A meeting of the Academic Senate will be held at 9.30am on Tuesday 5 April 2011 in the Senate Room, Level 3, Lincoln Building.

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

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

Members who are unable to attend the meeting are requested to send their apologies to Mrs R Myton (extn. 7304 or e-mail rima.myton@mq.edu.au).

C Hawkins
ACADEMIC REGISTRAR
30 March 2011

A G E N D A

Page Numbers

1. APOLOGIES / WELCOME

2. ARRANGEMENT OF AGENDA
   2.1 Starring of Items
   2.2 Adoption of Unstarred Items

3-13 3. MINUTES OF PREVIOUS MEETING
Meeting held on 15 February 2011

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

5. CONSIDERATION OF CONFIDENTIAL ITEMS
   5.1 Report of the Discipline Committee
   The Discipline Committee met on 21 February 2011. The report of the meeting will be laid upon the table at the meeting of Academic Senate in accordance with the provisions of the Student Misconduct and Discipline Rules.

6. REPORT OF VICE-CHANCELLOR
7. REPORT OF CHAIR

8. CENTRE FOR MACQUARIE ENGLISH
   Report of Mr David Wright, Managing Director of Access Macquarie

9. WARAWARA DEPARTMENT OF INDIGENOUS STUDIES
   Report of A/Professor Susan Page, Head of Department

10. QUESTIONS ON NOTICE
    Members are requested to provide at least 2 days’ notice for questions on items not related to the agenda

11. REPORTS FROM STANDING COMMITTEES

   11.1 Academic Standards and Quality Committee
       Report of Meetings of 8 and 22 February and 15 March 2011

   11.2 Coursework Studies Committee
       Report of Meetings of 28 February and 28 March 2011

   11.3 Higher Degree Research Committee
       Report of Meeting of 25 March 2011

   11.4 Library Committee
       Executive Summary and Annual Report 2010

12. GENERAL BUSINESS

   12.1 Assessment and Examination in the Undergraduate Program

   12.2 ICMS

   12.3 Application of Law Honours – Student’s Submission

   12.4 Working conditions of academic staff

   12.5 Academic Year Plan 2013

13. AWARDS

   13.1 Undergraduate and Postgraduate Students Qualified for an Award

   13.2 Prize Awards

   13.3 Vice-Chancellor’s Commendations

14. MEMBERSHIP

   14.1 Election of Student Members of Academic Senate – Briefing

15. OTHER BUSINESS
Minutes of a meeting of Academic Senate held on 15 February 2011 at 9.30am in the Senate Room, Level 3, Lincoln Building.

Present: Professor J Fitness (in the Chair)  Professor J Piper
Dr M Arrow  Professor P Radan
Ms M Brodie  Professor J Sachs
Dr W Bradford  Professor S Schwartz
Mr A Dahdal  Professor J Simons
Dr J De Meyrick  A/Professor I Solomonides
Professor M Gabbott  Dr J Tent
A/Professor S George  Professor S Thurgate
Professor J Greeley  Professor B Thompson
Professor J Hedberg  A/Professor J Torr
Professor N Mansfield  Professor G Town
Dr W McDonald  A/Professor D Verity
Ms C McPherson  Professor G Whiteford
Professor M Mollering  Professor R Widing
Mr E Nelson  Dr R Yager
A/Professor S Page

In Attendance: Ms L Denby  Ms R Myton
Mr C Hawkins  Ms C Paine
Ms S Kelly  Ms K Smart
Ms B McLean

★ 1. **APOLOGIES /WELCOME**

Academic Senate noted that apologies were received from: Professor J Croucher, Ms C Trotman and Dr X Zhou.

The Chair welcomed new members of Academic Senate elected by the academic staff of the Faculties. All members of Academic Senate introduced themselves.

★ 2. **COOPTING NEW MEMBERS OF ACADEMIC SENATE**

Academic Senate approved as recommended the following appointments:

1. **New Member of Academic Senate from the Faculty of Arts**

   **Resolution 11/001**

   That pursuant to Rule 3(1) of Academic Senate Rules, Dr Michelle Arrow be coopted as a member of Academic Senate representing the Faculty of Arts for a term of office concluding on 31 December 2012.

2. **New Member of Academic Senate from the Faculty of Human Sciences**

   **Resolution 11/002**

   That pursuant to Rules 5(2) and 3(1) of Academic Senate Rules, Professor Bill Thompson be coopted as a member of Academic Senate representing the Faculty of Human Sciences for two years concluding on 31 December 2012, to fill the vacancy created by the appointment of Professor Fitness as the Chair of Academic Senate.
3. ELECTION OF DEPUTY CHAIR OF ACADEMIC SENATE

Two nominations were received for the position of the Deputy Chair of Academic Senate as follows:

- Professor Peter Radan
- A/Professor Dominic Verity

The Secretary of Academic Senate, Mr Colin Hawkins, announced the election of Deputy Chair of Academic Senate and distributed voting forms to the members of Academic Senate. 28 members of Academic Senate participated in voting (3 members of Academic Senate were late for election).

After the count of votes Professor Peter Radan was declared elected as the Deputy Chair of Academic Senate as the candidate who received the majority of votes.

Resolution 11/003

That Professor Peter Radan is elected as the deputy Chair of Academic Senate for a term of office two years concluding on 31 December 2012.

4. MINUTES OF PREVIOUS MEETING

Resolution 11/004

That the minutes of the meeting held on 16 December 2010 (http://senate.mq.edu.au/MQUonly/minutes/2010/Minutes_1210.pdf) be signed as a true and correct record.

5. IDENTIFICATION OF ITEMS FOR DISCUSSION

The following items were starred for discussion:

- Co-opting New Members of Academic Senate
- 12.1 Report of the Academic Standards and Quality Committee
- 12.2 Report of the Coursework Studies Committee
- 12.3 Report of the Higher Degree Research Committee
- 12.4 Report of the Higher Degree Appeals Committee
- 13.1 Examination Policy
- 13.3 Nomination for Award of the Title of Macquarie University Emeritus Professor
- 14.3 Vice-Chancellor’s Commendations (tabled paper)
- 14.4 University Medals (tabled paper)

6. CONSIDERATION OF UNSTARRED ITEMS

Resolution 11/005

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

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

7. CONSIDERATION OF CONFIDENTIAL ITEMS

7.1 REPORT OF THE DISCIPLINE COMMITTEE

(D91/424-02)
The report of the meeting of the Discipline Committee of 23 November 2010 was laid upon the table in accordance with the provisions of the Student Misconduct and Discipline Rules. There were no observations made by the members of the Committee.

8. **ADMISSION OF OBSERVERS**

At this point the meeting was declared open for observers.

9. **REPORT FROM VICE-CHANCELLOR** (D98/155-16)

Professor Schwartz reported on some trends in enrolments in 2011, i.e. there was an increase in the number of local students who made Macquarie their first choice. However, the number of international students went down. He also updated Academic Senate on TEQSA legislation and AQF, as well as Compacts and the base funding review. Professor Piper reported on grant-funding and ERA outcome issues.

10. **REPORT FROM CHAIR** (05/1853)

Professor Fitness gave an overview of the history, roles and functions of Academic Senate and its standing committees. She also explained her role and the responsibilities of Senate members. She noted that the Senate’s priority is academic quality and standards and that the role of Senate members is to protect the University’s reputation, rather than represent any particular interest group.

Professor Fitness also shared with members her ideas about improving the work of Academic Senate, e.g. including in the meeting agendas reports from various areas represented in Senate on a roster basis.

Professor Fitness reminded members about the reserve meetings of Academic Senate that will be held in May and September. She suggested dedicating the May reserve meeting to discussing TEQSA.

11. **BUSINESS ARISING FROM THE MINUTES**

Business arising from the minutes of the previous meeting was dealt with elsewhere in the agenda.

12. **REPORTS FROM STANDING COMMITTEES**

12.1 **ACADEMIC STANDARDS AND QUALITY COMMITTEE**

Report of Meeting of 8 February 2011

Professor Gabbutt gave a background for his Faculty’s proposal to introduce a new award of Diploma in Business as an exit award for students at Tsinghua School of Continuing Education (under items 1.2.1 below). This proposal along with the recommendations of the ASQC listed below were resolved as recommended:

1   2011 Academic Program

1.1   Postgraduate
1.1.1 New Awards

Resolution 11/006
That Academic Senate approves a revised date of 1 January 2011 for the introduction of the following new awards:
- Doctor of Clinical Psychology
- Doctor of Clinical Neuropsychology
- Doctor of Organisational Psychology

1.1.2 Awards Recommended for Discontinuance

Resolution 11/007
That Academic Senate approves a revised date of 31 December, 2010 for the discontinuance of the following awards:
- Doctor of Psychology (Clinical Psychology)
- Doctor of Psychology (Clinical Neuropsychology)
- Doctor of Psychology (Organisational Psychology)

1.2 Undergraduate

1.2.1 New Award

Resolution 11/008
That Academic Senate recommends to Council the introduction of a new award of Diploma in Business to be available as an exit award for students at Tsinghua School of Continuing Education who do not proceed into the Bachelor of Commerce, with effect from 1 July, 2011.

1.2z.2 Revision to the General Requirements of the Bachelor of Laws

Resolution 11/009
That Academic Senate approves the change to the General Requirements of the Bachelor of Laws to reduce the minimum number of credit points required for the program from 74 to 72 for students qualifying from 1 January, 2011 in all versions of the program.

2 2012 Academic Program

2.1 Postgraduate Curriculum Renewal

2.1.1 New Awards

Arts
- Master of Indigenous Education
- Postgraduate Diploma in Indigenous Education
- Postgraduate Certificate in Indigenous Education

Business and Economics
- Master of Financial Regulation
- Postgraduate Diploma in Financial Regulation
- Postgraduate Certificate in Financial Regulation
- Master of Corporate Governance

Resolution 11/010
That Academic Senate recommends to Council the introduction of the new awards listed above with effect from 1 January, 2012.
2.2 Undergraduate

2.2.1 New Awards

Business and Economics

Resolution 11/011
That Academic Senate:
  a) approves the deletion of the Bachelor of Marketing and Media (Honours); and
  b) recommends to Council the introduction of a new award of Bachelor of Marketing and Media with effect from 1 January, 2012.

Science

Resolution 11/012
That Academic Senate:
  a) approves the deletion of the Graduate Certificate in Palaeontology;
  and
  b) recommends to Council the introduction of a new award of Graduate Certificate in Palaeobiology with effect from 1 January, 2012.

* 12.2 COURSEWORK STUDIES COMMITTEE
Report of Meetings of 14 and 31 January 2011 (A87/116-04)

Professor Fitness reported about a proposal to delegate deeming clause cases to the Faculties. As part of undergoing review of the Coursework Studies Committee some of its functions will devolve to the Faculties and the ASQC. The Chair also explained fundamental differences between deeming and saving clauses, their legal implications and proposed procedural arrangements.

The following matters were resolved as recommended:

(1) DE BONO, Lisa

Resolution 11/013
That the Saving Clause be invoked to enable Ms De Bono to satisfy requirements for the Bachelor of Commerce without having completed BUSL222 Foundations of Human Resources Law provided all other requirements are met.

(2) Table 1

KOSWATTA LIYANAGE, Kalani
KWOK, Sin Lee

Table 2

STEELE, Jennifer

Resolution 11/014
(1) That the Saving Clause be invoked to enable the students listed in Table 1 (above) to satisfy degree requirements for the Bachelor of Arts–Psychology without completing STAT170 Introductory Statistics provided all other degree requirements are met.

(2) That the Saving Clause be invoked to enable the students listed in Table 2 (above) to satisfy degree requirements for the Bachelor of Science–Psychology without completing STAT170 Introductory Statistics provided all other degree requirements are met.
Table 3
LI, Cuifeng
LIU, Chang
TENG, Tao

Resolution 11/015
That the Saving Clause be invoked to enable the students listed in Table 3 (above) to satisfy requirements for the Bachelor of Commerce-Professional Accounting without having completed BBA102 Principles of Management provided all other requirements are met.

FLAMMIA, Rosanna
Resolution 11/016
That the Saving Clause be invoked to enable Ms Flammia to satisfy requirements for the Bachelor of Arts – Psychology with Diploma of Education without having completed EDUC267 Introduction to Curriculum and Pedagogy and an additional 100 level ENGL provided all other requirements are met.

12.3 HIGHER DEGREE RESEARCH COMMITTEE
Report of Meeting of 4 February 2011
Professor Mansfield followed up an issue raised by Academic Senate during discussion of the Appointment of Examiners policy (p.47 of http://senate.mq.edu.au/MQUonly/agenda/2010/1110/AGENDAALL_1110.pdf) on 16 November 2010. The question raised at that meeting was whether or not the policy should exclude only full-time employees of the University from being appointed as examiners. Professor Mansfield reported that the HDRC strongly supports its recommendation that the policy applies to all staff categories currently employed or employed within the last five years by the University. The Committee believes that a person should be disqualified to be examiner if he or she shared the same academic space as the HDR student.

A proposal was made to consider the introduction of signed ‘no conflict of interest’ forms by examiners.

Academic Senate approved as recommended the list of HDR students who completed requirements for their awards.

Resolution 11/017
That the students included in the report (pp. 15-16 of: http://senate.mq.edu.au/MQUonly/agenda/2011/0211/AGENDAALL_0211.pdf) have satisfied the requirements for the awards stated.

12.4 HIGHER DEGREE APPEALS COMMITTEE
Report of Meeting of 21 January 2011
Academic Senate supported the outcome of the case reported by the Higher Degree Appeals Committee.

Academic Senate also supported the Committee’s decision that in future:
(1) The committee should be provided with all of the relevant documents, including examiners’ reports, even if they merely appraise them at a procedural level.
If markers check the relevant box to formally note on Part I of the examiners’ report that they do not want to examine the thesis again, it SHOULD NOT be sent to them for re-examination, rather it should be sent to one of the reserve examiners.

There might be discussion as to whether policy could be changed so that the MSC and the MA degrees might awarded in such outcomes where a doctorate has failed but has been deemed to have some merit by the examiners.

Academic Senate inquired how the above recommendations (which are not related to the outcome of the specific case) will be acted upon. It was agreed that the HDRC will provide a report to Senate on what actions will be taken in response to the above recommendations (Action).

13. GENERAL BUSINESS

13.1 EXAMINATION POLICY

(P287)

Academic Senate discussed the Examination Policy submitted for approval.

