment.

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.

The restructure of the BA-Media into the Bachelor of Media offers the Faculty a competitive advantage. The new programs highlight the Faculty’s expertise and strength in the areas of Media, Music, Communication and Cultural Studies. These programs place the Faculty as the most comprehensive and advanced media department in the Sydney Basin. The facilities available to the Faculty are second to none and offer a unique student experience for those studying media.

From this proposal Macquarie University is seen as the most comprehensive educator in the field of media in the Sydney basin. This again fulfils the brand promise of media as a key area of study for Macquarie University.

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>University of Sydney</td>
<td>Bachelor of Arts (Media and Communications)</td>
<td></td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>Bachelor of Media in Communication and Journalism; Bachelor of Media in PR and Advertising; Bachelor of Media in Screen and Sound Production</td>
<td></td>
</tr>
<tr>
<td>University of Technology Sydney</td>
<td>Bachelor of Communication - Media Arts Production; Bachelor of Design (Visual Communication); Bachelor of Screen Media (Arts and Production)</td>
<td></td>
</tr>
</tbody>
</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>140</td>
<td>150</td>
<td>170</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Estimated Full-time and Part-time Students</td>
<td>1st Year of offering</td>
<td>2nd Year of offering</td>
<td>3rd Year of offering</td>
</tr>
<tr>
<td>Estimated number of Full-time students</td>
<td>140</td>
<td>150</td>
<td>170</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of international students expected to enrol in this award</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of domestic students expected to enrol in this award</td>
<td>135</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consultation

Stakeholder Consultation

Before the proposal is considered by ASQC, faculties need to have consulted widely with relevant stakeholders and indicate the outcome(s) achieved.

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie International</td>
<td>June - Dec 2015</td>
<td>Meetings, reviews of program and discussion of data analysis</td>
</tr>
<tr>
<td>ADQ&amp;S Faculty of Arts</td>
<td>Nov - Dec 2015</td>
<td>Meetings and consultation</td>
</tr>
<tr>
<td>Various Faculty stakeholders</td>
<td>Dec 2015 - Feb 2016</td>
<td>School of Law, Dept of English, Faculty of Business and Economics, AD International Faculty of Arts</td>
</tr>
</tbody>
</table>

Teaching Arrangements: Availability of teaching and support staff

This program is a repackaging of existing units and thus staffing and quality assurance arrangements are already in place for all units of study involved.

- Availability of academic and support staff to deliver the proposed award program
- A risk analysis including any backup plan in relation to the availability of academic and support staffing
- Processes in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

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:


Learning and Teaching Centre: view a list of faculty Educational Developers at [www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts](http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts) or contact [LTC-APCwebforms@mq.edu.au](mailto:LTC-APCwebforms@mq.edu.au)

Please contact the relevant staff members with:

1. The name and unit code for this unit
2. The link to this webform ([http://senate.mq.edu.au/apc/webforms_prog/](http://senate.mq.edu.au/apc/webforms_prog/))

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](mailto: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**: Alana Hadfield  **Date**: 5th Feb 2016

**Summary Impact Information**

Resources: The Library's book, journal and database collections should be adequate to support the teaching and research needs of the new degree "Bachelor of Media". No additional journals or databases have been identified as being required to support this unit. As the units within this proposed degree have already been offered in part, or full, our existing resourcing has accommodated this.

Should new subscriptions be required, please advise us by the 30th of April 2016, for materials needed in 2017.

Normal collection development processes will keep the supporting collections up to date: [http://www.mq.edu.au/on_campus/library/collections/order_new_material/](http://www.mq.edu.au/on_campus/library/collections/order_new_material/)

The unit convenors are encouraged to provide early advice of reading list requirements to the Library's Reserve and Unit Readings team so that resources can be made available for students.

Services / Staffing: Library services and staff, including training and research advice, are available to support the requirements of the proposed unit. Current levels will be sufficient to support this course. As always, convenors are encouraged to use the services of the Research Librarians to provide support with student literacy training and development of the collection.

---

**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**: James Meek  **Date**: 5th Feb 2016

**Summary Impact Information**

Resources: Existing resources are adequate.

Services / Staffing: No extra services or staffing required.

---

**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>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will international students be able to undertake the award in full time mode?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be able to study the proposed award in internal mode for at least 75% each semester?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2 commencements</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)</td>
<td></td>
</tr>
</tbody>
</table>

International students studying on a student visa should commence in S1 only.
Certification

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

Please note that CRICOS registration will be obtained after the award is approved at Academic Senate.

Name of MI representative: Kate Roth  Date: 4 February 2016

Comments
The Bachelor of Media represents a unique opportunity for international students. They will be able to clearly identify the key areas of strength at Macquarie University and major in these areas. There is growing international demand for these courses.

Other

Arrangements with Other Providers
Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.

Does the program have arrangements with other providers? No

External Benchmarks
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.

No formal benchmarking has been conducted but the department has surveyed the offerings and degree structures at other universities. No external benchmarking has been completed as this program is a change in structure rather than content.

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nicole Anderson</strong></td>
<td>2258</td>
<td><a href="mailto:nicole.anderson@mq.edu.au">nicole.anderson@mq.edu.au</a></td>
<td>Sun - 8/11/15</td>
<td>Director</td>
</tr>
<tr>
<td><strong>Trudy Ambler</strong></td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Mon - 9/11/15</td>
<td>Faculty Board</td>
</tr>
<tr>
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<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 11/11/15</td>
<td>Faculty Board</td>
</tr>
<tr>
<td><strong>Steve Collins</strong></td>
<td>2165</td>
<td><a href="mailto:stephen.collins@mq.edu.au">stephen.collins@mq.edu.au</a></td>
<td>Fri - 5/2/16</td>
<td>Director</td>
</tr>
</tbody>
</table>

**Arrangements with Other Providers**

- Does the program have arrangements with other providers? No

**External Benchmarks**

- No formal benchmarking has been conducted but the department has surveyed the offerings and degree structures at other universities. No external benchmarking has been completed as this program is a change in structure rather than content.

**Majors**

There will be five majors offered within the BMedia. These majors are as follows:

- Narrative Journalism and Non-fiction Writing
- Screen Production
- Radio and Music Production
- Digital Media and Design
- Public Relations and Social Media

Total credit points for each major: 24cp
<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Anderson</td>
<td>2258</td>
<td><a href="mailto:nicole.anderson@mq.edu.au">nicole.anderson@mq.edu.au</a></td>
<td>Mon - 8/2/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td>As HoD I am always seeking, as much as is allowable (and while ensuring that the decision making process and what is best for the department, the Faculty and the University, is not hijacked by sectional groups and individual political agendas), to ensure a democratic process within the Department. Therefore from the middle of 2015 discussion among not just PDs and LT Director has taken place, but all academic staff within MMCCS. Individual meetings, discipline group meetings and a Dept meeting has taken place where all academic staff were encouraged to give feedback on the proposal. I have achieved buy-in from all members of staff who are very supportive and understand the necessity of the BMedia with majors. As a result of this dept feedback I have included not 5 but now 7 majors. Consultation has also taken place with the Chair of ASQC, as well as ASQC mentor Gordon Brookes. The FoA ADQS and MI Directors takes place always on a continuing basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 17/2/16</td>
<td>FSQC</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td>Happy to approve this revised degree structure. The program learning outcomes are clear and all sign offs complete.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
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<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 17/2/16</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td>If you experience problems with this site, please email <a href="mailto:curriculum@mq.edu.au">curriculum@mq.edu.au</a></td>
</tr>
</tbody>
</table>

If you experience problems with this site, please email curriculum@mq.edu.au
AWARD NAME: Bachelor of Media

Handbook code (for renewals): 

General requirements:
- Minimum number of credit points for the degree: 72
- Minimum number of credit points at 200 level or above: 42
- Minimum number of credit points at 300 level or above: 24
- Completion of a designated People unit
- Completion of a designated Planet unit
- Completion of a designated PACE unit
- Completion of a Qualifying Major for the Bachelor of Media:
  - Screen Practice
  - Journalism
  - Media Studies
  - Music and Screen Performance
  - Public Relations and Social Media
  - Radio, Digital Audio and Broadcast Production
  - Digital Design

Completion of other specific minimum requirements as set out below

Specific minimum requirements:

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 LEVEL</td>
<td>Required</td>
<td>MAS104</td>
<td>Australian Media</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MAS105</td>
<td>Media Cultures</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MAS110</td>
<td>Introduction to Digital Media</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MMCS115</td>
<td>Academic Cultures</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>200 LEVEL</td>
<td>Required</td>
<td>MAS214</td>
<td>Free Cultures</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MAS215</td>
<td>Theorising Media</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Balance of credit points required: 54

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM: 72
### PROGRAM LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Graduate Capabilities*</th>
<th>Required Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and demonstrate disciplinary knowledge of the practices, theories, histories, technologies and techniques in media and creative practice.</td>
<td>K, L ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓</td>
<td></td>
</tr>
<tr>
<td>Examine and evaluate concepts and arguments underpinning media and creative practice.</td>
<td>T, P, J ✓✓✓ ✓✓ ✓✓ ✓ ✓✓ ✓✓</td>
<td></td>
</tr>
<tr>
<td>Recognise and apply local and international perspectives to media and creative practice.</td>
<td>K, E, J ✓ ✓ ✓✓</td>
<td></td>
</tr>
<tr>
<td>Engage with communities in socially, ethically and environmentally responsible ways.</td>
<td>A ✓</td>
<td></td>
</tr>
<tr>
<td>Apply disciplinary knowledge to develop and produce various works and forms of creative expression.</td>
<td>I ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Interpret and communicate various ideas, problems and disciplinary debates to various audiences in a range of media forms.</td>
<td>C ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Prepare work independently and collaboratively in response to project demands.</td>
<td>K ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Analyse the social, cultural, political and ethical issues and debates in the field and reflect on their implications.</td>
<td>K, T, E ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓ ✓✓</td>
<td></td>
</tr>
</tbody>
</table>

* Macquarie University Graduate Capabilities

<table>
<thead>
<tr>
<th>Cognitive capabilities</th>
<th>Contribution to achievement of PLO**</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K) discipline specific knowledge and skills</td>
<td>✓</td>
</tr>
<tr>
<td>(T) critical, analytical and integrative thinking</td>
<td>✓✓</td>
</tr>
<tr>
<td>(P) problem solving and research capability</td>
<td></td>
</tr>
<tr>
<td>(I) creative and innovative</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal or social capabilities</th>
<th>**</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C) effective communication</td>
<td>✓✓</td>
</tr>
<tr>
<td>(E) engaged and ethical local and global citizens</td>
<td></td>
</tr>
<tr>
<td>(A) socially and environmentally active and responsible</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal capabilities</th>
<th>**</th>
</tr>
</thead>
<tbody>
<tr>
<td>(J) capable of professional and personal judgement and initiative</td>
<td></td>
</tr>
<tr>
<td>(L) commitment to continuous learning</td>
<td></td>
</tr>
</tbody>
</table>

**Macquarie University Graduate 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
ITEM 13.7  2017 NEW PROGRAM: BACHELOR OF MEDIA WITH THE DEGREE OF BACHELOR OF LAWS (ASQC)

This item was considered and recommended for approval by the Academic Standards and Quality Committee at its meeting held 1 March 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the academic case for the Bachelor of Media with the Degree of Bachelor of Laws for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).
**General**

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.

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Bachelor of Media with the degree of Bachelor of Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 7 Bachelor Degree</td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>5 years FTE</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde, Session 2 North Ryde</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Macquarie Law School</td>
</tr>
<tr>
<td>Year of First Offering</td>
<td>2017</td>
</tr>
<tr>
<td>Rationale</td>
<td>The Bachelor of Arts - Media is being restructured into a Bachelor of Media with a series of specialist qualifying majors. Please see those entries.</td>
</tr>
<tr>
<td>Replacement</td>
<td>Does the proposed award replace an existing award? Yes Name of existing award: Bachelor of Arts - Media with the degree of Bachelor of Laws</td>
</tr>
</tbody>
</table>

**Details**

**Admission Requirements**

This field is only required to be completed if admission to the award is not via ATAR. If admission is via ATAR only please leave this field blank.
### 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 

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

### Program Structure

Is the award structured on Majors? Yes

### Details of Majors

Provide names of majors and indicate those which will be proposed as new majors

The following are new 24cps majors for the Bachelor of Media:
- Screen Practice
- Journalism
- Radio, Broadcasting and Production
- Public Relations and Social Media
- Digital Design
- Music and Screen Performance
- Media Studies

Please note that you should submit a program structure template for the award showing the general requirements for the award and any specific requirements which all students must complete regardless of major chosen. You must then also complete separate proposals for any new majors under the award.

### Requirements

Upload Program Structure template. Templates are available from here.

Requirements file has been uploaded. To view the requirements download the file FOA UG A MedLaw ID366-1.xlsx

### New Unit Requirements

Will new units be required for the program structure? No

### Professional Accreditation

(if relevant)

Provide details of the professional body and timeframe

The Bachelor of Laws program is accredited by the LPAB (Legal Practice Admission Board) of NSW.

### Work Component

Refer to Section 1 of the CRICOS Application Guide

Does the program have a work-based training component which must be undertaken to gain the qualification? No

### Working with Children Check

Will students require a working with Children Check? No

### 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](http://senate.mq.edu.au/apc/resources.html).

The Bachelor of Media is an undergraduate degree focused on the analysis, critique and production of media. The extent to which media permeates aspects of everyday life is almost overwhelming. The internet has released a tsunami of content reflecting diverse voices and creative urges which has prompted reappraisal of what we previously understood about media. In the bigger picture of course, the internet is a relatively recent phenomenon and the media forms and practices that preceded it still exist.

The Bachelor of Laws allows students to undertake the interdisciplinary study of law, which fosters a sound understanding of legal doctrine as well as an awareness of the role of law in society and a developed sense of social responsibility.

#### 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](http://senate.mq.edu.au/apc/resources.html).

By the end of the Bachelor of Media, it is anticipated you should be able to:

**KNOWLEDGE AND UNDERSTANDING**
1. identify and demonstrate disciplinary knowledge of the practices, theories, histories, technologies and techniques in media and creative practice (K,L)
2. examine and evaluate concepts and arguments underpinning media and creative practice (T, P, J)
3. engage with communities in socially, ethically and environmentally responsible ways (A)

**SKILLS AND CAPABILITIES**
4. apply disciplinary knowledge to develop and produce various works and forms of creative expression (I)
5. interpret and communicate various ideas, problems and disciplinary debates to various audiences in a range of media forms (C)
6. prepare work independently and collaboratively in response to project demands (K)
7. analyse the social, cultural, political and ethical issues and debates in the field and reflect on their implications (K, T, E)

**APPLICATION**
8. recognise and apply local and international perspectives to media and creative practice (K, E, J).

By the end of the Bachelor of Laws, it is anticipated that you should be able to:

9. explain fundamental areas of legal knowledge prescribed for accreditation as a legal practitioner in Australia (K)
10. apply and integrate fundamental areas of legal knowledge and skills to analyse and evaluate socio-legal problems and policy challenges in diverse contexts, including from broader international, comparative and interdisciplinary contexts within which socio-legal issues arise (T)
11. identify, research, evaluate and synthesise relevant factual, legal and policy issues to solve legal
problems, and apply reasoning and research skills to generate appropriate responses (P)
12. advocate alternative strategies and approaches to solving problems, resolving disputes and
pursuing remedies that are responsive to the interdisciplinarity and global realities of professional life
(I)
13. communicate in oral and written form in ways that are professional, effective, appropriate and
persuasive for legal and non-legal audiences (C)
14. recognise, reflect upon and apply approaches to ethical decision-making to addressing issues of
disadvantage and social justice, and the impact of globalisation on legal and professional practice in
Australia (E)
15. collaborate and reflect upon their professional responsibilities in service to the community and in
promoting a just and a sustainable global society through participation in advocacy, social innovation
and socio-legal reform (A)
16. exercise sound judgement and to respond proactively to challenges they will face in professional
and personal life (I)
17. reflect on and assess their capabilities and performance and work independently to support
ongoing personal and professional development (L).

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.

Bachelor of Media
The Bachelor of Media uses a range of learning and teaching methods to enable students to achieve
the program level outcomes. Unit learning outcomes are constructively aligned with the program
level outcomes and graduate capabilities. The Bachelor of Media employs a range of learning and
teaching methods through which students meet outcomes:

• Lectures: while many lectures are delivered in traditional face-to-face format, the Bachelor of Media
also utilises the Echo 360 lecture recording system and pre-recorded video lectures. The array of
formats in which lectures are available ensures that students have access to the lecture materials at
any point during the semester.

• Tutorials: tutorials provide an opportunity for students to critically engage with the selected
topic(s). Tutorials provide three key markers: First, they provide forums for resolving uncertainties
within and questions about the set materials and topics. Second, tutorial participation generates
knowledge. Through tutor-led and peer-assisted directed, students generate knowledge of the
subject. Third, tutorials enable students to put generated knowledge into practice through activities
such as discussion, debate, group tasks and presentations. Additionally, the knowledge generated in
tutorials underpins assessment structures and tasks.

• Workshops: production units within the Bachelor of Media utilise workshops in which students
develop production skills such as genre writing, video editing or coding with a JavaScript framework.
Guided workshops enable students to generate knowledge and apply it to an individual or group
production such as a piece of music journalism or trans-media project spanning radio, screen
production and web design offerings. Student learning is supported by teaching and technical staff
with industry-grade knowledge and skills.

• Teaching materials: the Bachelor of Media uses a range of teaching materials to support and direct
student learning:
  a. lectures (face-to-face and recorded)
  b. traditional paper-based and electronic readings
  c. text books
  d. audiovisual material
  e. group task handouts/worksheets
  f. online workshop manuals
  g. industry speakers
  h. student conference.

• Program structure: the Bachelor of Media program (incorporating a qualifying major) is weaved
through 100, 200 and 300 level offerings. 100 level units facilitate comprehension, understanding
and application. At 200 level students develop critical and sophisticated analytical and production
skills in addition to acquiring further knowledge. The 300 level units build on students’ development
through 100 and 200 level and encourages evaluation: students graduate with an impressive skill set
and knowledge that embeds critical reflection. The media ecology is ever changing and to work within
it mandates a commitment to life-long learning. At 300 level, students become reflective practitioners
poised to critically evaluate their own practices and experiences. This is especially pronounced in the
capstone unit. MAS316 prepares students for employment. Through a range of invited industry
speakers (many leaders in their field), students benefit from a range of insights into the applicability
of the Bachelor of Media. All Bachelor of Media students are required to satisfy the People, Planet
and Participation requirement of the program. Students are encouraged to experience other disciplines to
benefit from a broader knowledge. Participation units enhance the student experience through
community engagement. The program hosts two designated Participation units – MAS350 Media
Internship and MAS390 Public Relations Practice. The Bachelor of Media program constitutes 45 out
of the 69 credit points required for a single undergraduate degree. This leaves students 24 credit
points or eight units of electives that can be undertaken across the university. The Bachelor of Media
provides students with the opportunity to develop core academic and media specific skills but offers
flexibility with a generous number of electives that can be used to pursue wider learning activities.

LLB
Successful completion of the LLB degree enables a student to progress towards admission as a
lawyer in New South Wales. Being a qualification accredited as meeting the academic requirements of
admission, the degree’s program is built around a series of compulsory units which together cover the
substantial body of doctrinal content prescribed by the profession. In addition to these core units, all
students must complete one of seven qualifying majors, each of which examines law in the
context of various policy challenges. Students also choose from a selection of elective units, enabling
them to pursue their particular interests.
Besides equipping students with the doctrinal knowledge needed to practise law, the LLB seeks to develop skills and personal attributes required to succeed not only in legal practice but in other areas of professional life, as well as further academic study. These include communication and problem-solving skills, as well as analytical and critical thinking, plus qualities such as empathy and integrity. Macquarie Law School approaches the study of law as more than mere vocational training, viewing it as a rigorous intellectual endeavour in its own right. Hallmarks of the Macquarie LLB include its interdisciplinary nature and global focus, thus enabling students to appraise law and seek out innovative solutions in the broadest possible contexts.

Most units are taught by a combination of live or recorded lectures, set readings and various assessments designed to test and advance your learning. Increasingly, teaching is supported by innovative online technologies which deliver not only lecture content but an array of material, activities and potentials for interaction intended to develop your skills and understanding. While online learning permits students some flexibility in relation to when they study, internal students are generally expected to also attend a weekly tutorial for each unit, while external students normally come to the campus for a compulsory two-day intensive session, usually held during the mid-session break. Classroom-based activities provide you with the opportunity to consolidate your learning through interaction with teaching staff and fellow students.

In designing the program care has been taken to ensure that each stage of the student's learning is adequately supported by what the student has already covered. As you advance through your degree you will be expected to become increasingly self-reliant in your studies. In order to succeed you will need to look far beyond lectures and set readings. You should be proactive in developing your own pathways to learning, suitably supported by the research skills you will be taught. Besides independent study you will at times be required to work collaboratively with other students, engaging in such activities as group discussions, projects and presentations. The emphasis is on learning through doing, as opposed to passively absorbing material. An important feature of the program is the PACE (Professional and Community Engagement), during which students learn through a combination of practical experience and personal reflection.

### Assessment

**Assessment**

Describe the assessment methods that will be used to assess the learning outcomes. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

**Bachelor of Media**

The Bachelor of Media provides a blend of critical theory and media production resulting in a diverse assessment schema:

- **Essays**: essays range from 500 to 2500 words. Essays are used to assess a range of outcomes from demonstrating comprehension of a particular issue to synthesizing multiple sources to evaluate a case study. Essays are frequently used in production units which require students to critically articulate applied theory.
- **Participation**: students are assessed on their meaningful contributions to a culture of learning. Participation is assessed through engagement with discussions, debates, tasks through learning teaching methods including lectures, tutorials, workshops and online tasks. Through participation students engage with a commitment to learning and develop reflective practices.
- **Projects**: Bachelor of Media students create numerous projects throughout the program depending on their chosen production path. Projects include:
  - documentaries, features and dramas
  - scripts, storyboards and screenplays
  - websites
  - interactive media
  - podcasts, audio features, live radio broadcasts
  - public relations campaigns
  - photo essays
  - student conference
  - video games
  - Pecha Kucha Presentations
  - trans-media productions
  - creative non-fiction and journalistic writing
  - digital music production
- **Quizzes**: used to periodically assess understanding and comprehension, quizzes also motivate students to participate in a culture of learning by engaging with teaching materials. Quizzes may be in-class or take-home and paper-based or conducted electronically via the learning management system.
- **Presentations**: Bachelor of Media students develop the ability to articulate information in a number of forms. In addition to the above, presentations assess students’ abilities to meaningfully articulate information. In addition to their peers, students may deliver presentations to staff (in simulated client scenarios) or industry guests.
- **Other**: other assessments include blogs, reflective journals, production diaries and minutes of group meetings. Learning and teaching innovation is a strong feature of the Bachelor of Media and alternative assessment methods are frequently trialled.

