A meeting of the Academic Senate will be held at 9.30am on Tuesday 4 October 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).

A Burrell
ACTING ACADEMIC REGISTRAR

27 September 2011

AGENDA

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   ★ 2.1 Starring of Items
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6. QUESTIONS ON NOTICE
Members are requested to provide at least 2 days’ notice for questions on items not related to the agenda

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12. MEMBERSHIP

96  12.1 New Member of Academic Senate from the Faculty of Arts

97  12.2 Membership of the Academic Standards and Quality and
Committee

13. OTHER BUSINESS
Minutes of a meeting of Academic Senate held on 2 August 2011 at 9.30am in the Senate Room, Level 3, Lincoln Building.

Present: Professor J Fitness (in the Chair) A/Professor S Page
Dr M Arrow Professor J Piper
Mr S Bradshaw Professor P Radan
Dr W Bradford Professor J Sachs
Ms M Brodie Professor S Schwartz
Mr W Coote Professor J Simons
Mr Andrew Dahdal A/Professor I Solomonides
Mr Dr J De Meyrick Dr J Tent
Ms J Fernandez Professor S Thurgate
Professor M Gabbott Professor G Town
A/Professor S George A/Professor D Verity
Professor J Greeley Professor R Widing
Mr T Humbrett Dr R Yager
Ms E MacLoud Dr X Zhou
Professor N Mansfield
Professor M Mollering

In Attendance: Mr A Burrell
Ms S Kelly
Ms B Kosman
Mr P Luttrell
Ms B McLean
Ms R Myton
Ms K Smart
Mr J Wylie

1. APOLOGIES / WELCOME

Apologies were received from: Professor John Croucher, Professor John Hedberg, Professor Bill Thompson, A/Professor Jane Torr, and Professor Gail Whiteford.

The Chair welcomed to Academic Senate a new Director of the Academic Program Section Mr Jonathan Wylie.

2. ARRANGEMENT OF AGENDA

2.1 Starring of Items

The following items were starred for discussion:
3. Minutes of Previous Meeting
6. Report of Vice-Chancellor
7. Report of Chair
9.1 Report of the Academic Standards and Quality Committee
9.4 Report of the Coursework Studies Committee (tabled document)
10.1 Assessment Policy and Procedure
10.2 Student Contract
2.2 Adoption of Unstarred Items

Resolution 11/194
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.)

3. MINUTES OF PREVIOUS MEETING

Resolution 11/195
The minutes of the meeting held on 8 July 2011 (http://senate.mq.edu.au/MQUonly/minutes/2011/Minutes0711.pdf) be signed as a true and correct record.

4. BUSINESS ARISING FROM THE MINUTES

Business arising from the minutes of the previous meeting was dealt under other items of the agenda.

5. CONSIDERATION OF CONFIDENTIAL ITEMS

There was no business under this item.

6. REPORT OF VICE-CHANCELLOR

Professor Schwartz updated Academic Senate on the base funding review and shared his views on its potential outcome. He also reported about TEQSA and the direction that it might take in implementing a standards-based approach to regulation and quality assurance, and answered questions relating to this matter.

Further to his report, Professor Schwartz elaborated on how Macquarie will be affected by the drop in international student enrolment numbers.

7. REPORT OF CHAIR

Professor Fitness reported about the meeting of the Committee of Chairs of Academic Boards that was held at the Charles Sturt University in Bathurst on 28 July 2011. She also reported about the recent OUA meeting which discussed a proposal to extend the OUA offerings by including VET courses.

In conclusion of her report, Professor Fitness informed Academic Senate that the new Admissions Committee commenced its work and soon will be ready to report to Academic Senate.

8. QUESTIONS ON NOTICE

The Chair noted that Academic Senate received questions and queries about a new draft of the assessment policy. These questions will be dealt with under item 10.1 of the agenda.

Questions were also raised in the paper submitted by the student members of Academic Senate (http://senate.mq.edu.au/MQUonly/agenda/2011/0811/renovation_of_marking.pdf) related to a number of academic policies, including grading and supplementary examinations. The presented document will be forwarded to the SLTC for a
detailed consideration. The Committee is asked to report back to Academic Senate on the outcome.

9. **REPORTS FROM STANDING COMMITTEES**

9.1 **Academic Standards and Quality Committee**

Report of Meeting of 19 July 2011

The Chair reported that the postgraduate curriculum renewal has been completed and thanked all staff members who were involved in the renewal process. Academic Senate discussed implications of one of the key changes, i.e. that no postgraduate unit from 2012 will be NCCW with an undergraduate unit, to dual units that have both undergraduate and postgraduate components. It is a particularly important issue for programs that comprise a mixture of 300 and 800 units, e.g. in actuarial studies. Professor Gabbott, Executive Dean of FBE, confirmed that the Department of Actuarial Studies was fully engaged in the postgraduate renewal process and all attempts were being made to meet the academic and professional requirements in the new postgraduate curriculum.

Academic Senate also discussed viable size of programs and noted that one of the implications of renewing programs with small numbers of enrolled students relates to the quality of student experience. This issue requires further investigation and attention of Academic Senate.

Concluding the discussion about the results of the postgraduate curriculum renewal, Academic Senate agreed that the postgraduate renewal had been a much more complex process than the renewal of the undergraduate curriculum and perhaps required more time. Academic Senate also supported a motion to revisit the White Paper in order to identify any outstanding ideas or issues related to postgraduate renewal. The office of the Provost will coordinate a project on revisiting the White Paper.

The following recommendations were unanimously approved by Academic Senate:

1. **2012 Academic Program**
   1.1 Postgraduate Curriculum Renewal
      1.1.1 Viable Size of Programs

**Resolution 11/196**

*That Academic Senate undertakes further discussion and consideration on the following issue – the ASQC Postgraduate Sub-Committee had observed that while it was not the remit of the sub-committee it was not uncommon for Faculties to submit proposals for the retention and renewal of programs with relatively small numbers of enrolled students without considering the associated impacts for the University.***

1.1.2 **Awards to be discontinued**

**Resolution 11/197**

*That Academic Senate approves the discontinuance of the following awards with effect from 31 December 2011:*

- Postgraduate Certificate in Creative Writing (File No. 02/925)
- Master of Arts with Master of International Relations (File No. 02/1146)
- Master of Translating and Interpreting with Master of Applied Linguistics (TESOL) (File No. 06/1465)
- Master of Consulting (File No. 06/1488)
1.1.3 New Awards from 2012

Resolution 11/198
That Academic Senate recommends to Council the introduction of the awards listed below with effect from 1 January 2012:
- Master of Translating and Interpreting with Master of Applied Linguistics (MTransInterMAppLing) (File No. 11/1124)
- Master of Information Technology Consulting (MITCons) (File No. 11/112)

1.1.4 New Exit Awards from 2012 (File No. 03/784)

Resolution 11/199
That Academic Senate recommends to Council that a Postgraduate Diploma of Biotechnology (PGDipBiotech) be approved for introduction as an exit award for the Master of Biotechnology (Mbiotech), with effect from 1 January 2012.

1.1.5 Retention and Renewal of Named Awards

Resolution 11/200
That Academic Senate approves the retention and renewal of the awards listed below with effect from 1 January 2012:
- Master of Laboratory Quality Analysis and Management (File No. 05/1530)
- Postgraduate Diploma of Laboratory Quality Analysis and Management (File No. 05/1531)
- Postgraduate Certificate of Laboratory Quality Analysis and Management (File No. 05/1532)

1.1.6 Programs of Study to be discontinued

Resolution 11/201
That Academic Senate approves the discontinuance of the following programs of study with effect from 31 December 2011:
- Postgraduate Certificate in Creative Writing (CREA06P)
- Master of Translating and Interpreting with Master of Applied Linguistics (TESOL) (TRAN30P)
- Master of Consulting (INFT68P)

1.1.7 Specialisation Change of Name (File Nos A89/263-02; A98/296)

Resolution 11/202
That Academic Senate approves the specialisation ‘Teaching English to Speakers of Other Languages’, offered within the Master of Applied Linguistics and the Postgraduate Diploma of Applied Linguistics, be renamed ‘TESOL’, with effect from 1 January 2012.

1.1.8 New units from 2012 (File No. 11/452)

Resolution 11/203
That Academic Senate approves the introduction of the units listed below with effect from 1 January 2012:

Faculty of Arts
CWPG820 Writing for Emerging Readers (6-12 yrs)
Resolution 11/204

That Academic Senate approves the deletion of the units listed below with effect from 31 December 2011:

IRPG854 Conflict in the Pacific
LIT844 Children’s Literature Dissertation
ACCG833 Professional Qualifying Program – CPA
ACCG834 Professional Qualifying Program – CA
LING920 First Language Acquisition
SPH807 Neurosciences for Speech Pathology
Biol905 Introduction to Coral Reefs
CHIR889 Research Preparation - Chiropractic
CHIR890 Selected Coursework - Chiropractic
ENVE810 GIS Skills in Habitat and Wildlife Management
ENVE818 Selected Coursework - Environmental Science
ENVE878 Advanced Soils
GSE813 Semi-Arid Land Management
ITEC814 Special Topic in Information Technology
ITEC815 Special Topic in Information Technology
ITEC816 Special Topic in Information Technology
ITEC817 Special Topic in Information Technology
1.2  Undergraduate

1.2.1  New Awards from 2012  (File No. 10/1962)

**Resolution 11/205**

That Academic Senate recommends to Council the introduction of the Honours degree of Bachelor of Marketing and Media (BMktgMedia (Hons)) with effect from 1 January 2012.

1.2.2  New Units from 2012

**Resolution 11/206**

That Academic Senate approves the introduction of LAW551 Professional and Community Engagement with effect from 1 January 2012, subject to clarification of the NCCW and prerequisite issues as identified by the Undergraduate Sub-Committee.

1.2.3  Proposals for Participation Units

**Resolution 11/207**

That Academic Senate approves the addition of the units listed below to the Schedule of Participation Units for 2012, with LAW 551 being subject to clarification of the NCCW and prerequisite issues, and LAW 599 and LEX 300 being subject to approval given for their introduction as new units:

**Faculty of Arts**
- LAW 488  Access to Justice
- LAW 551  Professional and Community Engagement  
  [subject to clarification of the NCCW and prerequisite issues]
- LAW 599  Legal Governance and Professional Leadership  
  [subject to approval being given for the introduction of this unit]
- LEX 300  Social Innovation, Governance and Professional Leadership  
  [subject to approval being given for the introduction of this unit]
- MAS 350  Media Internship
- MMCS321  Arts Practicum

**Faculty of Business and Economics**
- BBA 360  Business Project

**Faculty of Science**
- ENGG400  Industry Experience

1.2.4  2012 Schedule of Programs

**Resolution 11/208**

That Academic Senate approves the creation of the unit BCM 310 Social Marketing and Sustainability in order to facilitate the enrolment of students in the Bachelor of Community Management program.

1.2.5  2012 Schedule of Majors

**Resolution 11/209**

That Academic Senate approves that the Interactivity and Games major be deemed to be owned by the Faculty of Arts.
1.2.6 Revised Definition of People and Planet Units

Resolution 11/210
That Academic Senate approves the revised statement for the determination of People and Planet units (Attachment 1 [http://senate.mq.edu.au/MQUonly/agenda/2011/0811/Attach_1.pdf]).

1.2.7 OUA Schedule of Undergraduate Units  
(File No. 03/993-04)

Resolution 11/211
That Academic Senate approves:
1. The 2012 OUA Schedule of Undergraduate Units (Attachment 2 [http://senate.mq.edu.au/MQUonly/agenda/2011/0811/Attach_2.pdf])
2. The rescinding of the Capstone unit designation for CLT340 Genre Writing.

1.2.8 Exchange Units  
(File No. 11/452)

Resolution 11/212
That Academic Senate approves that the Exchange Units owned by the Faculty of Business and Economics be designated as Commerce/Economics units (Attachment 3 [http://senate.mq.edu.au/MQUonly/agenda/2011/0811/Attach_3.pdf]).

1.2.9 Prerequisites for Summer School Units  
(File No. 11/452)

Resolution 11/213
1. That Academic Senate endorses the principle that for 2012 and all future Summer School teaching periods the prerequisites listed against the unit in the Schedule of Units apply across all teaching periods/offerings, including Summer School.
2. That the question of which particular year’s Schedule of Units should apply to units offered in the Summer School (i.e. the Schedule of the year “prior” or the Schedule for the “coming” year) be referred to the Summer Session Implementation Steering Committee for resolution.

1.2.10 Transition Arrangements at the End of 2012

Resolution 11/214
That Academic Senate approves the establishment of a Working Party to determine principles for resolving issues and problems surrounding the transfer of pre-2010 students into new curriculum programs.

2. 2013 Academic Program
2.1 Postgraduate
2.1.1 Units to be Deleted from 2013  
(File Nos. 10/1526; 11/453)

Resolution 11/215
That Academic Senate approves the deletion of the units listed below with effect from 31 December 2012:
LING896 Practicum  
LING930 Research Methods for Communication Disorders Part A  
LING931 Special Project Communication Disorders Part A  
LING965 Dissertation I  
LING966 Dissertation II  
LING932 Special Project Communication Disorders Part B
3.2012 Schedule of Postgraduate Programs

3.1 Program Structures Approved for 2012 Only

3.1.1 Master of Environmental Law (File No. 02/488)
Master of International Environmental Law (File No. 03/122)

Resolution 11/216
That Academic Senate approves the program structures of the Master of Environmental Law and Master of International Environmental Law for 2012 only.

3.1.2 Master of Recording Arts (File No. 04/1611)

Resolution 11/217
That Academic Senate approves the program structure of the Master of Recording Arts for 2012 only, which will allow the University to formulate a policy on Recognition for Prior Learning.

3.2 Program Structures

Resolution 11/218

3.3 Double Award Principles

Resolution 11/219
That Academic Senate approves the following principles for double awards:

1. For postgraduate programs with 32cp of 800 level or above, a double masters program must include a minimum of 24 credit points at 800 level or above from that component single degree.

2. For postgraduate programs with 48cp of 800 level or above, a double masters program must include a minimum of 32 credit points at 800 level or above from that component single degree.

3. The total number of credit points in a double degree program must be a multiple of 16cps.

4. Two 48 credit point single degrees consisting of 800 level or above units can only be combined to form a double degree if they are in cognate areas.