The following issues were raised during the discussion:

- Forms of student identification and what to do in cases where a student lost his or her ID shortly prior to the exam – an option of considering these cases as unavoidable disruption was suggested as well as offering a substitute exam.
- Whether or not a sample examination paper mentioned in the policy under ‘Quality Assurance’ needs more clarification. It was suggested that further clarification on a sample paper could be included in guidelines.
- The definition of moderation included in the policy raised a few questions as moderation varies in each Faculty. Academic Senate decided that keeping a general definition of moderation in the policy, as it stands now, would allow for quality assurance across the University. The Faculty of Arts was mentioned as an example of a good ‘local’ approach to moderation. Professor Simon was asked to report to Academic Senate on his Faculty’s moderation practices.

Action: To include in one of the next meetings of Academic Senate the report of the Executive Dean of the Faculty of Arts on moderation practices.

Resolution 11/018

That Academic Senate approves the attached Examination Policy (pp.19-29 of: http://senate.mq.edu.au/MQOnly/agenda/2011/0211/AGENDAALL_0211.pdf) with immediate effect.

13.2 TEACHING INDEX POLICY

(P291)

Academic Senate approved as recommended the Teaching Index Policy.

Resolution 11/019

That Academic Senate approves the attached Teaching Index Policy (pp. 30-32 of http://senate.mq.edu.au/MQOnly/agenda/2011/0211/AGENDAALL_0211.pdf) with immediate effect.
13.3 NOMINATION FOR AWARD OF THE TITLE OF MACQUARIE UNIVERSITY EMERITUS PROFESSOR

(A93/573-04)

Academic Senate considered a nomination received from the Executive Dean of the Faculty of Human Sciences, Professor Greeley, for award of the title of Macquarie University Emeritus Professor. Members of Academic Senate agreed that future nominations for this title should be referred to a working group of Academic Senate assigned to process such nominations.

Resolution 11/020

That Academic Senate establishes a working party to consider the nominations for award of the title of Emeritus Professor of Macquarie University in accordance with the Award of Emeritus Professor Policy and Procedure.

The received nomination for Professor Christopher Noel Candlin was unanimously approved.

Resolution 11/021

That Academic Senate recommends to the Vice-Chancellor and the University Council that Professor Christopher Noel Candlin be awarded the title of Emeritus Professor of Macquarie University.

14. AWARDS

14.1 UNDERGRADUATE AND POSTGRADUATE STUDENTS QUALIFIED FOR AN AWARD

(D99/47-04, A91/57-07)

The list of the undergraduate and postgraduate students qualified for their awards was circulated to the members of Academic Senate and filed.

Resolution 11/022

That the candidates in the report have satisfied requirements for the awards stated.

14.2 PRIZE AWARDS

(02/2032)

Academic Senate considered and approved as recommended the list of students receiving the University’s prizes.

Resolution 11/023

That prizes be awarded to the students nominated in the report (pp. 46-56 of: http://senate.mq.edu.au/MQUonly/agenda/2011/0211/AGENDAALL_0211.pdf).

14.3 VICE-CHANCELLOR’S COMMENDATION

(01/303)

The following nominations for the Vice-Chancellor’s commendation were approved as recommended:

(1) NOMINATIONS FOR MASTER COURSEWORK CANDIDATES

Faculty of Arts

APTER, John William  Master of Arts in Modern History (Coursework)
BEGENT-CONNORS, Kate Rebekah  Master of International Relations
BLUMBERG, Sandra  Master of Arts in International Communication
CHETTY, Nirvana  Master of International Relations
EDWARDS, Grant  Master of Arts in Coptic Studies
FIELDS, Christopher  
GAYNOR, Teresa Ellen  
GILLIS, Caitlin  
GROARKE, Deborah Anne  
HERBERT, Craig Stewart  
LEE, Antoni  
LEMAY, Kate Suzanne  
LEONARD, Jonathan  
MANSSON, Gustav  
PEIPMAN, Luke Henri Lembit  
PHAIROOSCH, Abdulla  
PIGOTT, Victor Herbert  
PRYKE, Alice  
RYAN, Lynette Anne  
SATYA, Shanna  
SCHUBERTH, Joshua Connell  
SNYMAN, Henning Jacobus  
SUKANANDAN, Kavita  

Faculty of Business and Economics  
BATELLINO, Emma Jane  
BORS, Anselm Fabian  
DAI, Meng  
DEGEN, Dominik Josef  
GROTHUS, Kristin Maria  
GUENTHER, Miriam  
PAN, Zwei  
PARK, Dongmin  
PUGGENSEE, Jan  
PRIYADIPITA, Darryl Rizky  
SUN, Anjie  
TAN, Quanyie  
TROST, Frederic Noel  
WILLMS, Hauke Enno  
XUE, Yu  

Faculty of Human Sciences  
ALDERTON, William John  
ANDREW, Matthew  
CLUDLAND, Caryn Lisa  
DIXON, Ann Elizabeth  
DOWNIE, Peter Douglas  
HALLINAN, Stephen Paul  
HEMMETT, Jodie Louise  
KAKTINS, Louise  
KUEHN, Stacey  
LEWIS, Patricia Wendy  
MILLS, Catherine Jane  
MULAS, Peter Nicholas  
NEMES, Jared Michael  
NISBET, Maria Christine  
PECK, Catherine Bridget Mary  
PIGGIN, Gabrielle Mary  
RISPOLI, Frances  
SMITH, Benjamin John  
WORRALL, Lynsey Diane  

Fields of Study:  
Master of Contemporary Improvisation  
Master of International Relations  
Master of International Relations  
Master of Politics and Public Policy  
Master of Recording Arts  
Master of Arts in Creative Writing  
Master of Arts in Ancient History  
Master of Arts in Creative Writing  
Master of International Relations  
Master of Contemporary Improvisation  
Master of International Security Studies  
Master of Arts in History (Coursework)  
Master of Environmental Law  
Master of Policy and Applied Social Research  
Master of International Relations  
Master of Recording Arts  
Master of Policing, Intelligence and Counter-Terrorism  
Master of Arts in International Communication/Master of International Relations  
Master of Applied Finance  
Master of International Business  
Master of Commerce in Actuarial Studies  
Master of Commerce in Accounting & Finance  
Master of Commerce in Business  
Master of International Business  
Master of Accounting (CPA Extension)  
Master of Accounting (CPA Extension)  
Master of Commerce in Business  
Master of Economics in Economics (Coursework)  
Master of Accounting  
Master of Commerce in Business  
Master of International Trade and Commerce Law  
Master of Commerce in Accounting & Finance  
Master of Economics in Economics (Coursework)  
Master of Applied Linguistics (TESOL)  
Master of Applied Linguistics  
Master of Organisational Psychology  
Master of Clinical Neuropsychology  
Master of Educational Leadership (School Education)  
Master of Science in Speech & Language Processing  
Master of Applied Linguistics (TESOL)  
Master of Applied Linguistics (TESP)  
Master of Education in ICT  
Master of Applied Linguistics  
Master of Special Education  
Master of Clinical Audiology  
Master of Translating and Interpreting  
Master of Speech and Language Pathology  
Master of Applied Linguistics (TESOL)  
Master of Applied Linguistics (TESOL)  
Master of Special Education  
Master of Applied Linguistics  
Master of Educational Leadership (School Education)
Academic Senate  
5 April 2011  
Item 3

**Faculty of Science**

AUSTIN, Lana Maree  
Master of Wildlife Conservation

BLUWOL, Alan  
Master of Information Technology

ESTRADA AREVALO, Sara  
Master of Museum Studies

EVANS, Benjamin  
Master of Information Technology in Web Technologies

GRANT, Andrew  
Master of Applied Statistics

HAAS, Vinzenz  
Master of Information Technology in Web Technologies

HAMALAINEN, Pirkko Hannele  
Master of Environmental Education

HAMALAINEN, Pirkko Hannele  
Master of Environmental Education

LEE, Voon Chung  
Master of Applied Statistics

MICHAEL, Vicki Maree  
Master of Museum Studies

PRIEST, Colin Andrew  
Master of Applied Statistics

RYAN, David Ian Fraser  
Master of Information Technology in Management

ZHANG, Ruolin  
Master of Applied Statistics

**Resolution 11/024**

*That the Vice-Chancellor’s Commendation be awarded to the Masters coursework graduands listed above.*

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

**Faculty of Arts**

STAR, Shaun Joseph  
Bachelor of Commerce – Marketing with Bachelor of Laws

WADE, Janet Anne  
Bachelor of Ancient History (Honours)

**Faculty of Business and Economics**

Jiang, Zilinka  
Bachelor of Applied Finance with Bachelor of Commerce - Actuarial Studies

NGUYEN, Ngoc Bich  
Bachelor of Applied Finance

SUTRIANA, Adela  
Bachelor of Commerce Accounting

WHEATLEY, Samuel  
Bachelor of Commerce

ZHANG, Shunquan  
Bachelor of Applied Finance with Bachelor of Commerce - Actuarial Studies

**Faculty of Human Sciences**

MILN, Kirsty Margaret  
Bachelor of Arts

**Faculty of Science**

DE BOIS, Richard  
Bachelor of Chiropractic Science

GRIMSON-SMITH, Shane Gordon  
Bachelor of Computer Science

KOHLHAGEN, Trent Lyel  
Bachelor of Environmental Management

**Resolution 11/025**

*That the Vice-Chancellor’s Commendation be awarded to the Bachelor coursework graduands listed above.*

**14.4 UNIVERSITY MEDALS**

(02/787)

Academic Senate considered and approved as recommended the nominations for award of University Medals for 2010.

**Resolution 11/026**

*That Academic Senate approves the award of University Medals for 2010 to the following students:*

(1) Heather Joan Baldwin BSc BA (Hons) – Biological Sciences
15. **OTHER BUSINESS**

There being no further business the meeting was declared closed at 11:10am.

Professor J Fitness  
*Chair*
The Academic Standards and Quality Committee met on 8 and 22 February and 15 March 2011.

1. **2011 Academic Program**

1.1 **Postgraduate**

1.1.1 **Change to IELTS Score**

The Faculty of Human Sciences has proposed an increase in the IELTS score from 6.5 to 7.0 overall for the Master of Speech and Language Pathology.

*The Committee **RECOMMENDS** that Academic Senate approves an increase in the IELTS score to 7.0 for the Master of Speech and Language Pathology with effect from 1 January, 2011.*

1.1.2 **OUA Postgraduate Sessions**

The Centre for Policing, Intelligence and Counter Terrorism (PICT) currently offers postgraduate programs through OUA over four study periods running back-to-back throughout the year. This format has problems for both staff and students due to the resulting pace and intensity. Other universities offering postgraduate programs though OUA run their programs over three sessions. For these reasons it is proposed to bring the PICT programs into alignment and to offer the Master of International Security Studies (MISS) and the Master of Policing, Intelligence and Counter Terrorism (MPICT) as well as the double degree (MPICT and MISS) over three sessions in 2011.

*The Committee **RECOMMENDS** that Academic Senate approves the change from four study periods to three sessions for postgraduate programs offered by the Centre for Policing, Intelligence and Counter Terrorism through OUA with effect from 1 January, 2011. This approval will be subject to the submission of revised programs of study aligned to the new three session structure.*

1.1.3 **Additional Offerings**

The Faculty of Human Sciences has requested an additional offering of the following programs in Semester 2, 2011.

Postgraduate Certificate in Editing  
Master of Arts in Editing and Publishing

*The Committee **RECOMMENDS** that Academic Senate approves an additional offering of the programs listed above in Semester 2, 2011.*

1.2 **Undergraduate**

1.2.1 **People and Planet Units**

The Faculties of Arts and Science have proposed the introduction in 2011 of the following two units as a People and a Planet unit, respectively:
Academic Senate
5 April 2011
Item 11.1

AHMG101 Greek Heroes and Heroines: From Achilles to Zorba
BIOL261 Palaeontology

The Committee RECOMMENDS that Academic Senate approves the introduction of the units listed above as a People and Planet unit respectively with effect from 1 January, 2011.

1.2.2 Revised program Streams in the OUA Bachelor of Arts

The Faculty of Arts proposed revisions to the two OUA streams below:
BA (OUA) History and Politics
BA (OUA) Society, Life and Learning

The Committee RECOMMENDS that Academic Senate approves revisions to the BA (OUA) streams as noted above.

1.2.3 Associate Degrees – General Requirements

Following approval by Council of the new award of Associate Degree in Information Technology the Committee discussed the structure of the program of study and developed its recommendation for General Requirements for Associate Degrees.

The Committee RECOMMENDS that Academic Senate approves the following General Requirements for Associate Degrees:

Minimum number of credit points for the Associate Degree 48
Minimum number of credit points at 200 level or above 21
Completion of a designated People or a designated Planet unit

1.2.4 Change to the Name of a Major

The Faculty of Arts proposed renaming the major in ‘Politics’ as ‘Politics and International Relations’.

The Committee RECOMMENDS that Academic Senate approves the renaming of the ‘Politics’ major as ‘Politics and International Relations’ with effect from 1 January, 2011.

1.2.5 Late Amendments to the 2011 Schedule of Programs and Majors

The Faculties of Business and Economics and Science proposed late amendments for 2011 to the following program of study and major:

COL01 Commercial Law - Major
MARS01 Marine Biology specialisation in the Bachelor of Marine Science

The Committee RECOMMENDS that Academic Senate approves the late amendments to MARS01 and COL01 with effect from 1 January, 2011.

1.2.6 Late Amendments to the 2010 Schedule of Programs

The Faculty of Science proposed late amendments to the following programs of study:
HEAL01 Bachelor of Health
ARTS11 Bachelor of Arts – Psychology with Bachelor of Health

The proposed amendment will address ambiguity around the change to credit points in undergraduate programs.
The Committee RECOMMENDS that Academic Senate approves the late amendments to HEAL01 and ARTS11 in the 2010 Schedule of Programs.

1.2.7 Bachelor of Law with Honours

The Macquarie Law School has proposed an amendment to the guidelines for the award of the Bachelor of Laws with Honours. The amendment is to include LAW561 and LAW564 (these are revised unit numbers arising from the recent curriculum renewal) in the calculation of the “Course Weighted Average”.