**LLB**

Each student graduating with the degree will receive a Grade Point Average calculated on the basis of student’s performance across all core units, as well as those other units undertaken by the student to meet the program requirements. A student’s success in an individual unit is measured on the basis of at least three assessment tasks undertaken during the course of the academic session. Assessment tasks are designed to test students’ acquisition of skills, attributes and knowledge, as well as to support and promote their ongoing learning and development.

Generally, assessment is on the basis of how well a student has completed a piece of written work. These may form part of a timed take-home examination, although some units require students to attend a formal sit-down exam. Written assignments can take many different forms, ranging from an essay, a research paper, an advice to an imaginary client in relation to a hypothetical problem, a reflective journal, a contribution to a discussion blog and so on. Through a combination of collective and individual feedback, as well as the mark awarded to the student’s work, these assignments enable students to gauge their academic progress in individual units and in the degree program as a whole. At times students will be marked on how well they are proceeding with a piece of work, thus enabling them to complete it to a higher standard. In some units a student’s grade will partly reflect that student’s participation in classroom discussions or the quality of an oral presentation.

Students are assessed in relation to a unit on the basis of how well they meet its learning outcomes, which are set out in the unit guide at the beginning of each academic session. Rubrics are also provided to students in order to indicate what level of performance is needed in order to achieve each grade band. Students do not compete with each other for good marks. Indeed, marks may be awarded on the basis of group work. Mostly, however, a student’s grade will be determined on the
The focus shifts more to the student's competence in evaluating those sources and employing them to generate appropriate responses to real-world problems.

**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

Campus Wellbeing contact details:
Phone: +61 2 9850 7497
Email: campuswellbeing@mq.edu.au
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>.

Graduates of the Bachelor of Media are prepared for employment and further study through the disciplinary knowledge accumulated during the program as well as transferable skills in research, problem-solving and production. The program’s capstone – MAS316 – engages a number of guest speakers to address imminent graduates; students hear from industry speakers (many of whom are leaders in their field) as well as academics on the topic of further studies and research. The internship and participation opportunities further allow community engagement which helps shape students’ future directions.

Bachelor of Media graduates find employment within the broad media ecology, including:
- SBS (television and radio)
- The Australian
- Nine Entertainment
- ABC
- Val Morgan
- Loves Data
- Nove 96.1
- Universal Publications
- Nestlé
- Optus.

While many graduates seek employment at the conclusion of their undergraduate studies, some feel compelled to undertake further studies in the form of either a professional postgraduate award or a high research degree. The department currently offers professional postgraduate awards such as the MA Creative Media and MA Future Journalism. The Bachelor of Media is designed to feed into these programs for students seeking practice-led further studies. For those considering a research pathway, the department offers the M.Res. and Ph.D. programs. The Bachelor of Media scaffolds learning with an emphasis on critical enquiry and analysis giving students the opportunity to develop core academic and research skills.

Bachelor of Law graduates will pursue careers as either barristers or solicitors. However, a broad range of rewarding careers are open to Macquarie Law School graduates. Employment can be found in a wide variety of organisations, including:
- community legal centres
- diplomatic service
- education
- financial institutions
- health services
- in-house counsel
- legal practice
- media organisations
- NGO advocacy bodies
- public service
- trade unions.

**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). Refer to <senate.mq.edu.au/apc/resources.html>. Templates are available from here.

Requirements file has been uploaded. (Uploading another will replace the present one.)

To view the requirements download the file Map FOA UG A MedLaw ID366-1.xlsx

www.students.mq.edu.au/support/health_and_wellbeing/contact_us

Campus Wellbeing contact details:
Phone: +61 2 9850 7497
Email: campuswellbeing@mq.edu.au
www.students.mq.edu.au/support/health_and_wellbeing/contact_us

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

Relevant Disciplines
Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as 'cognate'.
Define cognate areas (relevant discipline) of prior studies:
- e.g. 'Master of Sustainable Development' (2015)

Relevant Area
Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position.
Define relevant areas of prior work or professional experience:
- e.g. 'Master of International Communication' (2015)
- Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations.
Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.

RPL for Entry
Enter conditions for entry (standard program length) into the program of study based on the prior learning.

Non-Cognate Bachelor (AQF7)
Complete Bachelor degree in any discipline

Delegation to the Admissions Team
Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Additional requirements/supporting evidence (if applicable):
- Automatic Offer
- Eg. GPA >2.5 with no work experience
- Refer to Department
- Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience
- Straight Rejection
- e. All applicants with either (a) GPA <2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.

Cognate Bachelor (AQF7)
Complete Bachelor degree in a relevant discipline

Delegation to the Admissions Team
Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Additional requirements:
- Automatic Offer
- Refer to Department
- Straight Rejection
<table>
<thead>
<tr>
<th><strong>Non-Cognate Bachelor (AQF7) + Work Experience</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
</tr>
</tbody>
</table>

| Minimum years experience: |
| (No option selected) |

<table>
<thead>
<tr>
<th><strong>Delegation to the Admissions Team</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>No Formal Learning + Work Experience</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area</td>
</tr>
</tbody>
</table>

| Minimum years experience: |
| (No option selected) |

| **Automatic Offer** |

| **Straight Rejection** |

<table>
<thead>
<tr>
<th><strong>RPL for Credit Recognition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter conditions for reduced duration upon entry into the program of study based on the prior learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cognate Diploma (AQF5)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
</tr>
</tbody>
</table>

| Years to complete degree (full time study load): |
| (No option selected) |

<table>
<thead>
<tr>
<th><strong>Specific RPL Applied</strong></th>
</tr>
</thead>
</table>

| List units of credit/block exempted: |

<table>
<thead>
<tr>
<th><strong>Delegation to the Admissions Team</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
</tbody>
</table>

| **Automatic Offer** |

| **Refer to Department** |

| **Straight Rejection** |

<table>
<thead>
<tr>
<th><strong>Cognate Diploma (AQF6)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
</tr>
<tr>
<td>Pathway</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td><strong>Cognate Bachelor (AQF7)</strong></td>
</tr>
<tr>
<td><strong>Non-Cognate Bachelor (AQF7) + Work Experience</strong></td>
</tr>
</tbody>
</table>
### Specific RPL Applied

#### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

- [Automatic Offer](#)

- [Refer to Department](#)

- [Straight Rejection](#)

---

### (Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)

(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.

- Years to complete degree (reduced full time study load): (No option selected)

- [Automatic Offer](#)

- [Refer to Department](#)

- [Straight Rejection](#)

---

### Other

Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Charted Professional Accountants towards the Master of Accounting (Professional)

- [Describe alternative entry requirements](#)

- [Years to complete degree (reduced full time study load):](No option selected)

- [Automatic Offer](#)

- [Refer to Department](#)

---
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).

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.

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>
</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>Lowest EFTSU for which award would be run</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated Full-time and Part-time Students</td>
<td>1st Year of offering</td>
<td>2nd Year of offering</td>
<td>3rd Year of offering</td>
</tr>
<tr>
<td>Estimated number of Full-time students</td>
<td>Estimated number of Part-time students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consultation

Stakeholder Consultation
Before the proposal is considered by ASQC, faculties need to have consulted widely with relevant stakeholders and indicate the outcome(s) achieved.

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roy Baker (Law)</td>
<td>27th Jan 2016</td>
<td>Emails and program checking</td>
</tr>
</tbody>
</table>

Teaching Arrangements: Availability of teaching and support staff

- Availability of academic and support staff to deliver the proposed award program
- A risk analysis including any backup plan in relation to the availability of academic and support staffing
- Processes in place to guarantee the quality of academic staffing, available resources for teaching and provision

This is a repackaging of the current BA-Media/LL.B. Current staffing and resources remain adequate.
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/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts](http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts) or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:

1. The name and unit code for this unit
2. The link to this webform ([http://senate.mq.edu.au/apc/webforms_prog/](http://senate.mq.edu.au/apc/webforms_prog/))

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:** Alana Hadfield  
**Date:** 5th Feb 2016

**Summary Impact Information**

**Resources:** The Library’s book, journal and database collections should be adequate to support the teaching and research needs of the new degree "Bachelor of Media". No additional journals or databases have been identified as being required to support this unit. As the units within this proposed degree have already been offered in part, or full, our existing resourcing has accommodated this.

Should new subscriptions be required, please advise us by the 30th of April 2016, for materials needed in 2017.

Normal collection development processes will keep the supporting collections up to date: [http://www.mq.edu.au/on_campus/library/collections/order_new_material/](http://www.mq.edu.au/on_campus/library/collections/order_new_material/)

The unit convenors are encouraged to provide early advice of reading list requirements to the Library’s Reserve and Unit Readings team so that resources can be made available for students.

**Services / Staffing:** Library services and staff, including training and research advice, are available to support the requirements of the proposed unit. Current levels will be sufficient to support this course. As always, convenors are encouraged to use the services of the Research Librarians to provide support with student literacy training and development of the collection.

### 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:** James Meek  
**Date:** 5th Feb 2016

**Summary Impact Information**

**Resources:** Existing resources are adequate.

**Services / Staffing:** No extra services or staffing required.

### 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)

### Full Time Mode

**Will international students be able to undertake the award in full time mode?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
</tr>
</thead>
</table>

150
Certification
The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

Please note that CRICOS registration will be obtained after the award is approved at Academic Senate.

Name of MI representative: Kate Roth  Date: 4 February 2016

Comments
The Bachelor of Media represents a unique opportunity for international students. They will be able to clearly identify the key areas of strength at Macquarie University and major in these areas. There is growing international demand for these courses.

Other

Arrangements with Other Providers
Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.

Does the program have arrangements with other providers? No

External Benchmarks
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.

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Collins</td>
<td>2165</td>
<td><a href="mailto:stephen.collins@mq.edu.au">stephen.collins@mq.edu.au</a></td>
<td>Wed - 27/1/16</td>
<td>Director</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 27/1/16</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Joel Harrison</td>
<td>7100</td>
<td><a href="mailto:joel.harrison@mq.edu.au">joel.harrison@mq.edu.au</a></td>
<td>Wed - 17/2/16</td>
<td>FSQC</td>
</tr>
</tbody>
</table>

International Mode
Will students be able to study the proposed award in internal mode for at least 75% each semester? Yes

Session 2 commencements
If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?) Yes

International students studying on a student visa should commence in S1 only.

Internal Mode
Will students be able to study the proposed award in internal mode for at least 75% each semester? Yes

Session 2 commencements
If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?) Yes

International students studying on a student visa should commence in S1 only.
Name: Trudy Ambler  Ext: 7938  Email: trudy.ambler@mq.edu.au  Date: Wed - 17/2/16  Faculty Board
Comment: On behalf of Faculty Board and for noting at the next meeting in July.

If you experience problems with this site, please email curriculum@mq.edu.au
Undergraduate Award Template

AWARD NAME: Bachelor of Media with the degree of Bachelor of Laws

Handbook code (for renewals):

General requirements:
- Minimum number of credit points for the degree: 120
- Minimum number of credit points at 200 level or above: 84
- Minimum number of credit points at 300 level or above: 54
- Minimum number of credit points from units with a LAW, LAWS or LAWZ prefix: 72
- Minimum number of credit points from units without a LAW, LAWS or LAWZ prefix: 42
- Completion of a Qualifying Major for the Bachelor of Media
- Completion of a designated People unit
- Completion of a designated Planet unit
- Completion of a designated LAW, LAWS or LAWZ PACE unit
- Completion of other specific minimum requirements as set out below

Specific minimum requirements:

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Unit CP</th>
<th>Select</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 LEVEL</td>
<td>Required</td>
<td>LAW115</td>
<td>Foundations of Law</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS108</td>
<td>Law, Lawyers and Society</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAW109</td>
<td>Criminal Justice</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS104</td>
<td>Contracts</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MAS104</td>
<td>Australian Media</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MAS105</td>
<td>Media Cultures</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MAS110</td>
<td>Introduction to Digital Media</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MMCS115</td>
<td>Academic Cultures and Communication</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

| 200 LEVEL    | Required  | LAWS216   | Property Law                                    | 3             | 3       | 3      | 3     |
|              | Required  | LAWS256   | Business Organisations                          | 3             | 3       | 3      | 3     |
|              | Required  | LAW203    | Torts                                           | 3             | 3       | 3      | 3     |
|              | Required  | LAW214    | Jurisprudence                                   | 3             | 3       | 3      | 3     |
|              | Required  | LAWS259   | International Law                               | 3             | 3       | 3      | 3     |
|              | Required  | LAWS217   | Equity and Trusts                               | 3             | 3       | 3      | 3     |
|              | Required  | MAS214    | Free Cultures                                   | 3             | 3       | 3      | 3     |
|              | Required  | MAS215    | Theorising Media                                | 3             | 3       | 3      | 3     |

| 300 LEVEL    | Required  | LAW314    | Constitutional Law                              | 3             | 3       | 3      | 3     |
|              | Required  | LAW315    | Administrative Law                              | 3             | 3       | 3      | 3     |
|              | Required  | LAWS398   | Civil and Criminal Procedure                    | 3             | 3       | 3      | 3     |
|              | Required  | LAWS399   | Evidence                                        | 3             | 3       | 3      | 3     |

| 500 LEVEL    | Required  | LAWS584   | Media Law                                       | 3             | 3       | 3      | 3     |

| Additional   | Required  | either/or | Remedies                                       | 3             |         |        |       |
|              | Required  |           | Remedies, Reparations and Resolution in Law     | 3             | 3       | 3      | 3     |

| Required     | 24cp from | LAW, LAWS or LAWZ units at 200 level or above  | 24            |         |        |       |

Balance of credit points required: 30

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM: 120
<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Graduate</th>
<th>Required Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and demonstrate disciplinary knowledge of the practices, theories, histories,</td>
<td>K, L</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>technologies and techniques in media and creative practice.</td>
<td></td>
<td>MAS104 MAS105</td>
</tr>
<tr>
<td>2. Examine and evaluate concepts and arguments underpinning media and creative</td>
<td>T, P, J</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>practice.</td>
<td></td>
<td>MAS110 MMCS11</td>
</tr>
<tr>
<td>3. Recognise and apply local and international perspectives to media and creative</td>
<td>K, E, J</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>practice.</td>
<td></td>
<td>MAS214 MAS215</td>
</tr>
<tr>
<td>4. Engage with communities in socially, ethically and environmentally responsible</td>
<td>A</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>ways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Apply disciplinary knowledge to develop and produce various works and forms of</td>
<td>I</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>creative expression.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Interpret and communicate various ideas, problems and disciplinary debates to various</td>
<td>C</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>audiences in a range of media forms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Prepare work independently and collaboratively in response to project demands.</td>
<td>K</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>8. Analyse the social, cultural, political and ethical issues and debates in the field</td>
<td>K, T, E</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>and reflect on their implications.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ITEM 13.8  2017 NEW PROGRAM: MASTER OF CRIMINOLOGY (ASQC)

This item was considered and recommended for approval by the Academic Standards and Quality Committee at its meeting held 1 March 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the academic case for the Master of Criminology for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).
General

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.

Name of Award | Master of Criminology
Exit Award Status | Is this award an exit award only (ie. not available for admission)? No
AQF Level and Qualification Type | Level 9 Masters by Coursework Degree
Volume of Learning / Duration | 1.5 years FTE
Study Mode | Full-time + Part-time
Attendance Mode | Internal + External
Location | North Ryde
Study Period Offerings | Session 1 North Ryde, Session 1 External, Session 2 North Ryde, Session 2 External
Owning Faculty | Faculty of Arts
Owning Department | Centre for Policing, Intelligence and Counter Terrorism
Year of First Offering | 2017
Rationale
If this proposal is for an award which will be structured predominantly on new units, your expression of interest should include a summary of the new units and the level at which they will be offered, and an analysis of the market for the new award.
If this proposal is for an award repackaging existing units, with minimum new units, less detail will be required.

The proposed Master of Criminology will be structured predominantly with existing units which are currently offered as part of the Master of Policing, Intelligence and Counter Terrorism and Master of International Security Studies.
Given the existence of a range of postgraduate units from both the MPICT and MISS that could be included as core and elective units in the MCrin, the introduction of this new program could be implemented relatively quickly and at little expense in terms of staffing resources. Only two entirely new units will need to be developed. These are an introductory unit, Advanced Criminology Theory and the program capstone, Applied Criminology Practice and Policy.

Replacement
Does the proposed award replace an existing award? No

Admission Requirements
Admission Criteria
(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)
Published in Handbook, Coursefinder and UAC
Bachelor degree in Criminology or cognate discipline or equivalent work experience as assessed by the program director

**Required Supporting Documents**
(e.g. Portfolio or CV)
PUBLISHED IN HANDBOOK, COURSEFINDER AND UAC
N/A

**Threshold Admission Criteria**
(Threshold GPA; Alternative Criteria e.g. 300 level GPA or work experience)
Non-Published data for applications assessment only
GPA of 2.50 (out of 4.00)

**English Language Requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Overall</th>
<th>Speaking</th>
<th>Listening</th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall GPA</td>
<td>6.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking GPA</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening GPA</td>
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<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing GPA</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading GPA</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Program Structure**
Is the award structured on Specialisations? No

**Requirements**
Upload Program Structure template. Templates are available from here. Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document

Requirements file has been uploaded.
To view the requirements download the file FOA PG A Cri ID333-1.xlsx

**Specific Minimum Requirements for Level 9 Masters degree (Coursework)**
Identify standalone unit, or map and justify distribution across multiple units.

Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document and senate.mq.edu.au/apc/resources.html.
- Demonstrate understanding of specialist areas of criminology, such as terrorism studies, cyber terrorism and border security.
- Apply ethnically and socially informed judgements to the use of criminological research and criminal justice policy.
- Communicate disciplinary and criminal justice policy knowledge to professional and academic audiences.

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](http://senate.mq.edu.au/apc/resources.html).

**NOTE:** If this award is structured on specialisations, the Learning and Teaching Methods should be provided via the relevant Specialisation form.

The degree assists students to develop advanced discipline-specific knowledge in the field of criminology, as well as a range of analytic, evaluative and communications skills and to critically apply their knowledge to real world criminal problems and the operation of the Australian criminal justice system.

Students will develop a range of communication skills. This includes traditional academic writing skills, presentation skills and report and policy based writing. This reflects a pedagogy grounded in praxis, where theoretical knowledge is informed by contemporary experience, and can then inform action in a specific social context of criminology research and criminal justice policy.

Most units involve lecture and discussion classes, or seminars.

### Assessment

Describe the assessment methods that will be used to assess the learning outcomes. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

**NOTE:** If this award is structured on specialisations, the Assessment details should be provided via the relevant Specialisation form.

Assessments methods for this program include: conventional academic analysis in the form of written essays, oral presentations, critical evaluations of criminal justice policies, and the formulation of new anti-crime strategies and policies.

### 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](http://senate.mq.edu.au/apc/resources.html).

### 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](http://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](http://senate.mq.edu.au/apc/resources.html).

Graduates will be equipped to work in a range of government, non-government and private employment, including:
- State and federal policing agencies
- Federal intelligence services
- Australian Border Force
- Criminal justice administration
- Corrective services
- Cyber security

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/](http://mq.edu.au/policy/)

### 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](http://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/](http://mq.edu.au/policy/)

### Mapping of Program Learning Outcomes to Units

Formal qualifications, RPL (where offered). Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html). Templates are available from [here](http://senate.mq.edu.au/apc/resources.html).

Requirements file has been uploaded. (Uploading another will replace the present one.)

To view the requirements download the file Map FOA PG A Cri ID333-6.xlsx.
RPL

**Relevant Disciplines**
Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as 'cognate'.

Define cognate areas (relevant discipline) of prior studies:
- Policing, Law, Legal Studies, Security Studies, Forensic Psychology
- e.g. 'Master of Sustainable Development' (2015)

**Relevant Area**
Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position.

Define relevant areas of prior work or professional experience:
- Policing, Corrective Services, Criminal Justice Administration, Law
- e.g. 'Master of International Communication' (2015)
- Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations.
- Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.

**RPL for Entry**
Enter conditions for entry (standard program length) into the program of study based on the prior learning.

### Non-Cognate Bachelor (AQF7)
Complete Bachelor degree in any discipline

Additional requirements/supporting evidence (if applicable):

**Delegation to the Admissions Team**
Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer
- Eg. GPA >2.5 with no work experience

Refer to Department
- Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience

Straight Rejection
- e. All applicants with either (a) GPA <2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.

### Cognate Bachelor (AQF7)
Complete Bachelor degree in a relevant discipline

Additional requirements:

**Delegation to the Admissions Team**
Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer

Refer to Department

Straight Rejection
## RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Cognate Diploma (AQF5)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
</tr>
<tr>
<td>Years to complete degree (full time study load):</td>
<td>(No option selected)</td>
</tr>
<tr>
<td>Specific RPL Applied</td>
<td></td>
</tr>
<tr>
<td>List units of credit/block exempted:</td>
<td></td>
</tr>
<tr>
<td>Remaining credit points to complete degree:</td>
<td></td>
</tr>
</tbody>
</table>

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

- Refer to Department
- Straight Rejection

### Straight Rejection

No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area

- Minimum years experience: 
  - (No option selected)
- Automatic Offer

- Refer to Department
- Straight Rejection

### No Formal Learning + Work Experience

No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area

- Minimum years experience: 
  - (No option selected)
- Automatic Offer

- Refer to Department
- Straight Rejection
<table>
<thead>
<tr>
<th><strong>Cognate Diploma (AQF6)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
</tr>
<tr>
<td><strong>Years to complete degree (full time study load):</strong></td>
</tr>
<tr>
<td>(No option selected)</td>
</tr>
<tr>
<td><strong>Specific RPL Applied</strong></td>
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<td>Remaining credit points to complete degree:</td>
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<tr>
<td><strong>Automatic Offer</strong></td>
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<tr>
<td><strong>Refer to Department</strong></td>
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<tr>
<td><strong>Straight Rejection</strong></td>
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<table>
<thead>
<tr>
<th><strong>Cognate Bachelor (AQF7)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in a relevant discipline</td>
</tr>
<tr>
<td><strong>Years to complete degree (reduced full time study load):</strong></td>
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<tr>
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<tr>
<td>List units of credit/block exempted:</td>
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<table>
<thead>
<tr>
<th><strong>Non-Cognate Bachelor (AQF7) + Work Experience</strong></th>
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<tbody>
<tr>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
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<tr>
<td><strong>Minimum years experience:</strong></td>
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</tr>
<tr>
<td><strong>Years to complete degree (full time study load):</strong></td>
</tr>
<tr>
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<tr>
<td><strong>Specific RPL Applied</strong></td>
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<tr>
<td>List units of credit/block exempted:</td>
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<tr>
<td>Remaining credit points to complete degree:</td>
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<tr>
<td><strong>Refer to Department</strong></td>
</tr>
<tr>
<td><strong>Straight Rejection</strong></td>
</tr>
</tbody>
</table>
Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area.