5. There must be savings from both degrees and if any degree is comprised of required and elective units the saving must come from the elective units.
4. Retention and Renewal of Graduate Diplomas and Graduate Certificates

Resolution 11/220

(1) That Academic Senate recommends to Council that the award of Graduate Certificate be identified in the Rules as a “Graduate Certificate of XXX” and the award of Graduate Diploma be identified in the Rules as “Graduate Diploma of XXX”. Where a Graduate Diploma or Graduate Certificate contains majors, these will be referred to as “major in YYY”. This change of nomenclature is to be effective for all Graduate Certificate and Graduate Diploma programs from 1 January 2012. Awards under the pre-2012 Rules will continue to be known as “Graduate Certificate in XXX” and “Graduate Diploma in XXX”.

(2) That Academic Senate approved the following award abbreviations:

- Graduate Certificate of Arts (GCertArts)
- Graduate Diploma of Arts (GDipArts)
- Graduate Certificate of Science (GCertSc)
- Graduate Diploma of Science (GDipSc)

4.1 Retention and Renewal of Named Awards

Resolution 11/221

That Academic Senate approves the retention and renewal of the awards listed below with effect from 1 January 2012:

- Graduate Diploma of Education (File No. A90/252)
- Graduate Diploma of Psychology (File No. A92-322)
- Graduate Certificate of Biotechnology (File No. 03/1140)
- Graduate Certificate of Information Technology (File No. 04/151)
- Graduate Diploma of Information Technology (File No. 03/1393)

4.2 New Awards from 2012

Resolution 11/222

That Academic Senate recommends to Council that the introduction of the following awards be approved with effect from 1 January 2012:

- Graduate Certificate of Commerce (GCertCom) (exit award only) (File No. 11/1098)
- Graduate Diploma of Early Childhood Teaching (GDipECTeach) (File No. 11/1096)
- Graduate Diploma of Advanced Studies in Early Childhood (GDipAdvStEc) (File No. 11/1097)
- Graduate Certificate of Geoscience (GCertGeosc) (File No. 10/1966)
- Graduate Certificate of Chiropractic Science (GCertChiroSc) (File No. 11/1099)

4.3 Confirmation of New Awards previously approved for introduction

Resolution 11/223

That Academic Senate confirms the introduction of the awards listed below with effect from 1 January 2012:

- Graduate Diploma of Advanced Psychology (File No. 11/640)
- Graduate Certificate of Speech and Communication (exit award only) (File No. 11/789)
- Graduate Diploma of Speech and Communication (File No. 11/788)
- Graduate Diploma of Geoscience (File No. 10/1965)
- Graduate Diploma of Chiropractic Science (File No. 09/1747)
4.4 Graduate Certificate of Arts – New Majors

Resolution 11/224
That Academic Senate approves the introduction of the following majors for the Graduate Certificate of Arts with effect from 1 January 2012:
- Coptic Studies
- Creative Writing
- Egyptology

4.5 Graduate Diploma of Arts – New Majors

Resolution 11/225
That Academic Senate approves the introduction of the following majors for the Graduate Diploma of Arts with effect from 1 January 2012:
- Anthropology
- Coptic Studies
- Egyptology
- Philosophy
- Women’s Studies, Gender and Sexuality

4.6 Graduate Certificate of Science – New Majors

Resolution 11/226
That Academic Senate approves the introduction of the following majors for the Graduate Certificate of Science with effect from 1 January 2012:
- Statistics
- Palaeobiology

4.7 Graduate Diploma of Science – New Majors

Resolution 11/227
That Academic Senate approves the introduction of the following majors for the Graduate Diploma of Science with effect from 1 January 2012:
- Climate Science
- Geographical Information Systems

4.8 Awards to be Discontinued

Resolution 11/228
That Academic Senate approves that the awards listed below be discontinued with effect from 31 December 2011:
- Graduate Certificate in Critical and Cultural Studies
- Graduate Certificate in Introductory Japanese Teaching
- Graduate Certificate in Japanese Corporate Training
- Graduate Diploma in Chinese
- Graduate Diploma in Critical and Cultural Studies
- Graduate Diploma in Croatian
- Graduate Diploma in French
- Graduate Diploma in Gender Studies
- Graduate Diploma in German
- Graduate Diploma in Italian
- Graduate Diploma in Macedonian
- Graduate Diploma in Modern Greek
- Graduate Diploma in Russian
• Graduate Diploma in Serbian
• Graduate Diploma in Ukrainian
• Graduate Diploma in Anthropology
• Graduate Diploma in Philosophy
• Graduate Diploma in Women’s Studies
• Graduate Certificate in Statistics
• Graduate Diploma in Climate Science
• Graduate Diploma in Geographic Information Science
• Graduate Diploma in Japanese
• Graduate Certificate in Business
• Graduate Certificate in Marketing
• Graduate Certificate in Information Systems and Technology
• Graduate Diploma in Early Childhood
• Graduate Certificate in Biotechnology
• Graduate Diploma in Education
• Graduate Certificate in Information Technology
• Graduate Diploma in Information Technology
• Graduate Diploma in Psychology

4.9 Programs of study to be discontinued

Resolution 11/229
That Academic Senate approves that the programs of study listed below be discontinued with effect from 31 December 2011:
• Graduate Diploma in Anthropology (ANTH05)
• Graduate Diploma in Philosophy (PHLS05)
• Graduate Diploma in Women’s Studies (WMST01)
• Graduate Certificate in Statistics (STAT02)
• Graduate Diploma in Climate Science (ATMS05)
• Graduate Diploma in Geographic Information Science (GISC05)
• Graduate Diploma in Japanese (JPNS10)
• Graduate Certificate in Business (BUSN40)
• Graduate Certificate in Marketing (MKTG20)
• Graduate Certificate in Information Systems and Technology (INFT12)
• Graduate Diploma in Early Childhood (ECHS05, ECHS06, ECHS07)

4.10 Awards to be rescinded

Resolution 11/230
That Academic Senate recommends to Council that the approval for the introduction of the awards listed below be rescinded:
• Graduate Certificate in Coptic Studies
• Graduate Diploma in Coptic Studies
• Graduate Certificate in Egyptology
• Graduate Diploma in Egyptology
• Graduate Certificate in Palaeobiology

4.11 Schedule of Graduate Diplomas and Graduate Certificates

Resolution 11/231
That Academic Senate approves the Schedule of Graduate Diplomas and Graduate Certificates (Attachment 5
5. **Schedule of Programs for the Certificate in Ancient Languages, Certificate in Languages, Diploma in Ancient Languages, Diploma in Languages**

5.1 **Programs of study to be discontinued**

**Resolution 11/232**

That Academic Senate approves the discontinuance of the following programs of study with effect from 31 December 2011:

- MCDN03 Diploma in Languages in Macedonian
- MCDN04 Certificate in Languages in Macedonian

5.2 **Schedule of Programs**

**Resolution 11/233**

That Academic Senate approves the Schedule of Programs for the Certificate in Ancient Languages, Certificate in Languages, Diploma in Ancient Languages and the Diploma in Languages with effect from 1 January 2012 (Attachment 6 [http://senate.mq.edu.au/MQUonly/agenda/2011/0811/Attach_6.pdf](http://senate.mq.edu.au/MQUonly/agenda/2011/0811/Attach_6.pdf)).

6 **Amendments to the Handbook Database, Course Finder and Admin Manager**

6.1 **Graduate Programs in Course Finder**

**Resolution 11/234**

That Academic Senate approves that appropriate development work be undertaken in Course Finder, the Handbook Database and Admin Manager so that the entries for the Graduate Diploma and Graduate Certificate programs can be placed in the correct hierarchical location in these databases.

6.2 **Inconsistency in Admission Requirements shown in Handbook of Undergraduate Studies and Course Finder**

**Resolution 11/235**

That Academic Senate approves that the admission requirements shown in the Handbook of Undergraduate Studies for Graduate Certificates and Graduate Diplomas also be used in Course Finder.

6.3 **Admission Requirements for International Students**

**Resolution 11/236**

That Academic Senate approves that appropriate development work be undertaken in Handbook, Admin Manager and Course Finder, to enable the inclusion of admission requirements that are applicable to international students.

9.2 **Higher Degree Research Committee**

**Report of Meeting of 29 July 2011**

(1) **COMPLETION OF REQUIREMENTS**

**Resolution 11/237**

That the students included in the report (pp. 28-30 of [http://senate.mq.edu.au/MQUonly/agenda/2011/0811/AGENDAALL_0811.pdf](http://senate.mq.edu.au/MQUonly/agenda/2011/0811/AGENDAALL_0811.pdf)) have satisfied the requirements for the awards stated.
9.3 **Library Committee**

**Executive Summary Report**


9.4 **Coursework Studies Committee**

Academic Senate considered the tabled report of the Coursework Studies Committee and approved as recommended two requests for use of the Saving Clause as follows:

1. **PHAM, Nguyen Thai Duong**

   **Resolution 11/238**

   That the Saving Clause be invoked to enable Mr Pham to satisfy degree requirements of the Bachelor of Commerce – Professional Accounting without completing BBA102 Principles of Management, provided all other requirements have been met.

2. **PIERCE, Liesel**

   **Resolution 11/239**

   That the Saving Clause be invoked to enable Ms Pierce to satisfy degree requirements of the Bachelor of International Studies with the Bachelor of Laws without completing 3cp in GMN310-315 provided all other requirements have been met.

10. **GENERAL BUSINESS**

10.1 **Assessment Policy and Procedure**

A/Professor D Verity, Chair of the SLTC, reported to Academic Senate about a draft review of the University assessment policy (pp. 31-49 of [http://senate.mq.edu.au/MQUonly/agenda/2011/0811/AGENDAALL_0811.pdf](http://senate.mq.edu.au/MQUonly/agenda/2011/0811/AGENDAALL_0811.pdf)).

Academic Senate discussed issues of intent and principles of the policy and some definitions included in the policy, i.e. definitions of examination and invigilation. Particular issues discussed including achieving compliance with academic honesty in invigilated exams, advantages and disadvantages and differences between invigilated and non-invigilated exams and whether or not the University should be setting a limit on the invigilated element of the assessment.

Academic Senate also noted that there should be consistency in the definition of examinations in the Examination Policy and in the proposed Assessment Policy.

Academic Senate will continue the review of the policy. A final draft is expected to be ready for approval in October 2011.

The Chair of Academic Senate commended Ms Kosman for her work on this policy.
The University’s General Counsel, Mr Paul Luttrell, presented to Academic Senate a draft of the Student Contract, for preliminary discussion. He reported that the purpose of his proposal is to explore the desirability of setting out a written statement of the terms of a contract between Macquarie and a student, particularly in a light of the new Australian consumer protection laws. The proposed contract is also designed to fulfil the University’s commitment to transparency, i.e. from student’s point of view it is often very complicated to work out their rights or obligations.

Mr Luttrell reported that such contracts have been adopted by universities in UK, NZ and the USA. He added that it would be unlikely that the proposed Student Contract would be ready for implementation for the 2012 academic year, but a new disciplinary procedure and student code of conduct are likely to be available for that academic year.

During the discussion of the draft contract the following key issues and questions were raised:

- The current version of the contract is too long and overdetailed and perhaps needs to be trimmed down.

- The University will need to develop a mechanism to maintain transparency in communicating the contract and its terms as well as measures for protecting the rights of the students. Senate also acknowledged that the University will have to provide students with professional advice on the contract, paying particular attention to those students with a non-English background.

- The extent to which the contract conforms to other legislation or the NSW Ombudsman requirements was queried, and whether the University seeks to impose a non-negotiable set of rules. There was also an issue concerning the legal boundaries of the contract and whether statutory corporation law would apply to this contract, e.g. cooling-off periods.

- How will the contract reflect student expectations? It was noted that perhaps a student charter would be a more suitable document for the purpose of making a statement about student expectations.

- Will the contract be protected from any changes in the University’s policies and will the University be entitled to make any changes to the contract after it has been signed?

- Will the contract be offered to the higher degree research students?

- Will the contract include non-teaching obligations, e.g. student campus experience and volunteer contribution?

In conclusion, Academic Senate was informed that a working group of staff and students is to be established to advise on issues relating to the proposed form of contract.
11. AWARDS

11.1 Undergraduate and Postgraduate Students Qualified for an Award

Resolution 11/240

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

11.2 Vice-Chancellor’s Commendations

(1) NOMINATIONS FOR MASTER COURSEWORK CANDIDATES

Resolution 11/241

That the Vice-Chancellor’s Commendation be awarded to the Masters coursework graduands listed below:

Faculty of Arts
BALLINA GARCIA, Santiago Master of International Security Studies
DOMINGUEZ PALMA, Lidia Aidee Master of International Relations
EDGHIll, Duncan Peter Master of International Security Studies
GARABEDIAN, Taveet Master of International Relations
GEHWOLF, Cordula Master of International Relations
KHAN, Muhammad Arshad Master of Policing, Intelligence and Counter Terrorism
POULSEN, Agnethe Louise Nording Master of Arts in History (Coursework)
RITCHIE, Natalie Anne Master of Arts in Egyptology (Coursework)
DE WILT, Sarah Master of Arts in English Literature (Coursework)

Faculty of Business and Economics
AKANAY, Aylin Master of Commerce in Marketing
BERENDES, Jan-Philip Master of International Business with Master of International Relations
CAHYADI, Rus Ferdianto Master of Commerce in Information Systems and Technology
CHEN, Jiong Master of Actuarial Practice
DIPOCe, Laura Anne Master of Applied Finance
GIBBON, Nadine Marie Master of Commerce in Business
GORDON, Dougal Ruaridh Master of Commerce in Business
LI, Jingwen Master of Accounting (CPA Extension)
MCCARTHY, Vanja Master of Commerce in Business
STACK, Tatiana Master of Commercial Law
SUN, Cheng Master of Actuarial Practice
SYKES, Jonathan Alastair Master of Commerce in Business
WACHTEL, Sophie Rose Master of Commerce in Business
WENGENMAYER, Roland Master of Commerce in Accounting & Finance
YU, Chen Master of Accounting (CPA Extension)

Faculty of Human Sciences
EDWARDS, Emily Claire Master of Applied Linguistics (TESOL)
GRAY, Allison Master of Applied Linguistics (TESOL)
KAPLAN, Leanne Natalie Master of Clinical Neuropsychology
MOORE, Danielle Maree Master of Clinical Neuropsychology
NIRTA, Lauren Rae Master of Applied Linguistics (TESP)
TROOP, John Edward Master of Applied Linguistics (TESP)
Faculty of Science
BANKS, Rebecca Elizabeth  Master of Museum Studies
HUYNH, Thi My Dung  Master of Biotechnology
JOSSERMOZ, Thierry Michel Guy  Master of Information Technology in Web Technologies
VARKEY, Deepa Ruth  Master of Biotechnology
VELLA, Nicole Grace Francine  Master of Environmental Studies
WARD, Robert James  Master of Information Technology
WILD, Kate Meredith  Master of Environmental Planning

Macquarie Graduate School of Management
VERDON, Robert Hugh  Master of Management in Management

(2) NOMINATIONS FOR BACHELOR DEGREE CANDIDATES

Resolution 11/242
That the Vice-Chancellor’s Commendation be awarded to the Bachelor graduands listed below:

Faculty of Business and Economics
JAGARNATH, Vidushi  Bachelor of Applied Finance
PATERSON, Helen Louise  Bachelor of Commerce - Accounting with Bachelor of Laws
SOORKEA, Chetan  Bachelor of Applied Finance
YANG, Huini  Bachelor of Commerce - Accounting
ZHANG, Linxi  Bachelor of Commerce - Accounting

Faculty of Science
IRVING, Eleanor Ines Miranda  Bachelor of Advanced Science
TRALAGGAN, Peter John  Bachelor of Science

12. MEMBERSHIP

12.1 Appointment to the Higher Degree Research Appeals Committee

Academic Senate resolved as recommended the following appointment to the Higher Degree Research Appeals Committee (HDRAC):

Resolution 11/243
That Dr Alison Holland from the Faculty of Arts be appointed as a member of the HDRAC for a remaining term of office of Dr Everett, i.e. until 4 March 2013.