The Committee RECOMMENDS that Academic Senate approves the following amended guideline for the award of the LLB with honours:

For students commencing their Law studies in 2003 and beyond:
- Eligibility for honours in the LLB is based on the calculation of a ‘Course Weighted Average’ (CWA) for all units studied at Macquarie University with the prefix LAW. The CWA is the sum of the scaled marks for each unit with the prefix LAW, multiplied by the credit points in that unit, summed across all units with the prefix LAW for which a scaled mark has been recorded, divided by the total credit points for the student in those units.
- The calculation of CWA will not include units studied at other universities, including units taken while on an international exchange program.
- A student must have completed a minimum of 44 credit points of units with the prefix LAW at Macquarie University to be eligible for graduation with honours.
- Students will graduate First Class Honours if they have obtained a CWA of 76 or higher, and they have completed a LAW 561 or LAW 564 research project with a grade of at least a Credit.
- Students will graduate with Second Class Honours if they obtain a CWA of 71 or higher.

For Students who commenced their Law studies prior to 2003:
In order to obtain honours in the LLB a student must obtain a GPA of 3.0 in all units taken with the prefix LAW, save in exceptional circumstances, and either:
- To gain First Class Honours, must obtain at least 52 credit points at ‘A’ or ‘D’ or ‘HD’ level in units with the prefix LAW.
- To gain Second Class Honours, must obtain a GPA of 3.6 units with the prefix LAW worth 36 credit points which must include 12 credit points from required law units.

1.2.8 Amendments to the Pre-2010 Curriculum

Faculties are required to continue updates to the pre-2010 programs of study to support students who do not elect to transition to the new curriculum during the three year transition period. Proposed late amendments to the following study patterns were proposed and subject to some requested changes and clarification the amendments are supported: MUS01 Contemporary Music, MUS02 Music and Dance, DEVS01 Development Studies, ANT01 Anthropology, ANT05 Anthropology, PSY01 Psychology, and PSYC17 Psychology and Health.

The Committee RECOMMENDS that Academic Senate approves changes to the 2009 Schedule of Programs as listed above.

2. 2012 Academic Program
2.1 Postgraduate Curriculum Renewal

2.1.1 New Awards

The Dean, HDR has been leading a discussion with the Faculties’ Associate Deans, HDR to address the standardisation of research preparation programs. While a preliminary proposal has been made regarding program structures, these are yet to be finalised. In the interim, it is proposed that the following new awards, with consistent naming to reflect the new academic structure, are established for 2012.

Postgraduate Certificate in Research Preparation (Arts)
Postgraduate Diploma in Research Preparation (Arts)
Postgraduate Certificate in Research Preparation (Business and Economics)
Postgraduate Diploma in Research Preparation (Business and Economics)
Postgraduate Certificate in Research Preparation (Human Sciences)
Postgraduate Diploma in Research Preparation (Human Sciences)
Postgraduate Certificate in Research Preparation (Science)
Postgraduate Diploma in Research Preparation (Science)

The Committee RECOMMENDS that Academic Senate recommends to Council the introduction of the new awards listed above with effect from 1 January, 2012:

2.1.2 Proposed Specialisations

The Faculty of Arts has proposed specialisations in:

Ancient Art and Architecture - Master of Arts
Ancient History - Master of Arts
Ancient History – Postgraduate Diploma of Arts
Archaeology – Postgraduate Certificate of Arts
Coptic Studies - Master of Arts
Early Christian and Jewish Studies - Master of Arts
Early Christian and Jewish Studies – Postgraduate Diploma of Arts
Egyptology - Master of Arts
History - Master of Arts
Late Antiquity - Master of Arts
Media, Law and Culture - Master of Arts
Modern History - Postgraduate Diploma of Arts and the Postgraduate Certificate of Arts

The Committee RECOMMENDS that Academic Senate approves the introduction of postgraduate specialisations listed above with effect from 1 January 2012.

2.1.3 Retention and Renewal of Existing Awards

The Faculties of Arts, Human Sciences and Science have submitted cases for the retention and renewal of the following postgraduate awards:

Master of Applied Anthropology
Postgraduate Diploma in Applied Anthropology
Postgraduate Certificate in Applied Anthropology
Master of Development Studies and Culture Change
Postgraduate Diploma in Development Studies and Culture Change
Postgraduate Certificate in Development Studies and Culture Change
Master of International Relations
Postgraduate Diploma of International Relations
Postgraduate Certificate of International Relations
Master of Clinical Audiology
Postgraduate Certificate in Editing
Master of Wildlife Management
Postgraduate Diploma in Wildlife Management
Postgraduate Certificate in Wildlife Management

The Committee **RECOMMENDS** that Academic Senate approves the retention and renewal of the programs above with effect from 1 January, 2012.

2.1.4 **Awards to be Discontinued**

The Faculties of Arts, Human Sciences and Science have proposed the discontinuance of the following:
Postgraduate Diploma in Editing and Publishing
Postgraduate Certificate in Research Methods (ACES)
Postgraduate Certificate in Research Methods (EFS)
Postgraduate Certificate in Research Methods (International Relations)
Postgraduate Certificate in Research Methods (PICT)
Postgraduate Certificate in Research Preparation (ELS)
Postgraduate Certificate in Research Preparation (Humanities)
Postgraduate Diploma in Ancient History
Postgraduate Certificate in Ancient History
Postgraduate Certificate in Archaeology
Postgraduate Certificate in Coptic Studies
Postgraduate Diploma in Early Christian and Jewish Studies

The Committee **RECOMMENDS** that Academic Senate approves the discontinuance of the awards listed above with effect from 31 December, 2011.

2.1.5 **Programs of Study to be Discontinued**

The Faculties have proposed the discontinuance of the study patterns for the research preparation and research methods awards proposed for discontinuance in 2.1.4 above, as follows:

ECHS10P PG Certificate in Research Preparation (ACES) – Early Childhood
EDUC48P PG Certificate in Research Preparation (ACES) – Education
SPED20P PG Certificate in Research Preparation (ACES) – Special Education
ECON10P PG Certificate in Research Methods (EFS) – Economics
INRE40P PG Certificate in Research Methods (Int Relns) – International Relations
SEST10P PG Certificate in Research Methods (PICT) – Policing, Intelligence and Counter Terrorism
SCNC21P PG Certificate in Research Preparation (ELS) – Biology
SCNC23P PG Certificate in Research Preparation (ELS) – Chemistry and Biomolecular Sciences
SCNC35P PG Certificate in Research Preparation (ELS) – Computing
SCNC25P PG Certificate in Research Preparation (ELS) – Earth and Planetary Sciences
SCNC37P PG Certificate in Research Preparation (ELS) – Engineering
SCNC33P PG Certificate in Research Preparation (ELS) – Environmental Science
SCNC27P PG Certificate in Research Preparation (ELS) – Graduate School of the Environment
SCNC29P PG Certificate in Research Preparation (ELS) – Health and Chiropractic
SCNC31P PG Certificate in Research Preparation (ELS) – Human Geography
SCNC39P PG Certificate in Research Preparation (ELS) – Mathematics
SCNC41P PG Certificate in Research Preparation (ELS) – Physics
HUMN01P PG Certificate in Research Preparation (Humanities) – Ancient History
The Faculty of Arts has proposed the discontinuation of the following programs of study:

ANCH35P  Master of Arts in Ancient Art and Architecture
ANCH01P  Master of Arts in Ancient History
ANCH05P  Postgraduate Diploma in Ancient History
ANCH45P  Postgraduate Certificate in Ancient History
ANCH06P  Postgraduate Certificate in Archaeology
ANCH10P  Master of Arts in Coptic Studies
ANCH12P  Postgraduate Certificate in Coptic Studies
ANCH20P  Master of Arts in Early Christian and Jewish Studies
ANCH25P  Postgraduate Diploma in Early Christian and Jewish Studies
ANCH30P  Master of Arts in Egyptology
ANCH40P  Master of Arts in Late Antiquity

The Committee **RECOMMENDS** that Academic Senate approves the discontinuance of the programs of study listed above with effect from 31 December, 2011.

2.1.6  **New Units**

The Faculties of Arts, Business and Economics and Human Sciences have submitted proposals for the introduction of the following new units:

**Arts**
- CWPG816  Poetry Seminar: reading and writing poetry
- LAW8XX  International Business Transactions
- PHLB831  Philosophy and Cognitive Science Research Project Part A
- PHLB802  Neuroethics and Neurolaw
- PHLB803  Delusions and Disorders of the Mind
- PHLB822  Directed Reading Project in Philosophy and Cognitive Science
- PHLB826  Research Methods in Philosophy and Cognitive Science

**Business and Economics**
- ACCG930  Enterprise Risk Management – Corporate Governance Perspectives
- FREG800  Financial Analysis
- FREG801  Financial Law
- FREG802  Financial Institutions
- FREG803  Financial Markets
- FREG804  Risk Measurement and Management
- FREG805  Foundations of Regulation
- FREG806  Foundations of Supervision
- FREG807  The Global Financial Crisis
- FREG850  Special Topics A: Licensing and Governance
- FREG851  Special Topics B: AML, CTF, ETS, and Regulatory Enforcement
- FREG852  Special Topics C: Investments, Derivatives and Structured Products
- FREG855  Banking A: Supervising Market and Credit Risks
- FREG860  Insurance A: Solvency and Reinsurance
- FREG865  Securities A: Regulating Collective Investments and Financial Fraud
The Committee **RECOMMENDS** that Academic Senate approves the introduction of the new postgraduate units listed above with effect from 1 January 2012.

2.1.7 **Units to be Deleted**

The Faculties of Arts and Human Sciences have proposed the deletion of the following units in 2012:

**Arts**
- LIT800 Research Topic – Part A
- LIT807 Research Topic
- LIT808 Research Topic – Part B

**Business and Economics**
- ECFS904 Equity Funds Management
- ECFS860 Swap Book Management
- ECFS905 Emissions Trading

**Human Sciences**
- ACES808 Professional Studies in Education 1
- ACES809 Professional Studies in Education 2
- ACES832 Education and the Workforce
- ACES846 Organisation of Education and Work
- ACES849 The Middle Years of Schooling (Years 5-9)
- ACES852 Educational Policy Analysis in a Practical Context
- ACES884 Pedagogies in Geography
- ACES885 Technologies in Mathematics and Science Teaching
- ACES886 Contemporary Issues in Mathematics Education
- ECED816 Early Childhood Extension Unit
- ECED840 The Mythology of the Family
- ECED841 Frameworks of Child Development Research
- ECED842 Contemporary Perspectives Arts and Early Childhood
- ECED843 Early Childhood Professional Challenges
- ECED850 Directed Research
- ECED855 Independent Investigation
- ECED857 Research Project Half-Year
- ECED880 Language Development in Early Childhood
- ECED881 Arts-Advanced Seminar
- ECED882 Early Childhood Pedagogy and Practice
- ECED883 Organisation in Early Childhood Education
- ECED884 Early Development and Early Intervention
- ECED885 Child Development in Context
- AUDL803 Communication Studies
- AUDL804 Deafness Studies
- AUDL805 Psychosocial Issues and Counselling
- AUDL806 Research Design and Methodology I
- AUDL807 Research Design and Methodology II
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUDL808</td>
<td>First Language Acquisition</td>
</tr>
<tr>
<td>AUDL810</td>
<td>Acoustic Phonetics</td>
</tr>
<tr>
<td>AUDL811</td>
<td>Bilingual Education</td>
</tr>
<tr>
<td>AUDL812</td>
<td>Interpreting Research in Deafness</td>
</tr>
<tr>
<td>AUDL820</td>
<td>Research Project</td>
</tr>
<tr>
<td>AUDL821</td>
<td>Research Project Part A</td>
</tr>
<tr>
<td>AUDL822</td>
<td>Research Project Part B</td>
</tr>
<tr>
<td>AUDL858</td>
<td>Audiology Project Part A</td>
</tr>
<tr>
<td>AUDL859</td>
<td>Audiology Project Part B</td>
</tr>
<tr>
<td>AUDL860</td>
<td>Audiology Project</td>
</tr>
<tr>
<td>AUDL865</td>
<td>Phonetic Basis of Speech Audiometry</td>
</tr>
<tr>
<td>AUDL872</td>
<td>Neurological Assessment Techniques</td>
</tr>
<tr>
<td>AUDL873</td>
<td>Amplification for the Hearing Impaired</td>
</tr>
<tr>
<td>AUDL876</td>
<td>Paediatric Audiology</td>
</tr>
<tr>
<td>AUDL877</td>
<td>Paediatric Audiology II</td>
</tr>
<tr>
<td>AUDL890</td>
<td>Sign Language and Manual Communication Studies</td>
</tr>
<tr>
<td>CAUD801</td>
<td>Fundamentals of Audiological Practice</td>
</tr>
<tr>
<td>CAUD815</td>
<td>Basic Business Skills in Audio Practice</td>
</tr>
<tr>
<td>DPC895</td>
<td>Writing in Professions and Organisations</td>
</tr>
<tr>
<td>DPC900</td>
<td>Grammar Meaning and Discourse</td>
</tr>
<tr>
<td>DPC947</td>
<td>Discourse in Professional and Organisational Contexts</td>
</tr>
<tr>
<td>DPC948</td>
<td>Evaluating Communication Systems, Processes and Products</td>
</tr>
<tr>
<td>DPC956</td>
<td>Acquiring Professional Communicative Expertise</td>
</tr>
<tr>
<td>DPC957</td>
<td>Inter- and Intra-Cultural Communication</td>
</tr>
<tr>
<td>DPC958</td>
<td>Professional-Client Communication</td>
</tr>
<tr>
<td>DPC959</td>
<td>Mediated Communication</td>
</tr>
<tr>
<td>DPC960</td>
<td>Organisational Communication</td>
</tr>
<tr>
<td>DPC967</td>
<td>Researching Professional and Organisational Communication</td>
</tr>
<tr>
<td>DPC971</td>
<td>Research Training in Professional Communication (A)</td>
</tr>
<tr>
<td>DPC972</td>
<td>Research Training in Professional Communication (B)</td>
</tr>
<tr>
<td>LING904</td>
<td>Pragmatics</td>
</tr>
<tr>
<td>LNE801</td>
<td>Language and Learning</td>
</tr>
<tr>
<td>LNE802</td>
<td>Language Teaching Methodology</td>
</tr>
<tr>
<td>LNE803</td>
<td>Social, Psych and Cult Cont of Lang Learning</td>
</tr>
<tr>
<td>LNE804</td>
<td>Program Planning, Monitoring + Evaluation</td>
</tr>
<tr>
<td>SPH803</td>
<td>Speech Pathology III:Comm Disorders Spec</td>
</tr>
<tr>
<td>SPH808</td>
<td>Problem Based Case Study: Devtal Disorder</td>
</tr>
<tr>
<td>SPH809</td>
<td>Problem Based Case Study: Acquired Disorder</td>
</tr>
<tr>
<td>SLP805</td>
<td>Speech Acoustics, Prod. and Percept Speech</td>
</tr>
<tr>
<td>SLP807</td>
<td>Text to Speech and Speech Synthesis</td>
</tr>
<tr>
<td>SLP808</td>
<td>Prosody and Word Recognition</td>
</tr>
<tr>
<td>SLP809</td>
<td>Ling Resources in Natural Lang. Process</td>
</tr>
<tr>
<td>SLP810</td>
<td>Language Analysis</td>
</tr>
<tr>
<td>SLP812</td>
<td>Modelling Lexicogrammatical Analysis</td>
</tr>
<tr>
<td>SLP820</td>
<td>Special Topic A</td>
</tr>
<tr>
<td>SLP821</td>
<td>Special Topic B</td>
</tr>
<tr>
<td>TRAN818</td>
<td>Advanced Language Studies</td>
</tr>
<tr>
<td>TRAN830</td>
<td>Dissertation</td>
</tr>
<tr>
<td>TRAN832</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>TRAN833</td>
<td>Advanced Writing for Translators</td>
</tr>
<tr>
<td>TRAN841</td>
<td>Simultaneous Interpreting into English 1</td>
</tr>
<tr>
<td>TRAN843</td>
<td>Simultaneous Interpreting into English 2</td>
</tr>
<tr>
<td>TRAN845</td>
<td>Mock Conference 2</td>
</tr>
<tr>
<td>TRAN848</td>
<td>Action Research in Interpreting</td>
</tr>
<tr>
<td>TRAN850</td>
<td>Advanced Consecutive Interpreting 2</td>
</tr>
<tr>
<td>PSYS800</td>
<td>Case Conferences I</td>
</tr>
<tr>
<td>PSYS801</td>
<td>Social Context of Drug Use</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>PSYS802</td>
<td>Working with Individuals</td>
</tr>
<tr>
<td>PSYS804</td>
<td>Basic Processes: Drug Effects</td>
</tr>
<tr>
<td>PSYS806</td>
<td>Empirical Project</td>
</tr>
<tr>
<td>PSYS807</td>
<td>Case Conferences II</td>
</tr>
<tr>
<td>PSYS808</td>
<td>Prevention in Social Health</td>
</tr>
<tr>
<td>PSYS809</td>
<td>Treatment Issues</td>
</tr>
<tr>
<td>PSYS810</td>
<td>Organisational Issues in Social Health</td>
</tr>
<tr>
<td>PSYS815</td>
<td>Occupational Health and Rehabilitation</td>
</tr>
<tr>
<td>PSYS816</td>
<td>Ageing</td>
</tr>
<tr>
<td>PSYS817</td>
<td>Developmental Disabilities</td>
</tr>
<tr>
<td>PSYS818</td>
<td>Social Health Measurement</td>
</tr>
<tr>
<td>PSYS819</td>
<td>Advanced Issues in Developmental Psychology: Parent</td>
</tr>
<tr>
<td>PSYS820</td>
<td>Advanced Topics in Physiological Psychology</td>
</tr>
<tr>
<td>PSY860</td>
<td>Counselling Theory and Procedures</td>
</tr>
<tr>
<td>PSY861</td>
<td>Advanced Psychopathology (Clinical)</td>
</tr>
<tr>
<td>PSY862</td>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>PSY864</td>
<td>Case Conf./Professional + Ethical Issues</td>
</tr>
<tr>
<td>PSY865</td>
<td>Behaviour Theory and Practice</td>
</tr>
<tr>
<td>PSY866</td>
<td>Neuropsychology</td>
</tr>
<tr>
<td>PSY869</td>
<td>Systems/Family Therapy</td>
</tr>
<tr>
<td>PSY870</td>
<td>Case Conference II</td>
</tr>
<tr>
<td>PSY875</td>
<td>Developmental Disabilities</td>
</tr>
<tr>
<td>PSY876</td>
<td>Empirical Research Project</td>
</tr>
<tr>
<td>PSY888</td>
<td>Groups</td>
</tr>
<tr>
<td>PSY901</td>
<td>Narrative Therapy</td>
</tr>
<tr>
<td>PSY902</td>
<td>Contemporary Clinical Issues</td>
</tr>
<tr>
<td>PSY906</td>
<td>Psychology of Health</td>
</tr>
<tr>
<td>PSY913</td>
<td>Empirical Project Clin Half Year-Part A</td>
</tr>
<tr>
<td>PSY914</td>
<td>Empirical Project Clin Half Year-Part B</td>
</tr>
<tr>
<td>PSY915</td>
<td>Introduction to Counselling Skills</td>
</tr>
<tr>
<td>PSY916</td>
<td>Neuropsychopharmacology: Clinical</td>
</tr>
<tr>
<td>PSY918</td>
<td>Developmental Psychopathology</td>
</tr>
<tr>
<td>PSY920</td>
<td>Applied Psychology I</td>
</tr>
<tr>
<td>PSY921</td>
<td>Applied Psychology II</td>
</tr>
<tr>
<td>PSY922</td>
<td>Applied Psychology III</td>
</tr>
<tr>
<td>PSY923</td>
<td>Applied Psychology IV</td>
</tr>
<tr>
<td>PSYC855</td>
<td>Case Conferences II</td>
</tr>
<tr>
<td>PSYC865</td>
<td>Drug Research</td>
</tr>
<tr>
<td>PSYC866</td>
<td>Empirical Project</td>
</tr>
<tr>
<td>PSYC867</td>
<td>Dependency Issues</td>
</tr>
<tr>
<td>PSYC825</td>
<td>Professional Practice II</td>
</tr>
<tr>
<td>PSYC829</td>
<td>Professional Practice III</td>
</tr>
<tr>
<td>PSYC851</td>
<td>Counselling Theory</td>
</tr>
<tr>
<td>PSYC852</td>
<td>Counselling Practice</td>
</tr>
<tr>
<td>PSYC853</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>PSYC854</td>
<td>Therapy: Family</td>
</tr>
<tr>
<td>PSYC856</td>
<td>Basic Processes: Drug Effects</td>
</tr>
<tr>
<td>PSYC857</td>
<td>Basic Processes: Drug Use and Misuse</td>
</tr>
<tr>
<td>PSYC858</td>
<td>Social Context of Drug Use</td>
</tr>
<tr>
<td>PSYC859</td>
<td>Case Conference I</td>
</tr>
<tr>
<td>PSYC860</td>
<td>Education and Availability Control</td>
</tr>
<tr>
<td>PSYC861</td>
<td>Treatment Issues I</td>
</tr>
<tr>
<td>PSYC862</td>
<td>Treatment Issues II</td>
</tr>
<tr>
<td>PSYC863</td>
<td>Administrative Aspects</td>
</tr>
<tr>
<td>PSYC864</td>
<td>Therapy: Behavioural</td>
</tr>
<tr>
<td>PSYP801</td>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>Code</td>
<td>Course Description</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>PSYP802</td>
<td>Clinical Research Design and Evaluation</td>
</tr>
<tr>
<td>PSYP803</td>
<td>Neuropsychological Disorders</td>
</tr>
<tr>
<td>PSYP804</td>
<td>Neuropsychopharmacology: Neuro</td>
</tr>
<tr>
<td>PSYP805</td>
<td>Case Conference and Ethical Issues I</td>
</tr>
<tr>
<td>PSYP806</td>
<td>Neuropsychopathology</td>
</tr>
<tr>
<td>PSYP807</td>
<td>Behaviour Management and Counselling in Neuropsychology</td>
</tr>
<tr>
<td>PSYP808</td>
<td>Developmental Neuropsychology</td>
</tr>
<tr>
<td>PSYP809</td>
<td>Neuropsychological Research Seminar I</td>
</tr>
<tr>
<td>PSYP810</td>
<td>Advanced Psychopathology</td>
</tr>
<tr>
<td>PSYP811</td>
<td>Cognitive Neuropsychology</td>
</tr>
<tr>
<td>PSYP812</td>
<td>Case Conference and Ethical Issues II</td>
</tr>
<tr>
<td>PSYP813</td>
<td>Recovery and Rehabilitation</td>
</tr>
<tr>
<td>PSYP814</td>
<td>Neuropsychology Research Seminar II</td>
</tr>
<tr>
<td>PSYP815</td>
<td>Supervised Placement I</td>
</tr>
<tr>
<td>PSYP816</td>
<td>Supervised Placement II</td>
</tr>
<tr>
<td>PSYP817</td>
<td>Supervised Placement III</td>
</tr>
<tr>
<td>PSYP818</td>
<td>Supervised Placement IV</td>
</tr>
<tr>
<td>PSYP819</td>
<td>Empirical Research Project</td>
</tr>
<tr>
<td>PSYP820</td>
<td>Empirical Research Project Clinic Neuro (Hlf/Yr)</td>
</tr>
<tr>
<td>PSYP820A</td>
<td>Empirical Research Project Clinic Neuro (Hlf/Yr)</td>
</tr>
<tr>
<td>PSYP820B</td>
<td>Empirical Research Project Clinic Neuro (Hlf/Yr)</td>
</tr>
<tr>
<td>PSYP820C</td>
<td>Empirical Research Project Clinic Neuro (Hlf/Yr)</td>
</tr>
<tr>
<td>PSYP821</td>
<td>Neuroanatomy for Neuropsychologists</td>
</tr>
<tr>
<td>PSYP822</td>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>PSYP823</td>
<td>Neuropsychopathology</td>
</tr>
<tr>
<td>PSYP824</td>
<td>Neuroanatomy for Neuropsychologists</td>
</tr>
<tr>
<td>PSYC828</td>
<td>Empirical Project</td>
</tr>
<tr>
<td>PSYC871</td>
<td>Empirical Proj(Half-Yr) P/T Counselling</td>
</tr>
<tr>
<td>PSYC961</td>
<td>Advanced Counselling Theory and Practice</td>
</tr>
<tr>
<td>PSYC962</td>
<td>Qualitative Research Design and Practice</td>
</tr>
<tr>
<td>PSYC812</td>
<td>Case Management</td>
</tr>
<tr>
<td>PSYC813</td>
<td>Empirical Project</td>
</tr>
<tr>
<td>PSYC877</td>
<td>Empirical Proj School Counselling</td>
</tr>
<tr>
<td>PSYC910</td>
<td>Lifestyle Relationships and Careers Counsel</td>
</tr>
<tr>
<td>PSYC916</td>
<td>Training and Information Technology</td>
</tr>
<tr>
<td>PSYC921</td>
<td>Applied Psychology Human Resource Management</td>
</tr>
<tr>
<td>PSYC930</td>
<td>Supervised Placement I</td>
</tr>
<tr>
<td>PSYC931</td>
<td>Supervised Placement II</td>
</tr>
<tr>
<td>PSYC932</td>
<td>Supervised Placement III</td>
</tr>
<tr>
<td>PSYC933</td>
<td>Supervised Placement IV</td>
</tr>
<tr>
<td>PSYC934</td>
<td>Professional Practice I</td>
</tr>
<tr>
<td>PSYC935</td>
<td>Professional Practice II</td>
</tr>
<tr>
<td>PSYC936</td>
<td>Professional Practice III</td>
</tr>
<tr>
<td>PSYC937</td>
<td>Professional Practice IV</td>
</tr>
<tr>
<td>PSYC938</td>
<td>Special Topics in Organisational Research</td>
</tr>
<tr>
<td>PSYC939</td>
<td>Empirical Research Thesis Org (Full Year)</td>
</tr>
<tr>
<td>PSYC941</td>
<td>Research Design and Evaluation</td>
</tr>
<tr>
<td>PSYC945</td>
<td>Empirical Research Thesis Org (Half Year) B</td>
</tr>
<tr>
<td>PSYC914</td>
<td>Industrial and Organisational Psychology</td>
</tr>
<tr>
<td>PSYC915</td>
<td>Organisational Change and Development</td>
</tr>
<tr>
<td>PSYC919</td>
<td>Training in Work and Family Issues</td>
</tr>
<tr>
<td>PSYC844</td>
<td>Drug and Alcohol Abuse</td>
</tr>
<tr>
<td>PSYC847</td>
<td>Introduction to Professional Practice</td>
</tr>
<tr>
<td>PSYC848</td>
<td>Project Design</td>
</tr>
<tr>
<td>PSYC869</td>
<td>Neuropsychology</td>
</tr>
<tr>
<td>PSYC876</td>
<td>Small Group Dynamics</td>
</tr>
</tbody>
</table>

23
The Committee RECOMMENDS that Academic Senate approves the deletion of the units listed above with effect from 31 December, 2011.

The Faculties of Business and Economics and Human Sciences have proposed the deletion of the following units in 2013:

ACCG851 Business Law
ACCG854 Company Law
ACCG861 Principles of Accounting
BUSL832 Business Transactions Law
BUSL833 Business Property Law
BUSL838 Research Project on Business Law B
BUSL846 Research Project on International Trade Law A
BUSL847 Research Project on International Trade Law B
BUSL848 International Commercial Arbitration
BUSL853 World Trade Organisation Law
BUSL860 Banking and Finance Law
BUSL861 Financial Services Law
BUSL862 Insurance Law
BUSL863 Corporate and Market Law and Regulation
BUSL864 International Banking and Finance Law
BUSL865 Research Paper on Banking and Finance Law and Regulation A
BUSL866 Research Paper on Banking and Finance Law and Regulation B
BUSL867 Research Paper on Banking and Finance Law and Regulation C
PSY927 Cognitive Behaviour Therapy II
PSY929 Clinical Psychopharmacology
PSY930 Professional Practice
The Committee **RECOMMENDS** that Academic Senate approves the deletion of the units listed above with effect from 31 December, 2012.