Minimum years experience:
(No option selected)

Years to complete degree (full time study load):
(No option selected)

Specific RPL Applied

List units of credit/block exempted:

Remaining credit points to complete degree:

Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer

Refer to Department

Straight Rejection

(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)

(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.

Years to complete degree (reduced full time study load):
(No option selected)

Specific RPL Applied

List units of credit/block exempted:

Remaining credit points to complete degree:

Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer

Refer to Department

Straight Rejection

Other

Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Charted Professional Accountants towards the Master of Accounting (Professional)

Describe alternative entry requirements:

Years to complete degree (reduced full time study load):
(No option selected)

Specific RPL Applied

List units of credit/block exempted:

Remaining credit points to complete degree:

Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all
Consultation

Stakeholder Consultation

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
</table>

entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Refer to Department

Straight Rejection

There is nothing to enter on this page.

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

Domestic Market

There is a compelling business case for establishing a Masters in Criminology postgraduate degree at MQ. The case in favour of establishing an MCrIm is premised upon:

1) the growth in student interest in the field of criminology as evidenced by the rapid expansion of the undergraduate criminology program

2) the existence of a gap in the postgraduate criminology market vis-à-vis our local competitors

Student interest in criminology at MQ has expanded significantly since the inception of the undergraduate program at the beginning of 2013. Student numbers have roughly doubled (from approximately 300 first year enrolments to nearly 600 in the same first year unit today). While many undergraduate students select criminology units as electives, we are also witnessing a dedicated and growing cohort in our own Criminology Major. At present, we have over 80 students enrolled in the criminology capstone unit. Presently these students have limited options to pursue postgraduate study at MQ, with the Masters of Policing, Intelligence and Counter Terrorism offering a valuable pathway but one with a different disciplinary focus.

Given the existence of a range of postgraduate units from both the MPICT and MISS that could be included as part of a suite of electives in the criminology masters, the introduction of this new program could be implemented relatively quickly and at little expense in terms of staffing resources.

International Market (if relevant)

International students will be attracted to the program due to the availability of teaching staff with exceptional professional experience in policing. Australian police services are seen as innovators in the region particularly, and we expect strong interest from international students from the Asia-Pacific as a result.

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.

International students will be attracted to the program due to the availability of teaching staff with exceptional professional experience in policing. Teaching staff with this level of professional expertise are unusual in a tertiary environment and help set us apart from our competitors.

Competitive Offerings

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

Institute | Competitive Offering | Additional information
--- | --- | ---
UNSW | Master of Criminal Justice and Criminology | |
University of Sydney | Masters of Criminology | |
UWS | Masters of Social Science with a Major in International Criminology | |
Charles Sturt | Master of Investigations | |

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>100</td>
<td>120</td>
<td>140</td>
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<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Full-time and Part-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 Full-time students</td>
<td>80</td>
<td>98</td>
<td>115</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td>20</td>
<td>22</td>
<td>25</td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award | 20 |
Number of domestic students expected to enrol in this award | 80 |
Before the proposal is considered by ASQC, faculties need to have consulted widely with relevant stakeholders and indicate the outcome(s) achieved.

Teaching Arrangements: Availability of teaching and support staff
Please address:
- Availability of academic and support staff to deliver the proposed award program
- A risk analysis including any backup plan in relation to the availability of academic and support staffing
- Processes in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

All of the units included in the program are already staffed, with the exception of the new introductory and capstone units. These two new units will be staffed by a new appointment (Level C) currently being advertised by the Faculty.

Departmental and Faculty procedures are already in place regarding management and backup of academic and support staff in the event of un-availability (e.g. due to OSP).

Comprehensive Departmental and Faculty procedures are already in place regarding the quality of Learning and Teaching provision, including the provision of adequate curriculum delivery, assessment and authentication of student work. These include early assessments to identify at-risk students, marking moderation and mandatory use of turnitin.

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

Learning and Teaching Centre: view a list of faculty Educational Developers at www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:
1. The name and unit code for this unit
2. The link to this webform (http://senate.mq.edu.au/apc/webforms_prog/)

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: Melinda Stewart Date: 27.01.2016

Summary Impact Information
Resources: The Library's book, journal and database collections should be adequate to support the teaching and research needs of this proposal and normal collection development processes will keep the supporting collections up-to-date.

No additional journals or databases have been identified as requirements for supporting this proposal, however, should new subscriptions be required, please note that the deadline each year for new journal and database subscription requests (for commencement the following year) is 30 April. For eg., requests for subscriptions required for the 2017 academic year will need to be received by the library no later than 30th April 2016.

Services / Staffing: Library services and staff, including training and information research advice, are available to support the requirements of the proposed unit. Library staff are available to participate in campus workshops and in the development of tailored online information about Library services and collections.

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: James Meek Date: 28 Jan 2016

Summary Impact Information
Resources: Two new units are involved in this proposal, however neither appears to present any special issues for LTC Resources.*

Per usual, the LTC can also provide relevant iLearn unit sites with Echo available to deliver audio-visual resources and online lectures if/when required. In addition, Online resources are available to assist teaching staff involved in developing and running any award-related unit. These can be accessed via the university website.***

Services / Staffing: Two new units are involved here, but neither appears to present any special issues for LTC Services/ Staffing.***

Centralised curriculum development workshops and iLearn training sessions are available to teaching staff on any of the related units, if/when required. Staff can find out more and enrol in related workshops via the university website.**
Faculty based Educational Design staff are also available to assist with iLearn related support needs.

* This assessment is made in the period prior to the expected disestablishment of the LTC in early 2016. At this point it seems reasonable to expect that any support re either Resources or Services that is currently expected from the LTC will simply move to become responsibility of either Arts L&T and/or the new Learning Technologies Services Team, depending on details.

** Further information about LTC provided Supports, Resources and Workshops is available at http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre

---

### 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)

#### Full Time Mode
Will international students be able to undertake the award in full time mode? Yes

#### Internal Mode
Will students be able to study the proposed award in internal mode for at least 75% each semester? Yes

#### Session 2 commencements
If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?) No

---

### Certification

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

Please note that CRICOS registration will be obtained after the award is approved at Academic Senate.

**Name of MI representative:** Emma-Mary  **Date:** 28/1/2016

**Comments**

MI has signed off on the proposed program.

---

### Other

#### Student Liability Category

Both

Provide a case for CSP category nominations. Cases will be considered by the University.

#### Arrangements with Other Providers

Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.

Does the program have arrangements with other providers? (No option selected)

#### External Benchmarks

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.

---

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## Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
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<tr>
<td>James Martin</td>
<td>1439</td>
<td><a href="mailto:james.martin@mq.edu.au">james.martin@mq.edu.au</a></td>
<td>Tue - 10/11/15</td>
<td>Director</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 11/11/15</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>James Martin</td>
<td>1439</td>
<td><a href="mailto:james.martin@mq.edu.au">james.martin@mq.edu.au</a></td>
<td>Fri - 29/1/16</td>
<td>Director</td>
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<tr>
<td>Ben Schreer</td>
<td>1423</td>
<td><a href="mailto:ben.schreer@mq.edu.au">ben.schreer@mq.edu.au</a></td>
<td>Fri - 29/1/16</td>
<td>Head of Department</td>
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<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
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<td>Fri - 26/2/16</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

This EOI was approved for development into a full submission which must be finished by the 29th January, 2016 with approvals from the Library and Learning and Teaching.

Please include the information required for the section on minimum requirements for research, methodologies and capstone.

The program outcomes need to be mapped to the PG capabilities.

English language requirements need to be added.

Is there any intent to offer this program to international students and if not why not?

Estimated student demand needs to be entered.

Teaching Arrangements: Availability of teaching and support staff needs to be completed.

Om behalf of Faculty Board and for noting at the July meeting.

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

**Handbook code (for renewals):**

**General requirements:**
- Minimum number of credit points: 48
- Minimum number of credit points at 600 level: 0
- Minimum number of credit points at 800 level or above: 48
- Completion of other specific minimum requirements as set out below

**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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<td>DSSC888</td>
<td>Advanced Criminology Theory</td>
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<tr>
<td>Required</td>
<td></td>
<td>DSSC889</td>
<td>Applied Criminology Practice and Policy</td>
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<td>DSSC849</td>
<td>Cyber Policing and Intelligence</td>
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<td>DSSC843</td>
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<td>Required</td>
<td></td>
<td>DSSC841</td>
<td>Organised Crime</td>
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<tr>
<td>Required</td>
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<td>DSSC842</td>
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<td>DSSC818</td>
<td>National Security and Counter Terrorism Issues</td>
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<tr>
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<td>DSSC837</td>
<td>Terrorist Support Networks and Operations</td>
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<td>DSSC808</td>
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<td>DSSC806</td>
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<td>DSSC816</td>
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<td>Required</td>
<td></td>
<td>DSSC847</td>
<td>Supervised Project in Security Studies</td>
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<td>DSSC812</td>
<td>Methods of Research and Writing</td>
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<td>Required</td>
<td></td>
<td>*DSSC907</td>
<td>Transnational Security</td>
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<tr>
<td>Required</td>
<td></td>
<td>*DSSC838</td>
<td>Insurgency and Counter Insurgency</td>
<td>4 CP 4 Total</td>
</tr>
</tbody>
</table>

* These units names have been changed from 2016 to 2017. The names listed are current from 2017.
### PROGRAM LEARNING OUTCOMES

1. Demonstrate understanding of advanced criminology theories
2. Apply disciplinary knowledge to explain the development of real world crime problems
3. Use disciplinary knowledge to evaluate and critique aspects of criminal justice policy in the areas of domestic and international policing, and Australian courts and corrective services
4. Formulate new policies and strategies related to the operation of the criminal justice system intended to address contemporary crime problems
5. Demonstrate understanding of specialist areas of criminology research, such as terrorism studies, cyber terrorism and border security
6. Apply ethically and socially informed judgements to the use of criminology research and criminal justice policy
7. Communicate disciplinary and criminal justice policy knowledge to professional and academic audiences

### 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

### MAPPING OF PROGRAM LEARNING OUTCOMES (PLOs) TO UNITS

<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>
</tr>
</thead>
</table>

**Contribution to achievement of PLO**

- ✓✓ pre-requisite or small contribution to PLO
- ✓✓✓ moderate contribution to PLO
- ✓✓✓✓ major contribution to PLO

**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 13.9 2017 NEW PROGRAM: BACHELOR OF SECURITY STUDIES WITH THE DEGREE OF BACHELOR OF LAWS WITH HONOURS (ASQC)

This item was considered and recommended for approval by the Academic Standards and Quality Committee at its meeting held 1 March 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the academic case for the Bachelor of Security Studies with the Degree of Bachelor of Laws with Honours, subject to the existing unit prefix PICT continuing to be used, for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).
General

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.

Name of Award
Bachelor of Security Studies with the degree of Bachelor of Laws (Honours)

AQF Level and Qualification Type
Level 8 Bachelor Honours Degree

Volume of Learning / Duration
5 years FTE

Study Mode
Full-time + Part-time

Attendance Mode
Internal + External

Location
North Ryde

Study Period Offerings
Session 1 North Ryde, Session 1 External, Session 2 North Ryde, Session 2 External, Session 3 North Ryde, Session 3 External

Rationale
In 2015 a new double degree was created, combining the Bachelor of Security Studies with the degree of Bachelor of Laws (BSecStudLLB). At that stage we omitted (by oversight) to create an accompanying honours version of the program. (NB all other double law degrees are offered in a honours and a non-honours version.)

The BSecStudLLB(Hons) will enable students to complete the double degree and graduate with honours in law. Students will initially be admitted into the BSecStudLLB (ie non-honours) program and will be automatically transferred into the honours version at the point of graduation, subject to meeting the requirements for honours in law.

As with the existing non-honours version, this program will combine the existing Security Studies and Law degrees offered by the Faculty of Arts. It will enable students to complete the Security Studies program and also attain a Law qualification.

We anticipate strong demand for the program as the Security Studies and Law programs are highly complementary. The offering will appeal to students with an interest in legal dimensions of security, intelligence, policing, surveillance and data analysis.

The double degree offering will not require any additional units.

Replacement
Does the proposed award replace an existing award? No
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 Bachelor of Security Studies will develop awareness and comprehension of traditional and non-traditional security issues, examined from national and international perspectives.

The program presents a contemporary approach to security studies, encompassing risk management strategies, emergency response, national resilience, law enforcement and the use of military force. The broad scope of the program reflects the Australian government’s expanded definition of national security and targets industry needs for graduate skills and capabilities.

A hallmark of the Macquarie Law Degree is a commitment to the interdisciplinary study of law, which fosters a sound understanding of legal doctrine as well as an awareness of the role of law in society and a developed sense of social responsibility. The LLB(Hons) degree specifically focuses on independent research and writing.

Program Learning Outcomes

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

Security Studies

1. identify contemporary and emerging security threats (K)
2. apply critical thinking skills in evaluating risk and threat assessment pertinent to the field of Security Studies (T)
3. explore a range of theoretical principles that are necessary to contextualise traditional and non-traditional security threats (K)

SKILLS
4. present informed, considered and logical judgements within a framework relevant to a dynamic security environment (J)
5. demonstrate ethical principles that manifest a global outlook through engagement with interdisciplinary and international issues; evidenced through balanced and clearly considered written and oral communication (E)
6. communicate acquired knowledge and skills effectively to a range of professional audiences (C)
7. present informed, considered and logical judgements within a framework relevant to a dynamic security environment (P)

APPLICATION
8. evidence creative and innovative solutions to contemporary security challenges through means of case based assessment and unit participation (J)
9. analyse theoretical, thematic and practical positions pertinent to professional practice in the field of security studies, in preparation for graduate employment and career based professional development (L)
10. select and integrate source based knowledge from a diverse range of positions relevant to the field of security studies, which demonstrate social responsibility and appreciate of diversity in the application of relevant policy and professional positions (A).
Law

1. explain advanced and fundamental areas of legal knowledge, including those prescribed for accreditation as a legal practitioner in Australia. (K)
2. apply and integrate fundamental and advanced areas of legal knowledge and skills to analyse, evaluate and critique complex socio-legal problems and policy challenges in diverse contexts, including from broader international, comparative and interdisciplinary contexts within which socio-legal issues arise. (T)
3. identify, research, evaluate and synthesise relevant factual, legal and policy issues to solve complex socio-legal problems, and apply advanced reasoning and independent research skills to generate transformative responses in diverse professional contexts. (P)
4. advocate alternative strategies and approaches to solving complex problems, resolving disputes and pursuing remedies that are responsive to the interdisciplinary and global realities of professional life. (I)
5. communicate in oral and written form in ways that are professional, effective, appropriate and persuasive for legal and non-legal audiences, including advanced presentation of independent research. (C)
6. recognise, reflect upon and apply approaches to ethical decision-making to addressing complex issues of disadvantage and social justice, and the impact of globalisation on legal and professional practice in Australia. (E)
7. collaborate and demonstrate a developing capacity for leadership, including the ability to recognise and reflect upon their professional responsibilities in service to the community and in promoting a just and a sustainable global society through participation in advocacy, social innovation and socio-legal reform. (A)
8. exercise sound judgement and to respond proactively to challenges they will face in professional and personal life, work independently, take initiative and be adaptable to diverse and changing environments. (J)
9. critically reflect on and assess their capabilities and performance and work independently to support ongoing personal and professional development (L).

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.

The Bachelor of Security Studies includes a range of traditional and innovative assessment items to give students skills in academic analysis and practical application in a simulated policy environment.

Learning activities include:
- pre-recorded visual lectures with supplementary information which can be accessed online
- online forum activities
- teamwork activities, including the application of structured analytical techniques
- workshop sessions
- virtual tutorial discussions using web-seminar software
- Online and face-to-face workshops scenario-based exercises ('wargames' and simulations)
- interactive online discussions
- the use of interviews and documentaries in addition to or in lieu of reading materials for certain topics.

These learning activities are designed to provide learning opportunities across a range of mediums suitable to different types of learners, particularly those who prefer audiovisual learning materials and interactive activities or discussions.

Students enrolled in the LLB program who perform especially well are able to transfer into the LLB (Hons) degree. The Honours degree, like the basic LLB, is accredited by the legal profession as meeting the academic requirements of admission as a lawyer in New South Wales. As such both degree programs are based around a series of compulsory units which together cover the substantial body of doctrinal content prescribed for legal practice. Besides this sequence of core subjects, students are required to undertake one of seven qualifying majors, each of which examines law in the context of various policy challenges. As with the LLB program, Honours students also select from a range of elective units, thus developing their particular interests. However, Honours students study law at a rather more advanced level, with additional weight placed on critical reasoning.

One important feature of the Honours program that distinguishes it from the basic LLB is that greater emphasis is put on individual research. Honours students are expected to apply the research skills they learn in order to analyse complex socio-legal problems, critique how the law currently responds and generate transformative responses. The Honours program also develops to a more advanced level other skills and personal attributes which will be required of graduates not only in legal practice but also in other professions, as well as further academic study. Besides demonstrating an ability to study and research independently, Honours students must show that they can work collaboratively, displaying a developing capacity for leadership. The LLB and LLB (Hons) degrees share the School's interdisciplinary and global focus and both programs emphasise the importance of personal qualities such as empathy and integrity.

Most units are taught by a combination of live or recorded lectures, set readings and various assessments designed to test and advance your learning. Increasingly, teaching is supported by innovative online technologies which deliver not only lecture content but an array of material, activities and opportunities for interaction intended to develop your skills and understanding. While online learning permits students some flexibility in relation to when they study, internal students are generally expected to also attend a weekly tutorial for each unit, while external students normally
come to the campus for a compulsory two-day intensive session, usually held during the mid-session break. Classroom-based learning provides you with the opportunity to consolidate your learning through interaction with teaching staff and fellow students.

In designing the program care has been taken to ensure that each stage of the student’s learning is adequately supported by what the student has already covered. The emphasis is on learning through doing, as opposed to passively absorbing material. An important feature of the program is the PACE (Professional and Community Engagement), during which students learn through a combination of practical experience and critical personal reflection.

### Assessment

Describe the assessment methods that will be used to assess the learning outcomes. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

### Security Studies

The program utilises a variety of traditional and innovative assessments to assess both academic and vocational skills.

Traditional assessments used in the program include:

- Written assignments (essays and take-home exams) which assess core academic skills, such as critical analysis, content knowledge, research rigour, communication skills and scholarly conventions.
- Online quizzes, which assess foundational content knowledge and develop familiarity with discipline-specific terms and conventions.

Innovative assessments used in the program include:

- Collaborative online activities (e.g. wiki assignments and online scenario participation), which allow distance students to gain work-relevant team participation experience while also allowing individual contributions to be monitored and assessed independently of group outcomes.
- Audiovisual assignments (such as vodcasts), which allow internal and external students to develop public speaking skills and experience in a reduced-stress environment while also familiarising them with the use of web-conferencing technologies widely used in the industry.
- Workplace-based written assignments (including applying industry-based analytical tools, using industry relevant analysis software, preparing risk assessment reports and writing policy briefs), which develop industry-relevant skills.
- Creative assessments which demonstrate work-relevant analysis (e.g. formulating risk frameworks for client needs, creating task allocation processes and developing contingency and business continuity plans to client specifications), which develop creative analytical skills which industry employers value greatly.

Many of the new technologies available in the security studies field are not employed by any Australia university and represent a significant skills deficit in graduates attempting to enter the industry. The new assessments designed for the BSS program intend to address this shortfall and make BSS graduates the most prepared and desirable candidates across the sector.

### Law

As with students completing the basic LLB degree, students graduating with Honours will be assessed on the basis of their performance against all of the LLB (Hons) program’s learning outcomes. These place particular emphasis on the ability of Honours students to demonstrate research skills. For that reason Honours students are required to undertake a greater number of units that are assessed largely on the basis of independent research. In the latter years of the degree Honours students will also undertake units that require them to generate transformative responses to complex socio-legal problems, as well as developing capacity for leadership. Those higher-level units build on the more introductory units undertaken at earlier stages of the program, which will lay the groundwork for the graduating Honours student’s advanced understanding of law and attainment of legal skills. Both the introductory and the subsequent research-focused units will contribute towards the student’s Grade Point Average.

A student’s success in an individual unit is measured on the basis of at least three assessment tasks undertaken during the course of the academic session. Assessment tasks are designed to test students’ acquisition of skills, attributes and knowledge, as well as to support and promote their ongoing learning and development.

Generally, assessment is on the basis of how well a student has completed a piece of written work. These may form part of a timed take-home examination, although some units require students to attend a formal sit-down exam. Written assignments can take many different forms, ranging from an essay, a research paper, an advice to an imaginary client in relation to a hypothetical problem, a reflective journal, a contribution to a discussion blog and so on. Through a combination of collective and individual feedback, as well as the mark awarded to the student’s work, these assignments enable students to gauge their academic progress in individual units and in the degree program as a whole. At times students will be marked on how well they are proceeding with a piece of work, thus enabling them to complete it to a higher standard. In some units a student’s grade will partly reflect that student’s participation in classroom discussions or the quality of an oral presentation.

Students are assessed in relation to a unit on the basis of how well they meet its learning outcomes, which are set out in the unit guide at the beginning of each academic session. Rubrics are also provided to students in order to indicate what level of performance is needed in order to achieve each grade band. Students do not compete with each other for good marks. Indeed, marks may be awarded on the basis of group work. Mostly, however, a student’s grade will be determined on the basis of that student’s individual work or individual contribution to a collaborative project.

### 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](http://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](http://www.students.mq.edu.au/support) Campus Wellbeing contact details:

Phone: +61 2 9850 7497
Email: campuswellbeing@mq.edu.au
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 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.