13. OTHER BUSINESS

The Chair congratulated A/Professor Dominic Verity on being awarded an ALTC citation. She also extended congratulations to Maxine Brodie on the opening of the new University Library.

There being no further business the meeting was declared closed at 11.22am.

Professor J Fitness
Chair
MACQUARIE UNIVERSITY

ASSESSMENT POLICY AND PROCEDURE

RECOMMENDED

That Academic Senate adopts the attached Assessment Policy and Procedure with commencement for units with a teaching start date of 1 January 2012 or later.
# POLICY

## Assessment Policy

### Purpose

To articulate the principles that underpin the Macquarie University approach to assessment of student learning and feedback. These principles guide the procedures to be used in the conduct and management of assessment and feedback practices in all coursework units.

### Overview

Assessment of student learning performance and feedback on progress are pivotal and important processes in University learning and teaching. Assessment tasks communicate to students what must be learned and are vehicles by which the University assures itself, and society, of its graduates’ capabilities.

The design of assessment tasks, feedback processes and grading strategies are to be efficient, effective and ethical, as well as imbued with educational integrity and equity and grounded in research-based evidence regarding effective practice.

Research is a core element of University practice. Assessment can enhance the nexus between learning and research through providing students with opportunities to:

- experience critical exposure to the research of academic teachers and graduate, higher degree students
- engage in research inspired learning and develop the capacity to conceptualise and conduct research
- provide an opportunity to understand and evaluate the contribution of research to knowledge in their field of study.

### Principles of Quality Assessment

This Policy is based on the following evidenced-based principles:

- Curriculum Alignment
- Standards-based Grading
- Student Engagement
- Scholarly and Evidence Based Practice
- Social Inclusion and Diversity
- Quality and Timely Feedback
- Quality Enhancement
- Quality Assurance

### DEFINITIONS

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

**Examination**: a time-limited assessment task conducted under invigilation. For example, tests, practical assessments, in-unit quizzes, final examinations.
**Final Examination**: an examination held within a specified examination period that is defined by the University and conducted in compliance with the Examination Policy. Final examinations only are managed through the Academic Programs Section; all other examinations are managed locally by the relevant department/faculty.

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

**Moderation**: a quality review and assurance process which supports assessment setting and marking activities. It involves using other academics and qualified staff to confirm that the assessment tasks and marking are valid and reliable. Essentially, it is a checking process.

**Scope**

This Policy applies to all coursework units offered by or on behalf of Macquarie University.

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

The Policy also provides information for external stakeholders, such as professional accrediting bodies, workplace supervisors and employers of graduates.

**Policy**

All assessment design and practice will adhere to the stated evidence-based principles of quality assessment.

Standards based assessment will be used.

There will be no pre-determined or ideal distribution of grades across a student cohort (i.e. norm referencing).

**COMPLETION OF A UNIT**

Academic Senate will:

- confirm the criteria to be used to determine whether a student has satisfactorily completed a coursework unit
- approve the final grades for all coursework units.

**QUALITY ASSURANCE AND MANAGEMENT OF ASSESSMENT**

The faculties, through the Executive Deans, and the University, through Academic Standards and Quality Committee (ASQC), will:

- ensure the quality assurance of assessment practice
- ensure that all assessment tasks undergo regular cycles of moderation.

The Unit Convenor will institute a process to ensure alignment between teaching strategies, expected learning outcomes and assessment requirements by all staff with a responsibility for unit assessment.
UNIT ASSESSMENT REQUIREMENTS
Each unit will:

- have at least three assessment tasks
- require more than one type of assessment task
- have no single assessment task worth more than 60% of the total assessment of the unit
- not include a total examination component of more than 80% of the total assessment of the unit

Each 100 and 200 level unit will also include feedback on an early task (whether assessed or not) within the first third of the study period.

GROUP ASSESSMENT
A group assessment task prepared and presented as a single entity where the contributions of individual students cannot be identified are to be:

- graded on a pass/fail basis, and
- limited to 30% of the total assessment for the unit.

A group assessment task prepared and presented as a single entity where the contributions of individual students can be identified are not limited to the above grading restrictions.

UNIT GUIDE
The information required for each assessment task (eg due date, method of submission, alignment with Graduate Capabilities) will be as detailed in the Unit Guide Policy.

CHANGES TO UNIT ASSESSMENT REQUIREMENTS
All changes to unit assessment tasks requested after the unit has commenced will require approval by the Head of Department.

FINAL GRADES
The Unit Convenor will be responsible for determining and reporting the final unit grades.

RETENTION OF RECORDS
All items submitted or completed by a student for the purpose of assessment or evaluation will be retained at least until the end of the grade appeal period (six months), unless returned to the student.

At the end of the retention period, the items will be destroyed or returned to students.

EXCEPTIONS
Exceptions to this Policy will only be granted when supported by sound pedagogical reasons.

Any exception to this Policy will require the approval of the Academic Standards and Quality Committee.

COMPLIANCE AND BREACHES
The contract between the University and each of its students and staff requires compliance with all University policies and procedures. If a person to whom this policy applies breaches this policy (or any of its
related procedures and guidelines), the University may take disciplinary action in accordance with the applicable disciplinary procedures.

<table>
<thead>
<tr>
<th>Contact Officer</th>
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<tbody>
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| Related Policies, Procedures, Guidelines, Forms or Templates | Academic Honesty Policy / Procedure  
Academic Standards and Quality Committee – Terms of Reference  
Assessment – Good Practice Guidelines  
Assessment Procedure  
Disability Action Plan  
Examinations Policy  
Grade Appeal Policy  
Grading Policy  
Policy Framework Policy  
Records Management Policy  
Rules  
Staff Code of Conduct  
Student Code of Conduct  
Unit Guide Policy / Procedure |
| Resources                | Assessment and Feedback  
Case Studies  
Graduate Capabilities |
| Policies/Rules Superseded by this Policy | Assessment Policy approved 12 August 2008 |
| Keywords                 | Assessment, Feedback, Grading, Grades, Examination |
### Purpose
To detail the actions and responsibilities required for the efficient and ethical management of the assessment process at Macquarie University.

### Procedure
This procedure requires actions by the following:
- Academic Senate
- Academic Standards and Quality Committee (ASQC)
- Associate Dean, Learning and Teaching
- Executive Dean / Dean
- Faculty Student Administration Manager
- Head of Department
- Student
- Unit Convenor

### Quality Assurance
Put quality assurance processes in place to ensure that new and continuing staff are familiar with the Assessment Policy, its related procedures and guidelines, and all future updates.

Ensure new staff are routinely inducted into institutional assessment expectations.

**Assessment Literacy**
Provide all stakeholders with opportunities to develop a level of assessment literacy.

### Eligibility for Continuation in a Unit
Determine whether a student is eligible to continue in a unit. A student not considered eligible will be excluded from the unit and this will result in the student being awarded a Fail grade (F) for the unit.

### Assessment Design
Ensure assessment tasks include authentic challenges and connect learning and learning outcomes.

Where appropriate, incorporate an external supervisor’s evaluation of a student’s learning in the grading process (e.g. for Participation units).

**Group Assessment**
Where there is group assessment, prepare students to ensure they possess the skills necessary to complete the tasks successfully.

**Resubmission**
Detail the resubmission options in the Unit Guide. Note that if resubmission is available, it is only permissible after the original assessment task has been graded and returned to students.
<table>
<thead>
<tr>
<th><strong>CHANGE TO UNIT ASSESSMENT REQUIREMENTS DURING A UNIT OFFERING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If recommending a change to the assessment requirements after a unit has commenced, consider the implications of the recommended change on both the students and staff members involved. Make the recommendation to the Head of Department or delegated authority. Upon approval notify students in writing.</td>
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<tr>
<th><strong>Student</strong></th>
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<tbody>
<tr>
<td><strong>ACADEMIC HONESTY</strong></td>
</tr>
<tr>
<td>Comply with the Academic Honesty Policy, noting particularly the need to ensure that all the assessment tasks submitted are your original work.</td>
</tr>
<tr>
<td><strong>FORMATIVE ASSESSMENT</strong></td>
</tr>
<tr>
<td>Be an active participant in the feedback process, act upon the advice given and provide evidence of having done so.</td>
</tr>
<tr>
<td><strong>RETENTION OF RECORDS</strong></td>
</tr>
<tr>
<td>Keep a copy of all assignment items lodged for assessment, regardless of whether or not they will be graded. Ensure the copies are kept until the final unit grade has been officially released or until the finalisation of any appeals process.</td>
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<tr>
<td><strong>INCLUSIVE PRACTICE</strong></td>
</tr>
<tr>
<td>Where applicable, submit a request for reasonable adjustment, with the necessary supporting documentation, to Campus Wellbeing as soon as practicable after enrolment in the unit. Any such reasonable adjustments must be negotiated between the Disability Support Unit and the Unit Convenor.</td>
</tr>
<tr>
<td><strong>ELIGIBILITY FOR CONTINUATION IN A UNIT</strong></td>
</tr>
<tr>
<td>Attend required classes and submit required assessment tasks. Note that the Executive Dean has the authority to refuse students permission to continue in a unit. If not considered eligible to continue, the student will be excluded from the unit and this will result in the award of a Fail grade (F) for the unit. Where there is a final examination, this will result in permission being denied to sit this examination.</td>
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<tr>
<th><strong>Head of Department</strong></th>
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<tbody>
<tr>
<td><strong>CONSIDER REQUESTS FOR A CHANGE TO UNIT ASSESSMENT REQUIREMENTS DURING A UNIT OFFERING</strong></td>
</tr>
<tr>
<td>Consider requests for a change to unit assessment requirements. In exceptional circumstances, and where they maintain the relationship between the assessment methods and the expected learning outcomes, approve the request. In giving approval for the change, be satisfied that students are not disadvantaged by either the change or the timing.</td>
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<tr>
<td><strong>CONSIDER AN EXCEPTION TO THE ASSESSMENT POLICY</strong></td>
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<tr>
<td>Consider a request for an exception to unit assessment requirements and, where the request is based on sound pedagogical rationale and if appropriate, provide approval.</td>
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<th><strong>Academic Senate</strong></th>
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<tbody>
<tr>
<td><strong>APPROVE FINAL GRADES</strong></td>
</tr>
<tr>
<td>Consider and approve final unit grades for each coursework student.</td>
</tr>
</tbody>
</table>
### Faculty Student Administration Manager

<table>
<thead>
<tr>
<th>RECORDS MANAGEMENT</th>
<th>Ensure there is a system to record receipt and track the submission of assessment tasks.</th>
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</thead>
<tbody>
<tr>
<td>RESULTS MANAGEMENT</td>
<td>Ensure a record of the results for each assessment task is retained until the end of any appeal period (six months).</td>
</tr>
<tr>
<td>RETENTION OF RECORDS</td>
<td>Maintain a system to allow uncollected assessment tasks to be returned to the student or retained for the mandated period (six months).</td>
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<td></td>
<td>Comply with any officially authorised request for assessment records (eg by subpoena, for a student discipline case, for a grade appeal, through a Government Information (Public Access) request, or from an audit request).</td>
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<tr>
<td>DISPOSAL OF RECORDS</td>
<td>At the end of the mandated retention period, arrange for the secure and final disposal of assessment records.</td>
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<td>Assessment, Unit Guide, Assignment</td>
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### Purpose
The following guidelines are provided to support best practice in assessment.

### Guideline
**THE UNIVERSITY**
The University, through the Vice-Chancellor and the Academic Senate, encourages assessment and feedback practices that are:

- explicit, fair, transparent, inclusive and consistent across the institution
- well managed and moderated at faculty level
- supported by resources that provide all staff with access to information and opportunities to increase their assessment literacy and their capability in the practice of assessment and feedback
- underpinned by a shared and explicit understanding of what is entailed in academic integrity in assessment and consistent application of the procedures and consequences of academic dishonesty
- supported by consistently applied policies and procedures to inform and manage requirements for students with disabilities and/or special consideration, in the case of illness and misadventure
- supported by appeal mechanisms that are widely publicised and consistently applied.

**DEPARTMENTS AND FACULTIES**
Staff in faculties and departments should develop an environment where:

- assessment and feedback principles, values and procedures are adhered to
- assessment and feedback information, resources and procedures are available and publicised for both students and staff so that all are aware of their role in the assessment and learning processes
- there is a shared understanding of standards and expectations in regard to assessment of learning
- national and international standards occurs with relevant professional and academic discipline organisations and other relevant stakeholders
- assessment tasks are aligned with curriculum aims and objectives and the authentic intentions of the degree program
- a diverse range of assessment tasks are incorporated into each degree program in order to provide opportunities for students to acquire and further develop the espoused Macquarie University Graduate Capabilities
- assessment task design and requirements are monitored in terms of authenticity and workload
- students receive formative assessments and feedback and gain adequate information in a timely fashion in order to learn from past activities and become effective in self assessment
- there is a consistent approach is adopted towards developing students’ understanding of integrity in academic practice
there is a consistent interpretation of incidents of academic misconduct and a consistent application of the procedures and consequences for academic honesty

• grading criteria and standards are applied accurately, fairly and consistently
• examinations are managed according to the accepted policy and procedures
• accurate records of student performances are kept and maintained for the mandated period
• all examination papers, scripts, records and academic judgments are stored and managed efficiently and securely and kept for the mandated period
• only the student number is disclosed in any public reporting of results (not the student identity) except where the student has given consent or through graduation.