2.1.8 Units to be Recoded

The Faculty of Human Sciences has proposed that the following units are to be renewed with a new code:

<table>
<thead>
<tr>
<th>2010 Code</th>
<th>Unit name (Current)</th>
<th>New Code</th>
<th>New Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES800</td>
<td>Introduction to Educational Research</td>
<td>EDUC800</td>
<td>No change</td>
</tr>
<tr>
<td>ACES801</td>
<td>Designing Educational Research</td>
<td>EDUC802</td>
<td>No change</td>
</tr>
<tr>
<td>ACES802</td>
<td>Searching and Constructing a Literature Review</td>
<td>EDUC801</td>
<td>No change</td>
</tr>
<tr>
<td>ACES803</td>
<td>Conducting and Communicating a Research Project</td>
<td>EDUC803</td>
<td>No change</td>
</tr>
<tr>
<td>ACES812</td>
<td>Curriculum Studies</td>
<td>EDUC812</td>
<td>No change</td>
</tr>
<tr>
<td>ACES813</td>
<td>Advanced Pedagogy</td>
<td>EDUC813</td>
<td>No change</td>
</tr>
<tr>
<td>ACES861</td>
<td>Education Programs and Information Technologies</td>
<td>EDUC861</td>
<td>Learning Technologies: Contexts and Future</td>
</tr>
<tr>
<td>ACES881</td>
<td>Teaching and Learning about the Environment</td>
<td>EDUC881</td>
<td>Teaching and Learning in Environmental Education</td>
</tr>
<tr>
<td>ACES882</td>
<td>Design of Environmental Education Programs</td>
<td>EDUC882</td>
<td>No change</td>
</tr>
<tr>
<td>ACES863</td>
<td>Theory of Learning Design</td>
<td>EDUC863</td>
<td>Theories of Learning Design</td>
</tr>
<tr>
<td>ACES864</td>
<td>Learning Design Using E-Learning Technologies</td>
<td>EDUC864</td>
<td>Sharing Technologies and Learning Design</td>
</tr>
<tr>
<td>ACES865</td>
<td>ICT and Classroom Practice</td>
<td>EDUC865</td>
<td>Learning Technologies in Practice</td>
</tr>
<tr>
<td>ACES866</td>
<td>Leading and Managing the Developments of e-Learning Environments</td>
<td>EDUC866</td>
<td>Leading and Managing Online Learning Environments</td>
</tr>
<tr>
<td>ACES871</td>
<td>Learning and Teaching in Higher Education</td>
<td>EDUC871</td>
<td>No change</td>
</tr>
<tr>
<td>ACES873</td>
<td>Critical Reflective Practice in Higher Education</td>
<td>EDUC873</td>
<td>No change</td>
</tr>
<tr>
<td>ACES887</td>
<td>Resources and Networks in Environmental Education</td>
<td>EDUC887</td>
<td>No change</td>
</tr>
<tr>
<td>LING962</td>
<td>Language and Writing Style }</td>
<td>tbd</td>
<td>Language, Writing and Editing</td>
</tr>
<tr>
<td>LING963</td>
<td>Structural and Electronic Editing }</td>
<td>tbd</td>
<td>Content Management for Print and Online Delivery</td>
</tr>
<tr>
<td>/LING964</td>
<td>(Editorial Issues and Responsibilities)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Committee **RECOMMENDS** that Academic Senate approves the renewal of the units listed above with effect from 1 January, 2012.

2.1.9 Completion of Two Specialisations under the New Curriculum

The Committee considered the issue of a possible saving for students wishing to complete two specialisations in their postgraduate program, particularly when specialisations are closely related (e.g. History and Ancient Art and Architecture in the Master of Arts). A saving was not supported by the Committee and it was noted that students may choose to do additional units, if necessary, to satisfy the requirements of two specialisations.

The Committee **RECOMMENDS** that Academic Senate approves the principle that a student who wishes to complete two specialisations must complete all the requirements of each specialisation, including the total number of credit points required for each specialisation.
2.2 Undergraduate

2.2.1 Programs of Study

**Bachelor of Information Technology – Games Design and Development**
This new award name has been approved by Council on the basis of the EOI prepared by the Faculty of Science. The full academic case for the introduction of this program has been reviewed and the proposed program of study endorsed.

*The Committee RECOMMENDS that Academic Senate approves the Program of Study for the Bachelor of Information Technology – Games Design and Development.*

**Bachelor of Teaching (Birth to Five Years)**
From 2012 this program will be open to admission to school leavers and 100 level units will be included in the program.

*The Committee RECOMMENDS that Academic Senate approves the revised Program of Study for the Bachelor of Teaching (Birth to Five Years) with effect from 1 January, 2012.*

2.2.2 New Majors

The Faculties of Business and Economics and Science have proposed a new major *Business Information Systems* which will be a qualifying major in the Bachelor of Arts, the Bachelor of Commerce, the Bachelor of Information Technology and the Bachelor of Science from 2012. The Faculties have confirmed that this new major will replace the major *Information Systems* which is to be discontinued from the end of 2011. The Faculty of Science has also proposed the introduction of a new major *Interactivity and Games* as a qualifying major in the Bachelor of Arts.

*The Committee RECOMMENDS that Academic Senate approves:*

- a) the introduction of two new majors, *Business Information Systems and Interactivity and Games* with effect from 1 January, 2012; and
- b) the deletion of the major *INS01 Information Systems* with effect from 31 December, 2011.

2.2.3 New units

The Faculties of Arts, Business and Economics, Human Sciences and Science have proposed the following new units:

**Arts:**
- ANTH206 The Anthropology of Music and Sound
- M HIS304 Thinkers on the edge: hope, discontent and the making of the modern world
- M HIS322 Culture and Power in Renaissance Europe

**Business and Economics**
- F OBE201 Working with and Employing People with Disabilities

**Human Sciences**
- ECST220 Early Childhood Studies II
- ECST330 Early Childhood Studies III
- LING220 Syntax

**Science**
- ASTR310 Frontiers of Astronomy and Astrophysics
- BIOL376 Advanced Human Physiology
- COMP260 Game Design
- PHYS310 Energy and Entropy
The Committee **RECOMMENDS** That Academic Senate approves the introduction of the units above with effect from 1 January, 2012.

### 2.2.4 Units to be Deleted

The Faculty of Human Sciences has proposed the deletion of the following units:

- EDUC265 Educational Assessment
- ENVG360 Economy Place and Culture
- ECST100 Early Childhood Studies 1
- ECST200 Early Childhood Studies 2
- MPP101 Classroom Management and School Experience
- MPP111 Linguistics for the Language Teacher
- MPP121 Introduction to ELT
- MPP131 Philosophy of Malaysian Education
- MPP132 Human Development
- MPP133 Learning and the Learner
- MPP141 Malaysian Studies 1: Competency in the Malay Language
- MPP151 Complementary Studies

The Committee **RECOMMENDS** that Academic Senate approves the deletion of the units listed above with effect from 31 December, 2011.

### 2.2.5 Units to be Recoded

The Faculties of Business and Economics and Human Sciences have requested the recoding of the following units:

#### Business and Economics

<table>
<thead>
<tr>
<th>Old Code</th>
<th>New Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCG252</td>
<td>AFIN252</td>
<td>Applied Financial Analysis and Management</td>
</tr>
<tr>
<td>ACCG253</td>
<td>AFIN253</td>
<td>Financial Management</td>
</tr>
<tr>
<td>ACCG329</td>
<td>AFIN329</td>
<td>Security Pricing and Hedging</td>
</tr>
<tr>
<td>ACCG352</td>
<td>AFIN352</td>
<td>Applied Portfolio Management</td>
</tr>
<tr>
<td>ACCG353</td>
<td>AFIN353</td>
<td>Corporate Financial Design</td>
</tr>
<tr>
<td>FIN310</td>
<td>AFIN310</td>
<td>Issues in Applied Finance</td>
</tr>
<tr>
<td>FIN315</td>
<td>AFIN315</td>
<td>Research/Project</td>
</tr>
<tr>
<td>FIN328</td>
<td>AFIN328</td>
<td>Financial Risk Management</td>
</tr>
<tr>
<td>BUSL222</td>
<td>HRM222</td>
<td>Foundations in Human Resources Law</td>
</tr>
<tr>
<td>BUSL333</td>
<td>HRM333</td>
<td>International Human Resources Law</td>
</tr>
<tr>
<td>BUSL350</td>
<td>MKTG350</td>
<td>Marketing and Management Law</td>
</tr>
</tbody>
</table>

#### Human Sciences

<table>
<thead>
<tr>
<th>Old Code</th>
<th>New Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP245</td>
<td>EDUC270</td>
<td>Teaching the Gifted and Talented Student</td>
</tr>
<tr>
<td>IPBA401</td>
<td>MPP401</td>
<td>Curriculum Studies</td>
</tr>
<tr>
<td>IPBA402</td>
<td>MPP402</td>
<td>Research in ELT</td>
</tr>
<tr>
<td>IPBA403</td>
<td>MPP403</td>
<td>Teaching Practicum</td>
</tr>
<tr>
<td>IPBA421</td>
<td>MPP421</td>
<td>Linking Theory and Practice in the Language Classroom</td>
</tr>
<tr>
<td>IPBA431</td>
<td>MPP431</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

The Committee **RECOMMENDS** that Academic Senate approves the allocation of new unit codes for the units listed above.

### 2.2.6 Participation Units
The Faculties of Arts and Science have proposed the designation of the following units in the Undergraduate Schedule of Units as Participation units:

**Arts**  
SOC301  Internships in Social Research

**Science**  
ENVG380  Human Geography in Action

The Committee RECOMMENDS that Academic Senate approves the designation of the units listed above as Participation units in the 2012 program.

2.2.7 Faculty Participation Shell Units

To expand the range of participation opportunities for all undergraduate students the introduction of Faculty Participation shell units is proposed. These units will provide an academically rigorous framework in which to embed current community based co-curricula activities. They will also provide opportunities for interdisciplinary activities.

It is proposed to establish a 300 level unit for each faculty for inclusion in the 2012 Schedule of Undergraduate Units. It is further proposed that the minimum prerequisites for Participation shell units will be:

- 300 level units: 39 cp and Permission of the Executive Dean
- 200 level units: 24 cp and Permission of the Executive Dean

and that the proposed 300 level shell units will be offered with at least two availabilities from: WV: D2/X2: V2.

The Faculty of Business and Economics has two Participation shell units: FBE200 and FBE300 which have already been approved and are included in the 2011 Schedule of Undergraduate Units. It is proposed that these units are recoded as FOBE200 and FOBE300 to bring them into alignment with codes used for the other faculties.

The Committee RECOMMENDS that Academic Senate approves, with effect from 1 January, 2012:

- a)  the introduction of the following new units:  
  - FOAR300  Participation and Community Engagement in Arts  
  - FOHS300  Participation and Community Engagement in Human Sciences  
  - FOSC300  Participation and Community Engagement in Science  
  and
- b) the allocation of new codes as follows:  
  - from FBE200 to FOBE200  Professional and Community Engagement  
  - from FBE300 to FOBE300  Student Leadership in Community Engagement

2.2.8 Capstone Unit

The Faculty of Arts has proposed the following unit as a capstone unit:

MUS306  Musical Creativity and Performance

The Committee RECOMMENDS that Academic Senate approves MUS306 as a Capstone unit with effect from 1 January, 2012.

2.2.9 New OUA Units

The Faculty of Arts has proposed the following new OUA units:

- SPH101  Introductory Spanish I  
- SPH102  Introductory Spanish II
SPH201 Intermediate Spanish I
SPH202 Intermediate Spanish II

The Committee RECOMMENDS that Academic Senate approves the introduction of the OUA units listed above with effect from 1 January, 2012.

2.2.10 New Honours Units

A new honours framework was to be introduced in 2012. Advice from the Faculties of Arts and Science indicates that they will not be in a position to submit new unit proposals for the honours programs for introduction in 2012 and have proposed a deferral to 2013.

The Committee RECOMMENDS that Academic Senate approves a deferral of the implementation of the new honours framework to 2013.

3. Undergraduate Programs to be Included in UAC for 2012

The proposed listing of approved undergraduate programs and majors for the 2012 UAC Guide has been prepared and is attached (Attachment 1 http://senate.mq.edu.au/MQUonly/agenda/2011/0411/ASQC_Att1.pdf).

The Committee RECOMMENDS that Academic Senate approves the attached listing of Undergraduate programs and majors for publication in UAC for 2012.

4. Exchange Units – Application of the Resolution of Academic Senate

In 2004 Academic Senate resolved that exchange students must successfully complete a minimum of 50% of every requirement of their program in Macquarie units. This resolution was reviewed by the Committee in the context of the requirements of the new curriculum.

The Committee RECOMMENDS that Academic Senate approves the following principles for studies completed on exchange by Macquarie students. Exchange students:

a) can complete People and/or Planet units on exchange;
b) must complete their Capstone unit at Macquarie;
c) must complete a minimum of 50% of the required 300 level units (or 400/500 level units for Engineering and Law students respectively) at Macquarie;
d) must complete a minimum of 50% of the required 300 level units for each major they wish to complete at Macquarie; and
e) must complete at least 50% of their overall program at Macquarie.

5. Publication of Unit Enrolment Caps

The Committee is concerned that the lack of transparency of unit quotas is an issue for students in planning their programs. This is particularly the case when quotas are requested after enrolment has commenced. It was agreed that putting quotas on units requires careful planning due to the potential impacts (eg core units, places for late enrolling students, students in their final year).

The Committee RECOMMENDS that Academic Senate approves the following principles in relation to setting quotas on units.

a) Quotas on unit enrolments must be approved and published in advance of commencement of enrolment so that they are transparent to students.
b) Late requests for unit quotas will not be approved.
6. Graduate Diplomas and Graduate Certificates and the Curriculum Renewal

The Committee established a Working Party to review the current Graduate Diploma and Graduate Certificate Rules and to recommend a future framework for these programs in the context of the new undergraduate and postgraduate curriculums. The Working Party’s recommendations are attached (Attachment 2 http://senate.mq.edu.au/MQUonly/agenda/2011/0411/ASQC_Att2.pdf).

The Committee RECOMMENDS that Academic Senate approves the recommendations of the ASQC Working Party on Graduate Diplomas and Graduate Certificates for implementation in 2012.

7. Macquarie University Foundation Program

The Committee reviewed the details of the proposed programs of study and outlines of the component units prepared by Macquarie City Campus. A ‘Standard Program’ of 51 credit points will be offered over three 13 week semesters and the ‘Fast-Track Program’ of 34 credit points will be offered over two thirteen week semesters. The first intake of 25 students will commence at the end of February 2011 and units required to satisfy the electives chosen by these students have been developed first.

The Committee agreed that the Macquarie Foundation Program should be reviewed at the end of the first year of offering.

The Committee RECOMMENDS that Academic Senate approves the Standard and Fast Track programs of study and the associated schedule of units for the Macquarie Foundation Program.

8. ASQC Membership in 2011

8.1 Faculty Members

The Chair wrote to the Executive Deans of Faculties in 2010 to request either renewal of current members or nominations to replace members whose terms of office concluded on 31 December, 2010. Faculties were also asked to nominate alternates for their members to support succession planning and to ensure a quorum at meetings. The Faculty members for 2011 will be:

**Arts:** Dr Ian Plant Associate Professor Natalie Klein

**Business and Economics:** Associate Professor Roselyne Joyce Professor Anne Ross-Smith

**Human Sciences:** Associate Professor Pamela Coutts Mrs Sue Spinks

**Science:** Dr Michael Hitchens Dr Ayse Bilgin

Associate Professor Roselyne Joyce will be absent during the first half year and will be replaced during this period by Professor Greg Elliott.