Graduates may find employment across a range of Government agencies and professional bodies, including policing, intelligence, defence, and policy based structures. Corporate sector employment opportunities also exist with a boom focus on global interests, particularly where security and offshore assets are an element.

Many Law graduates will pursue careers as either barristers or solicitors. However, a broad range of rewarding careers are open to Macquarie Law School graduates. Employment can be found in a wide variety of organisations, including:
- community legal centres
- diplomatic service
- education
- financial institutions
- health services
- in-house counsel
- legal practice
- media organisations
- NGO advocacy bodies
- public service
- trade unions.

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). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

Requirements file has been uploaded. (Uploading another will replace the present one.)
To view the requirements download the file Map FOA UG A SecStuLawHon ID219-1.xlsx

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.

Relevant Disciplines
Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as ‘cognate’.

Define cognate areas (relevant discipline) of prior studies:
- e.g. ‘Master of Sustainable Development’ (2015)

Relevant Area
Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position.

Define relevant areas of prior work or professional experience:
- e.g. ‘Master of International Communication’ (2015)
Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations. Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.

RPL for Entry
Enter conditions for entry (standard program length) into the program of study based on the prior learning.
<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in any discipline</td>
<td></td>
</tr>
<tr>
<td><strong>Delegation to the Admissions Team</strong></td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
<tr>
<td><strong>Automatic Offer</strong></td>
<td>Eg. GPA &gt;2.5 with no work experience</td>
</tr>
<tr>
<td><strong>Refer to Department</strong></td>
<td>Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience</td>
</tr>
<tr>
<td><strong>Straight Rejection</strong></td>
<td>e. All applicants with either (a) GPA &lt;2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th></th>
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<tbody>
<tr>
<td>Complete Bachelor degree in a relevant discipline</td>
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<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7) + Work Experience</th>
<th></th>
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<tbody>
<tr>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
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<td><strong>Straight Rejection</strong></td>
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</table>

<table>
<thead>
<tr>
<th>No Formal Learning + Work Experience</th>
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</thead>
<tbody>
<tr>
<td>No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area</td>
<td></td>
</tr>
<tr>
<td><strong>Delegation to the Admissions Team</strong></td>
<td>Please specify GPA requirements for</td>
</tr>
<tr>
<td><strong>Automatic Offer</strong></td>
<td></td>
</tr>
</tbody>
</table>
## RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

### Cognate Diploma (AQF5)

**Entry with a Diploma in a relevant discipline**

- **Years to complete degree (full time study load):** (No option selected)

**Specific RPL Applied**

- **List units of credit/block exempted:**

**Delegation to the Admissions Team**

- **Please specify GPA requirements for delegation to and assessment by the Admissions Team.**

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

- **Automatic Offer**

- **Refer to Department**

- **Straight Rejection**

### Cognate Diploma (AQF6)

**Entry with a Diploma in a relevant discipline**

- **Years to complete degree (full time study load):** (No option selected)

**Specific RPL Applied**

- **List units of credit/block exempted:**

**Delegation to the Admissions Team**

- **Please specify GPA requirements for delegation to and assessment by the Admissions Team.**

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

- **Automatic Offer**

- **Refer to Department**

- **Straight Rejection**

### Cognate Bachelor (AQF7)

**Complete Bachelor degree in a relevant discipline**

- **Years to complete degree (reduced full time study load):** (No option selected)

**Specific RPL Applied**

- **List units of credit/block exempted:**
<table>
<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th>Automatic Offer</th>
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</thead>
<tbody>
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<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
<td>Refer to Department</td>
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<tr>
<td>Straight Rejection</td>
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</tbody>
</table>

**Non-Cognate Bachelor (AQF7) + Work Experience**
Complete Bachelor degree in any discipline and work experience in a relevant area

<table>
<thead>
<tr>
<th>Minimum years experience: (No option selected)</th>
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<tbody>
<tr>
<td>Years to complete degree (full time study load): (No option selected)</td>
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</table>

**Specific RPL Applied**

<table>
<thead>
<tr>
<th>List units of credit/block exempted:</th>
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<tbody>
<tr>
<td>Remaining credit points to complete degree:</td>
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**Delegation to the Admissions Team**
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<th>Minimum years experience: (No option selected)</th>
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<tr>
<td>Years to complete degree (full time study load): (No option selected)</td>
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**Specific RPL Applied**

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<td>Straight Rejection</td>
</tr>
</tbody>
</table>
### Justification

#### Market Analysis

**Domestic Market**

This offering combines the existing Security Studies and Law degrees to offer a unique program for students wishing to pursue both careers with both a security and legal dimension.

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,

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,
### 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.

### 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>
</table>

### Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Total EFTSU for which award would be run</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Full-time and Part-time Students</td>
</tr>
<tr>
<td>1st Year of offering</td>
</tr>
<tr>
<td>2nd Year of offering</td>
</tr>
<tr>
<td>3rd Year of offering</td>
</tr>
</tbody>
</table>

| Number of Full-time students                      |
| Estimated number of Part-time students            |

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

### Consultation

#### Stakeholder Consultation
Before the proposal is considered by ASQC, faculties need to have consulted widely with relevant stakeholders and indicate the outcome(s) achieved.

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lise Barry</td>
<td>Various</td>
<td>Meetings and email</td>
</tr>
<tr>
<td>Natalie Klein</td>
<td>Various</td>
<td>Meetings and email</td>
</tr>
</tbody>
</table>

### Teaching Arrangements: Availability of teaching and support staff
Please address:
- Availability of academic and support staff to deliver the proposed award program
- A risk analysis including any backup plan in relation to the availability of academic and support staffing
- Processes in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

This offering will combine two existing programs which have standing staff arrangements. It will not require any additional units, staff or resources.

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:


Learning and Teaching Centre: view a list of faculty Educational Developers at [www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts](http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts) or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:
1. The name and unit code for this unit
2. The link to this webform ([http://senate.mq.edu.au/apc/webforms_prog/](http://senate.mq.edu.au/apc/webforms_prog/))

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.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Librarian: Melinda Stewart  Date:</td>
</tr>
</tbody>
</table>

| Summary Impact Information |
| Resources: As this programme is a combination of existing programmes it should not require any additional resources. As such, the Library’s book, journal and database collections should be adequate to support the teaching and research needs of the programme and normal collection development processes will keep the supporting collections up-to-date. |
| No additional journals or databases have been identified as requirements for supporting this programme. |
| Should new subscriptions be required, please note that the deadline each year for new journal and database subscription requests (for commencement the following year) is 30 April. |
| For eg., requests for subscriptions required for the 2017 academic year will need to be received by the library no later than 30th April 2016. |

| Research Librarian: Melinda Stewart  Date: |

| Summary Impact Information |
| Resources: As this programme is a combination of existing programmes it should not require any additional resources. As such, the Library’s book, journal and database collections should be adequate to support the teaching and research needs of the programme and normal collection development processes will keep the supporting collections up-to-date. |
| No additional journals or databases have been identified as requirements for supporting this programme. |
| Should new subscriptions be required, please note that the deadline each year for new journal and database subscription requests (for commencement the following year) is 30 April. |
| For eg., requests for subscriptions required for the 2017 academic year will need to be received by the library no later than 30th April 2016. |

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Developer: James Meek  Date:</td>
</tr>
</tbody>
</table>

| Summary Impact Information |
| Resources: This proposal entails the combination of two existing Awards and as such it has No obvious additional or special impact on LTC Resources. |
| Any staff involved in the delivery of the new Award are most welcome to draw on routinely available LTC online resources available via http://mq.edu.au/about_us/offices_and_units/ltc/ |
| Services / Staffing: This proposal entails the combination of two existing Awards and as such it has No obvious additional or special impact on LTC |
| Services / Staffing. |
| Any staff involved in developing and teaching elements of this Award may routinely opt to join a range of centralized curriculum development workshops and iLearn training sessions if required. Details of LTC Workshops are available at http://www.mq.edu.au/ltc/LTCWorkshops /Workshops.php |
| The faculty Educational Designer is also available to assist with iLearn related support needs. |

<table>
<thead>
<tr>
<th>International</th>
</tr>
</thead>
</table>

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

<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>No</td>
</tr>
</tbody>
</table>

| If this award is not offered in full time mode, it must not be offered to International students. Please contact MI for further information. |

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
</table>

<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>
<tr>
<td>Does the program have arrangements with other providers?  No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>180</th>
</tr>
</thead>
</table>

26/02/2016 2:02 PM
External Benchmarks
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.

Approvals

Name: Roy Baker  Ext: 6928  Email: roy.baker@mq.edu.au  Date: Fri - 26/6/15  Director
Comment: 

Name: Trudy Ambler  Ext: 7938  Email: trudy.ambler@mq.edu.au  Date: Wed - 11/11/15  Faculty Board
Comment: 

Name: Roy Baker  Ext: 6928  Email: roy.baker@mq.edu.au  Date: Thu - 14/1/16  Director
Comment: This submission relates to the honours version of an existing (BSecStudLLB) program. In completing this form I have relied on entries copied across from the non-honours form, making amendments only where the honours version varies from the non-honours version:

1. slightly different program requirements: the honours degree requires 24cp in LAWS or LAWZ units at 500 level (the non-honours version does not) and completion of LAWS555 (whereas the non-honours version allows for the completion of LAWS355 as an alternative to LAWS555);

2. different program learning outcomes;

3. different descriptions of teaching methods and assessment.

Roy Baker

Name: Natalie Klein  Ext: 9931  Email: natalie.klein@mq.edu.au  Date: Fri - 22/1/16  Head of Department
Comment: 

Name: Trudy Ambler  Ext: 7938  Email: trudy.ambler@mq.edu.au  Date: Tue - 23/2/16  FSQC
Comment: 

Name: Trudy Ambler  Ext: 7938  Email: trudy.ambler@mq.edu.au  Date: Tue - 23/2/16  Faculty Board
Comment: On behalf of Faculty Board and for noting at the next meeting in July.

If you experience problems with this site, please email curriculum@mq.edu.au
Undergraduate Award Template

**AWARD NAME:** Bachelor of Security Studies with the degree of Bachelor of Laws with Honours

**Handbook code (for renewals):**

**General requirements:**
- Minimum number of credit points for the degree: 120
- Minimum number of credit points at 200 level or above: 84
- Minimum number of credit points at 300 level or above: 54
- Minimum number of credit points from units with a LAWS or LAWZ prefix at 500 level: 24
- Minimum number of credit points from units with a LAW, LAWS or LAWZ prefix: 72
- Minimum number of credit points from units with a PICT prefix: 42
- Completion of a designated People unit
- Completion of a designated Planet unit
- Completion of a designated LAW, LAWS or LAWZ PACE unit
- Completion of other specific minimum requirements as set out below

**Specific minimum requirements:**

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100 LEVEL</strong></td>
<td>Required</td>
<td>LAW115</td>
<td>Foundations of Law</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS108</td>
<td>Law, Lawyers and Society</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAW109</td>
<td>Criminal Justice</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS104</td>
<td>Contracts</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT110</td>
<td>Contemporary Security Challenges</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT111</td>
<td>Security in an Age of Risk</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT112</td>
<td>Strategy and Security in the Indo-Pacific Region</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT113</td>
<td>Tactical Counter Terrorism Operations</td>
<td>3 CP</td>
</tr>
<tr>
<td><strong>200 LEVEL</strong></td>
<td>Required</td>
<td>LAWS216</td>
<td>Property Law</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS256</td>
<td>Business Organisations</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAW203</td>
<td>Torts</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS214</td>
<td>Jurisprudence</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS259</td>
<td>International Law</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS217</td>
<td>Equity and Trusts</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT210</td>
<td>Homeland Security: Intelligence and Law Enforcement</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT211</td>
<td>National Security: Policy and Strategy</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT212</td>
<td>Modern Warfare</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT213</td>
<td>National Resilience: Crisis Response and Emergency Management</td>
<td>3 CP</td>
</tr>
<tr>
<td><strong>300 LEVEL</strong></td>
<td>Required</td>
<td>LAWS314</td>
<td>Constitutional Law</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS315</td>
<td>Administrative Law</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS398</td>
<td>Civil and Criminal Procedure</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>LAWS399</td>
<td>Evidence</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td>PICT310</td>
<td>Dynamic Simulation and Strategic Planning (C)</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT311</td>
<td>Cyber Security in Practice</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT312</td>
<td>The Security Continuum: Peace and Conflict</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PICT313</td>
<td>Strategies of Political Violence</td>
<td>3 CP</td>
</tr>
<tr>
<td><strong>500 LEVEL</strong></td>
<td>Required</td>
<td>LAWS555</td>
<td>Remedies, Reparations and Resolution in Law</td>
<td>3 CP</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>21 cp from</td>
<td>LAWS or LAWZ units at 500 level</td>
<td>21 CP</td>
</tr>
</tbody>
</table>

**Balance of credit points required:**

**TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM:**

120
# PROGRAM LEARNING OUTCOMES

**MQ Graduate Capabilities**

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>LAWS109</th>
<th>LAWS115</th>
<th>LAWS104</th>
<th>LAWS108</th>
<th>LAW203</th>
<th>LAW214</th>
<th>LAWS216</th>
<th>LAWS217</th>
<th>LAWS256</th>
<th>LAWS259</th>
<th>LAW314</th>
<th>LAW315</th>
<th>LAWS398</th>
<th>LAWS399</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain advanced and fundamental areas of legal knowledge, including those prescribed for accreditation as a legal practitioner in Australia.</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
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<td>✓✓✓</td>
<td>✓✓✓</td>
<td>✓✓✓</td>
</tr>
<tr>
<td>Apply and integrate fundamental and advanced areas of legal knowledge and skills to analyse, evaluate and critique complex socio-legal problems and policy challenges in diverse contexts, including from broader international, comparative and interdisciplinary contexts within which socio-legal issues arise.</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
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<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Identify, research, evaluate and synthesise relevant factual, legal and policy issues to solve complex socio-legal problems, and apply advanced reasoning and independent research skills to generate transformative responses in diverse professional contexts.</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
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<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Advocate alternative strategies and approaches to solving complex problems, resolving disputes and pursuing remedies that are responsive to the interdisciplinary and global realities of professional life.</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
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<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Communicate in oral and written form in ways that are professional, effective, appropriate and persuasive for legal and non-legal audiences, including advanced presentation of independent research.</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
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<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Recognise, reflect upon and apply approaches to ethical decision-making to addressing complex issues of disadvantage and social justice, and the impact of globalisation on legal and professional practice in Australia.</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
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<td>✓✓</td>
</tr>
<tr>
<td>Collaborate and demonstrate a developing capacity for leadership, including the ability to recognise and reflect upon their professional responsibilities in service to the community and in promoting a just and a sustainable global society through participation in advocacy, social innovation and socio-legal reform.</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
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<td>✓✓</td>
</tr>
<tr>
<td>Exercise sound judgement and to respond proactively to challenges they will face in professional and personal life, work independently, take initiative and be adaptable to diverse and changing environments.</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
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<td>✓✓</td>
</tr>
<tr>
<td>Critically reflect on and assess their capabilities and performance and work independently to support ongoing personal and professional development.</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
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<td>✓✓</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
</tbody>
</table>

## Contribution to achievement of a PLO

- **✓** Pre requisite or small contribution to PLO
- **✓✓** Moderate contribution to PLO
- **✓✓✓** Major contribution to PLO

## 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 13.10  2017 NEW PROGRAM: BACHELOR OF MEDIA WITH DEGREE OF BACHELOR OF LAWS WITH HONOURS (ASQC)

This item was considered and recommended for approval by the Academic Standards and Quality Committee at its meeting held 1 March 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the academic case for the Bachelor of Media with Degree of Bachelor of Laws with Honours for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).
General

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.

Name of Award
Bachelor of Media with the degree of Bachelor of Laws with Honours

AQF Level and Qualification Type
Level 8 Bachelor Honours Degree

Volume of Learning / Duration
5 years FTE

Study Mode
Full-time + Part-time

Attendance Mode
Internal

Location
North Ryde

Study Period Offerings
Session 1 North Ryde, Session 2 North Ryde

Owning Faculty
Faculty of Arts

Owning Department
Macquarie Law School

Year of First Offering
(No option selected)

Rationale
The Bachelor of Arts - Media is being restructured into a Bachelor of Media with a series of specialist qualifying majors. Please see those entries.

Replacement
Does the proposed award replace an existing award? Yes
Name of existing award: Bachelor of Arts - Media with the degree of Bachelor of Laws with Honours

Details

Admission Requirements
This field is only required to be completed if admission to the award is not via ATAR. If admission is via ATAR only please leave this field blank.
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

| Overall: |  
| Speaking: |  
| Listening: |  
| Writing: |  
| Reading: |  

Program Structure
Is the award structured on Majors? Yes

Details of Majors
Provide names of majors and indicate those which will be proposed as new majors

The following are new 24cps majors for the Bachelor of Media:
- Screen Practice
- Journalism
- Radio, Broadcasting and Production
- Public Relations and Social Media
- Digital Design
- Music and Screen Performance
- Media Studies

Please note that you should submit a program structure template for the award showing the general requirements for the award and any specific requirements which all students must complete regardless of major chosen. You must then also complete separate proposals for any new majors under the award.

Requirements
Upload Program Structure template. Templates are available from here.

Requirements file has been uploaded.
To view the requirements download the file FOA UG A MedLawHon ID368-2.xlsx

New Unit Requirements
Will new units be required for the program structure? No

Professional Accreditation
(if relevant)
Provide details of the professional body and timeframe
The Bachelor of Laws program is accredited by the LPAB (Legal Practice Admission Board) of NSW.

Work Component
Refer to Section 1 of the CRICOS Application Guide
Does the program have a work-based training component which must be undertaken to gain the qualification? No

Working with Children Check
Will students require a working with Children Check? No

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 Bachelor of Media is an undergraduate degree focused on the analysis, critique and production of media. The extent to which media permeates aspects of everyday life is almost overwhelming. The internet has released a tsunami of content reflecting diverse voices and creative urges which has prompted reappraisal of what we previously understood about media. In the bigger picture of course, the internet is a relatively recent phenomenon and the media forms and practices that preceded it still exist.

The Bachelor of Laws allows students to undertake the interdisciplinary study of law, which fosters a sound understanding of legal doctrine as well as an awareness of the role of law in society and a developed sense of social responsibility.

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 the Bachelor of Media, it is anticipated you should be able to:

KNOWLEDGE AND UNDERSTANDING
1. identify and demonstrate disciplinary knowledge of the practices, theories, histories, technologies and techniques in media and creative practice (K, L)
2. examine and evaluate concepts and arguments underpinning media and creative practice (T, P, J)
3. engage with communities in socially, ethically and environmentally responsible ways (A)

SKILLS AND CAPABILITIES
4. apply disciplinary knowledge to develop and produce various works and forms of creative expression (I)
5. interpret and communicate various ideas, problems and disciplinary debates to various audiences in a range of media forms (C)
6. prepare work independently and collaboratively in response to project demands (K)
7. analyse the social, cultural, political and ethical issues and debates in the field and reflect on their implications (K, T, E)

APPLICATION
8. recognise and apply local and international perspectives to media and creative practice (K, E, J).

By the end of the Bachelor of Laws, it is anticipated that you should be able to:

9. explain fundamental areas of legal knowledge prescribed for accreditation as a legal practitioner in Australia (K)
10. apply and integrate fundamental areas of legal knowledge and skills to analyse and evaluate socio-legal problems and policy challenges in diverse contexts, including from broader international, comparative and interdisciplinary contexts within which socio-legal issues arise (T)
11. identify, research, evaluate and synthesise relevant factual, legal and policy issues to solve legal
problems, and apply reasoning and research skills to generate appropriate responses (P)
12. advocate alternative strategies and approaches to solving problems, resolving disputes and
pursuing remedies that are responsive to the interdisciplinary and global realities of professional life
(I)
13. communicate in oral and written form in ways that are professional, effective, appropriate and
persuasive for legal and non-legal audiences (C)
14. recognise, reflect upon and apply approaches to ethical decision-making to addressing issues of
disadvantage and social justice, and the impact of globalisation on legal and professional practice in
Australia (E)
15. collaborate and reflect upon their professional responsibilities in service to the community and in
promoting a just and a sustainable global society through participation in advocacy, social innovation
and socio-legal reform (A)
16. exercise sound judgment and to respond proactively to challenges they will face in professional
and personal life (I)
17. reflect on and assess their capabilities and performance and work independently to support
ongoing personal and professional development (L).

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.

Bachelor of Media

The Bachelor of Media uses a range of learning and teaching methods to enable students to achieve
the program level outcomes. Unit learning outcomes are constructively aligned with the program
level outcomes and graduate capabilities. The Bachelor of Media employs a range of learning and
teaching methods through which students meet outcomes:

- Lectures: while many lectures are delivered in traditional face-to-face format, the Bachelor of Media
also utilise the Echo 360 lecture recording system and pre-recorded video lectures. The array of
formats in which lectures are available ensures that students have access to the lecture materials at
any point during the semester.
- Tutorials: tutorials provide an opportunity for students to critically engage with the selected
topic(s). Tutorials provide three key markers: First, they provide forums for resolving uncertainties
within and questions about the set materials and topics. Second, tutorial participation generates
knowledge. Through tutor-led and peer-assisted direction, students generate knowledge of the
subject. Third, tutorials enable students to put generated knowledge into practice through activities
such as discussion, debate, group tasks and presentations. Additionally, the knowledge generated in
tutorials underpins assessment structures and tasks.
- Workshops: production units within the Bachelor of Media utilise workshops in which students
develop production skills such as genre writing, video editing or coding with a JavaScript framework.
Guided workshops enable students to generate knowledge and apply it to an individual or group
production such as a piece of music journalism or trans-media project spanning radio, screen
production and web design offerings. Student learning is supported by teaching and technical staff
with industry-grade knowledge and skills.
- Teaching materials: the Bachelor of Media uses a range of teaching materials to support and direct
student learning:
  a. lectures (face-to-face and recorded)
  b. traditional paper-based and electronic readings
  c. text books
  d. audiovisual material
  e. group task handouts/worksheets
  f. online workshop manuals
  g. industry speakers
  h. student conference.
- Program structure: the Bachelor of Media program (incorporating a qualifying major) is weaved
through 100, 200 and 300 level offerings. 100 level units facilitate comprehension, understanding
and application. At 200 level students develop critical and sophisticated analytical and production
skills in addition to acquiring further knowledge. The 300 level units build on students’ development
through 100 and 200 level and encourages evaluation: students graduate with an impressive skill set
and knowledge that embeds critical reflection. The media ecology is ever changing and to work within
it mandates a commitment to life-long learning. At 300 level, students become reflective practitioners
poised to critically evaluate their own practices and experiences. This is especially pronounced in the
capstone unit. MAS316 prepares students for employment. Through a range of invited industry
speakers (many leaders in their field), students benefit from a range of insights into the applicability
of the Bachelor of Media. All Bachelor of Media students are required to satisfy the People, Planet
and Participation requirement of the program. Students are encouraged to experience other disciplines to
benefit from a broader knowledge. Participation units enhance the student experience through
community engagement. The program hosts two designated Participation units – MAS350 Media
Internship and MAS390 Public Relations Practice. The Bachelor of Media program constitutes 45 out
of the 69 credit points required for a single undergraduate degree. This leaves students 24 credit
points or eight units of electives that can be undertaken across the university. The Bachelor of Media
provides students with the opportunity to develop core academic and media specific skills but offers
flexibility with a generous number of electives that can be used to pursue wider learning activities.