STAFF
Staff of the University should ensure they are familiar with the implications of the Assessment Policy and related documents, including:

• mechanisms and procedures to facilitate the implementation of the Assessment Policy
• sound connections with related professional and accrediting bodies and employer groups to establish a clear and shared understanding of the standards of achievement implied in graduates' credentials they receive from the University.

ACADEMIC STAFF
Academic staff should develop a learning environment which encourages students to:

• be focused on learning rather than merely the achievement of grades
• make the effort to be informed of the rules and requirements for progression in their degree program
• be aware of, and abide by, the assessment policies including academic honesty and the consequences for acts of dishonesty that include cheating, collusion, plagiarism and fraud
• seek assistance from the department, faculty and/or institution if they so require it
• behave ethically and responsibly in their conduct of assessment tasks
• use assessment to engage in critical self evaluation in terms of their progress towards the espoused learning expectations
• submit work on time that is their own except when shared ownership is part of the task
• provide notification as soon as possible if difficulties arise with timing, online access, availability of resources or other requirements of the task
• provide notification as soon as possible if difficulties arise in terms of substantial absences and submission of a Special Consideration application with the appropriate medical and/or other certificates
• utilise the mechanisms for appeal if the need arises.

Academic staff should:

• be familiar with University and faculty requirements for best practice in assessment design, communication, grading and
Feedback

- ensure that all assessment design and practice is congruent with the objectives of the related unit of study and degree program and will facilitate the development of Macquarie University Graduate Capabilities
- communicate assessment expectations clearly and in a timely fashion to students to enable them to be well informed and gain access to required resources
- assess assumptions of students' entering knowledge, skills and capabilities, including their access to technology and skills to use it
- ensure students are familiar with the requirements for academic integrity in the discipline
- review and give timely and useful detailed feedback on work submitted
- keep and maintain adequate paper-based or electronic records of student achievement for the mandated period
- ensure records and reports on student learning are based only on relevant evidence
- maintain confidentiality regarding student results, disclosing them only to those with a legitimate right of access
- critically review assessment activities in order to anticipate any negative unintended consequences
- evaluate their own performance as an assessor against the principles, values and practices outlined in this guideline and seek peer feedback
- seek external expert moderation of assessment design and grading practices to gain feedback on the academic and disciplinary standards they entail
- ensure any potential or actual conflict of interest in relation to assessment is resolved in line with the Staff Code of Conduct.

STUDENTS

Students play a pivotal part of the learning process. They need to understand the systems, rules and expectations for academic honesty in all matters to do with assessment products and performances.

Students should:

- be informed about all aspects of assessment policy and practices in each unit of study including criteria, standards and procedures to be met and penalties for breaches
- experience the consistent application of policies, procedures and penalties
- experience the timely return of results with feedback to enable improved performance
- receive information that allows them to calibrate their own performance against the expected performance standards
- review their examination scripts and other forms of summative assessment (except in the case of reuse) for the duration of the mandated script retention period
- have access to their student file and other documents related to their assessment
- be informed of the mechanisms for appeal
- where necessary and with the necessary evidence, use the University’s appeal policy and procedures to appeal against an academic decision.
Students should ensure they:

- are aware that the major objective of assessment is to aid learning rather than the achievement of grades
- are informed of the rules and requirements for progression in the degree program, ensuring that they are fully aware of the advice implications of discontinuation or withdrawal from a unit of study
- are aware of, and abide by, the assessment policies including academic honesty and the consequences for acts of dishonesty that include cheating, collusion, plagiarism and fraud
- are aware of the means for seeking assistance in the department, faculty and institution
- act ethically and responsibly in their behaviour and conduct of assessment tasks and avoid any action that would unfairly disadvantage or advantage another student
- use assessment to engage in critical self evaluation in terms of their progress towards the espoused learning expectations
- submit work on time, ensuring that it is their own except when shared ownership is part of the task
- notify staff as soon as possible if difficulties arise with timing, online access, availability of resources or other requirements of the task
- notify staff as soon as possible if difficulties arise in terms of substantial absences and submit an application for Special Consideration with the appropriate medical and/or other certificates
- are aware of mechanisms for appeal.

PROFESSIONAL AND ACCREDITING ASSOCIATIONS AND EMPLOYER

External stakeholders are important to consider in the learning and assessment process and should:

- have access to information that will provide a clear explanation of the procedure and standards used to assess students capabilities
- have their opinion respected in University contexts related to discussion of desirable graduate capabilities
- be included in peer to peer negotiations with related University academic areas in any process used to identify desirable graduate capabilities and in articulating the standards against which student performances are judged
- have an assurance of the accuracy, consistency and representativeness regarding student achievement contained in documentation produced by the University and released to them by students and graduates
- experience some measure of mutual benefit when they provide opportunities for students to work in their organisations in order to learn.

These external stakeholders should:

- recognise and respect the pedagogical dimension of disciplinary expertise held by academic staff, namely how a particular subject area is learned
- contribute to the University process for developing shared comprehensive and validated conceptions of desirable graduate capabilities and how they are recognised in the workplace, profession and/or community
- provide opportunities for students to carry out some part of their
University study program in real world contexts as learners, not just observers or unpaid workers

- provide meaningful feedback to assist students to improve their performance when they are placed and assessed in their respective organisations.

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Examinations Policy  
Staff Code of Conduct |
| Keywords                 | Assessment, Learning                           |
FACULTY OF HUMAN SCIENCES

REPORT TO SENATE OCTOBER 2011

Faculty of Human Sciences - Background

The Faculty of Human Sciences (FHS) is a unique and exciting combination of disciplines with the potential to be a major force in the advancement of Macquarie @ 50 goals and beyond. The Faculty has just over 6200 students (or 4300 efts) and approximately 140 FTE academic and 70 FTE professional continuing staff (21 FTE of the professional count includes childcare workers in Mia Mia and clinical educators). The Faculty has demonstrated strong growth in student numbers over the last 3 years while continuing and contract staff numbers have remained constant. Like most of the sector, the Faculty has seen a decline in international enrolments in the last year. Actions are being taken to support the University’s Global Engagement strategy to improve international partnerships and enrolments into the future.

The disciplinary breadth of the Human Sciences supports Macquarie’s multidisciplinary approach to education and research. The most recent strategic plan identified 4 key areas of expertise where the Faculty will make its mark – Health, Education, Language and the Mind.

Two key strengths of the faculty are its high calibre professionally accredited courses of study and its University recognised research centres and concentrations of research excellence. These exist in each of the 4 areas of influence. Better alignment of the academic units contributing to each area, and strategic investment in producing more
integrated and concentrated effort in each will build Macquarie’s profile in all four domains. Cognitive Science and Psychology achieved a ranking of 5, and Linguistics 4 in the most recent ERA exercise. Education achieved 3, which was above the national average. Some areas of health are in the early stages of development. Work is needed to build a consolidated position of strength in the clinical and medical sciences. Strategic appointments are an important part of this effort and these are being made.

The Faculty makes a significant contribution to the University’s Social Inclusion agenda. Our teaching and research programs are socially relevant and aim to be socially inclusive (e.g., Academic Literacy units and AUSLAN programs support language needs of diverse groups; Bachelor Teaching – Early Childhood Studies educates Indigenous early childhood teachers; Macquarie University Special Education Centre focuses on translating research into practice for the benefit of children with special needs).

The Faculty of Human Sciences, by virtue of its professional profile and the strength of its researchers, is strongly engaged with community across a range of sectors. Industry links have been forged with companies such as Cochlear through the Hearing CRC. Linguistics has maintained a 20 year relationship with the Department of Immigration and Citizenship (DIAC) through the Adult Migrant English Research Program. Early Childhood and Education have long-standing relationships with State Departments of Education and Community Services (DOCS).

Our international links are through teaching and research. Joint teaching programs in linguistics in Korea and in education in Malaysia have built the University’s profile over many years. Linguistics hosts the greatest number of co-tutelle and partner PhDs in the Faculty. Ongoing research links such as those between Cognitive and Language Sciences (CLaS) and the Kanazawa Institute of Technology (KIT) and the industrial partner Yokogawa Electric Corporation will see the installation of the world’s first child MEG system for testing recipients of cochlear implants in 2012. Links with Beijing Language and Culture University on language development in Mandarin speakers also extends our international research links in support of the University’s Global Engagement with the China Program.

**GOVERNANCE and Management**

Good governance and management structures are critical to the sound operation of the University. The Faculty of Human Sciences established a clear organisational structure in its first year of operation. It developed a vision, mission and strategic goals which have been reviewed and updated annually to align with the University’s Strategic goals and Macquarie’s Academic Plan.

Some changes are proposed to the organisational structure to take effect in 2012. These include: the addition of a new department to accommodate advanced studies in physiotherapy and other health programs; the change of the name of Institute for Human Cognition and Brain Science to the Department of Cognitive Science, and the transfer of Macquarie University Special Education Centre from IHCBS to more closely align with the Education area of the Faculty.
The committee structure of the Faculty is organised under academic and operational arms and to ensure input from all academic and support units. Faculty Board is the peak committee to which all others report. Departments have representatives on all committees and contribute to decision-making and planning at every level. Academic quality assurance is maintained through Faculty Standards and Quality Committee which reports to ASQC and Senate via the Faculty Board. Departments submit all new and amended unit and course proposals through FSQC.

Faculty Organisational Structure
All Departments have active research and HDR supervision roles and deliver PG coursework programs. Four departments also teach UG courses - Early Childhood, Education, Linguistics and Psychology. The Department of Cognitive Science which hosts the ARC Centre of Excellence in Cognition and its Disorders (CCD) focuses on research and HDR student supervision and contributes to coursework teaching through other Departments. The Australian School of Advanced Medicine (ASAM) is a teaching and research department focusing on postgraduate and HDR supervision. The Faculty is establishing a new department in 2012 to host the new advanced program in physiotherapy and other disciplines, as they are introduced. It will offer graduate entry qualifications for the health professions as well as HDR supervision.

The next sections report on the items requested in the template for Faculty Reports to Senate

(1) Reviews of the Faculty, its Departments and Centres

(2) Good teaching and assessment practices within the Faculty

(3) Summary of any decisions/proposals/initiatives made by the Faculty, its Faculty Board and Faculty Standards and Quality Committee related to any matters relating to:

- development of academic policy
- programs offered through the Faculty, including improvement of courses and curriculum within the Faculty, e.g. summary of proposals to introduce new courses and changes to existing courses
- research activities of the Faculty and development of research and HDR policy

(4) Any other matters upon which Academic Senate is empowered to seek advice

(1) Reviews of the Faculty, its Departments and Centres

Four departments have been reviewed over the past 3 years. The Department of Education and the Institute of Early Childhood were jointly reviewed in 2009. In addition to reporting on their overall performance and management, a major purpose of this review was to identify ways in which these two departments could cooperate more effectively in research, teaching and professional education. A joint practicum office has been established and working parties are developing proposals for joint units and research collaboration. The Department of Linguistics and the Department of Psychology were reviewed in late 2010 with reports delivered in the first quarter of 2011. Both received favourable reviews along with a number of recommendations for improvement.

Recommendations from the Psychology Review Panel focused on containing teaching workloads through reducing numbers of required units, strategic reduction of contact hours combined with other modes of delivery, better coordination of assessments, and increasing access to teaching from other departments such as cognitive science and business. The panel also recommended increasing training in practical skills and ways to improve the
volume and quality of student feedback. Better regulation of HDR supervision loads was recommended as well as the need to better manage workload around individual staff strengths. The Panel also recommended the Faculty and University improve the research facilities available to the Department as the current facilities were seen to be impeding attraction of high quality staff. Psychology has provided its response and implementation plan. Many recommendations have been addressed by the Department but others will require time to replan the academic programs. This will occur over the next 12-18 months as the Department prepares for re-accreditation by the Australian Psychology Accreditation Council in 2013.

The Linguistics Review Panel made recommendations to enhance the management capability of this large complex department by introducing an administrative manager and a Deputy Head of Department, and building a clear succession plan. It recommended consolidating research effort and investing in a senior appointment to strengthen the applied areas of Linguistics and in Speech Pathology. Enhancements to the research culture and pathways to HDR enrolment were recommended along with investment in better physical resources for HDR candidates to be offset by reduced travel entitlements. The clinical programs were recommended to improve marketing, simplify admissions procedures, and develop a viable business plan for the clinics. The Department is due to present its response to the review in November.

All Macquarie University Centres within the Faculty were reviewed by the Research Office in 2010/11. All were approved for continuation either as ongoing centres (CFRC and CLaS) or mature centres (MUSEC and CEH).

Only one academic program has been reviewed by an external panel. The Bachelor of Teaching (Early Childhood Studies) was reviewed in early 2011. It received a positive report and has provided a Departmental response to ASQC. Recently the B Teach (ECS) was awarded the Future Justice Prize, an annual award made to Australian individuals or organisations for leadership and initiative in the advancement of future justice.

**LEARNING and TEACHING**

The Faculty has an excellent record in Learning and Teaching. Over the last three years we have been successful in achieving Learning and Teaching Awards at the University and National levels. In 2011, Professor James Dalziel was awarded a prestigious ALTC Fellowship. The Faculty promotes and supports quality learning and teaching through careful monitoring of internal and external student feedback (e.g., TEDS and CEQ) and through the provision of a range of Faculty awards for teaching excellence. The Faculty Learning and Teaching Committee (FLTC) and Faculty Standards (FSQC) and Quality Committee play critical roles in monitoring and supporting the teaching efforts of the Faculty. The FSQC assures that the curriculum aligns with University policies and good practice guidelines while the FLTC
reviews and contributes to policy development and implementation in supporting departments in the delivery of better learning and teaching practices.

(2) Good teaching and assessment practices:

The Faculty strongly supports good teaching and assessment practices through its quality assurance processes and a range of professional development documents and workshops. The Department and Faculty Examination Meeting held each semester monitors compliance with University policy and notes examples of good practice in moderation and innovative practice. Some amendments to teaching and assessment practices which have been implemented in 2011 include:

*Change to IELTS Score:* the IELTS requirements for admission to all postgraduate coursework degrees in the Department of Psychology and for the Masters in Speech and Language Pathology were increased. The overall IELTS was increased to 7, and a minimum score of 7 in each band effective from 1 January 2012. These align with requirements of the relevant accreditation authorities and the Health Department employment regulations.

Human Sciences, in collaboration with colleagues from SIBT, has established the TORs for the forthcoming review of the academic communication units (ACSH100, ACBE100 and ACSH100) introduced as recommended units of study for students who have obtained a Band 4 or less in HSC English (or the equivalent) or less than a 7 in IELTS. These will examine curriculum, methods of delivery and assessment and their impact on student outcomes.