The Committee RECOMMENDS that Academic Senate approves the Faculty members of the Academic Standards and Quality Committee for 2011, as listed above.
8.2 Additional Ex-Officio Member

Implementation of the University’s PACE initiative will be a significant part of the work of the Committee over the next two years and it was proposed that the Academic and Programs Director of Participation and Community Engagement (PACE) be appointed as an Ex-Officio member of ASQC during 2011 and 2012.

The Committee RECOMMENDS that Academic Senate approves the addition of the Academic and Programs Director of Participation and Community Engagement (PACE) as Ex-officio position on the Committee during 2011 and 2012.

8.3 Sub-Committees – Membership in 2011

Membership of the Undergraduate and Postgraduate Sub-Committees of ASQC was reviewed and the importance of both sub-committees including a member from each faculty to ensure a comprehensive knowledge base was agreed. It was noted, however, that sub-committee members do not all need to be drawn from the ASQC membership. The 2011 membership of the ASQC Sub-Committees are listed below:

**Undergraduate Sub-Committee**

<table>
<thead>
<tr>
<th>Chair</th>
<th>Mrs Sue Spinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td>Dr Nicole Anderson</td>
</tr>
<tr>
<td>Faculty of Business and Economics</td>
<td>Professor Greg Elliott</td>
</tr>
<tr>
<td>Faculty of Human Sciences</td>
<td>Associate Professor Pamela Coutts</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>Dr Michael Hitchens</td>
</tr>
<tr>
<td>Ex Officio</td>
<td>Dr Julian De Meyrick</td>
</tr>
<tr>
<td>Ex Officio</td>
<td>Ms Lindie Clark</td>
</tr>
</tbody>
</table>

**Postgraduate Sub-Committee**

<table>
<thead>
<tr>
<th>Chair</th>
<th>Associate Professor Pamela Coutts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td>Dr Ian Plant</td>
</tr>
<tr>
<td>Faculty of Business and Economics</td>
<td>Professor Ann Ross-Smith</td>
</tr>
<tr>
<td>Faculty of Human Sciences</td>
<td>Professor Julie Fitness</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>Dr Michael Hitchens</td>
</tr>
</tbody>
</table>

**FOR NOTING**

Julie Fitness  
CHAIR
MACQUARIE UNIVERSITY

REPORT OF THE HIGHER DEGREE RESEARCH COMMITTEE

The Higher Degree Research Committee met on 25 March 2011.

(1) MATTERS FOR RECOMMENDATION

(1.1) COMPLETION OF REQUIREMENTS

**BAILEY, MATTHEW** FOA PHD
Principal Supervisor: Dr Michelle Arrow
Associate Supervisor: Dr Alison Holland
Thesis submitted for examination: 16 November 2010
Thesis title: Bringing 'the city to the suburbs': Regional shopping centre development in Sydney, 1957-1994
Award Recommended: Doctor of Philosophy

**DICKENSON, DIANNE MARGARET** FOHS PHD
Principal Supervisor: Dr David Saltmarsh
Associate Supervisor: Associate Professor Donna Gibbs
Thesis submitted for examination: 01 November 2010
Thesis title: Performing childhood: Media, childhood and identity
Award Recommended: Doctor of Philosophy

**HOSSAIN, MUSTAFA KAMAL** FOS PHD
Principal Supervisor: Associate Professor Vladimir Strezov
Associate Supervisor: Professor Peter Nelson
Adjunct Supervisor: Y. Chan
Thesis submitted for examination: 15 October 2010
Thesis title: Conversion of wastewater sludge to biochar and its agronomic application properties
Award Recommended: Doctor of Philosophy

**LIU, ZHIXIN** FOS PHD
Principal Supervisor: Dr Jun Ma
Associate Supervisor: -
Adjunct Supervisor: S. Lord, V. Gebski
Thesis submitted for examination: 14 October 2010
Thesis title: Statistical models for recurrent events data: With application to study of radiotherapy re-treatment in lung cancer patients
Award Recommended: Doctor of Philosophy

**MCCABE, ROBERT** MGSM DBA
Principal Supervisor: Professor Richard Petty
Associate Supervisor: -
Thesis submitted for examination: 30 July 2010
Thesis title: The changing landscape of the Australian securitisation market and the role of corporate trustees
Award Recommended: Doctor of Business Administration

**MCCOSKER, RAVI JAMES** FOS PHD
Principal Supervisor: Professor Graham E. Town
Associate Supervisor: Professor Neil Weste
Thesis submitted for examination: 22 December 2010
Thesis title: Design and applications of multi-channel directional couplers
Award Recommended: Doctor of Philosophy
Academic Senate
5 April 2011
Item 11.3

MOHAMMED, SUJA  FOS  PHD
Principal Supervisor: Professor Helena Nevalainen
Associate Supervisor: Dr Valentino Te’o
Tesis submitted for examination: 17 November 2010
Thesis title: Prospecting for novel cold-active enzymes from Antarctic fungi; isolation and characterisation of a lipase gene from Penicillium expansum
Award Recommended: Doctor of Philosophy

MU, GUO YAN  FOS  PHD
Principal Supervisor: Associate Professor Simon George
Associate Supervisor: -
Tesis submitted for examination: 16 November 2010
Thesis title: Two cases study of oil-source correlation: Neo-Mesoproterozoic oil seeps and Paleogene oil pools in the north margin of the Bohai Gulf Basin — 渤海湾盆地北缘中新元古界油苗和古近系油的油源研究
Award Recommended: Doctor of Philosophy

SKOGLUND, LINN  FOA  PHD
Principal Supervisor: Dr Marcelle Freiman
Associate Supervisor: Dr Jane Messer
Tesis submitted for examination: 22 November 2010
Thesis title: Residing between languages: writing fiction in a second language, a theoretical and practical approach
Award Recommended: Doctor of Philosophy

STONE, CHARLES BEASON  FOHS  PHD
Principal Supervisor: Associate Professor Amanda Barnier
Associate Supervisor: Professor John Sutton, Professor Max Coltheart
Tesis submitted for examination: 14 January 2011
Thesis title: Remembering and forgetting: The mnemonic consequences of selective voicing and silence in social interactions
Award Recommended: Doctor of Philosophy

ZHANG, TANYU  MGSM  PHD
Principal Supervisor: Professor Gayle Avery
Associate Supervisor: Dr Harald Bergsteiner
Adjunct Supervisor: E. More
Tesis submitted for examination: 26 November 2010
Thesis title: The relationship between perceived leadership styles and employees engagement: The moderating role of employee characteristics
Award Recommended: Doctor of Philosophy

RECOMMENDED
That the students included in the report have satisfied the requirements for the awards stated.

(1.2) VICE-CHANCELLOR’S COMMENDATION

STONE, CHARLES BEASON  FOHS  PHD
Principal Supervisor: Associate Professor Amanda Barnier
Associate Supervisor: Professor John Sutton, Professor Max Coltheart
Tesis submitted for examination: 14 January 2011
Thesis title: Remembering and forgetting: The mnemonic consequences of selective voicing and silence in social interactions

On 25 March 2011, the Higher Degree Research Committee recommended that Charles Beason Stone’s PhD thesis be awarded.

The following comments were received from the examiners:
"After carefully reading this thesis, I strongly and enthusiastically recommend awarding the Ph.D. degree to Charles Stone. This thesis far exceeds the requirements stated on the evaluation sheet. It makes a distinct and important contribution to knowledge, it presents fundamental new scientific discoveries, it is beautifully written and its chapters already have been or soon will be published in highly respected scientific journals. The carefully designed experiments reported in Chapter 4 alone would make a fine dissertation. The research program provides a model for how to conduct rigorous and meaningful studies of autobiographical memory processes. The theoretical background is thorough and leads directly to testable hypotheses. I admire the way this line of research builds on controlled laboratory studies using the RIF paradigm and expands this, one careful step at a time, to more ecologically valid study conditions. The thesis is organized around original and cutting edge scientific ideas, including the provocative notion that what is not said or thought about may be as important for memory as what is overtly or covertly rehearsed. This novel perspective is a valuable addition to the current and historical focus in academic psychology on the mnemonic value of talking and thinking about past episodes. Stone offers a testable model for examining how memories come to be "shared:" this contribution will be influential... the author should be applauded for tackling them so systematically and successfully at this early point in his academic career. It was a pleasure to read this superb thesis."

"This thesis examines the role of selective remembering on subsequent memory performance. Across six chapters, the author presents a unified program of research that includes both empirical and theoretical contributions to the study of socially shared retrieval induced forgetting (SS-RIF). This is an exceptionally strong body of work. The thesis is thorough, insightful, accurate, and well-written. The empirical contributions are methodologically sound and theoretically relevant. The theoretical chapters provide sophisticated, novel analyses of SS-RIF. The research reported in this thesis will advance the important endeavor of bridging psychological laboratory research with larger conceptualizations of collective memory. The discussion nicely integrates the empirical and theoretical contributions of the thesis into a existing theories of autobiographical memory and collective memory. The work presented in this thesis makes a substantial contribution to the scientific literature on SS-RIF. Across chapters, I was impressed with the depth of the author’s knowledge regarding SS-RIF and collective memory, his critical and thorough explanations and summaries of the work, and the overall quality of the science. Reading this thesis greatly stimulated my interest in SS-RIF and I attribute that to the engaging and insightful manner in which the author presented his research. Based on the exceptional quality of this thesis, I have absolutely no reservations in recommending that the author be awarded his degree."

"The central goal of this thesis is to extend the phenomenon of socially-shared retrieval-induced forgetting (SS-RIF) to more naturalistic stimuli (narratives and autobiographical materials) and to more ecologically valid participants (intimate couples as opposed strangers). The overall effort includes extensive empirical work (Chapter 2 and 4) and considerable theoretical articulation (Chapter 3 and 5). This thesis presents an excellent body of theoretical and empirical work to illuminate the nature of socially shaped memories with a particular and extensive focus on the role of silence during social interactions and conversations. The work is extensive, the writing is clear and engaging, the analyses are thorough, and the conclusions are well-considered. I congratulate the candidate for this fine piece of work and for a program of research that will undoubtedly flow from the theoretical ides, empirical findings, and future directions laid out in this thesis. The work reported in these chapters achieves in its spirit and execution the scope and goal of a successful Ph.D. thesis. I once again commend the Candidate for this fine piece of extensive work. I was very pleased to have the opportunity to evaluate this thesis, and my feedback is a reflection of the great interest with which I read the thesis."

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

RECOMMENDED
That Charles Beason Stone’s PhD thesis entitled “Remembering and forgetting: The mnemonic consequences of selective voicing and silence in social interactions” be awarded a Vice-Chancellor’s Commendation.
MACQUARIE UNIVERSITY
LIBRARY COMMITTEE

SENATE EXECUTIVE SUMMARY

1. Changes to Committee Membership
   Dr Greg Robertson is now the Faculty of Human Sciences representative for research issues replacing Dr Maria Amigo. Since the last report to Academic Senate the Committee has also welcomed Prof. Nick Mansfield, Dean, Higher Degree Research.

2. Items for Information
   Library Annual Report 2010
   The Library’s Annual Report for 2010 is attached with an Appendices showing activity statistics and service improvements achieved in 2010 (Attachment A).

Professor Gail Whiteford
Chair, Library Committee
4 March 2011
LIBRARY ANNUAL REPORT 2010

Strategic Context

The Strategic Aims incorporate the University’s values and the core values of the information profession and were framed according to the University’s Academic Plan and the University’s plans for Business and Community Engagement and Organisational Sustainability.

As part of this planning process the Library consolidated and finalised its work on understanding and communicating organisational values through the Library Values Project. A Library values document describing our shared understanding of the University values: Agile, Creative, Enquiring, Ethical, Excellence and Inclusive was presented by Library staff in late April and a video titled Macquarie University Library Story was produced and made available to current and future staff members on the Intranet.

Library IT also developed an IT Strategic Plan for 2010–2012 outlining the Library’s IT strategies in the context of the University’s and Library’s strategic aims and the changing technology landscape in the library field.

Research and Research Training
In 2010, the University’s repository, Macquarie University ResearchOnline continued to grow as a result of the University’s Open Access Policy. At the end of 2010, the repository held 10,738 records, of which 2,042 have full text attached. This was an increase of 62% in the number of records and 85% increase in full text records available. During 2010 the number of visitors to the repository increased by 24% from 45,839 to 56,706. The Library also made a significant contribution through the repository to the University’s submission to Excellence in Research Australia (ERA). The Library also developed an information package for academic staff to inform them of their rights and obligations, particularly related to copyright and open access, when submitting their research outputs to journals for publication. The package can be found at: http://www.library.mq.edu.au/infoethics/authors.html

The Library continued to provide training for research-related software such as EndNote. In 2010, 403 clients attended EndNote classes while 578 clients used the Online Tutorial. Due to a change of IT platform during the year, Document Supply services decreased slightly: 7,682 items supplied to other libraries as compared to 7,934 in 2009; 11,020 items received from other libraries as compared to 11,586 in 2009.

In 2010, the Library subscribed to over 100 new journal titles requested by academic staff to support research. The subscription to Emerald Management was upgraded to Emerald Management Plus together with backfiles of 123 Emerald journals. Other new subscriptions include Proquest Digital Dissertations with full text, Meanjin archive, Science Direct backfiles including The Lancet and Taylor and Francis journal backfiles. The Library also fully processed the Clyde / Lobban Research Collection, a collection of young adult fiction dealing with the theme of homosexuality. The collection, which includes many items that are not catalogued and available in any other Australian library, is now accessible through the Library catalogue.

Learning and Teaching
The Learning and Teaching Awards Wall has been updated to reflect and showcase Macquarie’s award winning teachers.

The Library continued to improve its electronic collection to provide flexible options for learning and teaching. New additions to the collection include the Synthesis Digital Library Collections 1-4, 4 Elsevier eBook series packages and a 12 month period trial access to Springer eBooks collection. The Library has also contributed to maintaining the arXiv.org e-Print archive as an online searchable open access archive.