LLB

Successful completion of the LLB degree enables a student to progress towards admission as a
lawyer in New South Wales. Being a qualification accredited as meeting the academic requirements of
admission, the degree’s program is built around a series of compulsory units which together cover
the substantial body of doctrinal content prescribed by the profession. In addition to these core units,
all students must complete one of seven qualifying majors, each of which examines law in the
context of various policy challenges. Students also choose from a selection of elective units, enabling
them to pursue their particular interests.

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Besides equipping students with the doctrinal knowledge needed to practise law, the LLB seeks to develop skills and personal attributes required to succeed not only in legal practice but in other areas of professional life, as well as further academic study. These include communication and problem-solving skills, as well as analytical and critical thinking, plus qualities such as empathy and integrity. Macquarie Law School approaches the study of law as more than mere vocational training, viewing it as a rigorous intellectual endeavour in its own right. Hallmarks of the Macquarie LLB include its interdisciplinary nature and global focus, thus enabling students to appraise law and seek out innovative solutions in the broadest possible contexts.

Most units are taught by a combination of live or recorded lectures, set readings and various assessments designed to test and advance your learning. Increasingly, teaching is supported by innovative online technologies which deliver not only lecture content but an array of material, activities and potentials for interaction intended to develop your skills and understanding. While online learning permits students some flexibility in relation to when they study, internal students are generally expected to also attend a weekly tutorial for each unit, while external students normally come to the campus for a compulsory two-day intensive session, usually held during the mid-session break. Classroom-based activities provide you with the opportunity to consolidate your learning through interaction with teaching staff and fellow students.

In designing the program care has been taken to ensure that each stage of the student’s learning is adequately supported by what the student has already covered. As you advance through your degree you will be expected to become increasingly self-reliant in your studies. In order to succeed you will need to look far beyond lectures and set readings. You should be proactive in developing your own pathways to learning, suitably supported by the research skills you will be taught. Besides independent study you will at times be required to work collaboratively with other students, engaging in such activities as group discussions, projects and presentations. The emphasis is on learning through doing, as opposed to passively absorbing material. An important feature of the program is the PACE (Professional and Community Engagement), during which students learn through a combination of practical experience and personal reflection.

Assessment

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

Bachelor of Media

The Bachelor of Media provides a blend of critical theory and media production resulting in a diverse assessment schema:

- Essays: essays range from 500 to 2500 words. Essays are used to assess a range of outcomes from demonstrating comprehension of a particular issue to synthesising multiple sources to evaluate a case study. Essays are frequently used in production units which require students to critically articulate applied theory.
- Participation: students are assessed on their meaningful contributions to a culture of learning. Participation is assessed through engagement with discussions, debates, tasks through learning teaching methods including lectures, tutorials, workshops and online tasks. Through participation students engage with a commitment to learning and develop reflective practices.
- Projects: Bachelor of Media students create numerous projects throughout the program depending on their chosen production path. Projects include:
  a. documentaries, features and dramas
  b. scripts, storyboards and screenplays
  c. websites
d. interactive media
e. podcasts, audio features, live radio broadcasts
f. public relations campaigns
g. photo essays
h. student conference
i. video games
j. Pecha Kucha Presentations
k. trans-media productions
l. creative non-fiction and journalistic writing
m. digital music production
- Quizzes: used to periodically assess understanding and comprehension, quizzes also motivate students to participate in a culture of learning by engaging with teaching materials. Quizzes may be in-class or take-home and paper-based or conducted electronically via the learning management system.
- Presentations: Bachelor of Media students develop the ability to articulate information in a number of forms. In addition to the above, presentations assess students’ abilities to meaningfully articulate information. In addition to their peers, students may deliver presentations to staff (in simulated client scenarios) or industry guests.
- Other: other assessments include blogs, reflective journals, production diaries and minutes of group meetings. Learning and teaching innovation is a strong feature of the Bachelor of Media and alternative assessment methods are frequently trialled.

LLB

Each student graduating with the degree will receive a Grade Point Average calculated on the basis of that student’s performance across all core units, as well as those other units undertaken by the student to meet the program requirements. A student’s success in an individual unit is measured on the basis of at least three assessment tasks undertaken during the course of the academic session. Assessment tasks are designed to test students’ acquisition of skills, attributes and knowledge, as well as to support and promote their ongoing learning and development.

Generally, assessment is on the basis of how well a student has completed a piece of written work. These may form part of a timed take-home examination, although some units require students to attend a formal sit-down exam. Written assignments can take many different forms, ranging from an essay, a research paper, an advice to an imaginary client in relation to a hypothetical problem, a reflective journal, a contribution to a discussion blog and so on. Through a combination of collective and individual feedback, as well as the mark awarded to the student’s work, these assignments enable students to gauge their academic progress in individual units and in the degree program as a whole. At times students will be marked on how well they are proceeding with a piece of work, thus enabling them to complete it to a higher standard. In some units a student’s grade will partly reflect that student’s participation in classroom discussions or the quality of an oral presentation.

Students are assessed in relation to a unit on the basis of how well they meet its learning outcomes, which are set out in the unit guide at the beginning of each academic session. Rubrics are also provided to students in order to indicate what level of performance is needed in order to achieve each grade band. Students do not compete with each other for good marks. Indeed, marks may be awarded on the basis of group work. Mostly, however, a student’s grade will be determined on the
basis of that student’s individual work or individual contribution to a collaborative project.

While it is vital that all students graduating with an LLB degree demonstrate a broad and coherent knowledge of legal doctrine as required by the profession, the units of study that they undertake will cumulatively assess the student’s performance in relation to the entire range of skills and attributes referred to in the program’s learning outcomes. For instance, in the early years of the program emphasis is placed on basic skills such as finding relevant sources of knowledge, while in later years the focus shifts more to the student’s competence in evaluating those sources and employing them to generate appropriate responses to real-world problems.

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.
Campus Wellbeing contact details:
Phone: +61 2 9850 7497
Email: campuswellbeing@mq.edu.au
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.

Graduates of the Bachelor of Media are prepared for employment and further study through the disciplinary knowledge accumulated during the program as well as transferrable skills in research, problem-solving and production. The program’s capstone – MAS316 – engages a number of guest speakers to address imminent graduates; students hear from industry speakers (many of whom are leaders in their field) as well as academics on the topic of further studies and research. The internship and participation opportunities further allow community engagement which helps shape students’ future directions.

Bachelor of Media graduates find employment within the broad media ecology, including:
- SBS (television and radio)
- The Australian
- Nine Entertainment
- ABC
- Val Morgan
- Loves Data
- Nova 96.1
- Universal Publications
- Nestlé
- Optus.

While many graduates seek employment at the conclusion of their undergraduate studies, some feel compelled to undertake further studies in the form of either a professional postgraduate award or a high research degree. The department currently offers professional postgraduate awards such as the MA Creative Media and MA Future Journalism. The Bachelor of Media is designed to feed into these programs for students seeking practice-led further studies. For those considering a research pathway, the department offers the M.Res. and Ph.D. programs. The Bachelor of Media scaffolds learning with an emphasis on critical enquiry and analysis giving students the opportunity to develop core academic and research skills.

Bachelor of Law graduates will pursue careers as either barristers or solicitors. However, a broad range of rewarding careers are open to Macquarie Law School graduates. Employment can be found in a wide variety of organisations, including:
- community legal centres
- diplomatic service
- education
- financial institutions
- health services
- in-house counsel
- legal practice
- media organisations
- NGO advocacy bodies
- public service
- trade unions.

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). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

Requirements file has been uploaded. (Uploading another will replace the present one.)

To view the requirements download the file Map FOA UG A MedLawHon ID368-1.xlsx
### RPL

#### Relevant Disciplines
Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as 'cognate'.

<table>
<thead>
<tr>
<th>Define cognate areas (relevant discipline) of prior studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. 'Master of Sustainable Development' (2015)</td>
</tr>
</tbody>
</table>

#### Relevant Area
Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position.

<table>
<thead>
<tr>
<th>Define relevant areas of prior work or professional experience:</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. 'Master of International Communication' (2015)</td>
</tr>
<tr>
<td>Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations. Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.</td>
</tr>
</tbody>
</table>

### RPL for Entry
Enter conditions for entry (standard program length) into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7)</th>
<th>Complete Bachelor degree in any discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegation to the Admissions Team</td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Additional requirements/supporting evidence (if applicable):</td>
</tr>
<tr>
<td></td>
<td>Automatic Offer</td>
</tr>
<tr>
<td></td>
<td>Eg. GPA &gt;2.5 with no work experience</td>
</tr>
<tr>
<td></td>
<td>Refer to Department</td>
</tr>
<tr>
<td></td>
<td>Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience</td>
</tr>
<tr>
<td></td>
<td>Straight Rejection</td>
</tr>
<tr>
<td></td>
<td>e. All applicants with either (a) GPA &lt;2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th>Complete Bachelor degree in a relevant discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>Additional requirements:</td>
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<td></td>
<td>Automatic Offer</td>
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<tr>
<td></td>
<td>Refer to Department</td>
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<tr>
<td></td>
<td>Straight Rejection</td>
</tr>
</tbody>
</table>

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## RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7) + Work Experience</th>
<th>Delegation to the Admissions Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
</tbody>
</table>

| Minimum years experience: |
| (No option selected) |

| Automatic Offer |

| Refer to Department |

| Straight Rejection |

<table>
<thead>
<tr>
<th>No Formal Learning + Work Experience</th>
<th>Delegation to the Admissions Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area</td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
</tbody>
</table>

| Minimum years experience: |
| (No option selected) |

| Automatic Offer |

| Refer to Department |

| Straight Rejection |

## Cognate Diploma (AQF5)

Entry with a Diploma in a relevant discipline

| Years to complete degree (full time study load): |
| (No option selected) |

### Specific RPL Applied

| List units of credit/block exempted: |

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

| Automatic Offer |

| Refer to Department |

| Straight Rejection |

## Cognate Diploma (AQF6)

Entry with a Diploma in a relevant discipline

<p>| Remaining credit points to complete degree: |</p>
<table>
<thead>
<tr>
<th>Specific RPL Applied</th>
<th>Years to complete degree (full time study load): (No option selected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation to the Admissions Team</td>
<td>List units of credit/block exempted:</td>
</tr>
<tr>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/ too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
<td>Remaining credit points to complete degree:</td>
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<tr>
<td></td>
<td>Automatic Offer</td>
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<td></td>
<td>Refer to Department</td>
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<td></td>
<td>Straight Rejection</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th>Complete Bachelor degree in a relevant discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years to complete degree (reduced full time study load): (No option selected)</td>
<td></td>
</tr>
<tr>
<td>Specific RPL Applied</td>
<td>List units of credit/block exempted:</td>
</tr>
<tr>
<td>Delegation to the Admissions Team</td>
<td>Remaining credit points to complete degree:</td>
</tr>
<tr>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/ too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
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<td>Refer to Department</td>
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<td></td>
<td>Straight Rejection</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7) + Work Experience</th>
<th>Complete Bachelor degree in any discipline and work experience in a relevant area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum years experience: (No option selected)</td>
<td></td>
</tr>
<tr>
<td>Years to complete degree (full time study load): (No option selected)</td>
<td></td>
</tr>
<tr>
<td>Specific RPL Applied</td>
<td>List units of credit/block exempted:</td>
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<td>Refer to Department</td>
</tr>
<tr>
<td></td>
<td>Straight Rejection</td>
</tr>
</tbody>
</table>

<p>| Cognate Bachelor (AQF7) + Work Experience | Complete Bachelor degree in any discipline and work experience in a relevant area |</p>
<table>
<thead>
<tr>
<th>Specific RPL Applied</th>
<th>Minimum years experience: (No option selected)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years to complete degree (full time study load): (No option selected)</td>
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<tr>
<td></td>
<td>List units of credit/block exempted:</td>
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<td></td>
<td>Remaining credit points to complete degree:</td>
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<tr>
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<tr>
<td></td>
<td>Refer to Department</td>
</tr>
<tr>
<td></td>
<td>Straight Rejection</td>
</tr>
<tr>
<td>(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)</td>
<td>(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)</td>
</tr>
<tr>
<td></td>
<td>(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.</td>
</tr>
<tr>
<td></td>
<td>Years to complete degree (reduced full time study load): (No option selected)</td>
</tr>
<tr>
<td></td>
<td>List units of credit/block exempted:</td>
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<tr>
<td></td>
<td>Remaining credit points to complete degree:</td>
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<td></td>
<td>Automatic Offer</td>
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<td></td>
<td>Refer to Department</td>
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<tr>
<td></td>
<td>Straight Rejection</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Charted Professional Accountants towards the Master of Accounting (Professional)</td>
</tr>
<tr>
<td></td>
<td>Describe alternative entry requirements:</td>
</tr>
<tr>
<td></td>
<td>Years to complete degree (reduced full time study load): (No option selected)</td>
</tr>
<tr>
<td></td>
<td>List units of credit/block exempted:</td>
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<tr>
<td></td>
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<td></td>
<td>Automatic Offer</td>
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<tr>
<td></td>
<td>Refer to Department</td>
</tr>
</tbody>
</table>
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

Domestic Market

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).

International Market (if relevant)

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.

Competitive Offerings

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

Institute | Competitive Offering | Additional information
--- | --- | ---

Estimated Student Demand

<table>
<thead>
<tr>
<th></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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></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 Full-time and Part-time Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated number of Full-time students</td>
<td></td>
<td></td>
<td></td>
</tr>
<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

Stakeholder Consultation

Before the proposal is considered by ASQC, faculties need to have consulted widely with relevant stakeholders and indicate the outcome(s) achieved.

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roy Baker (Law)</td>
<td>27th Jan 2016</td>
<td>Emails and program checking</td>
</tr>
</tbody>
</table>

Teaching Arrangements: Availability of teaching and support staff

This is a repackaging of the current BA-Media/LL.B. Current staffing and resources remain adequate.
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:


Learning and Teaching Centre: view a list of faculty Educational Developers at [www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts](http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts) or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:

1. The name and unit code for this unit
2. The link to this webform ([http://senate.mq.edu.au/apc/webforms_prog/](http://senate.mq.edu.au/apc/webforms_prog/))

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:** Alana Hadfield  
**Date:** 5th Feb 2016

**Summary Impact Information**

Resources: The Library’s book, journal and database collections should be adequate to support the teaching and research needs of the new degree "Bachelor of Media". No additional journals or databases have been identified as being required to support this unit. As the units within this proposed degree have already been offered in part, or full, our existing resourcing has accommodated this.

Should new subscriptions be required, please advise us by the 30th of April 2016, for materials needed in 2017.

Normal collection development processes will keep the supporting collections up to date: [http://www.mq.edu.au/on_campus/library/collections/order_new_material/](http://www.mq.edu.au/on_campus/library/collections/order_new_material/)

The unit convenors are encouraged to provide early advice of reading list requirements to the Library’s Reserve and Unit Readings team so that resources can be made available for students.

Services / Staffing: Library services and staff, including training and research advice, are available to support the requirements of the proposed unit. Current levels will be sufficient to support this course. As always, convenors are encouraged to use the services of the Research Librarians to provide support with student literacy training and development of the collection.

**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:** James Meek  
**Date:** 5th Feb 2016

**Summary Impact Information**

Resources: Existing resources are adequate.

Services / Staffing: No extra services or staffing required.

**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)

**Full Time Mode**

Will international students be able to undertake the award in full time mode?  

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unknown</th>
</tr>
</thead>
</table>

195

26/02/2016 1:58 PM
Internal Mode
Will students be able to study the proposed award in internal mode for at least 75% each semester?  
Yes

Session 2 commencements
If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)
International students studying on a student visa should commence in S1 only.
Yes

Certification
The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext. 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

Please note that CRICOS registration will be obtained after the award is approved at Academic Senate.

Name of MI representative:  Kate Roth Date:  4 February 2016

*Comments*
The Bachelor of Media with the Bachelor of Laws(Hons) represents a unique opportunity for international students. They will be able to clearly identify the key areas of strength at Macquarie University and major in these areas. There is growing international demand for these courses.

Other

Arrangements with Other Providers
Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.

Does the program have arrangements with other providers?  (No option selected)

External Benchmarks
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.

Approvals

<table>
<thead>
<tr>
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<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Collins</td>
<td>2165</td>
<td><a href="mailto:stephen.collins@mq.edu.au">stephen.collins@mq.edu.au</a></td>
<td>Wed - 27/1/16</td>
<td>Director</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 27/1/16</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Steve Collins</td>
<td>2165</td>
<td><a href="mailto:stephen.collins@mq.edu.au">stephen.collins@mq.edu.au</a></td>
<td>Fri - 5/2/16</td>
<td>Director</td>
</tr>
<tr>
<td>Nicole Anderson</td>
<td>2258</td>
<td><a href="mailto:nicole.anderson@mq.edu.au">nicole.anderson@mq.edu.au</a></td>
<td>Mon - 8/2/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Joel Harrison</td>
<td>7100</td>
<td><a href="mailto:joel.harrison@mq.edu.au">joel.harrison@mq.edu.au</a></td>
<td>Wed - 17/2/16</td>
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Request: Delete stock text in PLOs
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<td><a href="mailto:stephen.collins@mq.edu.au">stephen.collins@mq.edu.au</a></td>
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<td>Nicole Anderson</td>
<td>2258</td>
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<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Tue - 23/2/16</td>
<td>For noting at Faculty Board in July</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Tue - 23/2/16</td>
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</tr>
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</table>

If you experience problems with this site, please email curriculum@mq.edu.au
Undergraduate Award Template

AWARD NAME: Bachelor of Media with the degree of Bachelor of Laws (Hons)

Handbook code (for renewals): 

General requirements:
- Minimum number of credit points for the degree: 120
- Minimum number of credit points at 200 level or above: 84
- Minimum number of credit points at 300 level or above: 54
- Minimum number of credit points from units with a LAWS or LAWZ prefix at 500 level: 24
- Minimum number of credit points from units with a LAW, LAWS or LAWZ prefix: 72
- Minimum number of credit points from units without a LAW, LAWS or LAWZ prefix: 42
- Completion of a Qualifying Major for the Bachelor of Media
- Completion of a designated People unit
- Completion of a designated Planet unit
- Completion of a designated LAW, LAWS or LAWZ PACE unit
- Completion of other specific minimum requirements as set out below

Specific minimum requirements:

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<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit CP</th>
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<td>Required</td>
<td>LAW115</td>
<td>Foundations of Law</td>
<td>3</td>
<td>3</td>
<td>24</td>
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<tr>
<td></td>
<td>Required</td>
<td>LAWS108</td>
<td>Law, Lawyers and Society</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>Required</td>
<td>LAW109</td>
<td>Criminal Justice</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>Required</td>
<td>LAWS104</td>
<td>Contracts</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>MAS104</td>
<td>Australian Media</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>MAS105</td>
<td>Media Cultures</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>MAS110</td>
<td>Introduction to Digital Media</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>MMCS115</td>
<td>Academic Cultures and Communication</td>
<td>3</td>
<td>3</td>
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<tr>
<td>200 LEVEL</td>
<td>Required</td>
<td>LAWS216</td>
<td>Property Law</td>
<td>3</td>
<td>3</td>
<td>24</td>
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<tr>
<td></td>
<td>Required</td>
<td>LAWS256</td>
<td>Business Organisations</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>LAW203</td>
<td>Torts</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>LAW214</td>
<td>Jurisprudence</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>LAWS259</td>
<td>International Law</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>LAWS217</td>
<td>Equity and Trusts</td>
<td>3</td>
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<td></td>
<td>Required</td>
<td>MAS214</td>
<td>Free Cultures</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>MAS215</td>
<td>Theorising Media</td>
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<tr>
<td>300 LEVEL</td>
<td>Required</td>
<td>LAW314</td>
<td>Constitutional Law</td>
<td>3</td>
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<td></td>
<td>Required</td>
<td>LAW315</td>
<td>Administrative Law</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>LAWS398</td>
<td>Civil and Criminal Procedure</td>
<td>3</td>
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<td></td>
<td>Required</td>
<td>LAWS399</td>
<td>Evidence</td>
<td>3</td>
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<tr>
<td>500 LEVEL</td>
<td>Required</td>
<td>LAWS555</td>
<td>Remedies, Reparations and Resolution in Law</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>LAWS584</td>
<td>Media Law</td>
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<td>Required</td>
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<tr>
<td>Additional</td>
<td>Required</td>
<td>6cp from</td>
<td>LAW, LAWS or LAWZ at 200 level or above</td>
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</table>

Balance of credit points required: 30

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM: 120
PROGRAM LEARNING OUTCOMES

Macquarie University Graduate Capabilities

1. Explain advanced and fundamental areas of legal knowledge, including those prescribed for accreditation as a legal practitioner in Australia.
2. Apply and integrate fundamental and advanced areas of legal knowledge and skills to analyse, evaluate and critique complex socio-legal problems and policy challenges in diverse contexts, including from broader international, comparative and interdisciplinary contexts within which socio-legal issues arise.
3. Identify, research, evaluate and synthesise relevant factual, legal and policy issues to solve complex socio-legal problems, and apply advanced reasoning and independent research skills to generate transformative responses in diverse professional contexts.
4. Advocate alternative strategies and approaches to solving complex problems, resolving disputes and pursuing remedies that are responsive to the interdisciplinary and global realities of professional life.
5. Communicate in oral and written form in ways that are professional, effective, appropriate and persuasive for legal and non-legal audiences, including advanced presentation of independent research.
6. Recognise, reflect upon and apply approaches to ethical decision-making to addressing complex issues of disadvantage and social justice, and the impact of globalisation on legal and professional practice in Australia.
7. Collaborate and demonstrate a developing capacity for leadership, including the ability to recognise and reflect upon their professional responsibilities in service to the community and in promoting a just and a sustainable global society through participation in advocacy, social innovation and socio-legal reform.
8. Exercise sound judgement and to respond proactively to challenges they will face in professional and personal life, work independently, take initiative and be adaptable to diverse and changing environments.
9. Critically reflect on and assess their capabilities and performance and work independently to support ongoing personal and professional development.