The Faculty contributes to improving practice through advisory documents, workshops and innovative and engaging activities developed or sourced by the L&T team. Some examples include contributions to the Research Led Learning and Teaching Booklet which is available across the University; the delivery of Induction sessions and Foundations in Learning and Teaching programs for casual and new staff. In recognition of the importance of professional development for casual, as well as continuing staff the Faculty provides financial support for casual staff attendance.

The Faculty L&T team also provides direct support to students through guidelines on topics such as how to seek and apply feedback more effectively, foundational skills on essay writing and through the provision of Peer-Assisted Learning support for a growing number of units each year. The AD L&T was instrumental in establishing the 3-minute thesis competition across campus as well as establishing the online journal in which UG students can publish their research projects. These two projects promote the value of research and the importance of communication about research. The journal is supported by academic staff and HDR students who mentor UGs through the publication process.
(3) **Summary of any decisions/proposals/initiatives made by the Faculty, its Faculty Board and Faculty Standards and Quality Committee related to any matters relating to:**

a. **Development of Academic Policy**

The Faculty endeavours to align with the Academic Policies of the University. The various subcommittees of the Faculty contribute to consultation on these policies and disseminate them to the Departments. The Associate Deans and their support staff ensure compliance with policy within their respective portfolios. A number of guidelines and policies that have been developed by the Faculty to support its academic endeavours include: Faculty Commencement Program for HDR Candidates; Guidelines for Cross-Departmental Funds Distribution for HDR Candidature; Policy on Faculty Research Centres; Guidelines for the 3-Minute Thesis Competition; Guidelines for the HDR Supervision Award; Guidelines for the Executive Dean’s Service Award.

b. **Programs offered through the Faculty, including improvement of courses and curriculum within the Faculty**

The Faculty of Human Sciences engaged actively with the renewal of both the Undergraduate and Postgraduate curricula. All Departments, the Faculty LTC and FSQC played key roles in these significant course review and revitalisation exercises. All UG units and courses were reviewed and made to comply with People and Planet requirements and with the standardisation of unit credit point value. Compliance with PACE is progressing well. It is anticipated that in 2012 students enrolled in majors or named degrees in Education, Early Childhood and Psychology will complete a unit of study accredited as a PACE unit. This means the majority of UG programs and students in the Faculty will be in compliance with PACE. In addition to these discipline-specific PACE units, in S2 2012 the Faculty shell participation unit FOHS300 (*Participation and Community Engagement in Human Science*) will be offered for the first time. In this unit, students will apply theory learned through their degree to real-world situations with an emphasis on working with communities and developing leadership capacities. To date, the Faculty PACE team has established legal agreements with 51 organisations, ranging from large Government and non-government organisations to small community groups which will allow students to undertake service learning or work-integrated learning projects in the community. The Faculty PACE team are working closely with Informatics to customise and trial SONIA, an information management system for student placements.

The renewal of the postgraduate curriculum provided an opportunity for the Faculty to review and rationalise its offerings, at both a program and individual unit of study level. One hundred and ninety one units were deleted from the schedule, and 84 new units added. Most of the new units added have resulted from restructuring and amalgamating existing units to be consistent with a system based on four credit point units, and from the use of shell units for the surgical subspecialties in ASAM. An additional 153 units were reviewed...
and renewed, and a further 94 reviewed and recoded. The recoding was necessary because of a change in credit point value. Overall, there was a 19% reduction in the number of coursework postgraduate units of study.

As part of the Faculty’s strategy to advance its area of expertise in Health, a new advanced award, the Doctor of Physiotherapy, is to be introduced from 2012. Three additional specialisations were added to the Master of Advanced Surgery award, in Abdominal, Craniofacial and Plastic, Reconstructive and Cosmetic Surgery. In Psychology a new degree called the Postgraduate Diploma of Professional Psychology has been established as an addition to the suite of degrees meeting an accreditation pathway.

Rationalisation of existing postgraduate degrees resulted in either deletion of low enrolment programs (e.g., Postgraduate Diploma in Editing and Publishing); retention and renewal of programs important to strategic growth in international markets (e.g., Master of Translating and Interpreting with Master of Applied Linguistics (TESOL); or the addition of an exit award where needed (e.g., the Postgraduate Diploma in Clinical Psychology). Discipline specific Postgraduate Certificates in Research Preparation have been deleted and replaced with a Faculty specific award.

In anticipation of the PG Renewal the convenor of the Translating and Interpreting programs conducted a comprehensive review funded by a MQ Teaching Grant. This involved consultations with a variety of stakeholders as well as benchmarking against national and international competitors. The full suite of programs has been renewed and a new short course introduced to attract the domestic market of new migrants who work as non-professional interpreters. This program will also contribute to our equity offerings in the University.

c. Research activities of the Faculty and development of research and HDR policy

RESEARCH

The Faculty of Human Sciences has made significant progress in research over the last 12-18 months. External grant applications are up by 9% on 2010 with 64 ACG, 7 Future Fellow and 6 ARC Linkage and 1 CRC applications. Publications also increased from 2009 to 2010 by 9%. Strategy within the Faculty is focusing on ECRs and mid-career researchers to build their competitiveness in seeking external funding. By providing support and mentorship and small incentives to help produce better research funding applications, the Faculty is increasing overall research productivity. This is brought about by a strong Faculty Research team comprised of Faculty staff with Departmental input from Research Chairs/Directors and individual academics and professional support staff. The Faculty had a strong showing in internal grant applications this year. For example, nine of our 23 applications for MQRFS were shortlisted.
The Faculty also provides small incentive grants to support the development of grant applications and research collaboration. We funded the establishment of a new Faculty Centre in Elite Performance, Expertise and Training in 2011 and another round of applications is under consideration.

Another strategic focus under development is to increase opportunities for industry engagement. The Faculty is working with Access MQ to establish targeted industry workshops for offer in 2012 under the themes Health, Education, Language and Mind. Up to 10 workshops will be offered focusing on the translation of research into practical outcomes. Many initiatives undertaken by the Faculty Research team are shared across the University – such as a proposed mini-conference to enable staff from across the University to link with current R&D within Cochlear.

The new Faculty Workload Model has developed a clear set of criteria to ensure research activities are recognised and given an appropriate allocation of time.

To raise the profile of the Faculty and University we are hosting two Public Lectures this year, on 20 October Professor Marianne Berry will speak on child protection and 15 December, Professor Stanislas Dehaene will speak on Cognitive Science. We co-hosted a similar event in 2010 with the Faculty of Arts.

Some research highlights in 2011 include the establishment of the ARC Centre of Excellence in Cognition and its Disorders ($21 million over 7 years), the selection of Dr Anina Rich as one of the finalists in the Eureka People’s Choice Award and the Paul Bourke Award for Early Career Research from the Academy of Social Sciences in Australia to Dr Linda Graham. Also, recently, our Faculty Research Office Team received the Australasian Research Management Society (ARMS) Award for Excellence in the area of Quality Service for research administration practices and systems.

**HIGHER DEGREE RESEARCH**

The Faculty and Departments have worked hard to promote a research culture that is inclusive and supportive of HDR candidates. All Departments have HDR Committees and Directors of HDR who work to support students throughout their candidature. The Faculty HDR Sub-Committee proposed and Faculty Board endorsed the Faculty Commencement Program for candidates. This is a staged approach to commencement with requirements at various intervals during the first year including attendance at an orientation session (online offerings for distance candidates), a presentation at the Department level and a full report to Faculty. Candidates are also required to present their research at the Faculty HDR Showcase (conference).

Completions workshops have been instituted for supervisors and candidates to encourage timely completions. Faculty completions have not been tracking as well as they should this year. As of August we were at 38% of target (behind by 7% for this time in 2010) and at 77%
for completions plus under examination plus under correction (15% ahead of 2010). Introduction of the Out-of-Time notification to HDR candidates by the University HDRO has increased activity with an increase in notifications of proposed submissions before the end of 2011. Commencements are also down on 2010. At 71 commencements, the Faculty is contributing 17.8% of the University’s 249 (62.3% of target) commencement load as of August 2011.

The Faculty HDR team has continued to provide input to University policy and practices through the HDR Management Group and the Programs and Examinations Sub-committee of HDRC. Notable developments this year have included new criteria for PGRF assessment, a revised set of guidelines for appointment of examiners, and development of protocols for joint degrees. Analysis of Annual Progress Reports has revealed a number of training needs which are now being followed up.

An exciting new development for the Faculty is IDEALAB, a joint doctoral degree funded by Erasmus Mundus, involving Potsdam (Germany), Trento (Italy), Gröningen (Netherlands), Newcastle (UK) and MQ.

(4) Any other matters upon which Academic Senate is empowered to seek advice

Managing External Placements
The Faculty’s many professional programs provides it with a wealth of experience in managing practical placements. This can be of assistance to the University in its development of the PACE initiative. For example, the Faculty has experienced significant challenges in placing its pre-service teachers in 2011. This is a wide-spread problem for teacher education programs in NSW pointing to a potential barrier to growth in this area.

The practicum offices of IEC and Education were merged to increase efficiency. But staffing problems and lack of a good placement management system to automate processes circumvented the best efforts of staff. Failure to get the SONIA system up and running in a timely manner, significantly hampered efforts to build an integrated practicum service in 2011.

Because the Faculty of Human Sciences is strongly focused on accredited professional programs many of which require clinical or professional placements, there are added costs to their delivery. These include the payment of external educators (e.g., supervising teachers, clinical educators) and the cost of securing, servicing and coordinating the external settings to which our students are sent. There are also additional costs of setting up legal agreements and monitoring the students to ensure they are well looked after in the off-campus learning environments. There is also the additional work of providing Professional Development for external supervisors to ensure they are well equipped to provide practical education for our students. Other parts of the University will begin to experience this into the future as the PACE program is rolled out.
Recommendation:
The Faculty recommends that the University ensure that it puts in place adequate support services and IT platforms to effectively and efficiently service PACE and other affiliated professional placement activities as these are an important distinguishing feature of the Macquarie University experience. These programs enhance student employability and mobility in the workforce.

Impact of Change
Departments have worked hard to support the many changes that have taken place to revitalize the curriculum and enhance teaching quality. However, the conjunction of changes to academic policy and to the new Enterprise Agreement has combined to increase pressure on departments. For example, the shift from 4-credit points to 3-credit points for all 300 and 400 level units combined with the requirement for at least 3 types of assessment has resulted in an increase in workload for staff and students. While these academic changes were made for good pedagogical and business reasons, they have increased the workload. This combined with the new EA decision to pay tutors separately for marking will likely cause an increase in cost, at least in the short term, until more efficient strategies for assessment and marking can be developed.

Recommendation:
The Faculty recommends that in future each new policy have an impact statement included to ensure that the flow on consequences of proposed changes in practice can be measured and costed before implementation.

Capability to implement change
As noted in the FBE Report to Senate, the FHS also believes there is a need to streamline the committee structures and approval processes of the University. Closely aligned with the need for change in the approvals structure is the need to improve the administrative processes and platforms that support the implementation of these critical business decisions. The forthcoming review of student administration is vital to finding solutions to these problems. Many decisions made in academic committees affect the potential for administrative efficiencies increasing the administrative burden. Ironically, these decisions made on behalf of the academic community pull resources from the academic core of the institution.

The disconnect between the academic committees and the administrative imperatives of the University are evident in (1) the 68 credit point degree which necessitates 1 and 2 credit point units that are time consuming to manage; (2) the different standard unit size for UG and PG units (3 and 4 credits points, respectively) which causes a different size workload in an academic year for UGs and PGs; (3) the openness of award structures that allows a student to meander towards an award rather than declare the award they are working towards at a given point in time. This impacts on the capacity to give accurate academic advice. A more structured approach to degree enrolment does not have to impede a
student’s ability to change direction. It is a misconception that Macquarie is more flexible than other universities. Other universities provide flexibility by allowing internal transfers between awards.

The administrative departments of the University have endeavoured to comply with the academic decisions of the institution to their own disadvantage. This has interfered with their capacity to develop efficient processes to assist students to navigate their programs.

**Recommendation:**

It is recommended that the University consider the academic decision-making processes of the university in its review of student administration.
### Alignment of Departments and Centres with Faculty Themes

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Report to Academic Senate 2010-2011

2010/11 was a year of high achievement for staff in the Faculty of Science. The ERA exercise demonstrated that we are rapidly becoming one of the best performing Faculty’s of Science in Australia. Not only have our research achievements been applauded, but our staff have won a range of awards for Learning and Teaching. Now we need to grow our reputation and to attract more of the best students in NSW wanting to study in science, engineering and technology. This will not happen overnight, but we are moving in the right directions.

(1) Reviews of the Faculty and Departments

Department of Environment and Geography 2010

The department of Environment and Geography was reviewed as a part of the normal departmental review cycle in October 2010. The panel was chaired by Professor Graeme Hugo, School of Social Sciences, The University of Adelaide, while Professor Tom Lyons, School of Environmental Science, Murdoch University and Associate Professor Melanie Beresford, Faculty of Business and Economics, Macquarie University were the other panel members. The executive summary of the report stated:

“The Department of Environment and Geography is poised at a pivotal time where it can build on its synergies and research strengths to take clear leadership of sustainability at Macquarie. The former administrative areas that have been combined to form the department have well established strengths and community recognition and now have the opportunity to build on those strengths to produce a unit greater than the sum of its parts. While we commend the strength and enthusiasm within the individual groups, they will shape a much stronger future as an integrated department.”

The report went on to make 24 commendations and recommendations. The department has adopted these recommendations and is working on developing implementation strategies.
http://www.mq.edu.au/quality/reviews.htm

Department of Electronic Engineering 2011

The Department of Electronic Engineering was reviewed in April 2011 as a part of the normal schedule of Departmental Reviews. Professor Jonathan B Scott, Faculty of Science & Engineering, University of Waikato, NZ, chaired the panel with Professor Parisa Bahri, School of Engineering and Energy, Murdoch University and John Hedberg, School of Education, Macquarie University the other panel members. The executive summary from their report stated:

“The panel sees the department as performing very well in view of the available resources, especially in the areas of research and research training. It appears that
there are opportunities to improve the curriculum and how it is taught. As the
department grows there is a strong need to adopt formal methods of
communication so that staff and students are involved in the strategic direction and
plans of the department.”

The full report is available at:
http://www.mq.edu.au/quality/reviews.htm
The department has adopted the eight recommendations of the report and has developed
an implementation plan.