An increase in the number of units placing materials on Reserve led to a 33% increase in loans of print Reserve items: from 67,606 in 2009 to 89,884 in 2010. There was also a 5% increase in eReserve usage to 548,480 as compared to 523,933 in 2009. The door count in dropped by 3% from 2,030,197 in 2009 to 1,975,511, most likely attributable to a counter malfunction in August. Web visits in 2010 increased by 46% to 5,159,202 as compared to 3,536,323 in 2009. The Google Analytics data shows a surge in referrals from University webpages such as the online handbook, the usage of 62 online LibGuides and the increased usage of Macquarie University ResearchOnline as some of the key factors contributing to the increase.
In 2010 the Library added another 30 seats to the Level 1 Learning Lounge for students.

**Community Engagement**

Three *Library Treasures* Exhibitions were held in 2010 with items selected from the Library’s special collections. These were *Kalevala*, *The Codex Mendoza* and *Handbook of the Birds of the World*. 2010 was the bicentenary year of Lachlan Macquarie’s appointment as the Governor of NSW and Library staff were involved in two media projects, one as an historical advisor to the TV production *Lachlan Macquarie: Father of Australia* for BBC Scotland and the other as a content provider to *Macquarie Visions*, a public light show on Macquarie Street in May / June 2010. The University also loaned Macquarie items to the Powerhouse Museum and the Parramatta Heritage Centre for their Lachlan Macquarie exhibitions.

The Library Friends continued to hold evening talks with a focus on Lachlan Macquarie and also for the first time held afternoon talks as part of a Winter Tales series. The Library was involved in organising the *Living Libraries* event as part of the University’s Diversity Week.

In 2010, Library staff raised $3,606 for the Indigenous Literacy Project.

**Quality Enhancement**

The Quality Review Group continued to work as part of the Library’s Quality Enhancement Framework to ensure that service improvements were implemented in the most effective manner. In 2010, there were 13 service improvements with direct benefits for clients as well as a number of internal process improvements. Among these service improvements were the acceptance of order requests directly from students; making call numbers for eResources available in the catalogue to allow virtual browsing; the implementation of an online room booking system that provides up-to-date information about the availability of rooms and facilities for clients; and improved loan privileges for various categories of clients through revised loans rules. The complete list of service improvements can be found in Appendix 2.

In response to the Library’s shift to a more client centred service philosophy, Library departments have started to collect and report on their client-centred measures of success in 2010. The measures of success collected in 2010 are currently being reviewed and will supplement the activity statistics reported in Appendix 1.

The Library completed a review of the internal Project Management Framework and streamlined and standardised project management in the organisation. A review of feedback handling procedures was also completed and the improved new processes were implemented.

**Organisational Sustainability**

The Library met its budget targets in 2010 and completed Performance Development and Review processes for all staff. 119 staff attended 66 training and development activities during the year. These programmes included conferences, seminars, workshops, study tours and various work related internal and external courses.

The Library won the Highly Commended trophy in the 2010 Department Sustainability Challenge held by the University’s Sustainability Office, nearly doubling last year’s achievement with 821 stars scored during the year.

All Managers and Teamleaders undertook OHS refresher training as part of the planning for the move to the new Library.

**Renewal of Infrastructure – New Library**

Construction of the new Library site was almost complete by the end of 2010 and the Automated Storage and Retrieval System (ASRS) had been installed. Academic consultation on the storage of the Library collection in the new Library was completed and the results and recommendations were presented at the October Library Committee meeting. The second phase of the barcoding project preparing materials for transfer to the new Library was also completed. 123 staff members participated in activities related to the new Library project in 2010. Updates on progress with the project can be found on the New Library website at: [http://www.library.mq.edu.au/newlibrary/](http://www.library.mq.edu.au/newlibrary/)

Maxine Brodie

*University Librarian*

February 2011
## APPENDIX I

### Comparison of Library Activities Statistics Annual Total 2009 and 2010

<table>
<thead>
<tr>
<th></th>
<th>2009 Cumulative Total</th>
<th>2010 Cumulative Total</th>
<th>% Change</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Items Catalogued</td>
<td>17,788</td>
<td>24,577</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Total Hardcopy Items Catalogued</td>
<td>16,245</td>
<td>19,727</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Total eBooks added</td>
<td>1,543</td>
<td>4,850</td>
<td>214%</td>
<td></td>
</tr>
<tr>
<td>Serials Issues Checked In</td>
<td>14,143</td>
<td>12,220</td>
<td>-14%</td>
<td>Ongoing move to electronic journals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Macquarie University ResearchOnline</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Records</td>
<td>6,635</td>
<td>10,738</td>
<td>62%</td>
</tr>
<tr>
<td>Total Records Created</td>
<td>3,629</td>
<td>4,103</td>
<td>13%</td>
</tr>
<tr>
<td>Records with Fulltext</td>
<td>1,101</td>
<td>2,042</td>
<td>85%</td>
</tr>
<tr>
<td>Visitors</td>
<td>45,839</td>
<td>56,706</td>
<td>24%</td>
</tr>
</tbody>
</table>

| **Use of Collection**                  | | | |
| Individual Loans                       | 307,263          | 426,083  | 39%                                           |
| Loans - Self Charge                    | 234,060          | 372,432  | 59%                                           |
| Self-charge loans as a % of total loans | 76%              | 87%      | 15%                                           |
| Reserve loans - print                  | 67,606           | 89,884   | 33%                                           |
| Reserve use - electronic               | 523,933          | 548,480  | 5%                                            |
| Items reshelved                        | 635,024          | 555,565  | -13%                                          |
| Items supplied to other libraries      | 7,934            | 7,682    | -3%                                           |
| Items received from other libraries    | 11,586           | 11,020   | -5%                                           |
### Comparison of Library Activities Statistics Annual Total 2009 and 2010

<table>
<thead>
<tr>
<th>Library Use</th>
<th>2009</th>
<th>2010</th>
<th>% Change</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Door Count</td>
<td>2,030,197</td>
<td>1,975,511</td>
<td>-3%</td>
<td>Technical issues</td>
</tr>
<tr>
<td>Web Visits</td>
<td>3,536,323</td>
<td>5,159,202</td>
<td>46%</td>
<td>Increase in referral from University webpages,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the usage of LibGuides and access to digital repository</td>
</tr>
<tr>
<td>Inquiries Received</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Inquiries</td>
<td>25,173</td>
<td>22,774</td>
<td>-10%</td>
<td>Uptake of LibGuides and increased uptake of Liaison</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Librarian support at UG level</td>
</tr>
<tr>
<td>Information Inquiries</td>
<td>37,152</td>
<td>35,735</td>
<td>-4%</td>
<td></td>
</tr>
<tr>
<td>Online Librarian</td>
<td>2,758</td>
<td>2,255</td>
<td>-18%</td>
<td>Technical issues</td>
</tr>
</tbody>
</table>
### APPENDIX 2

**Macquarie University Library 2010 Service Improvements**

<table>
<thead>
<tr>
<th>Service Improvements</th>
<th>Responsibility</th>
<th>Client</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra seating on Level 1 (approximately 30 seats)</td>
<td>Business Services</td>
<td>Internal/External</td>
<td>• Heavily used by clients</td>
</tr>
<tr>
<td>Employment of Security officer at beginning of each semester and for 4 week period of midyear and end of year exams</td>
<td>Business Services</td>
<td>Internal/External</td>
<td>• Fewer reports incidents and thefts in building</td>
</tr>
<tr>
<td>Extra Cleaning of Facilities in lead up to mid year and end of year exam periods</td>
<td>Business Services</td>
<td>Internal/External</td>
<td>• Fewer complaints and cleaner facilities</td>
</tr>
<tr>
<td>Help Point phones installed on Levels 1,2,3,4</td>
<td>Business Services / Library IT</td>
<td>Internal/External</td>
<td>• Direct communication with Library IT help staff</td>
</tr>
<tr>
<td>Implementation of Extended Hours Trial on Level 1</td>
<td>Business Services/Resource Access</td>
<td>External</td>
<td>• Heavy use of area during mid year and end of year exam periods; feedback collected and documented</td>
</tr>
</tbody>
</table>
| Closed Collection requests for Theses and AMEP Collection now available online. *Previously only Theses Requests were available online to authorised users* | Information Access, / Resource Access / Library IT | External | • Service implemented
• Usage statistics available                                                            |
<p>| Clyde/Lobban research collection (a collection of young adult fiction dealing with the theme of homosexuality) fully processed and available. Clients now have access to a fiction collection with a unique gender theme | Information Resources | External | • Full collection available through the catalogue. Many items were not catalogued in any Australian library |
| First full year of accepting order requests directly from students                    | Information Resources | External | • Over 250 order requests received from students and orders placed        |
| Call number for e-resources included in catalogue records making virtual browsing of these resources available to clients | Information Resources | External | • Function activated and available through the catalogue                  |</p>
<table>
<thead>
<tr>
<th>Service Improvements</th>
<th>Responsibility</th>
<th>Client</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Centralised Room Booking system provides up-to-date information about rooms and facilities availability to clients</td>
<td>Library Development / Business Services / Library IT / Information Access</td>
<td>Internal/External</td>
<td>• System implemented and training conducted for service staff</td>
</tr>
<tr>
<td>11. Student PCs migrated to a new network environment to permit storing of files to shared network drives.</td>
<td>Library IT</td>
<td>External</td>
<td>• Environment changed</td>
</tr>
<tr>
<td>12. Improved loan privileges for Staff, External Country students, Council Members and Macquarie Entities available through the revised Library Access Policy; reduced turnaround time for authorised entities to obtain access to the Library</td>
<td>Resource Access</td>
<td>External</td>
<td>• Policy implemented</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Usage statistics available</td>
</tr>
<tr>
<td>13. File size added to e-Reserve records to inform staff/students of bandwidth requirement for downloading</td>
<td>Resource Access/Library IT</td>
<td>Internal/External</td>
<td>• File size indicator allows informed decision for clients before downloading.</td>
</tr>
</tbody>
</table>
Assessment and Examination in the Undergraduate Program

This paper addresses the proposition that unseen examinations are not an effective assessment procedure and that the Macquarie undergraduate program should be re-configured in order to design out this mode of assessment.

There are three main arguments in favour of retaining unseen examinations and I will deal with these in what seems to me the order of their validity with the least valid first:

1. Over the past decade or more there has, undoubtedly, been a degree of grade inflation as students achieve better marks. This phenomenon appears to be linked with ever more liberal assessment regimes. Given that curriculum content has remained mostly stable over this period the conclusion must be not that degrees (or HSC) have got easier but that it is easier to do well. These are entirely different things. So the argument for retaining examinations (and this is an argument I have heard put at Macquarie) is that students do less well when they are examined in the traditional way and, thus, grade inflation is countered. It is not a good look when professional educators conspire to ensure that their students do not do as well as they might do and it is certainly fallacious to assume that simply depressing marks defends standards against grade inflation. I feel, therefore, that the argument from rigour and standards has no merit and that it is based on at least two false premises.

2. There may well be a case to be made that in some disciplines there is good reason to offer unseen examinations. For example, if a learning outcome of a language program specifies some fluency in written and oral language skills then it is reasonable to test this with some form of unseen examination written and oral. Similarly, in a vocational program, if it is really the case that the graduate will, in the course of his/her professional life, be required to make judgements or deliver results without any recourse to advice, to reference books or to computers then it would be appropriate to reproduce this in the assessment process for their degree. I am, however, extremely sceptical that such cases do arise sufficiently often to justify the establishment of the principle that working blind and under pressure is somehow an appropriate preparation for professional life – which is not to say that developing and testing the ability to work under pressure through timed or time-limited assessments is not wholly appropriate in many disciplines. But notice two things: firstly, a well-designed curriculum will have assessment schemes linked to specified learning outcomes and without such specification no form of assessment is justifiable; secondly, that it is possible to develop and test skills without recourse to formal assessment.

3. The best argument for unseen examinations is that in these naughty times of identity theft, mass plagiarism and porous approaches to academic probity unseen examinations offer the safest guarantee that the work we see really is the student’s own. There is clearly merit in this argument although it is depressing to see a counsel
of despair elevated to high principle. There is no doubt that this argument is substantially correct but whether it is a sufficient justification for the retention of unseen examinations seems to me doubtful. At the very least, the bleakness of its underlying motivations appears to me to foreclose more imaginative solutions to the problem. The first counter argument is to ask if the problem of plagiarism and all its related ills is really as serious as the proponents of this argument would allege and whether we are actually setting up a false idea of the decay of probity in order to defend a particular assessment method. Secondly, if plagiarism really is on the rise then I don’t think we should necessarily attribute this rise to a collapse in the moral and ethical standards of our students but rather consider how new technologies challenge traditional ideas of authorship and ownership and, in particular, look carefully at how students have been taught to succeed before they reach us. I think that the most effective way to counteract what we perceive as plagiarisms is to think hard about learning outcomes especially in level one (and ideally to abandon all graded assessment at that level in favour of good tutorial advice and universal progression based on agreed measures of engagement) and to ensure that we embed the right kinds of attitudes towards authenticity and the right set of information retrieval skills - sometimes by setting assignments that actually encourage students to plagiarise. If examinations really are the last bulwark against the rising tide of malpractice then the argument should logically be for a return to very traditional modes of assessment where only examinations are used. No one would, I think, argue for that and, in any case, since unseen examinations form only a part (and in many programs a small part) of the overall assessment diet they are unlikely to have quite the prophylactic effect that is claimed for them anyway.

Once we get past these three arguments there is not much more to say in defence of unseen examinations (at least nothing that anyone is likely to be ready to go public with) so we have to think about what might replace this mode of assessment and what benefits would be derived from doing so. The first benefit would be that students would probably achieve more of their potential if they were freed from the pressure of examinations. The second would be that the more thoughtful approach to learning outcomes at both unit and program level which would be necessitated by the abandonment of unseen examinations would refresh our entire approach to assessment. The third would be that we would have to think more carefully about the real nature and cause of academic malpractice and improve our teaching and assessment as a result. The final benefit would be that we would no longer have the dreadful pressure of turning round marks at the end of each year and could take a more considered approach towards the whole assessment process.