**MQ Graduate Capabilities**

<table>
<thead>
<tr>
<th>Cognitive capabilties</th>
<th>Required Units</th>
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</thead>
<tbody>
<tr>
<td>✓✓✓ Disciplinary knowledge and skills</td>
<td>LAW109</td>
</tr>
<tr>
<td>✓✓✓ Critical, analytical and integrative thinking</td>
<td>LAW115</td>
</tr>
<tr>
<td>✓✓✓ Problem solving and research capability</td>
<td>LAWS104</td>
</tr>
<tr>
<td>✓✓✓ Creative and innovative</td>
<td>LAW203</td>
</tr>
<tr>
<td>✓✓✓ Interpersonal or social capabilities</td>
<td>LAW214</td>
</tr>
<tr>
<td>✓✓✓ Effective communication</td>
<td>LAWS216</td>
</tr>
<tr>
<td>✓✓✓ Engaged and ethical local and global citizens</td>
<td>LAWS217</td>
</tr>
<tr>
<td>✓✓✓ Safely and environmentally active and responsible</td>
<td>LAWS256</td>
</tr>
<tr>
<td>✓✓✓ Personal capabilities</td>
<td>LAWS259</td>
</tr>
<tr>
<td>✓✓✓ Professional and personal judgement and initiative</td>
<td>LAW314</td>
</tr>
<tr>
<td>✓✓✓ Commitment to continuous learning</td>
<td>LAW315</td>
</tr>
</tbody>
</table>

**COMMENTS**

1. It is expected that each unit will be mapped to a subset of PLOs and Graduate Capabilities, and routinely to at least two Graduate Capabilities.
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 13.11 VISITING UNDERGRADUATE RESEARCH INTERNSHIP (HDRC & ASQC)

This item was considered and recommended for approval by the Higher Degree Research Committee at its meeting held 12 February 2016 and the Academic Standards and Quality Committee at its meeting held 1 March 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the establishment of a Visiting Undergraduate Research Internship as a non-award program to enable high-quality students from overseas to undertake research internships under the supervision of Macquarie academics.
ITEM 7.3 VISITING UNDERGRADUATE RESEARCH INTERNS

Issue

There is currently no clear, consistent process for hosting undergraduate student research interns at Macquarie University.

Academics currently host interns in the following ways:

- **Visiting Scholar process** - the interns’ presence on campus is facilitated by Human Resources and they are treated as ‘staff’ – even though they are not regarded as such by faculties. University policy states that the Visiting Scholar process is for HDR or postgraduate students only.
- Other faculties will host interns on an *ad hoc/informal* basis, without registering their presence on campus, and potentially exposing the University legal and risk issues.

In either case, the interns are not enrolled and therefore have limited access to student services.

Visa processes are also inconsistent and the types currently utilised have drawbacks for the University and interns:

- **Training and Research Visa (Occupational Trainee Scheme)** – requires MQ to sponsor the intern and imposes a number of obligations (including providing a detailed supervision/research plan, sourcing accommodation, notifying the Department of Immigration and Border Protection (DIPB) of any changes to the interns plans, etc.). Failure to comply with these obligations could result in significant financial and administrative penalties. The application procedure is time-consuming and it can take DIPB 3-4 months to approve a visa. Visa holders are not allowed to seek employment outside of the internship, and as they generally unpaid, the University could be accused of exploitation.
- **Working Holiday Visa** – only available to certain nationalities; generally chosen because has less onerous requirements on supervisors and the University. Interns are only allowed to study for a maximum of four months, however there is little effort to ensure that they comply. This visa can only be used once in a lifetime and many interns (who generally have to return home to complete their studies) have expressed that they would prefer another visa option.

Missed opportunities:

- The lack of a consistent process means that Macquarie is losing opportunities to engage talented potential HDR candidates, and to deepen research relationships.
- There is strong internal demand for this program at Macquarie – there are many academics who consistently host interns, despite the confusion and would welcome a clear process. Since completing the Rapid Improvement Event (in September 2015), we have received requests from more than 10 academics seeking to host interns (some more than one) in 2016.
- We have had requests from a number of prestigious international universities to host undergraduate research interns. In addition to universities in France and Germany, there have also been requests from China, Japan and Brazil. Most Australian research-intensive universities have programs in place to host international interns including, the University of Sydney, UNSW, UTS, University of Wollongong, ANU, Flinders University, University of Adelaide, UWA, Curtin University, QUT and the University of Queensland.

Proposed solution:

Macquarie International is proposing to establish a Visiting Research Interns (VRI) for senior undergraduate students from international universities.

Participating students will be exposed to Macquarie’s research and/or clinical environment, gain practical international experience and develop a range of skills. They will also gain an insight into the Macquarie University community. For supervisors, the program provides an opportunity to gain assistance with their research, mentor/train young researchers and evaluate their suitability for further higher degree research training, as well as to make new contacts and develop or strengthen their international ties. From an institutional perspective, the program will strengthen Macquarie’s academic and institutional collaborations and partnerships and increase the international visibility of the University’s research programs.
Under the program, interns will be enrolled at Macquarie University on a non-award basis for either 3, 6, 9 or 12 month blocks. This will ensure that their presence on campus is properly recorded, they are covered by the University’s insurance arrangements and have access to all student services. It will also allow students to apply for a streamlined student visa (similar to that used by exchange and study abroad students), without requiring University sponsorship.

The decision to host an intern will remain with faculties (based on the intern’s research interests and qualifications as well as supervisor availability and consideration of faculty resources). Once a positive decision has been made, Macquarie International will facilitate the enrolment of the student (for either a 3, 6, 9 or 12 month unit as negotiated between the prospective intern and their supervisor), ensuring that they have full access to all of the services offered to international students and are covered by the University’s insurance arrangements. Interns will be responsible for their own travel, medical and travel insurance, accommodation and visa costs.

The timing of the internship, as well as the parameters and learning outcomes of the research project or clinical placement will be negotiated between the intern and the supervisor. To meet visa requirements, an internship must comprise of at least 20 hours of supervision/contact per week. We will develop guidelines and checklists to ensure that all internships are consistent with the SLTC Placement Taskforce recommendations.

Recognition of the internship will be subject to the intern’s home institution’s requirements; however, Macquarie will provide an academic transcript and a certificate of completion upon successful conclusion of an internship.

In terms of fees, where there is a reciprocal bilateral exchange agreement in place, tuition can be waived. In the absence of such an agreement, we are required by the Department of Immigration and Border Protection to levy a fee that reflects the costs of providing the program. We have undertaken to keep these costs to a minimum in response to feedback from academics, so as not to deter promising students. We are consulting with faculties on an appropriate fee, including the option of setting a null fee.

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

- Students and Registrar
- Governance Services
- Higher Degree Research Committee (HDRC)
- Higher Degree Research Office (HDRO)
- Human Resources
- Marketing
- Macquarie International
- Office of General Counsel
- Risk, Assurance, Compliance and Insurance (Quality, Assurance and Compliance, Health and Safety)
- All faculties

Recommendation
Request the Committee’s recommendation to establish a Visiting Undergraduate Research Intern program to enable high-quality students from overseas to undertake research internships under the supervision of Macquarie academics.

Operational Impact:
- Macquarie International
- Campus Wellbeing and Support Services
- Campus Life
- Faculties
- Office of General Counsel

Submitted by: Nicole Brigg, Director, Macquarie International
For enquiries contact: Michele Robinson, Associate Director (International Relations), Macquarie International, 9850 1071
ITEM 14.1 ACADEMIC SENATE STANDING COMMITTEE

Attached is the report of the Academic Senate Standing Committee meeting held 15 March 2016.

Refer to Item 9.2.

*For noting.*
ITEM 14.1 REPORT OF THE ACADEMIC SENATE STANDING COMMITTEE  
MEETING OF 15 MARCH 2016

The Academic Senate Standing Committee met on 15 March 2016 and considered a range of matters.

ITEMS FOR RATIFICATION BY ACADEMIC SENATE

Resolution 16/10

That Academic Senate Standing Committee resolved to recommend the following actions to Academic Senate:

1) The disestablishment of the Quality Enhancement Committee as a Committee of Academic Senate with immediate effect,
2) The Academic Senate Standing Committee to assume the Quality Enhancement Committee’s responsibilities for approving terms of reference for departmental reviews, considering review reports, and triaging systemic academic issues identified to relevant committees of Academic Senate,
3) The development of a new Quality Enhancement Framework, by a working party jointly sponsored by the Deputy Vice-Chancellor (Academic) and the Chair of Academic Senate,
4) The establishment of a standardised review process for Academic Departments and Faculties, which would be executed under the management authority and would report dually and directly to University Executive and Academic Senate, and
5) The allocation of any residual responsibilities of the QEC to ASQC and to the Office of the DVC-A.

ITEMS FOR NOTING

The Academic Senate Standing Committee noted the 2016 schedule of quality reviews from the Faculties of Human Sciences, Medicine and Health Sciences and Science and Engineering.

Faculty of Human Sciences

• Department of Linguistics
• Department of Psychology

Faculty of Medicine and Health Sciences

• Postgraduate Medical Programs – Internal Review

Faculty of Science and Engineering

• Faculty of Science and Engineering – 2017
• Department of Engineering - 2017
• Department of Mathematics and Department of Statistics - 2016

Resolution 16/11

That Academic Senate Standing Committee resolved to endorse the revisions to the Academic Senate Rules to:

i. amend the term of student representatives from one to two years;
ii. remove the Director of the Learning and Teaching Centre from the ex-officio membership;
iii. clarify the commencement and conclusion of the term of student representatives;
iv. remove repetitive references to Schedule 1 of the By-law; and
v. remove the prescriptive reference to academic staff representative elections being held in November.

Resolution 16/12

That Academic Senate Standing Committee resolved to recommend the revised Academic Senate Rules to University Council for approval.
Resolution 16/13

That Academic Senate Standing Committee resolved to co-opt Dr Catherine Dean and Professor Enrico Coiera to Academic Senate as the two members from the Faculty of Medicine and Health Sciences, with effect from 15 March 2016 until 31 December 2016.

The Academic Senate Standing Committee resolved to award the University Medal to 11 graduands.

The next meeting of the Academic Senate Standing Committee will be held on 3 May 2016.

Recommendation

That Academic Senate where appropriate ratify the resolutions of the Academic Senate Standing Committee and note the report of the Academic Senate Standing Committee meeting of 15 March 2015.

Submitted by:
Professor Dominic Verity
Chair of Academic Senate and the Academic Senate Standing Committee
ITEM 14.2  ACADEMIC STANDARDS AND QUALITY COMMITTEE

Attached is the report from the Academic Standards and Quality Committee meeting held on 1 March 2016.

Refer to Items 13.1 to 13.11.

For noting.
ITEM 14.1 REPORT OF THE ACADEMIC STANDARDS AND QUALITY COMMITTEE
MEETING OF 1 MARCH 2016

ITEMS RECOMMENDED FOR APPROVAL

1. Award Offerings for 2017 – Change of Name

ASQC considered the Schedule of Course Availability – Offerings for 2017: Awards, and approved proposed program deletions from 31 December 2016 (ASQC Resolution 16/23), subject to Academic Senate approval of name changes to the following programs.

Recommended Resolution
That Academic Senate approve the renaming of the following programs from 1 January 2017, and approve the deletion of the following former programs from 31 December 2016, subject to the approval of the name changes:

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<th>To</th>
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<td>Graduate Certificate of Policing, Intelligence and Counter Terrorism</td>
<td>Graduate Certificate of Cyber-Security, Policing, Intelligence and Counter Terrorism</td>
</tr>
<tr>
<td>Graduate Certificate of Policing, Intelligence and Counter Terrorism (OUA)</td>
<td>Graduate Certificate of Cyber-Security, Policing, Intelligence and Counter Terrorism (OUA)</td>
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<tr>
<td>Graduate Diploma of Policing, Intelligence and Counter Terrorism</td>
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</tr>
<tr>
<td>Graduate Diploma of Policing, Intelligence and Counter Terrorism (OUA)</td>
<td>Graduate Diploma of Cyber-Security, Intelligence and Counter Terrorism (OUA)</td>
</tr>
<tr>
<td>Master of Policing, Intelligence and Counter Terrorism</td>
<td>Master of Cyber-Security, Policing, Intelligence and Counter Terrorism</td>
</tr>
<tr>
<td>Master of Policing, Intelligence and Counter Terrorism (OUA)</td>
<td>Master of Cyber-Security, Policing, Intelligence and Counter Terrorism (OUA)</td>
</tr>
<tr>
<td>Master of Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies</td>
<td>Master of Cyber-Security, Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies</td>
</tr>
<tr>
<td>Master of Development Studies and Global Health</td>
<td>Master of Development Studies</td>
</tr>
</tbody>
</table>

2. 2017 Schedule of Programs

ASQC endorsed new programs for implementation in 2017 for Academic Senate approval (ASQC Resolution 16/26). Faculties were reminded that new programs will not be approved by Academic Senate until a Business Case has been approved by the Deputy Vice-Chancellor (Academic) prior to program approval by Academic Senate.

Recommended Resolution
That Academic Senate resolve to approve the academic case for the following programs for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic):

- Master of Accounting;
- Master of Planning;
- Master of Creative Industries with the degree of Master of Future Journalism;
- Bachelor of Media;
- Bachelor of Media with the degree of Bachelor of Laws;
- Master of Criminology;
- Bachelor of Security Studies with the degree of Bachelor of Laws with Honours, subject to the existing unit prefix PICT continuing to be used; and
- Bachelor of Media with the degree of Bachelor of Laws with Honours.

3. Visiting Undergraduate Research Interns

The Academic Programs Manager, Macquarie International, spoke to a proposal for the introduction of a Visiting Undergraduate Research Internship program for senior undergraduate students from international universities. ASQC resolved (ASQC Resolution 16/36) to recommend the proposal to Academic Senate.

Recommended Resolution
That Academic Senate approve the establishment of a Visiting Undergraduate Research Internship as a non award program to enable high-quality students from overseas to undertake research internships under the supervision of Macquarie academics.

4. 2017 Schedule of Programs, Majors or Specialisation - Programs for Deletion

The Academic Standards and Quality Committee resolved (ASQC Resolution 16/25) to endorse the deletion of the following programs from 31 December 2016:

- FINR11M Graduate Certificate of Financial Regulation;
- GEN31C Graduate Certificate of Gender Studies subject to the review of a teach out schedule on the basis of 2016 results; and
- **FINR11M Graduate Certificate of Financial Regulation**;
- **GEN31C Graduate Certificate of Gender Studies subject to the review of a teach out schedule on the basis of 2016 results**; and
Recommended Resolution
That Academic Senate approve the deletion of FINR11M Graduate Certificate of Financial Regulation; GEN31C Graduate Certificate of Gender Studies subject to the review of a teach out schedule on the basis of 2016 results; and FINR32C Master of Financial Regulation with effect from 31 December 2016.

5. **2017 Schedule of Programs, Majors or Specialisations – Specialisations for Deletion**
The Academic Standards and Quality Committee resolved (ASQC Resolution 16/30) to endorse the deletion of the following specialisations from 2017:
- COR12S Corporate Governance;
- ENM13S Environmental Management;
- ENS12S Environmental Science.

Recommended Resolution
That Academic Senate approve the deletion of COR12S Corporate Governance; ENM13S Environmental Management; and ENS12S Environmental Science with effect from 31 December 2016.

**ITEMS FOR NOTING**

6. **Late Changes to the 2016 Schedule of Programs, Majors or Specialisations**
The Academic Standards and Quality Committee resolved (ASQC Resolution 16/21) to note and ratify the changes approved by the Chair of ASQC, under delegated authority, to the 2016 Schedule of Programs, Majors or Specialisations for the following:
- GENS31C Graduate Certificate of Gender Studies;
- CRI02 Criminology Major; and
- CRTN03 Diploma of Languages (Croatian).

7. **Late Changes to the 2016 Schedule of Programs, Majors or Specialisations**
The Academic Standards and Quality Committee approved (ASQC Resolution 16/22) changes to the 2016 Schedule of Programs, Majors or Specialisations for the following:
- Bachelor of Teaching (Early Childhood Communities) to offer ACBH100 as an alternative to ABFS111; and
- Bachelor of Teaching (Early Childhood Services) to offer ACBH100 as an alternative to ABFS111.

8. **Course Availabilities – Offerings for 2017: Awards**
ASQC approved (ASQC Resolution 16/23) the Schedule of Course Availabilities – Offerings for 2017: Awards, which outlined amendments to admission requirements; amendments to availability, study mode and candidature length; programs rested in 2017; and program deletions from 31 December 2016. ASQC endorsed details of program name changes which were provided to Academic Senate for approval as a separate item.

9. **Course Availabilities – Offerings for 2017: Majors and Specialisations**
The Academic Standards and Quality Committee resolved (ASQC Resolution 16/24) to approve the schedule of Course Availabilities – Offerings for 2017: Majors and Specialisations.

10. **2017 Schedule of Programs, Majors or Specialisation – Majors For Approval**
The Academic Standards and Quality Committee approved (ASQC Resolution 16/28 and 16/29) the following majors for implementation from 2017:

<table>
<thead>
<tr>
<th>Major</th>
<th>Award for which this is a qualifying major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean Studies (including a concurrent approval for the new unit prefix KORE as currently there are no Korean units or prefixes in place)</td>
<td>Bachelor of Arts (and degrees combined with the Bachelor of Arts); Bachelor of Global Business</td>
</tr>
<tr>
<td>Digital Design</td>
<td>Bachelor of Media; Bachelor of Arts, Bachelor of Science</td>
</tr>
<tr>
<td>Journalism and Non-Fiction Writing</td>
<td>Bachelor of Media; Bachelor of Arts, Bachelor of Science</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Bachelor of Media; Bachelor of Arts, Bachelor of Science</td>
</tr>
<tr>
<td>Public Relations and Social Media</td>
<td>Bachelor of Media; Bachelor of Arts, Bachelor of Science</td>
</tr>
<tr>
<td>Radio, Digital Audio and Broadcast Production</td>
<td>Bachelor of Media; Bachelor of Arts, Bachelor of Science</td>
</tr>
<tr>
<td>Screen Practice and Production</td>
<td>Bachelor of Media; Bachelor of Arts, Bachelor of Science</td>
</tr>
<tr>
<td>Screen, Sound and Performance</td>
<td>Bachelor of Media; Bachelor of Arts, Bachelor of Science</td>
</tr>
<tr>
<td>Environmental Humanities</td>
<td>Bachelor of Arts</td>
</tr>
</tbody>
</table>

Bachelor of Arts with the degree of Bachelor of Commerce Bachelor of Arts with the degree of Bachelor of Education (Primary)
11. **2017 Schedule of Programs, Majors or Specialisation – Specialisations For Approval**

The Academic Standards and Quality Committee resolved to approve (ASQC Resolutions 16/31 and 16/32) the following specialisations for implementation from 2017:

<table>
<thead>
<tr>
<th>Specialisation</th>
<th>Award(s) to which this specialisation belongs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment and Sustainability</td>
<td>Master of Development Studies and Global Health</td>
</tr>
<tr>
<td>Environmental Planning</td>
<td>Master of Planning</td>
</tr>
<tr>
<td>Financial Risk Management</td>
<td>Graduate Diploma of Applied Finance</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>Master of Accounting</td>
</tr>
<tr>
<td>Business Practice</td>
<td>Master of Accounting</td>
</tr>
<tr>
<td>International Practice</td>
<td>Master of Accounting</td>
</tr>
<tr>
<td>International Development</td>
<td>Master of Planning</td>
</tr>
</tbody>
</table>

12. **Retrospective Changes**

The Academic Standards and Quality Committee resolved to ratify the changes approved by the Chair of ASQC under delegated authority to Schedules of Programs, Majors or Specialisations for the following:

- CRI01 Criminology major;
- PIIN14M Master of Policing, Intelligence and Counter Terrorism with the Master of International Security Studies;
- PICT14M Master of Policing, Intelligence and Counter Terrorism;
- INSE14M Master of International Security Studies;
- SUSD13M (V1) Master of Sustainable Development;
- SUSD12M Master of Sustainable Development; and
- ARCH01 Bachelor of Archaeology.

13. **Other Matters considered by ASQC**

Other matters considered at the meeting included:

- **Masters by Coursework Eligibility for Commonwealth Income Supported Payments.** ASQC agreed that it would be more appropriate for the Student Numbers and Revenue Committee to consider issues associated with the eligibility of Macquarie Masters by Coursework programs for Commonwealth Income Support Payments.

- **Examination Review Reports.** ASQC noted the FBE Session 2 2015 results, and the Session 3 2015 results from all Faculties. Common themes identified from the Session 3 2015 results included: challenges in relation to the compressed teaching mode; access for Session 3 Students to ancillary services; and software compatibility with student devices.

- **Program Review Framework.** This is the primary focus of ASQC in 2016. The approach to develop the Framework will be informed by:
  - identifying relevant targets in the Learning and Teaching Strategic Framework;
  - analysis of external regulatory requirements;
  - benchmarking with Australian and overseas peer institutions; and sourcing;
  - examining other relevant higher education quality standards frameworks which may be available; and
  - identification of institutional data that will contribute to the evaluation of programs for quality assurance processes.

ASQC formed a Working Party to progress the Program Review Framework and will present on its progress at the 26 April 2016 meeting.

- **Confidential report on the Review of International Student Performance.** This initial report was provided by the Associate Director Macquarie International and Academic Programs, and introduces a regular review of student performance to ensure the alignment of entry pathways and Macquarie international activity with the performance of students at Macquarie University. Overall, there was no significant difference between the performance of international and domestic students at undergraduate and postgraduate levels. ASQC requested that an expanded analysis on the performance of international students who have undertaken studies with an English pathway provider be provided to the next ASQC meeting for further discussion.