Department of Chemistry and Biomolecular Sciences 2011
The Department of CBMS was reviewed in July 2011 as a part of the normal schedule of
departmental reviews. The panel chair was Professor Robert Lamb, School of Chemistry,
University of Melbourne with Professor Alastair McEwan, School of Chemistry and
Biomolecular Sciences, University of Queensland and Professor Mary L Spongberg, Faculty of
Arts, Macquarie also serving on the panel. The executive summary stated:
“A total of 18 recommendations have been outlined in the following review paper.
The key outcomes of the review are summarised below:
1. retain majors in Chemistry and Biomolecular Sciences;
2. modification of management and advisory structures;
3. develop Operational and Strategic plans as a matter of priority;
4. review collaborative teaching opportunities and prerequisite requirements with
   the aim of reducing teaching loads;
5. review technical support capabilities across teaching and research activities with
   the aim of consolidating Analytic Services centres;
6. establish Research Themes in place of the existing Research Matrix;
7. build on departmental strength in Analytical Science.”
The report is yet to be considered by the Quality Enhancement Committee, though the
department has begun its process of developing an implementation plan.
http://www.mq.edu.au/quality/reviews.htm

(2) Good teaching and assessment practices within the Faculty
Unit Reviews
The reflective unit review process has been embedded in departments and is working well.
Units are periodically reviewed (by colleagues in and out of department) to ensure best
practice teaching. The FSQC has been given carriage to examine all the department reviews
and ensure compliance with relevant policies around unit delivery.

Small Unit Review
The Faculty reviewed all small units and removed those that were outside the University
guidelines. This, together with the review of the undergraduate curriculum 2009 and the
review of the PG curriculum 2010, has removed 84 units.

L&T Week
The Faculty has had an excellent showing at L&T week with many staff engaged in the
workshops and presentations. The Faculty also co-sponsored a visit from a Singapore
Delegation who will present on PBL and this has further strengthened ties we are building
with that market.
(3) Summary of Initiatives by the Faculty relating to Academic Policy, programs offered by the Faculty, research activities and HDR policy.

New Programs
Following the UG and PG review, the Faculty has looked for opportunity to grow its student numbers though new courses, particularly where it can partner with other Faculties or other organisations. Of the following new courses, five are offered in partnership while the sixth arises from the need to comply with the new AQF. New courses for 2012 include:

Alternate Pathways

**Associate Degree in Information Technology**
The Associate Degree in Information Technology is a collaboration between Macquarie University, in particular the Department of Computing, and North Sydney Institute of TAFE (NSI). This sub-degree program is designed to allow a fair and equitable transition pathway for students from the VET sector to the Higher Education sector through an IT program of study. NSI will deliver four units of study at their premises and the remaining units will be delivered by Macquarie University. Students entering the program will have attained an accredited Diploma in IT at the minimum level of a credit through any VET provider and Macquarie will grant 24 credit points advanced standing for this.

Students successfully completing the Associate Degree can progress into the final year of the Bachelor of Information Technology at Macquarie with advanced standing of forty-eight credit points (if this is within two years of completion of the AD). This will provide a new pathway for students into the Bachelor of IT and should significantly increase student numbers.

**Undergraduate**

**Bachelor of Information Technology in Games Design and Development**
This degree provides a thorough grounding in software design and development skills, equivalent to the standard Bachelor of Information Technology, but also includes specialist units in video games. The video game units include those covering practical applications of IT development skills to game development projects, and those providing a more critical approach to video games as media tools.

This combination of technical skills with a critical understanding of video games as media tools is an innovative approach. Graduates of this program will be equipped with the technical knowledge to successfully contribute to games production projects, as well as a deeper understanding of games, enabling them to create truly innovative designs.

**Major in Interactivity and Games as part of the Bachelor of Arts**
This is an interdisciplinary major within the BA with teaching staff from the Department of Computing and Department of Media, Music, Communication & Cultural Studies. The major in interactivity and games will complement traditional understandings of media with practical application of interactive technology in line with the 21st century expectation of interactivity in all forms of media. Students will develop fundamental production skills in videogames, interactive websites, modelling and animation, as well as sound and audio production and non-linear storytelling forms.
Major in Business Information Systems now within the Bachelor of Commerce
This major provides graduates with a solid understanding of information systems concepts and issues, enabling them to fully participate in the increasingly globalised business community. Students will gain an understanding of the implications of technology as well as the social and ethical issues that are critical for business processes. This major is relevant for any industry, from banking to not-for-profit organisations, hence its inclusion within the Bachelor of Commerce.

Postgraduate
Master of Marine Science and Management
This program is a collaboration between Marine Science (Departments of Biological Sciences and Environment and Geography) at Macquarie University, Sydney Institute of Marine Science (SIMS), the University of Technology Sydney, the University of New South Wales and the University of Sydney. The program is interdisciplinary and is unique in Australia. It has been designed to give students the opportunity to gain in-depth knowledge in a range of disciplines in marine science and management. Units offered are from the owning departments as well as other departments in the Faculty. Students enrolled in the program have the opportunity to study at up to three of the four participating universities throughout the year.

Master of Science with specialisations in Geoscience and Biodiversity Conservation
The specialisations in Geoscience and Biodiversity Conservation were developed as part of the Master of Science during the postgraduate renewal and replace programs that did not meet the new AQF.

The specialisation in Geoscience is offered by the Department of Earth and Planetary Sciences, has a professional orientation and aims to cater both for new graduates and for those with longer standing qualifications who may require a refresher program.

The specialisation in Biodiversity Conservation is offered by the Department of Biological Sciences with input from the Department of Environment and Geography. The program focuses on the theory, practice and ethics of biodiversity conservation, from the level of wildlife populations to entire ecosystems. An emphasis is placed on the unique biodiversity of Australia and its connections with the southern continents and the rest of the globe. This course provides students with the skills and outlook necessary for employment in biological conservation at the management level and/or research.

New Courses 2013
Currently the Faculty is considering the following proposals for introduction 2013:
- Bachelor of Engineering in Mechanical Engineering
- Masters in Climate Change
- Masters in Medical Radiation Oncology
- Master of Science in Remote Sensing and GIS
- Master of Science in Environmental Health

We are working through the business cases for each and will present the case for those that will build our student numbers to ASQC, for consideration and approval for 2013 offering.
International Numbers
Despite the international trends, demand for FoS courses is increasing. Acceptances are up from this time last year. There is noticeable growth in Chiropractic and Environment programs. The Faculty has also been working closely with the international office (IO) to develop pathways into UG Information Technology and Engineering programs in Malaysia and Singapore, taking advantage of demand in the market and also further building awareness of these programs prior to the anticipated roll out of a mechanical engineering program. IO is also finding increased demand for our MIT program and we are anticipating an increase numbers over the coming months.

The Diploma in Engineering pathway through SIBT is continuing to grow, with 52 students (40 are international students) in the pipeline in its second year of operation. We anticipate this flow will continue to build as we increase the range of engineering courses available.

An agreement with North Sydney Institute of TAFE to offer the Associate Degree in IT, taught jointly, is almost ready for signing. It is anticipated that this new pathway will bring increased international student numbers into our BIT program.

Awards
The achievements of the staff in the Faculty have been acknowledged through the following Learning and Teaching Awards:

Australian Learning and Teaching Council (ALTC) Award for Programs that Enhance Learning
A/Professor Joanne Jamie, A/Professor Subra Vemulpad, Dr Ian Jamie, Dr David Harrington: in recognition of the Indigenous Science Education Program

ALTC Citation for Outstanding Contributions to Student Learning
Professor Quentin Parker: for involving students in research-led Astronomical learning and teaching which engages students with real Science and builds a sustainable community of practice
Professor Dominic Verity: for a decade of inspirational and innovative educational leadership in the field of Information Technology
A/Professor Marie Herberstein: for developing a student led approach to scientific learning in first year, while inculcating the rigor and spirit of scientific investigation.

VC’s Award for Teaching Excellence
Dr Melanie Bishop, Biological Sciences – Early Career

VC’s Award for Programs that Enhance Learning
Dr Wade Tozer, Professor Mark Westoby, A/Professor Marie Herberstein, Professor Michael Gillings et al, Biological Sciences - Genes to Geoscience Research Enrichment Program

Professor Mark Taylor and A/Professor Damian Gore, Environment & Geography, Transitioning student learning to applied and professional practice in Environmental Sciences
Research Achievements 2010
Outstanding results in ERA 2010. Eleven of our 23 FORC areas were rated as 5, outstanding by world standards. Four of our ten departments were rated as 5 in the same exercise.

The Times Higher Education rankings rated our research in environmental sciences and ecology fourteenth in the world and first in Australia & New Zealand.

In the 2010 ARC Centres of Excellence round, the staff in the Faculty won Core to Crust Fluid Systems located in the Department of Earth and Planetary Sciences. Staff in the Department of Physics and Astronomy were a part of two other successful COE bids, Engineered Quantum Systems – EQUUS (UQ); and Ultrahigh Bandwidth Devices for Optical Systems – CUDOS (USYD).

There were 20 ARC Discovery Grants won by staff in the Faculty of Science in the 2011 exercise. This was a great result and further indication of the quality of research in the Faculty.

Three ARC Future Fellows were won in 2011 by staff in the Faculty of Science - Drs Craig O'Neill, Ian Wright and Dominic Berry

Staff in the Faculty won five ARC Linkage Projects worth $1.63M in total.

Professor Colin Prentice was awarded $1.99M over four years from TERN EIF

CSIRO Flagship Cluster "Measuring and Managing Methane Emissions from Livestock" with Melbourne as lead institution; Professor Brian Orr leads MQ's part.

Two MQ Research Centres were awarded to Faculty staff- Astronomy, Astrophysics & Astrophotonics; BioFocus

One of seven hubs of NSW Translational Cancer Research Centre Program (total awarded $30M) – Professors Nicki Packer and Mark Molloy

(4) Other Matters
The Faculty continues to build its links with local industry. This year it established a Faculty Industry Advisory Board. Its ten members are drawn across industry sectors with interests in the Faculty. Its broad remit is to advise on trends it sees as emerging that will influence the Faculty’s future. It’s most recent activity was to provide feedback to inventors at a special session of the Faculty’s annual Research Conference. The Research Conference was a great success, with attendance by more than 200 staff and students. The increasing interaction between the Faculty and industry is further evidenced by the recent award of ten new cadetships to the Department of Earth and Planetary Sciences by BHP-Billiton to support external students.
MACQUARIE UNIVERSITY

REPORT OF THE ACADEMIC SENATE STANDARDS AND QUALITY COMMITTEE

The Academic Standards and Quality Committee met on 16 August and 13 September 2011.

1. 2010 ACADEMIC PROGRAM

Postgraduate

Late Amendment to 2010 Schedule of Programs

*Master of Translation & Interpreting Pedagogy* (File No. 07/1309)

The Committee considered a request by the Faculty of Human Sciences to add LING904 to the option set for the Master of Translation and Interpreting Pedagogy. The amendment to this program of study is required to be implemented immediately as one student is already attending classes and needs to formally enrol in the unit in order to enable her to complete program requirements at the end of the 2011 academic year.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above late amendment to the Master of Translation and Interpreting Pedagogy with immediate effect.

2. 2011 ACADEMIC PROGRAM

Postgraduate

New Award

The Macquarie Graduate School of Management, Faculty of Business and Economics, has proposed the introduction of the following new award:

*Postgraduate Certificate of Credit Analysis* (File No. 11/1190)

This program, which is sponsored by the CBA Group, commenced in Term 4, 2011. The Committee’s recommendation below is on condition that the Postgraduate Certificate of Credit Analysis program be offered in its current form only to staff members of the CBA. In addition, the current admission requirements of the program are recommended, until the University determines the policy on Recognition for Prior Learning (RPL).

The Committee RECOMMENDS THAT ACADEMIC SENATE RECOMMENDS TO COUNCIL the introduction of the Postgraduate Certificate of Credit Analysis with effect from the commencement of Term 4, 2011.

The Committee also RECOMMENDS THAT ACADEMIC SENATE approves the program structure of the Postgraduate Certificate of Credit Analysis with effect from the commencement of Term 4, 2011 (Attachment 1 http://senate.mq.edu.au/MQUonly/agenda/2011/1011/Attachment_1.pdf).

New Units (File No.11/451)

The Committee also considered proposals for the following new units as part of the Postgraduate Certificate of Credit Analysis program, for introduction in Term 4, 2011.
The Committee noted that the prerequisite for each of these units will be “Admission to the Postgraduate Certificate of Credit Analysis”.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the introduction of the above units with effect from the commencement of Term 4, 2011.

[The Postgraduate Certificate of Credit Analysis program commenced on 12 September 2011, Professor Fitness, as Vice-President of Academic Senate, approved the introduction of this program, the introduction of the new units listed above and the program structure.]

### 2011 Academic Program

**Late Amendment to the 2011 Schedule of Units (File No. 11/451)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW204</td>
<td>Contract Law</td>
</tr>
<tr>
<td>BUSL250</td>
<td>Business Law</td>
</tr>
</tbody>
</table>

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the 2011 late amendment request to remove the NCCWs for LAW204 Contract Law and BUSL250 Business Law and for the request to also apply retrospectively to 2010.

### 3. 2012 ACADEMIC PROGRAM

#### Postgraduate

**Case for Retention and Renewal**  
The Faculty of Business and Economics has submitted a case for the retention and renewal of the Master of International Business with the degree of Master of International Relations (File No. A00/795).

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the retention and renewal of the Master of International Business with the degree of Master of International Relations with effect from 1 January 2012.

**Discontinuance of Awards**  
The Faculty of Arts and Human Sciences have proposed the discontinuance of the following awards with effect from 31 December 2011:

- Postgraduate Certificate in Applied Anthropology (File No. 05/705)
- Postgraduate Certificate in Intercultural Language Pedagogy (File No. 07/1259)
- Postgraduate Certificate in International Environmental Law (File No. 03/124)
- Postgraduate Diploma in International Environmental Law (File No. 03/123)
- Postgraduate Diploma in Environmental and Local Government Law (File No. A91/323)
- Postgraduate Certificate of Linguistics Research (File No. A01/866)

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the discontinuance of the awards listed above with effect from 31 December 2011.

**Programs of Study/Specialisations to be discontinued**  
The Faculties of Arts, Business and Economics and Human Sciences have proposed the discontinuance of the following programs of study with effect from 31 December 2011:
Postgraduate Certificate in Intercultural Language Pedagogy (ASLN20P) (File No. 07/1259)

Master of Commerce (File No. A94/281-02)
Specialisations in
Tourism and Hospitality
Sports Business Management

Postgraduate Qualifying Program (HUS) (File No. 07/171)

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that the above programs of study/specialisations be discontinued with effect from 31 December 2011.