There is, of course a more radical approach yet. This would deliver all of the benefits described above as well as offering Macquarie students a truly liberating and distinctive educational experience. If we are really serious about delivering a credit based scheme based on levels then we must be equally serious about ensuring the coherence of scaffolded learning outcomes and appropriate assessment strategies. In a credit-based system as flexible as Macquarie’s it seems to me that the most appropriate assessment strategy is to specify no assessment at all, to require each student to inform us how she or he intends to meet the learning outcomes at each level and then allowing them to demonstrate whether
they can do so or not. I doubt if this proposal will carry conviction with many, if any, readers, but it is made in all seriousness as the logical end of the credit-based, outcome-based road. This paper argues for the abolition of all unseen examinations as assessment methods and for their replacement by other forms of assessment and by developmental exercises designed to support students in the acquisition of skills without putting them under pressures which we all know cause them to under-perform. With these arguments in mind Senate is requested:

1. to discuss this paper
2. to recommend that its principles are discussed at Faculty and University Learning and Teaching Committees
3. to require each Faculty to review its practice on the administration of unseen examinations and to report back to Senate setting out its current and proposed positions in the light of the review

John Simons
Executive Dean of Arts
7/3/11
International College of Management, Sydney

Macquarie University has been in a partnership arrangement with the International College of Management, Sydney (ICMS) for the past 13 years.

The partnership allows for students to articulate from the ICMS Associate Degree into the final year of the Macquarie BBA (at Manly), in one of the specialty areas of:

- Event Management
- Retail Services Management
- International Tourism
- Hospitality Management
- Property Services Management, and
- Sport management.

Students can also apply through UAC for entry into the first year of the Macquarie BBA offered through ICMS at Manly.

The partnership arrangements are governed by an agreement document that is reviewed and renewed at regular intervals.

A review was undertaken in early 2010 and, based on that review, the University Executive decided that the contract would not be renewed beyond the (then) expiry date of November 2010.

That decision was based on the view that the Hospitality and related programs offered through ICMS no longer aligned with the University’s strategic directions and that the Faculty (FBE) did not have the expertise or resources in the specialty areas to provide the required level of quality oversight and moderation of the ICMS Units that contribute to the Macquarie degree. There were also concerns that a continuation of the arrangements may impact on the Faculty’s ability to obtain AACSB accreditation.

ICMS were advised in early 2010 that the University would not be renewing the contract after its expiry, however a clause in the contract allowed ICMS the option to extend for a one-year period. That extension option was exercised by ICMS, therefore the contract now comes to an end in November 2011. ICMS are aware that the contract will not be renewed beyond that point.

Provisions in the contract do however allow for pathway intakes to occur in Feb, May and September 2011 and for a final UAC intake to occur in Feb 2012.

Recent discussions with ICMS have centered on wind-down arrangements, with a commitment by both parties that continuing students and students about to enter via these final intakes will be allowed to complete their programs. Some adjustment of the sequencing of the programs and the timing of the ‘Industrial Training’ component have been made with the aim that all academic units are to completed by the end of first term 2014.

For information

Prof Judyth Sachs
Provost
1. **Working condition of academic staff**

1.1 Academic teaching activities are vital to the foundation of the university and underpin all academic programs. The university income is largely reliant on teaching activities by its academic staff. Provision of adequate and functioning teaching facilities is essential to ensure a proper working condition for academic staff to teach effectively without worrying about disruptions. For such vital activities, one major disruption is too many.

1.2 At the start of this semester, however, about 30% of academic staff in Actuarial Studies experienced teaching facility problems that undermined or could severely disrupt the scheduled teaching activities. In one occasion, an academic staff giving a half-hour talk to post-graduate students did not have appropriate teaching facilities in the room for 25 minutes, although the staff called for help immediately before the start.

1.3 A major part of the problems appeared due to refurbishment of C5C T1. When the lecturer went to this room to teach a large class on the 3rd day of the semester, he was advised that the room was not ready for teaching, and no prior notice was ever given. It took more than 30 minutes to make the room half-ready after emergency call. Severe disruptions to teaching a large class were only avoided because the lecturer went to the room one hour before the class to check the facility.

1.4 It would be unfair and pointless to blame front-line personnel at OFM or other departments for the problems if there are not adequate policies and resources to ensure proper working conditions for academic staff. For example, C5C T1 was not equipped with a necessary overhead projector until the end of the 2nd week despite numerous requests by the teaching staff from Week 1, partly because it was not clear who is the right person to arrange it promptly. A proper policy with a clear guidance on the responsibility of the right body appears lacking.

1.5 There have also been complaints that the university spends a lot of resources to buy new equipments, but not enough resources to maintain them and train relevant staff.

1.6 The key to solve these problems, in my opinion, is to have a single body with sufficiently high authority and accountable to ensure no disruptions to teaching activities.

1.7 The problems described above are totally avoidable if there is such a body. For instance, the delay in refurbishment of C5C T1 would have been aware by this body and the staff would have been informed so that arrangements could have been made beforehand to avoid disruptions, rather than losing 25 minutes of a half-hour talk, or relying on the lecturer to check the room one hour earlier.
MACQUARIE UNIVERSITY

ACADEMIC YEAR PLAN 2013

Draft plan for the 2013 academic year is submitted for Academic Senate’s consideration.

RECOMMENDED
That Academic Senate approves the attached plan for the 2013 academic year (can be viewed online at: http://senate.mq.edu.au/MQUonly/agenda/2011/0411/AcademicYearPlan2013.pdf).

Colin Hawkins
ACADEMIC REGISTRAR
MACQUARIE UNIVERSITY
UNDERGRADUATE AND POSTGRADUATE STUDENTS
QUALIFIED FOR AN AWARD

The list of undergraduates and postgraduates candidates qualified for an award will be circulated to the members of Academic Senate.

RECOMMENDED
That the candidates in the report have satisfied requirements for the awards stated.

C M Hawkins
ACADEMIC REGISTRAR
MACQUARIE UNIVERSITY

PRIZE AWARDS

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

**Faculty of Science**

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMC Prize for Best Female Student in engineering Semester 2 <em>(revised nomination)</em></td>
<td>For the highest overall grade in Semester 2 in a Bachelor of Engineering degree by a female student</td>
<td>Shen</td>
<td>Fei</td>
</tr>
<tr>
<td>EMC Prize for Best Student in Computer Engineering <em>(revised nomination)</em></td>
<td>For highest overall grade in a Bachelor of Engineering Degree</td>
<td>Biswas</td>
<td>Audri</td>
</tr>
<tr>
<td>John Morris Scientific Prize <em>(revised nomination)</em></td>
<td>For the most outstanding performance in 200-level units offered within certain Departments in the Faculty of Science</td>
<td>Ljungstrom</td>
<td>Anna Emma</td>
</tr>
</tbody>
</table>

**Macquarie Law School**

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie Law School Prize <em>(revised nomination)</em></td>
<td>for proficiency in the unit LAW421 Foundations of Commercial Law</td>
<td>Ratnayake</td>
<td>Telina Stephen Nicole</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW208 Law, Lawyers &amp; Society</td>
<td>Whittaker</td>
<td>Ashleigh</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW533 Special Seminar 3</td>
<td>Pickup</td>
<td>Robert Thomas</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Hong</td>
<td>Daniel</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>McCunn</td>
<td>Ayowande</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Nikolausson</td>
<td>Angelica</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Hamilton</td>
<td>Maryanne</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Richman</td>
<td>Amanda</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Cornell</td>
<td>Stephen</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Bussing</td>
<td>Michael</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Cavell</td>
<td>Liam</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Hipwell</td>
<td>Gareth</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Raneri</td>
<td>Samantha</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Academic Achievement in Law</td>
<td>for First Class Honours in Law</td>
<td>Lennings</td>
<td>Nicholas</td>
</tr>
</tbody>
</table>
Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo Pender Memorial Award – Year 2 Studies</td>
<td>For proficiency in the units ABEC121 Young Children and the Arts in ATSI Contexts and ABEP130 Introduction to Teaching ATSI Children</td>
<td>Thorne</td>
<td>Annette</td>
</tr>
<tr>
<td>Jo Pender Memorial Award – Year 5 Studies</td>
<td>For proficiency in the units ABEC340 Management in Early Childhood ATSI Contexts and ABEC240 Managing People</td>
<td>Russell</td>
<td>Carol</td>
</tr>
<tr>
<td>River Branch Special Education Prize</td>
<td>For proficiency in the Special Education program</td>
<td>Mills</td>
<td>Catherine</td>
</tr>
</tbody>
</table>

RECOMMENDED
That prizes be awarded to the students nominated above.

2. The following prizes have been approved by Professor Judyth Sachs on behalf of Academic Senate

Faculty of Arts

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophia Prize</td>
<td>For the best performance by a female student in 200-level Philosophy units</td>
<td>Goryl</td>
<td>Annalise</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>For proficiency in the unit LAW438 Access to Justice Placement Program</td>
<td>Naing</td>
<td>Win Win</td>
</tr>
<tr>
<td>Macquarie Legal Centre Prize</td>
<td>For proficiency in the Macquarie Legal Centre Clinical Program</td>
<td>Wong</td>
<td>Natalie</td>
</tr>
<tr>
<td>Blake Dawson Prize</td>
<td>For proficiency in LAW410 International Trade and Finance</td>
<td>Amer</td>
<td>Adrian</td>
</tr>
<tr>
<td>Helen Sham Ho Prize</td>
<td>for the best graduating student the distance education Law program</td>
<td>Rowland</td>
<td>Sally-Ann</td>
</tr>
<tr>
<td>Communities of Enquiry Prize</td>
<td>for the best overall performance in Macquarie University Philosophy units undertaken through OUA</td>
<td>Vail</td>
<td>Nicola</td>
</tr>
</tbody>
</table>

Faculty of Business and Economics

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suncorp Group Employees Council Prize</td>
<td>for excellence in the unit HRM201 Workplace Relations</td>
<td>Burton</td>
<td>Emma</td>
</tr>
</tbody>
</table>

Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Psychology Prize</td>
<td>for proficiency in the unit PSY352 Appetite: The Psychology of Eating and Drinking</td>
<td>Castino</td>
<td>Matthew</td>
</tr>
<tr>
<td></td>
<td>Ng (shared)</td>
<td>Ashlen</td>
<td></td>
</tr>
<tr>
<td>Prize</td>
<td>Awarded for</td>
<td>Last Name</td>
<td>First Name</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Department of Psychology Prize (revised nomination)</td>
<td>for proficiency in the unit PSY 238 Introduction to Psycholinguistics</td>
<td>Pevely</td>
<td>Alexandra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mostajir (shared)</td>
<td>Maryam</td>
</tr>
<tr>
<td>Pierre Agnes Memorial Prize (shared) (revised nomination)</td>
<td>for best student presentation or seminar on doctoral research thesis</td>
<td>Morgan</td>
<td>Elizabeth-Anne</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hermes</td>
<td>Kerstin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wilcock</td>
<td>Deirdre</td>
</tr>
<tr>
<td>300-level Human Geography Prize</td>
<td>for proficiency in 300-level Human Geography units</td>
<td>Jarron</td>
<td>Veronica</td>
</tr>
<tr>
<td>Crown Scientific Prize (revised nomination)</td>
<td>for the most outstanding performance in 100-level units offered within certain Departments in the Faculty of Science</td>
<td>Saitta</td>
<td>Daniel</td>
</tr>
<tr>
<td>Alan McIntosh Analysis Prize</td>
<td>for proficiency in 200 and 300-level units in the area of analysis Mathematics</td>
<td>Liew</td>
<td>Chuin Ching</td>
</tr>
<tr>
<td>Frederick Chong Mathematics Prize</td>
<td>for proficiency in 200-level Mathematics units</td>
<td>Bechara</td>
<td>Danny</td>
</tr>
<tr>
<td>Frederick Chong Mathematics Prize</td>
<td>or proficiency in 300-level Mathematics units</td>
<td>Liew</td>
<td>Chuin Ching</td>
</tr>
</tbody>
</table>

### Graduate School of Management

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen Knott Scholar Award</td>
<td>Awarded for academic merit in the Master of Business Administration program</td>
<td>Sharp Paul</td>
<td>Iain Roger</td>
</tr>
<tr>
<td>E.C. Bloomfield Memorial Prize</td>
<td>Awarded for proficiency in the unit MGSM835 Financial Management</td>
<td>Oryzak</td>
<td>Dion</td>
</tr>
<tr>
<td>Peter Strickland Memorial Prize</td>
<td>Awarded for academic excellence in the unit MGSM880 Foundations of Management Thought</td>
<td>Wilson</td>
<td>Rowena</td>
</tr>
<tr>
<td>Logistic Association of Australia Prize</td>
<td>Awarded for proficiency in the unit MGSM893 Supply Chain Management</td>
<td>Cooper</td>
<td>Tracey Anne</td>
</tr>
<tr>
<td>Graduate Management Association of Australia Prize</td>
<td>Awarded for proficiency and participation in the Master of Business Administration program</td>
<td>Griffits</td>
<td>Penelope</td>
</tr>
<tr>
<td>Macquarie Graduate School of Management Halder Chowdhury Prize</td>
<td>Awarded for best academic results in the Master of Management degree program</td>
<td>Kornher</td>
<td>Anna</td>
</tr>
</tbody>
</table>

C M Hawkins  
ACADEMIC REGISTRAR
MACQUARIE UNIVERSITY
VICE-CHANCELLOR’S COMMENDATIONS

(1) NOMINATIONS FOR MASTER COURSEWORK CANDIDATES

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

<table>
<thead>
<tr>
<th>Faculty of Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CLARKE, Duncan Alexander</td>
<td>Master of Arts in Egyptology (Coursework)</td>
</tr>
<tr>
<td>LLOYD, Jacqueline Anne</td>
<td>Master of Arts in Ancient History (Coursework)</td>
</tr>
</tbody>
</table>

RECOMMENDED

That the Vice-Chancellor’s Commendation be awarded to the 2 Masters coursework graduands listed above.

There are no undergraduate students eligible for the Vice-Chancellor’s commendation.

C M Hawkins
ACADEMIC REGISTRAR
MACQUARIE UNIVERSITY

Election of Student Members of Academic Senate

Call for nominations was given on 21 March 2011 under the Macquarie University By-Law 2005, Schedule 1 and Academic Senate Rule 2(1)(x) for the election of six members of Academic Senate:

- one student from each Faculty enrolled in an undergraduate program (four in total),
- one student member enrolled in a postgraduate coursework program, and
- one student member enrolled in a postgraduate higher education research program

by the students of the University.

Nominations will be closed on Thursday 14 April 2011 at noon.

If at the close of nominations on 14 April, the number of nominations received will be greater than the number of students to be elected in each of the above categories, an election will be conducted by online voting from 25 April until 18 May 2011. Only persons enrolled at the date and time for close of nominations as candidates proceeding to a degree, diploma or certificate at the University will be entitled to vote.

Students elected to the Academic Senate will serve a term of office from 22 May 2011 to 21 May 2012.

Colin Hawkins
ACADEMIC REGISTRAR