- **An oral report on the management of individual student cases by the Macquarie Graduate School of Management (MGSM).**
• A verbal report from the Chair, Macquarie University International College (MUIC) Subcommittee.
• Individual Student Case reports from the Faculty of Arts, Faculty of Human Sciences and Faculty of Science and Engineering.

The next meeting of ASQC will be held on Tuesday 26 April 2016.
A full copy of the minutes of the 1 March 2016 meeting will be accessible after the next meeting of ASQC via this link.

Submitted by: Associate Professor Pamela Coutts, Chair, ASQC
For enquiries contact: Shirley Sorensen, Secretariat, E: asqc@mq.edu.au
ITEM 14.3  HIGHER DEGREE RESEARCH COMMITTEE

Attached is the report from the Higher Degree Research Committee meeting held 12 February 2016.

Refer to Item 13.11.

For noting.
ITEM 14.3 REPORT OF THE HIGHER DEGREE RESEARCH COMMITTEE

A. MATTERS FOR INFORMATION

HDRC Meeting 12 February 2016
Professor Phillips advised that the next meeting of the Academic Senate is scheduled for Tuesday next week. On the agenda for this meeting is the establishment of the Academic Senate’s Research and Research Training Committee. Professor Phillips also reminded the HDRC members that University medal nominations are encouraged for high performing Master of Research students.

Professor Pretorius highlighted the achievement of all the Faculty and Central staff to achieve the record 594 HDR completions in 2015. Professor Cummings suggested that this is the type of good news story that should be promoted for the University. Dr Yi, Ms Schedlich and all staff involved were thanked by Professor Pretorius for the January Cotutelle and Joint PhD Workshop organisation. Feedback has been very positive from delegates and staff and the Workshop is a key event in strengthening our international research training relationships strategically and with sincerity.

Professor Mansfield advised that the inherent requirements document was prepared to respond to a request from Campus Wellbeing to use this to assist students who have been advised that they do not meet the requirements of a PhD. This is a new document as other Universities have not mapped the Australian Quality Framework’s guidelines on PhD inherent requirements with their Universities requirements to this level of detail previously. The Committee endorses the document as presented, with any subsequent required reference to other approved University policy or frameworks.

Professor Mansfield briefed the Committee that there is a large number of third examiner Master of Research cases being managed by the faculties, and that representation on these Faculty based moderation panels allows for a comprehensive review of examiners reports. The Program and Examinations Sub Committee has noted consistency in decision making across how different Faculty moderating panels are making decisions and documenting these.

Professor Mansfield advised that the Higher Degree Research Thesis Preparation, Submission and Examination Policy and Procedure are undergoing revision to be aligned with the University’s Assessment Policy and this will include the current Higher Degree Research Thesis Re-Examination guideline and Higher Degree Research Thesis by Publication guideline.

Ms Martin presented the commencement and completions reports as provided in the agenda papers. There were 765 new research enrolments in 2015, compared to 652 in 2014. There are 275 new enrolments, 30 Higher Degree Research completions and 50 Master of Research completions in 2016 to date.

Professor Connor led a discussion on the issues Faculties are managing for Master of Research Year 2 students who need to be enrolled with effective date 1 January 2016 but this is not possible in the current systems until at least a few weeks later. Enrolment in the system is crucial for students to organise their visas and have access to their labs and the library to undertake their research. Professor Pretorius undertook to meet with Professor Mansfield and Dr Yi to discuss these management issues surround the 1st January enrolment date for Master of Research Year 2 students. Proposed solutions will be provided to the HDRC at the next meeting.

Ms Martin reported that there are currently 102 enrolled Cotutelle and Joint PhD candidates, with a further six agreements being signed by the Deputy Vice Chancellor (Research) this week. Ms Martin also advised that follow up from the January Cotutelle and Joint PhD workshop is being undertaken by the Higher Degree Research Office. This follow up includes collating and providing the delegates presentations to attendees and collating information on possible research areas to assist with ‘match making’ supervisors and researchers for potential Cotutelles and other research collaborations.

Ms Martin advised that the Bolashak Co-Funded Scholarship Memorandum of Understanding - Kazakhstan has been fully executed and that this opportunity, and other cofounded scholarship opportunities will be promoted to Faculties and supervisors by the Higher Degree Research Office.

A discussion on Macquarie University funded scholarships took place. Professor Pretorius advised HDRC members that for Macquarie funded research scholarships it is crucial for budgeting purposes that academic staff are realistic for when they plan to fill their scholarship allocations by. HDRC Members are encouraged to advise their staff accordingly when making requests via the Higher Degree Research Office.

COMPLETION OF REQUIREMENT (PHD/MPHIL)

ADJI, AUDREY INDRAWATI  FOMHS  PHD
Principal Supervisor: Professor Alberto Avolio
CRAVEN, STEPHEN JAMES

Principal Supervisor: Associate Professor Nathan Daczko
Associate Supervisor: Dr Richard Flood
Thesis submitted for examination: 03 June 2015
Thesis title: The Evolution of the Wongwibinda High-T-Low-P Metamorphic Complex, New England Orogen, NSW, Australia
Award Recommended: Doctor of Philosophy

FIEDLER, HANNAH ALYCE

Principal Supervisor: Professor Ronald Rapee
Associate Supervisor: -
Adjunct Supervisor: D.M. Hutchinson
Thesis submitted for examination: 11 September 2015
Thesis title: Infant Sleep in the First Year of Life: Patterns, Predictors and Consequences
Award Recommended: Master of Philosophy

FILIPPOVA, DENITSA

Principal Supervisor: Associate Professor Aleksandar Pavkovic
Associate Supervisor: Dr Tobia Fattore
Thesis submitted for examination: 12 June 2015
Award Recommended: Doctor of Philosophy

FIRTH, CHRISTOPHER

Principal Supervisor: Professor Simon Turner
Associate Supervisor: Dr Bruce Schaefer, Dr Heather Handley
Adjunct Supervisor: S. Cronin
Thesis submitted for examination: 02 October 2015
Thesis title: Elucidating Magmatic Drivers and Eruptive Behaviours of Persistently Active Volcanoes
Award Recommended: Doctor of Philosophy

FURSTENAU TOGASHI, HENRIQUE

Principal Supervisor: Professor Iain Colin Prentice
Associate Supervisor: Dr Ian Wright
Adjunct Supervisor: O. Atkin, M. Liddell, S. Prober, C. MacFarlane
Thesis submitted for examination: 26 August 2015
Award Recommended: Doctor of Philosophy

GOODFELLOW, JED ANDREW

Principal Supervisor: Professor Peter Radan
Associate Supervisor: Professor David Weisbrot
Thesis submitted for examination: 07 October 2015
Thesis title: Animal Welfare Regulation in the Australian Agricultural Sector: A Legitimacy Maximising Analysis
Award Recommended: Doctor of Philosophy

GROOTEMAAT, SASKIA

Principal Supervisor: Associate Professor Ian Wright
Associate Supervisor: Professor Michelle Leishman
Adjunct Supervisor: J. Cornelissen, P. Van Bodegom
Thesis submitted for examination: 20 November 2015
Thesis title: Plant Traits and Their Effect on Fire and Decomposition
Award Recommended: Doctor of Philosophy

HANNA, NADER FOSE PHD
Principal Supervisor: Professor Deborah Richards
Associate Supervisor: Associate Professor Michael Hitchens
Adjunct Supervisor: M. Jacobson
Thesis submitted for examination: 21 September 2015
Thesis title: Human-Agent Teamwork in Collaborative Virtual Environments
Award Recommended: Doctor of Philosophy

HASHEM, RABAB AHMED S FOHS PHD
Principal Supervisor: Associate Professor Ilija Casule
Associate Supervisor: Associate Professor Mehdi Riazi
Thesis title: Fluent or Non-Fluent? That is the Question: Uncovering the Cognition of L2 Learners Whose L2 Academic Fluency Exceeds Their L2 Everyday Fluency
Award Recommended: Doctor of Philosophy

JONES, TARYN MICHELLE FOMHS PHD
Principal Supervisor: Professor Catherine Dean
Associate Supervisor: Associate Professor Julia Hush
Thesis submitted for examination: 16 September 2015
Thesis title: The myMoves Program: Development of a remote self-management program to increase physical activity after acquired brain injury
Award Recommended: Doctor of Philosophy

KANAINABOGI, LUSIANA FOBE PHD
Principal Supervisor: Dr Vicki Baard
Associate Supervisor: -
Thesis submitted for examination: 30 July 2015
Award Recommended: Doctor of Philosophy

KRISTENSEN, LOUISE FOSE PHD
Principal Supervisor: Professor Mark Taylor
Associate Supervisor: Professor Damian Gore
Thesis submitted for examination: 02 November 2015
Thesis title: Identification and Measurement of Contemporary Sources and Exposure Risks from Lead Emissions and Depositions in Australia
Award Recommended: Doctor of Philosophy

KUSWARA, ANDREAS UTOMO FOHS PHD
Principal Supervisor: Professor John Hedberg
Associate Supervisor: Associate Professor Veronica Gosper
Thesis submitted for examination: 23 December 2014
Thesis title: Web 2.0 Affordances to Support Collaborative Learning in Higher Education
Award Recommended: Doctor of Philosophy

LEE, SUNG AE FOA PHD
Principal Supervisor: Dr Mio Bryce
Associate Supervisor: Dr Chavalin Svetanant
Thesis submitted for examination: 19 November 2015
Thesis title: Utopias, dystopias, and abjection: pathways for society's others in George Eliot's major fictions
Award Recommended: Doctor of Philosophy

MELWANI, AROON RAMESH FOSE PHD
Principal Supervisor: Professor David Raftos
Associate Supervisor: Dr Emma Thompson, Associate Professor Melanie Bishop
Thesis submitted for examination: 01 September 2015
Thesis title: The Biology of Environmental Stress: Adaptive responses in Sydney Rock Oysters (Saccostrea glomerata) from an Urbanized Estuary
Award Recommended: Doctor of Philosophy

MILANI, EHSAN FOA PHD
Principal Supervisor: Dr Sherman Young
Associate Supervisor: Dr Stephen Collins
Thesis title: Realisation of Online Networked Publics: A Study on Genre of Communication, Deliberation and Interactivity
Award Recommended: Doctor of Philosophy

MILIC, MARIA IVANKA FOHS DPSYCH
Principal Supervisor: Professor Ron Rapee
Associate Supervisor: Dr Lorna Peters
Thesis submitted for examination: 07 October 2015
Thesis title: The Nature of the Anxiety in Children with Selective Mutism
Award Recommended: Doctor of Psychology

NASORAIJA, BRIKHA FOA PHD
Principal Supervisor: Dr Gunner Mikkelsen
Associate Supervisor: Professor Samuel Lieu
Thesis submitted for examination: 17 November 2015
Award Recommended: Doctor of Philosophy

O’GRADY, PATRICK SEAN FOA PHD
Principal Supervisor: Dr Denis Crowdy
Associate Supervisor: Dr Diane Hughes
Thesis submitted for examination: 17 August 2015
Thesis title: The nature of expert communication as required for the general practice of medicine - A discourse analytical study.
Award Recommended: Doctor of Philosophy

PETROU, IRENE FOA PHD
Principal Supervisor: Associate Professor Stuart Piggin
Associate Supervisor: Dr Kenneth Parry
Thesis submitted for examination: 31 July 2014
Award Recommended: Doctor of Philosophy

RENDON CASTANEDA, DALILA ALEJANDRA FOSE PHD
Principal Supervisor: Associate Professor Phil Taylor
Associate Supervisor: Dr Martin Whiting
Adjunct Supervisor: M. Whitehouse
Thesis submitted for examination: 10 July 2015
Thesis title: The Role of Wolf Spiders (Araneae: Lycosidae) on the Biological Control of the Bollworm Helicoverpa spp. (Lepidoptera: Noctuidae) in Cotton Crops
Award Recommended: Doctor of Philosophy

SAYEKTI, CENUK FOA PHD
Principal Supervisor: Professor M. Rafiqul Islam
Associate Supervisor: Dr Ruwanthi Selvadurai
Thesis submitted for examination: 11 August 2015
Thesis title: The Harmonization of Competition Policy in the ASEAN Economic Community: Problems and Prospects

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Award Recommended: Doctor of Philosophy

**SOFRONOVA, EKATERINA**  FOA  PHD
Principal Supervisor: Associate Professor Vijaya Nagarajan
Associate Supervisor: -
Adjunct Supervisor: C. Holy
Thesis submitted for examination: 22 June 2015
Thesis title: Non-Governmental Organisations and Environmental Governance in Russia
Award Recommended: Doctor of Philosophy

**TUYERAS, REMY VINCENT**  FOSE  PHD
Principal Supervisor: Dr Michael Batanin
Associate Supervisor: -
Thesis submitted for examination: 16 September 2015
Thesis title: Sketches in Higher Category Theories
Award Recommended: Doctor of Philosophy

**WATSON, HAYLEY**  FOHS  PHD
Principal Supervisor: Professor Ronald Rapee
Associate Supervisor: Dr Natasha Todorov
Thesis submitted for examination: 20 October 2015
Thesis title: Forgiveness in school bullying: Applicability and implications for intervention
Award Recommended: Doctor of Philosophy

**WELLER, TOBIAS**  FOHS  PHD
Principal Supervisor: Dr Jorg Buccholz
Associate Supervisor: -
Adjunct Supervisor: V. Best
Thesis submitted for examination: 31 August 2015
Thesis title: Assessing Spatial Hearing Using Laboratory-based Real-world Environments
Award Recommended: Doctor of Philosophy

**XUE, HUI**  FOA  PHD
Principal Supervisor: Professor Naren Chitty
Associate Supervisor: Dr Qin Guo
Thesis submitted for examination: 12 October 2015
Thesis title: Regulation of Personal Data on Social Networking Sites: A Comparative Study of the UK and China
Award Recommended: Doctor of Philosophy

**YASMIN, LAILUFAR**  FOA  PHD
Principal Supervisor: Professor Stephanie Lawson
Associate Supervisor: Dr Lloyd Cox
Thesis submitted for examination: 10 September 2015
Thesis title: The Well of the Past: Reinterpreting Secularism after 9/11
Award Recommended: Doctor of Philosophy

**ZHU, FENGPING**  FOMHS  PHD
Principal Supervisor: Professor Itsu Sen
Associate Supervisor: Professor Michael Morgan
Thesis submitted for examination: 04 October 2015
Thesis title: Quantitative hemodynamic research on the treatment outcome assessment following extracranial-to-intracranial bypass surgery for Moyamoya disease
Award Recommended: Doctor of Philosophy

**COMPLETION OF REQUIREMENT (MRES)**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>FACULTY</th>
<th>RECOMMENDATION</th>
<th>FINAL THESIS MARK (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHMAD, VIQAR</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>83</td>
</tr>
<tr>
<td>AL EID, AAYAD</td>
<td>FOBE</td>
<td>APPROVED</td>
<td>85</td>
</tr>
<tr>
<td>BROWN, BENJAMIN</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>85</td>
</tr>
</tbody>
</table>

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CARPENTER, PENEL OPE  FOA  AWARD  94
CLARKE, MATTHEW  FOSE  APPROVED  73
CONNER, SEAN  FOA  AWARD  81
COLE, FRANCIS  FOA  APPROVED  87
CONNOLLY, DAVID  FOSE  APPROVED  83
DE ALWIS, SHERUNI NISHARA  FOBE  APPROVED  83
DEBENHAM, NATALIE  FOSE  APPROVED  85
DYBALL, ALYSSA  FOHS  APPROVED  79
EVANS, ANDREW  FOBE  APPROVED  87
FRANCIS, DEANNA  FOHS  APPROVED  84
GASPARILLO, NICOLEEN  FMHS  APPROVED  85
GUAN, JIWEI  FOSE  AWARD  50
GUL, ALIYA  FOSE  APPROVED  84
HAN, JING  FOHS  APPROVED  79
HOOKER, DAVID  FOA  AWARD  80
JASCH, DENNIS  FMHS  APPROVED  86
JASKOLSKI, YENCHI  FOSE  APPROVED  50
JERRY, MICHELLE  FOSE  APPROVED  83
KAR, FONTI  FOSE  APPROVED  88
KARAMANIAN, ARMEN  FOA  AWARD  85
KASHIWA, MAYUMI  FOHS  APPROVED  87
KILBY, CHRISTOPHER  FOHS  AWARD  95
KIM, EUI DONG  FOSE  APPROVED  65
KLI SKA, KIMBERLEY  FOSE  APPROVED  77
KNUSSEN, LAUREN  FOHS  APPROVED  75
LAM, RAPHAEL HOIKIN  FOSE  APPROVED  80
LI, SHERAN  FOMHS  AWARD  87
MCBURN EY, BENJAMIN  FOSE  APPROVED  87
MISTRY, DINYAR  FOA  AWARD  84
MITHANI, SAFDAR RAZZAK  FOBE  APPROVED  89
ORDMAN, ROBYN  FOHS  APPROVED  74
PARKER, SAMANTHA  FOHS  APPROVED  89
PENNEY, JOSHUA  FOHS  AWARD  89
REICHARDT, THOMAS  FOSE  AWARD  84
ROONEY, MELISSA  FOA  APPROVED  86
SALARIA, SUMIT  FOA  APPROVED  70
SI AL, ALISHA  FOMHS  APPROVED  63
THOMPSON, JESSICA  FOSE  APPROVED  84
THOMPSON, NAOMI  FOA  AWARD  71
UNDERWOOD, CONOR  FMHS  APPROVED  83
VENUNADAN, AARRAYTHI  FMHS  APPROVED  77
WALKER, ALISON  FOA  APPROVED  92
WALKER, MICHELLE  FOHS  APPROVED  83
WALKER, RHYS  FOA  AWARD  72
WINNING, ANTHONY  FOHS  APPROVED  86
WOOD, AMY  FOA  APPROVED  83
YIN, HUAN  FOBE  APPROVED  79

B. MATTERS FOR RECOMMENDATION

HDRC Meeting 12 February 2016
Ms Robinson spoke to the Undergraduate Research Internship proposal below. She advised that the procedures for managing visiting international research interns were identified as a process to undergo rapid improvement through the University’s Business Process Improvement project framework. Ms Robinson advised that there are approximately 20 students currently undertaking this program per annum, and that key aspects of the improved process. Ms Robinson advised that as the Undergraduate Research Internship program is a pathway for Master of Research and Higher Degree Programs she is discussing improved promotion and management of the program with Dr Yi. Professor Connor led a discussion on the ethics training requirements that are a crucial part of this program for these students. HDRC members agreed that having official student status and access to University research facilities for the students on this program is an important improvement.

UNDERGRADUATE RESEARCH INTERNS

The Undergraduate Research Interns program is aimed at attracting high-achieving students from across the world to Macquarie University, who may be interested in pursuing research careers and PhD studies.
Participating students will be exposed to Macquarie’s research and/or clinical environment, gain practical international experience and develop a range of skills. They will also gain an insight into the Macquarie University community.

For supervisors, the program provides an opportunity to gain assistance with their research, mentor/train young researchers and evaluate their suitability for further higher degree research training, as well as to make new contacts and develop or strengthen their international ties.

From an institutional perspective, the program will strengthen Macquarie’s academic and institutional collaborations/partnerships and increase the international visibility of the University’s research programs.

Students
What’s involved?
Students will have the opportunity to participate in an ongoing research project or to undertake a substantial piece of supervised research work. Students may also undertake a clinical placement under the supervision of a Macquarie supervisor.

Time commitment – at least 20 hours per week. Some positions will require students to work on a full-time basis. Students and supervisors are able to negotiate the duration of the project and the workload requirements.

All internships are on an unpaid, voluntary basis.

Benefits:
- An opportunity to develop new skills and enhance employability;
- Access to research networks and connections with other staff and postgraduate students;
- Supervision by outstanding researchers;
- Access to world class facilities and experiences that they may not otherwise have been exposed to; and
- The possibility of obtaining credit towards their degree at their home institution;

Who is eligible to apply?
- Senior undergraduate students (at completion stage or final stages of their undergraduate degree); or
- English proficiency
- From overseas and eligible for a student visa; and
- Considering a research career (desirable, but not essential)

Interns will be selected based on their academic qualifications and referee reports (although this will ultimately be the decision of the proposed supervisor). Students from a variety of disciplines are encouraged to apply.

Recognition
Recognition is subject to the requirements of the student’s home institution. If required, students should liaise with their home institution and their academic supervisor to ensure that all requirements are met. Students will receive an academic transcript [and a certificate of completion] from Macquarie.

When are placements and for how long?
The number of places will vary subject to the availability of supervisors to host student interns and according to when they have the capacity to host interns. Candidates that are successfully matched to a supervisor will be able to negotiate with the supervisor to conduct their internship during a mutually convenient timeframe.

When do we accept applications?
Applications are accepted year-round.

Inclusions
- Enrolment in an MQ unit
- Airport arrival reception
- Orientation and an MQ mentor
- Student card and access to all MQ student facilities (including medical centre, library, gym/aquatic centre)
- Workshops on higher degree pathways
- Public liability insurance – students will be covered the University’s policy

Exclusions
- Travel – students must arrange and pay for their own travel.
- Medical/hospital/travel insurance – students are required to take out a travel insurance policy with medical/hospital coverage prior to arriving in Australia, for the duration of their internship and travelling dates. Proof of insurance may be requested.
- Accommodation – students must arrange their own accommodation. Macquarie’s Accommodation service can provide support/advice on accommodation on an off campus.
- Visa sponsorship – although we will provide documentation to support student visa application.
- Stipend – students must ensure that they have funds to support themselves during the internship.

Supervisors
Benefits
- Streamlined process that enables access to highly motivated students to assist with research activities in line with their own research goals;
Opportunity to foster students’ interest in the supervisors’ field and to encourage and recruit students with high potential for HDR training;

- Strengthen ties with international institutions;

**Roles and responsibilities**

Host supervisors must ensure that the following is in place for their intern prior to the start of the internship:

- Research supervision
- Lab and/or office space
- Software and hardware
- Any safety or orientation information required for the project

Email and internet access, as well as access to University facilities will be organised by central administration.

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**The Committee**

**RESOLVED**

**To Recommend to the Academic Senate**

The Higher Degree Research Committee resolved to recommend to Academic Senate the establishment of a Visiting Undergraduate Research Internship as a non award program to enable high-quality students from overseas to undertake research internships under the supervision of Macquarie academics.
ITEM 14.4 SENATE LEARNING AND TEACHING COMMITTEE

Attached is the report from the Senate Learning and Teaching Committee meeting held 7 March 2016.