**Awards to be rescinded**

Academic Senate, at its meeting on 28 September 2010 **RECOMMENDED** to **COUNCIL** that the following awards be introduced from 1 January 2012:

- Master of Applied Linguistics (Language for Special Purposes) (File No. 10/1944)
- Postgraduate Diploma of Applied Linguistics (Language for Special Purposes) (File No. 10/1945)
- Postgraduate Certificate of Applied Linguistics (Language for Special Purposes) (File No. 10/1946)

Subsequent to approval being given for the introduction of these awards, the Faculty of Human Sciences advised that it was not intended that named awards for the Language for Special Purposes programs be introduced. The Faculty of Human Sciences was in fact seeking to introduce a specialization of Language for Specific Purposes within the Master, Postgraduate Diploma and Postgraduate Certificate of Applied Linguistics programs.

Academic Senate, at its meeting on 8 July 2011 approved the following program structures:

- Master of Applied Linguistics (File No. A89/262-02) 
  *with specialisations in:*
  - General Applied Linguistics
  - Language for Specific Purposes
  - TESOL

- Postgraduate Diploma of Applied Linguistics (File No. A98/296) 
  *with specialisations in:*
  - General Applied Linguistics
  - Language for Specific Purposes
  - TESOL

- Postgraduate Certificate of Applied Linguistics (File No. 11/1090) 
  *with specialisations in:*
  - General Applied Linguistics
  - Language for Specific Purposes

- Postgraduate Certificate of TESOL

Consequently, the approval for the introduction of the new named awards in Language for Special Purposes identified above is to be rescinded.

The Committee **RECOMMENDS THAT ACADEMIC SENATE RECOMMENDS TO COUNCIL** that the approval for the introduction of the awards listed below be rescinded:
Master of Applied Linguistics (Language for Special Purposes) (File No. 10/1944)
Postgraduate Diploma of Applied Linguistics (Language for Special Purposes) (File No. 10/1945)
Postgraduate Certificate of Applied Linguistics (Language for Special Purposes) (File No. 10/1946)

Change of Postgraduate Certificate Name (File No. A99/266)

The Faculty of Human Sciences has proposed that the Postgraduate Certificate in Editing be renamed the Postgraduate Certificate of Editing and Electronic Publishing with effect from 1 January 2012.

The Committee **RECOMMENDS THAT ACADEMIC SENATE**

**RECOMMENDS THAT COUNCIL** approves the above change of name of the Postgraduate Certificate in Editing to the Postgraduate Certificate of Editing and Electronic Publishing (PGCertEditElecPub) with effect from 1 January 2012.

**Awards to be rested**

The Faculty of Human Sciences has proposed a review of the Translation and Interpreting Pedagogy program in preparation for online delivery and has therefore requested that the following awards not be available for new admissions in 2012:

Master of Translation and Interpreting Pedagogy (File No. 07/1309)
Postgraduate Diploma in Translation and Interpreting Pedagogy (File No. 07/1310)

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that the above awards not be available for new admissions in 2012.

**Specialisations to be rested**

The Faculty of Arts has submitted a request to postpone the introduction of the following specialisations from 1 January 2012 to 1 January 2013:

*Philosophy, Cognitive Science and the Self* within the Master of Arts
*Philosophy, Cognitive Science and the Self* within the Postgraduate Diploma of Arts
*Philosophy, Cognitive Science and the Self* within the Postgraduate Certificate of Arts

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the postponement of the introduction of the Philosophy, Cognitive Science and the Self specialization within the Master of Arts, Postgraduate Diploma of Arts and the Postgraduate Certificate of Arts from 1 January 2012 to 1 January 2013.

**Revised Admission Criteria**

The Faculty of Human Sciences has submitted a proposal for a change in the admission criteria for the Doctor of Physiotherapy [Masters Degree (extended)] (File No. 11/790). It is proposed to reduce the GPA requirement from 2.75 to 2.5 to align with requirements of other local and national competitors.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that the GPA requirement for admission to the Doctor of Physiotherapy [Masters Degree (extended)] be reduced from 2.75 to 2.5 with effect from 1 January 2012.
Review of Admission Requirements

The Faculty of Human Sciences has submitted a request to add recoded units in the minimum admission requirements for the following programs:

Doctor of Clinical Neuropsychology (File No. 09/1753)
Doctor of Clinical Psychology (File No. 09/1752)
Doctor of Organisational Psychology (File No. 09/1754)

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the addition of recoded units in the minimum admission requirements for the above programs with effect from 1 January 2012.

New units from 2012 (File No. 11/452)

The Faculties of Arts and Science have proposed the introduction of the following units from 1 January 2012:

**Faculty of Arts**
- PHL800 Neurophilosophy
- PICT841 Organised Crime
- PICT843 Comparative Policing

**Faculty of Science**
- CBMS882 Research Project
- BIOL817 Postgraduate Research Project
- BIOL818 Research Project in Biology

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above units with effect from 1 January 2012.

Units to be Deleted from 2012 (File Nos. 11/452; 10/1526)

The Faculty of Science has proposed the deletion of the following units from 2012:

- BIOL888 Research Preparation Biology
- CBMS815 Selected Coursework - Chemistry and Biomolecular Sciences
- GSE817 Urban Growth Management
- GSE879 Selected Coursework - Graduate School of the Environment

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the deletion of the units listed above with effect from 31 December 2011.

Emergency Changes to the 2012 Schedule of Units (File No. 11/452)

**Faculty of Arts**
- The Faculty of Arts has submitted a request to remove the NCCW (PICT801 and PICT804) from the following unit:
  - PICT838 International Crime

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above emergency change with effect from 1 January 2012.

The Faculty of Arts has also submitted a request for the reinstatement (offering: D2 E2 X2) and change of unit title from IRPG854 Conflict in the Pacific to IRPG854 Conflict and Violence in World Politics.
The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above emergency change with effect from 1 January 2012.

**Faculty of Human Sciences**

**Change of Unit Code** (File No. 11/452)

<table>
<thead>
<tr>
<th>2011 Unit Code</th>
<th>2012 Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYA901</td>
<td>PSYP901</td>
<td>Counselling and Professional Practice</td>
</tr>
<tr>
<td>PSYA902</td>
<td>PSYP902</td>
<td>Psychological Assessment and Reports</td>
</tr>
<tr>
<td>PSYA903</td>
<td>PSYP903</td>
<td>Cognitive Behavioural Interventions</td>
</tr>
<tr>
<td>PSYA904</td>
<td>PSYP904</td>
<td>Contemporary Issues 1</td>
</tr>
<tr>
<td>PSYA905</td>
<td>PSYP905</td>
<td>Narrative Approaches</td>
</tr>
<tr>
<td>PSYA906</td>
<td>PSYP906</td>
<td>Working with Children and Families</td>
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<tr>
<td>PSYA907</td>
<td>PSYP907</td>
<td>Contemporary Issues 2</td>
</tr>
<tr>
<td>PSYA908</td>
<td>PSYP908</td>
<td>Groups and Skills Training</td>
</tr>
<tr>
<td>PSYA909</td>
<td>PSYP909</td>
<td>Supervised Practical Placement</td>
</tr>
</tbody>
</table>

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above change of unit codes with effect from 1 January 2012.

*Note: In addition to the new unit code from 1 January 2012, the above units are required to remain on the Schedule of Units for 2012 with their old code, with a deletion of the old code effective 31 December 2012 (see 2013 Academic Program below).*

**Schedule of Postgraduate Units and Schedule of Graduate Units** (File No. 11/452)

The Committee reviewed the 2012 Postgraduate Schedule of Units and the Schedule of Graduate Units.


**Schedule of Postgraduate Programs**

*Program Structures for 2012*

Academic Senate, at its meeting on 2 August 2011, approved the 2012 Schedule of Postgraduate Programs.

The Committee reviewed the following program structures:

Master of Applied Anthropology (File No. A90-253)
Postgraduate Diploma of Applied Anthropology (File No. 05/706)
Master of Biotechnology with the degree of Master of Commerce (File No. 03/1141)
Postgraduate Diploma of Research Preparation (Arts) (File No. 11/487)
Postgraduate Certificate of Research Preparation (Arts) (File No. 11/486)
Postgraduate Diploma of Research Preparation (Business & Economics) (File No.11/489)
Postgraduate Certificate of Research Preparation (Business & Economics) (File No. 11/488)
Postgraduate Certificate of Research Preparation (Human Sciences) (File No. 11/490)
Postgraduate Diploma of Research Preparation (Science) (File No. 11/493)
Postgraduate Certificate of Research Preparation (Science) (File No. 11/492)
The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above program structures for inclusion in the Schedule of Postgraduate Programs with effect from 1 January 2012 (Attachment 4

Late Amendments to the 2012 Schedule of Programs

Faculty of Arts
Master of International Relations (File No. A98/347-02)
Postgraduate Diploma of International Relations (File No. 03/1601)
Postgraduate Certificate of International Relations (File No. 03/1574)
Master of International Communication with the degree of Master of International Relations (File No. 02/1146)
Master of International Relations with the degree of Master of International Trade and Commerce Law (File No. 03/619)
Master of Policing, Intelligence and Counter Terrorism (File No. 05/1534-02) with specialisation in General Policing, Intelligence and Counter Terrorism
Postgraduate Diploma of Policing, Intelligence and Counter Terrorism (File No. 04/1617-02) with specialisation in General Policing, Intelligence and Counter Terrorism (File No.
Master of Translating and Interpreting with the degree of Master of International Relations with specialisation in Interpreting Studies (File No. 03/616)
Master of Translating and Interpreting with the degree of Master of International Relations with specialisation in Translation Studies (File No. 03/616)
Postgraduate Certificate of Research Preparation (Arts) (File No. 11/487)

Faculty of Business and Economics
Master of Commerce (specialization in Business Management and Organisation) (File No. A94/281-02)
Master of International Business (File No. A98/668-02)

Faculty of Human Sciences
Postgraduate Diploma of Professional Psychology (File No. A01/3126)

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the late amendments to the above program structures with effect from 1 January 2012 (Attachment 5

Change to IELTS Score

The Faculty of Human Sciences has submitted a paper requesting a change in IELTS requirements for the overall IELTS score to be increased to 7, and a minimum score of 7 in each band for the following programs to be effective from 1 January 2012:

Graduate Diploma of Advanced Psychology (File No. 11/640)
Postgraduate Certificate of Professional Psychology (File No. A99/322)
Postgraduate Diploma of Professional Psychology (File No. A01/3126)
Master of Clinical Psychology (File No. A89-281)
Doctor of Clinical Psychology (File No. 09/1752)
Master of Clinical Neuropsychology (File No. A90-246)
Doctor of Clinical Neuropsychology (File No. 09/1753)
Master of Organisational Psychology (File No. A94-493)
Doctor of Organisational Psychology (File No. 09/1754)
The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves a change in IELTS requirements for the overall IELTS score to be increased to 7, and a minimum score of 7 in each band for the above programs, with effect from 1 January 2012.

**Undergraduate**

**Late Amendments to the 2012 Schedule of Undergraduate Programs**

*Bachelor of Marketing and Media (MKMD01) (File No.11/196)*

The Faculty of Business and Economics has submitted a late amendment request for the program of study for the Bachelor of Marketing and Media.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the late amendment to the program of study for the Bachelor of Marketing and Media (MKMD01) with effect from 1 January 2012, subject to the provision of evidence of consultation between the Faculty of Business and Economics and the Faculty of Arts *(Attachment 6 http://senate.mq.edu.au/MQUonly/agenda/2011/1011/Attachment_6.pdf)*.

*Associate Degree in Information Technology (File No.11/484)*

The Faculty of Science has submitted a request for the replacement of the unit COMP225 Algorithms and Data Structures with COMP255 Software Engineering in the program template for the Associate Degree in Information Technology. The Committee noted that the units are dissimilar in content and determined that a written justification for this amendment be requested.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves, in principle, the above amendment to the Associate Degree in Information Technology, subject to the provision of a written justification from the Faculty of Science for the amendment *(Attachment 7 http://senate.mq.edu.au/MQUonly/agenda/2011/1011/Attachment_7.pdf)*.

**Late Amendment to the 2012 Schedule of Majors (File No. 09/18-02)**

*Demographics Major (DEM01)*

The Faculty of Business and Economics has submitted a late request to amend the Demographics major.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the above late amendment to the Demographics Major (DEM01) in the 2012 Schedule of Majors, subject to the provision of evidence of consultation between the Faculty of Business and Economics and the Department of Environment and Geography, Faculty of Science *(Attachment 8 http://senate.mq.edu.au/MQUonly/agenda/2011/1011/Attachment_8.pdf)*.

**New Units from 2012 (File No. 11/452)**

The Faculties of Arts and Human Sciences have proposed the introduction of the following units from 1 January 2012:

- **LEX 300** Social Innovation, Governance and Professional Leadership
- **LAW 599** Legal Governance and Professional Leadership
- **LING398** Phonetics: Transcription and Theory

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the introduction of the above units with effect from 1 January 2012.
**Proposals for Participation Units (File No. 10/1930)**

The Faculties of Business and Economics, Human Sciences and Science have proposed that the following units be added to the Schedule of Participation Units for 2012:

**Faculty of Business and Economics**  
MKTG304   Marketing Project

**Faculty of Human Sciences**  
PSY 399   Psychological Science: Putting Theory into Practice

**Faculty of Science**  
BIOL388   Advanced Science (Biology)  
PHTN310   Industry Project

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the addition of the above units to the Schedule of Participation Units for 2012.

**Late Amendment to the 2012 Schedule of Units (File No. 11/452)**

The Faculty of Arts has requested a change in unit title for AHIS369 from 'Voices from Coptic Egypt’ to ‘Literature of Late Antique Egypt’.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the 2012 late amendment to the above change in unit title.

The Faculty of Science has requested a change in unit title for PHYS159 from ‘Concepts in the Physical Sciences’ to ‘Physics for Global Citizens’. The Faculty has also requested that the NCCW of ‘Physics Band 4’ be removed.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the 2012 late amendment request to change the unit title and remove the NCCWs for the above unit.

**Emergency Changes to the 2012 Schedule of Undergraduate Units (File No.11/452)**

The Faculty of Business and Economics has submitted a late amendment request to remove the Summer Session offering for 2012 for the following units:

AFIN252   Applied Financial Analysis and Management  
AFIN253   Financial Management

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the late amendment request to remove the 2012 Summer Session offering for AFIN252 Applied Financial Analysis and Management and AFIN253 Financial Management.