Refer to Item 9.3.

For noting.
ITEM 14.4 REPORT OF THE SENATE LEARNING AND TEACHING COMMITTEE MEETING OF 7 MARCH 2016

A meeting of the Senate Learning and Teaching Committee (SLTC) was held 7 March 2016. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE

Assessment Policy and Schedules
SLTC considered the Assessment Policy and its available Schedules. Following consideration, a series of amendments and deletions were recommended to Schedule 1: Grading Requirements and Schedule 2 Unit Assessment Requirements.

Subject to the amendments identified, the following documents are recommended for approval by Academic Senate:

i. Assessment Policy;
ii. Schedule 1: Grading requirements;
iii. Schedule 2: Unit Assessment Requirements;
iv. Schedule 4: Final Examination Requirements; and
v. Schedule 5: Moderation Requirements

ITEMS FOR NOTING

General Business
Student Discipline Procedure
SLTC noted a Progress Report on the Student Discipline Procedure and noted the following improvements as a result of implementation:

• increased transparency around appeals;
• the provision of new evidence allows for the re-hearing of cases at faculty level;
• the ability for the student to pre-accept sanctions;
• more detailed procedures for Faculty Hearing Committees; and
• clarity of the supporting governance structure.

Entry Pathways
Following the distribution of Entry Pathway information and data, a number of questions were submitted to the Deputy Vice-Chancellor (Academic) and the Pro Vice-Chancellor (Learning and Teaching). SLTC discussed some of the matters identified, including the process by which entry programs are developed and established and the communication of such decisions to the Faculties.

Learning and Teaching Strategic Framework
The Pro Vice-Chancellor (Learning and Teaching) provided an oral update, confirming that the Associate Dean’s (Learning and Teaching) and the Associate Dean’s (Quality and Standards) partook in a two-day workshop regarding the implementation of the Framework. Dr Tanya Rose, Strategic and Innovation Lead was introduced to the Committee and will be assisting with the implementation of the Framework. It was confirmed the webpage designed to support the Framework remains under development.

Report from Deputy Vice-Chancellor (Academic)
The Deputy Vice-Chancellor (Academic) provided a verbal report on the following matters:

ATAR’s: Future Practices
The Deputy Vice-Chancellor (Academic) will be submitting proposals to the Executive Group on the future direction of the University's approach to the consideration of ATAR’s.

University Growth
A need to review revenue funding has been identified. The Revenue and Student Numbers Planning Group (RNSPG) has been established to replace the Load Planning and Strategy Group (LPSG).

Facilities in lecture spaces
Property are conducting a review to evaluate the audio and visual equipment available in lecture spaces. Any recommendations arising from the review will align procurement with the Learning and Teaching Framework.

The next meeting of the Senate Learning and Teaching Committee will be held on Monday 18 April 2016.
**Recommendation**
That the Academic Senate approve the Assessment Policy and Schedules as listed above and note the report of the Senate Learning and Teaching Committee meeting of 7 March 2016.

**Submitted by**
Dr Mitch Parsell, Chair of the Senate Learning and Teaching Committee
ITEM 15.1 FACULTY OF ARTS FACULTY BOARD

Attached is the report from the Faculty of Arts Faculty Board meeting held on 9 February 2016.

*For noting.*
ITEM 15.1 REPORT OF THE FACULTY OF ARTS FACULTY BOARD MEETING OF 9 FEBRUARY 2016

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

MATTERS FOR NOTING
The following key matters were considered at the meeting:

1. Faculty (Quality) Summary Report – Session 3 2015 Examination Results
The Faculty Board considered the Head of Department Reports from the following departments:

- Ancient History
- Anthropology
- International Studies
- Law
- Modern History, Politics and International Relations
- Media, Music, Communication and Cultural Studies
- Philosophy
- Sociology

The Faculty Board discussed the reports, including the following:

a. Teaching in compressed mode in the context of increased enrolments and the timeframe for teaching units and preparing grades for the S3 offerings.
b. Strategies to improved learning outcomes focused on ‘Critical reading’ and the development of argument will be investigated.
c. Further discussion will be initiated about additional support for some international postgraduate students to develop their language skills to write research paper proposals.
d. FLTC to discuss guidelines on the use of Turnitin, in the context of the new assessment policy.
e. The application of the Disruption to Study Policy in relation to backdated medical certificates to be discussed with the Manager Learning and Teaching and Quality.
f. Processes to assist Unit Convenors identify students repeating a unit will be explored.

2. Ratification of Session 3 2015 Examination Results
The Faculty Board considered the Ratification of Results report from all departments, and ratified all grades submitted for all units in Sessions 3, 2015.

3. End of 2015 Faculty Prizes and Award Nominations
The list of 2015 Faculty prizes and awards to recipients was updated. Final nominations for prizes will be considered by the Faculty Board by Flying Minute to meet Graduation timelines.

4. Process for Ratifying and Reporting on I-grade results
The Faculty Board noted that the Academic Standards and Quality Committee has approved the recommendations of the Examination Results Review Working Party about the consideration of I-grades. The Faculty Board will adopt the processes outlined in the report for ratifying and reporting on I-grade results from Session 1 2016.

5. Faculty of Arts University Medal Nominations
The Faculty Board considered nominations from Heads of Department for the award of a University Medal. The nominations endorsed by the Faculty Board were forwarded to the University Medal Committee for consideration.

6. Membership Matters
Faculty Board membership updates: Professor Julian Knowles the Associate Dean International, and Associate Professor Jean-Philippe Deranthy as the (Acting) Head of the Department of Philosophy as ex-officio members; and Corrinne Franklin, (Indigenous Studies) and Dr Adam Lockyer (Security Studies and Criminology) as co-opted members pending elections to be conducted by the Returning Officer.

Faculty Board nominee to the University Medal Committee: Dr Alison Leitch (Sociology) was appointed as the Faculty of Arts Faculty Board nominee to the University Medal Committee of Academic Senate.

Recommendation
That the Academic Senate note the report of the Faculty of Arts Faculty Board meeting of 9 February 2016.

The next meeting of the Faculty of Arts Faculty Board will be held on Tuesday 12 July 2016.

Professor Martina Mollering
Chair, Faculty of Arts Faculty Board
ITEM 15.2 FACULTY OF BUSINESS AND ECONOMICS FACULTY BOARD

Attached is the report from the Faculty of Business and Economics Faculty Board meeting held on 8 February 2016.

For noting.
ITEM 15.2 REPORT OF THE FACULTY OF BUSINESS AND ECONOMICS FACULTY BOARD MEETING OF 8 FEBRUARY 2016

A meeting of the Faculty of Business and Economics Faculty Board was held 8 February 2016. This meeting largely focussed on the ratification of Session 3 exam results. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING
Session 3, 2015 Examination Results
Each Department provided the Faculty Board with presentation and report on Session 3 examination results. Following consideration and discussion, the Faculty Board resolved to ratify all grades submitted for all units in Session 3, 2015.

The Faculty Board considered the prizes, awards and scholarship nominations received and resolved to award as recommended.

Reports from Subcommittee's
The minutes from the following Faculty Committee were noted:
• Faculty Learning and Teaching Committee - The draft minutes of the meetings held 25 November 2015 were noted.

General Business
• The Board noted the recommended amendments and feedbacks on Schedule 1: Grading requirements, Schedule 4: Final Examination requirements and Schedule 5: Moderation requirements of the draft Assessment Policy and Schedules. Associate Dean Learning and Teaching (AD L&T) to organise a face-to-face meeting to discuss Schedule 2: Unit Assessment requirements and Schedule 3: HDR Assessment requirements and collate feedbacks from working group.
• The Board noted that Dr Rahat Munir is nominated to be the Faculty of Business and Economics Representative on the University Medals Committee and the nomination has been approved by the Standing Committee of Academic Senate at its 2 February 2016 meeting
• The Board noted that no student nomination has been received for the University Medal. A comment regarding amount of paperwork require for nomination submission was made.
• The quarter report from the Department of Economics was noted.
• The approval of dual degrees with Zhuhai College of Jilin University was noted.
• The approval of articulations from MIT-SOM, University of Pune was noted.

Recommendation
That the Academic Senate note the report of the Faculty of Business and Economics Faculty Board (FBEFB) meeting of 8 February 2016.

The next meeting of the FBEFB will be held on 12 April 2016.

Submitted by:
Professor Anne Ross-Smith
Acting Chair of Faculty of Business and Economics Faculty Board
ITEM 15.3  FACULTY OF HUMAN SCIENCES FACULTY BOARD

Attached is the report from the Faculty of Human Sciences Faculty Board meeting held on 9 February 2016.

*For noting.*
ITEM 15.3: REPORT OF THE FACULTY OF HUMAN SCIENCES FACULTY BOARD MEETING OF 9 FEBRUARY 2016

A meeting of the Faculty of Human Sciences Faculty Board was held 9 February 2016. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING

Session 3, 2015/2016 Examination Results and Prizes
Where units were offered, each Department provided the Faculty Board with a presentation and report on Session 3 examination results. Following consideration, the Faculty Board resolved to ratify all grades submitted for all units in Session 3, 2015/2016.

The Faculty Board considered the prizes, awards and scholarship nominations received and resolved to award the prizes to the eleven recipients as recommended.

In accordance with the amended Quality Assurance Framework as approved by Academic Senate, a ‘Pro-Forma D’ report will be submitted to the Academic Standards and Quality Committee for consideration.

University Medal Nominations
The Faculty Board reviewed two nominations submitted by the Department of Psychology. The Faculty Board resolved to endorse each nomination and resolved to provide a letter of support to the University Medal Committee for consideration.

Review of Faculty Governance Structure
The Faculty Subcommittees have been reviewed and it has been determined that the IT Subcommittee, the OHS Subcommittee and the Marketing and Web Subcommittee will no longer report to the Faculty Board. Each Subcommittee has now been asked to review its Terms of Reference and membership composition. The proposed changes were presented to the Faculty Board and it was confirmed that an expressions of interest process will be conducted seeking memberships on each Subcommittee.

Report from the Executive Dean
The Executive Dean briefed the Board on the following matters:

- Grants and Funding:
  - 27 Discovery Grants. Representing an 80% increase.
  - National Health and Medical Research Council Grants - Numbers are equivalent to previous years.
  - 2 ARC Centres of Excellence have been submitted by Distinguished Professors Anne Castles and Ron Rapee. These CoE’s carry with them a budget of $35 million each over 5 years. The applications are still in the assessment phase and interviews are in week of May 16. If successful, these centres will be transformative for the Faculty in terms of world class research. Thank you to everyone who has contributed so much time and effort towards these special centres.
  - 12 DECRA applications have been received which is an increase of 7 from last year.

The Dean thanked Professor Mike Jones, Colm Halbert and the Research team for all their efforts and contributions to all of the above schemes and more during the grant season.

- The Royal Institute for Deaf and Blind Children (RIDBC) is scheduled to relocate all their operations to Macquarie University. When complete, this partnership will produce a significant increase in research activity. The Renwick Centre will have moved into the Australian Hearing Hub by midyear. It is proposed that the entire RIDBC move will be completed by 2019/20, subject to capital works to accommodate the Institute on campus.

- The proposed Research Excellence Conference will focus on the five Macquarie University research initiatives and will be held every second year alternating with the Macquarie Research Award event. The Conference will be designed to target industry partners and to facilitate networks with non-academic organisations.

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Undergraduate offers are down across the Faculty with work underway to ensure higher conversion rates. Both postgraduate and international enrolments have increased slightly.

There will be a focus on the development of a Faculty strategy, for the next three to five years. Consultation has commenced within the Executive Advisory Committee and it is anticipated that a planning day will be scheduled.

The Department of Educational Studies was established 1 January 2016, following the merger of the Institute of Early Childhood and the School of Education. There are currently three working groups engaged in developing the new Department: Research, Operational and Learning and Teaching.

A Workload Review Meeting was held Monday 8 February to discuss a revised workload model for 2017. There is a consensus that the current model is not functioning optimally and that there are other processes available that will allow the Heads of Departments to more efficiently manage workload priorities. The target date for a finalised plan is set for July 2016 which will allow for implementation in 2017.

Each Executive Dean has been tasked by the Deputy Vice-Chancellor (Academic) with reducing unit numbers across the Faculty by 10%. Initially, analysis will be undertaken to identify the units that are no longer active and those with low enrolment figures.

**Report from the Faculty General Manager (FGM)**

The FGM confirmed that the new Marketing staffing structure will commence 1 April 2016. There will be a Portfolio partner within the centralised team who will support the Faculty of Human Sciences amongst other areas.

**Reports from the Faculty Subcommittees and Departments**

The Faculty Board considered reports and minutes from the Faculty Standards and Quality Subcommittee, the Learning and Teaching Subcommittee, the Research Subcommittee, the Marketing and Web Subcommittee, the Department of Psychology and the Department of Cognitive Science.

**Presentation – New Standards on State Records**

Neil Fraser, Director Strategic Planning and Information and Dr Chi Nguyen, Digital Lifecycle Manager attended the meeting to provide a record policy update.

The next meeting of the Faculty of Human Sciences Faculty Board will be held on 5 April 2016.

**Recommendation**

That the Academic Senate note the report of the Faculty of Human Sciences Faculty Board meeting of 9 February 2016.

**Submitted by:**

Professor Simon Handley
Chair of Faculty of Human Sciences Faculty Board
ITEM 15.4  FACULTY OF MEDICINE AND HEALTH SCIENCES FACULTY BOARD

Attached is the report from the Faculty of Medicine and Health Sciences Faculty Board meeting held on 22 February 2016.

For noting.
ITEM 15.4 REPORT OF THE FACULTY OF MEDICINE AND HEALTH SCIENCES FACULTY BOARD MEETING OF 22 FEBRUARY 2016

A meeting of the Faculty of Medicine and Health Sciences Faculty Board was held 22 February 2016. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING

Report from the Executive Dean
A verbal report was provided on the following matters:

- The Bachelor of Clinical Science commences on 29 February with a cohort of approximately 40 students. The Faculty welcomes two new academic staff members, Dr Dane King and Dr Sarah White who will lead the delivery of key components of the program.
- 8 core units are currently under development for the Masters of Public Health program.
- Admissions to the Doctor of Physiotherapy have been varied to make offers during the Session 1 admissions process for Session 2 commencement.
- The Faculty’s post-graduate Advanced Medicine/Surgery programs and units will be reviewed in 2016 to explore opportunities and fit as the integration of the Faculty into the Macquarie University Health Sciences Centre (MUHSC) continues.
- The 2015 research activity data indicates the Faculty is on track with the projected expansion of inputs and outputs to meet the University’s research targets for 2024. The Faculty’s external research income was $15 million representing 22% of the University’s total external research income.
- The external review of the Faculty’s research practices has been completed and the recommendations will be reviewed and discussed within Departments.
- Macquarie University Clinical Associates (MUCA) is now operational, the Executive Dean has been appointed as Managing Director and the Board will be chaired by the Vice-Chancellor. MUCA provides the key link between the Faculty of Medicine and Health Sciences and Macquarie University Hospital to enable the Macquarie University Health Sciences Centre (MUHSC).
- A clinical leadership team of seven clinical program heads and 20 clinical discipline heads has been created. The first MUHSC clinics have started in General Practice, Plastic Surgery and Cardiology with MUCA employed clinicians.

Faculty Rules: Election of Continuing Academic Staff Representatives
The Faculty Board considered a paper submitted by Professor Mark Baker, the Academic Staff Representative from the Department of Biomedical Sciences. The Faculty Board discussed the eligibility criteria for the elected Academic Staff Representatives on Faculty Board, noting that a high proportion of academic staff are on short term contracts. It was confirmed that whilst the eligibility criteria aligns with the eligibility criteria for elections to Academic Senate, it does not match the elections conducted for the University Council. The Faculty Board was informed that a post-implementation review of the Faculty Board Rules will be conducted, the format and parameters of the review are yet to be finalised. The Executive Dean will consult colleagues and return the discussion to a future Faculty Board meeting.

University Medal Policy and Procedure: Feedback
The Faculty Board considered the current Policy and Procedure, noting the requirement for the University Medal to be awarded at the April graduations as problematic for the Faculty’s only eligible cohort, graduates of the Doctor of Physiotherapy program. The Faculty Board noted that there will be a University-wide review of awards and prizes, which will include a review of the existing University Medal Policy and Procedure. The Faculty Board resolved to recommend that the review of the University Medal Policy and Procedure includes the consideration of flexibility in allowing the award to be presented at the September graduation series.

Matters Recommended by Faculty Subcommittee’s
Following recommendation by the Faculty Education Committee, the Faculty Board resolved:
1. to approve assessment changes to MEDI103, PHTY901 and PHTY302;
2. to endorse the expressions of interest for the Graduate Diploma and Graduate Certificate in Public Health Exit Awards; and
3. to approve the resting of units MEDI701, MEDI731, MEDI732 and MEDI741.

Reports from the Departments
The Faculty Board considered reports from the Australian Institute of Health Innovation, the Department of Biomedical Sciences, the Department of Clinical Medicine, the Department of Health Professions and the Department of Health Systems and Populations.

Membership and Representation
- Student Representative on Faculty Board – The Faculty Board resolved to co-opt Dr Alisha Sial as the student representative to the Faculty Board for a term until 31 December 2016.
- Faculty Representative on Academic Senate – Following consideration by the Academic Senate Standing Committee, the Executive Dean was asked to consider, in consultation with Faculty Board, eligible nominees for the two vacant positions on Academic Senate from the Faculty of Medicine and Health Sciences. The Faculty Board resolved to delegate the nomination process, as outlined by the Academic Senate Standing Committee, to the Executive Dean and the Chair of Faculty Board.

The next meeting of the Faculty of Medicine and Health Sciences Faculty Board will be held on Monday 11 April 2016.

Recommendation
That the Academic Senate note the report of the Faculty of Medicine and Health Sciences Faculty Board meeting of 22 February 2016.

Submitted by
Professor Patrick McNeil
Executive Dean and Chair of Faculty of Medicine and Health Sciences Faculty Board
ITEM 15.5 FACULTY OF SCIENCE AND ENGINEERING FACULTY BOARD

Attached is the report from the Faculty of Science and Engineering Faculty Board meeting held on 9 February 2016.

For discussion.
ITEM 15.5 REPORT OF THE FACULTY OF SCIENCE AND ENGINEERING
FACULTY BOARD MEETING OF 9 FEBRUARY 2016

A meeting of the Faculty of Science and Engineering Faculty Board was held 9 February 2016. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR CONSIDERATION BY ACADEMIC SENATE

Two issues were identified in an individual unit offered in Session 3:

- It appears that session three offerings are not as well supported by ancillary services as offerings in Sessions 1 and 2. The Numeracy Centre is closed for much of session three. If units in Session 3 are to be offered, then the same level of support services for students needs to be available.

- Issues of software compatibility were experienced in a unit which employed the Bring Your Own Device (BYOD) approach. Students with Mac hardware had difficulties with the software. If the University is to promote a BYOD approach more widely, it needs to be ensured that:
  1. students are given proper information about the hardware required, both in terms of type and performance requirements; and
  2. all software provided for BYOD access will run adequately on the hardware specifications provided to students.

ITEMS FOR NOTING

Session 3, 2015/2016 Examination Results and Prizes
The Faculty Board considered the Faculty (Quality) Summary Report of the Faculty Learning and Teaching Committee, the draft ‘Pro-Forma D’ Report to Academic Standards and Quality Committee and the Summary report of each Department where units were offered. Following consideration, the Faculty Board resolved to ratify all grades submitted for all units in Session 3, 2015/2016.

In accordance with the amended Quality Assurance Framework, a ‘Pro-Forma D’ report will be submitted to the Academic Standards and Quality Committee for consideration.

University Medal Nominations
The Faculty Board considered three University Medal Nominations from the Department of Biological Sciences, the Department of Environmental Sciences and the Department of Chemistry and Biomolecular Sciences. The Faculty Board resolved to endorse the three nominations. It was noted that there will be a nomination from the Department of Mathematics, this is to be considered by Flying Minute to obtain Faculty Board’s endorsement prior to the University Medal Committee meeting.

Report from the Executive Dean
The Chair provided a verbal report on the following matters:

- The Faculty’s enrolment figures have increased by approximately 2% overall in comparison to the previous year. There has been an increase within Postgraduate Coursework as well as international student enrolments. The Department of Engineering has experienced a substantial growth.

- The Administration Review is continuing. The Faculty is currently identifying an appropriate consultancy firm to support the review.

- The Faculty Marketing team will conclude Friday, 12 February. Central Marketing are currently in the process of hiring a Marketing Director who will be responsible primarily for the Faculty of Science and Engineering, the Vice-Chancellors Office and the Research Office.

- Nicole Gower, Director of Human Resources led the launch and training of UniForum within Macquarie University last week. It was confirmed that the data collection commences Wednesday, 17 February 2016.

- The Building Master Planning process was conducted last year and there has now been a draft report produced. The report has identified an urgent need for space.

- A Load Planning Strategy Group is currently reviewing the Faculty’s load planning model with a view to aligning load planning and budget in a cohesive manner.

- Professional Development Review (PDR) meetings will be commencing shortly.

- All members of the Faculty are encouraged to attend the Deputy Vice-Chancellors (Research) Weather Report and the Faculty of Science and Engineering Weather Report being held in February.

Assessment Policy
The Faculty Board were provided another opportunity to provide feedback in relation to the draft Assessment Policy and its schedules. All feedback is to be provided to the Associate Dean, Learning and Teaching by 18
February 2016 which will allow for consultation in line with the approved timeline for approval. The Faculty Board were reminded that there will be a body of work that the Faculty Board will be responsible for regarding implementation of the Policy.

Proposal to revive the Master of Science
The Faculty Board resolved to endorse the proposal to reintroduce the Master of Science.

Proposal to delete specialisations from the Master of Environmental Sciences
In the absence of a tabled paper, the Faculty Board resolved to consider the request by Flying Minute.

Reports from Faculty Committee’s
Reports from the Faculty Learning and Teaching Committee, the Faculty Research Committee and the Faculty Higher Degree Research Committee were noted.

The next meeting of the Faculty of Science and Engineering Faculty Board will be held on 9 February 2016.

Recommendation
That the Academic Senate discuss the report of the Faculty of Science and Engineering Faculty Board meeting of 9 February 2016.

Submitted by:
Professor Barbara Messerle
Executive Dean and Chair of Faculty of Science and Engineering Faculty Board