**2012 Session 3 Units (File No. 11/452)**

Following the Federal Government decision to uncap undergraduate student places commencing in 2012, the Deputy Vice-Chancellor (Provost) requested Faculties to consider broadening their current list of offerings for Jan-Feb 2012 period which will be called Session 3. A list of units which will be offered in Session 3, 2012 is attached (Attachment 9 [http://senate.mq.edu.au/MQUonly/agenda/2011/1011/Attachment_9.pdf](http://senate.mq.edu.au/MQUonly/agenda/2011/1011/Attachment_9.pdf)).

**FOR NOTING**
Quotas for Session 3 Units (File No. 11/198)

The Committee noted that the Undergraduate Sub-Committee has been requested to recommend a policy on quotas for required/core units that are offered in Session 3.

The Committee considered a request from the Institute of Early Childhood, Faculty of Human Sciences, to restrict the number of enrolments in ECH113 Play and Inquiry in Early Childhood, Session 3 to 28 students.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves that a quota of 28 students be applied for ECH113 Play and Inquiry in Early Childhood, Session 3.

4. 2012 OUA ACADEMIC PROGRAM (File No. 11/452)

Postgraduate

New Units

The Faculty of Arts has proposed the introduction of the following new OUA units from 1 January 2012:

PIC804 Cybercrime
PIC814 Organised Crime
PIC824 Protecting Society: Public Policing/Private Security
PIC834 Comparative Policing
PIC844 Advanced Intelligence Analysis
PIC864 Competitive Intelligence
PIC902 Asian Economic Security Threats

The Committee noted that these units were approved for introduction by the Chair, ASQC, on behalf of the Committee and submitted to OUA in order to meet the OUA submission date for the 2012 OUA Academic Program.

The Committee RECOMMENDS THAT ACADEMIC SENATE confirms the approval for the introduction of the OUA units listed above from 2012.

HST820 The Athenian Empire 510-404 BC

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above unit with effect from 1 January 2012.

Revised Program Structures

The Faculty of Arts has submitted the new structures for programs offered through OUA by the Centre for Policing, Intelligence and Counter Terrorism in order to align with the recently reviewed on-campus versions of these programs. These structures were recommended for approval by the Postgraduate Sub-Committee at its meeting on 4 August 2011 meeting. The Committee noted that the revised program structures were approved for introduction by the Chair, ASQC on behalf of the Committee and submitted to OUA in order to meet the OUA submission date for the 2012 OUA Academic Program (Attachment 9). The approval for these structures is for one year only, effective 1 January 2012, and will be subject to review and renewal pending the finalisation of the policy on Recognition of Prior Learning by Academic Senate.
Master of Policing, Intelligence and Counter Terrorism (File No. 07/736)
with specialisations in:
Counter Terrorism
Intelligence
Policing
General Policing, Intelligence and Counter Terrorism

Postgraduate Diploma of Policing, Intelligence and Counter Terrorism (File No. 07/968)
with specialisations in:
Counter Terrorism
Intelligence
Policing
General Policing, Intelligence and Counter Terrorism

Postgraduate Certificate of Policing, Intelligence and Counter Terrorism (File No. 07/969)

Master of Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies (File No. 11/404)

Master of International Security Studies (File No. 11/401)
Postgraduate Diploma of International Security Studies (File No. 11/402)
Postgraduate Certificate of International Security Studies (File No. 11/493)

The Committee RECOMMENDS THAT ACADEMIC SENATE confirms the approval for the revised program structures for the OUA programs listed above from 2012 (Attachment 10 http://senate.mq.edu.au/MQUonly/agenda/2011/1011/Attachment_10.pdf).

Late Amendment to OUA Schedule of Programs

Postgraduate Certificate in Ancient History (OUA) (File No. 08/562)

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the late amendment to the above program structure with effect from 1 January 2012 (Attachment 11 http://senate.mq.edu.au/MQUonly/agenda/2011/1011/Attachment_11.pdf).

Undergraduate

New Units (File No. 11/452; 03/993-04)

The Faculty of Arts has submitted proposals for the introduction of the following new unit in 2012:

PLT350   Australian Foreign Policy

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of PLT350 – Australian Foreign Policy, with effect from 1 January 2012, subject to the prerequisite being shown as “13 units (OUA)".

5. MACQUARIE UNIVERSITY FOUNDATION PROGRAM (File No. 10/1539)

New Units

Macquarie City Campus has submitted proposals for the introduction of the following new units in the Foundation Studies program:

FPCH002   Chemistry 2
Academic Senate
4 October 2011
Item 9.1

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the introduction of the above units with effect from the commencement of Semester 3, 2011 (7 November 2011).

6. **2013 ACADEMIC PROGRAM**

**Units to be Deleted from 2013** (File Nos. 11/453; 10/1526)

ASQC, at its meeting on 8 February 2011, recommended the following unit to Academic Senate for deletion with effect from 31 December 2011:

LING964 Editorial Issues and Responsibilities

The Committee was advised that the above unit should have been recommended for deletion with effect from 31 December 2012.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the deletion of the unit listed above with effect from 31 December 2012.

**Faculty of Human Sciences**

PSYA901 Counselling and Professional Practice
PSYA902 Psychological Assessment and Reports
PSYA903 Cognitive Behavioural Interventions
PSYA904 Contemporary Issues 1
PSYA905 Narrative Approaches
PSYA906 Working with Children and Families
PSYA907 Contemporary Issues 2
PSYA908 Groups and Skills Training
PSYA909 Supervised Practical Placement

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the deletion of the above units with effect from 31 December 2012.

The Faculty of Human Sciences has requested that the following units, previously deleted for 2012, be reinstated for 2012 and deleted for 2013.

TRAN835 Advanced Auslan Interpreting
TRAN852 Auslan Interpreting in Educational Settings

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the deletion of the above units with effect from 31 December 2012.

7. **INDIVIDUAL STUDENT CASES** (File No. 10/1199)

The Committee considered and discussed the Report of the Working Group’s meeting on the oversight and operation of faculty-based processes in relation to the Saving clause and Deeming provision.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the revised report on the oversight and operation of faculty-based processes in relation to the Saving clause and

8. **PROPOSED REVISIONS TO THE PARTICIPATION CRITERIA** (File No. 10/1930)

The Committee considered the revised Paper on *Proposed Revisions to the Participation Criteria*, as submitted by the PACE Advisory Committee in response to the Undergraduate Subcommittee’s request for clarification on the following issues:

i) Threshold level of interaction between partners and students in participation units delivered in more flexible modes and;

i) Incorporating a requirement for ‘Reflection’, as per the White Paper.


9. **AMENDMENT TO CERTIFICATE AND DIPLOMA RULES**

(File Nos. 03/989; 03/988)

The Faculty of Arts has requested that the Unduly Long Time provisions of the Certificate Rules (Rule 8) and of the Diploma Rules (Rule 10) be amended as follows:

*Certificate Rule 8*
A candidate who is taking an unduly long time to complete the Certificate may be excluded from further enrolment in any units. For the purpose of this Rule, an unduly long time will be regarded as 2 years of effective enrolment

Replace with the following

*Certificate Rule 8*
A candidate who is taking an unduly long time to complete the Certificate may be excluded from further enrolment in any units. For the purpose of this Rule, an unduly long time will be regarded as 3 years of effective enrolment

*Diploma Rule 10*
A candidate who is taking an unduly long time to complete the Diploma may be excluded from further enrolment in any units. For the purpose of this Rule, an unduly long time will be regarded as 4 years of effective enrolment

Replace with the following

*Diploma Rule 10*
A candidate who is taking an unduly long time to complete the Diploma may be excluded from further enrolment in any units. For the purpose of this Rule, an unduly long time will be regarded as 5 years of effective enrolment

The Committee noted that the programs covered by the current Certificate and Diploma Rules are the Certificate in Ancient Languages, the Certificate in Languages and Diploma in Ancient Language. It was agreed that increasing the time period of the ‘unduly long time’ rule would be beneficial to students who would otherwise have an exclusion noted on their transcript. It was also noted that there may be other Undergraduate Rules requiring a similar amendment to unduly long time provisions such as the Graduate Diploma Rules which includes programs that require the completion of more than 24 credit points.
The Committee RECOMMENDS THAT ACADEMIC SENATE RECOMMENDS TO COUNCIL the above amendments to the Certificate and Diploma Rules with effect from 1 January 2012.

10. NON AWARD PATHWAYS FOR 2012

Bachelor of Teaching (0-5 years) (File No. A01/3123-02)

The Institute of Early Childhood and the Centre for Open Education have requested that the degree of BTeach (0-5 years) be included in the non award pathway from 2012. The degree will be available for articulation to two applicant cohorts (school leavers and Diploma of Children's Services students), with specific IEC units to be completed on a non-award basis before articulation is allowed. The students of both cohorts must have completed 12cp with an overall GPA of 2.0 to be eligible for articulation into the BTeach (0-5 years).

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the inclusion of the Bachelor of Teaching (0-5) in the Non Award pathway with effect from 1 January 2012.

Bachelor of Commerce (File No. A94/280)

The Faculty of Business and Economics and the Centre of Open Education have requested that the degree of Bachelor of Commerce be included in the non award pathway from 2012. During discussion of this request it was agreed that the articulation criteria should be 12 credit points and an overall GPA of 2.0, not a GPA of 2.25 as requested, to ensure consistency with other entry programs. It was also noted that the GPA for internal course transfers is 2.0, which would create a pathway for students to transfer into an award at this entry level and then transfer from that award to the Bachelor of Commerce, thereby delaying the student by one semester.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the inclusion of the Bachelor of Commerce in the Non Award Pathway with effect from 1 January 2012, subject to approval from the Faculty of Business and Economics FSQC and a 2.0 GPA as part of the articulation criteria.

Academic Communication Units for Non-award Pathway Students

The Centre for Open Education have requested a change to the non award pathway to include a compulsory Academic Communications unit (ACBE100, ACSC100 or ACSH100) for all articulating students, with the exception of the Early Childhood cohort. The Committee noted that the units should not be compulsory for any student who can demonstrate a proficiency in English at HSC level Band Four or equivalent English unit.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves that the Non-Award Pathway be amended to include a compulsory Academic Communications unit (ACBE100, ACSC100 or ACSH100) for articulating students with the exception of Early Childhood students and students who demonstrate a proficiency in English at HSC level Band Four or equivalent English unit, with effect from 1 January 2012.

11. TERTIARY EDUCATION QUALITY AND STANDARDS AGENCY (TEQSA)

The Committee noted that the recently established Tertiary Education Quality and Standards Agency (TEQSA) had released a consultation document containing Draft Qualification Standards.

The Committee considered the document and agreed that the following response be sent to TEQSA:
Qualification Standards

<table>
<thead>
<tr>
<th>The Standard</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Comments</td>
<td>• The University supports in general the Draft Qualifications Standards document.</td>
</tr>
<tr>
<td><strong>Standard 1.1:</strong> Delivery and issuance of AQF qualifications</td>
<td>• The document does not yet set out clear information on how a non-AQF award may be located against AQF or set out clear information on the issuance of non-AQF, further guidance on principles and process will be necessary in this regard.</td>
</tr>
<tr>
<td><strong>Standard 1.2:</strong> Delivery and issuance of non-AQF awards</td>
<td>• Needs to be-numbered: 2.2.3 is duplicated</td>
</tr>
<tr>
<td><strong>Standard 2:</strong> Certification documentation</td>
<td>• The University affirms the intent of the (second) section 2.2.3 in clarifying the delivery or assessment in a language other than English on the transcript, graduation statement or record of results.</td>
</tr>
<tr>
<td><strong>Standard 3:</strong> Articulation, RPL and credit transfer arrangements</td>
<td>• The language used across section 3 is highly prescriptive. The requirement &quot;to maximize the credit&quot; could be interpreted as an instruction to providers to set up credit arrangements that would allow students to switch institutions with as little as one unit to complete, in order to be awarded their degree from an alternate higher education provider.</td>
</tr>
<tr>
<td></td>
<td>• Section 3.7 sets out precise percentages as a basis for negotiations but lacks clarity on the expected outcomes of these negotiations</td>
</tr>
</tbody>
</table>

FOR NOTING

12. **PROPOSAL FOR D4 OFFERING** (File No. 11/453)

The Committee noted that the following matters had been discussed at a meeting held on 23 August 2011 in relation to the proposal to introduce a D4 offering from 2013:

- There would be no visa implications for the majority of overseas students.
- At this stage the use of D4 would be restricted to Participation Units and Postgraduate Coursework Research Units. Honours units and time-based research units would not be able to use the D4 availability.
- Advice is to be sought from the Office of Financial Services and the Legal Office to ensure that students would be covered for insurance purposes if they undertook activities related to their enrolment during the official 'summer' vacation period.
- A student would pay the complete fee for the unit at the time of enrolment, i.e. in July as there is only one census date for fee determination of 'full year' units.
- It would be possible for the internal transcript to have a notation indicating that D4 (Int 4) was a full year unit that runs from July to June. Official academic transcripts do not show availabilities, therefore, no amendment would be required to that version of the transcript.
- Results for units with a D4 availability would be entered at the end of the study period, i.e. in June. An I or K grade would not be entered in December. A student's status in the unit would be 'enrolled' until such time as the final result was available and had been approved by Academic Senate.
- The teaching period would be 26 weeks, covering the D2 and D1 study periods.
- The introduction of Session 3 may necessitate the creation of additional study periods, e.g. a D5 study period to cover D2 and Session 3.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves in principle the introduction of a D4 offering for Participation units and Postgraduate Coursework Research.
units from 2013. It was noted that the nomenclature of the study period is to be determined once issues relating to the introduction of the Session 3 study period are resolved. It was also noted that, for insurance purposes, it will need to be clear when students are considered to be enrolled.

13. REVIEW OF BACHELOR OF TEACHING (EARLY CHILDHOOD SERVICES) (File No. 10/1346)

The Committee noted the report submitted by the Faculty of Human Sciences on the Review of the Bachelor of Teaching (Early Childhood Services). The Faculty is seeking support for the recommendations.

The Committee expressed support for the recommendations contained in the Review Report and recommended that the report be forwarded to Academic Senate and the Quality Enhancement Committee to be noted.

The Committee recommends that the Department implement the recommendations made within the Review Report.

FOR NOTING

J Fitness
CHAIR
A meeting of the Higher Degree Research Committee was held on Friday 02 September 2011 at 09:30 am in the Council Room, Building E11A

A. MATTERS FOR INFORMATION

Professor Jim Piper, Deputy Vice-Chancellor (Research), advised members on the 2+3 Bologna style PhD programs at Macquarie University. He indicated Macquarie University has been working with DEEWR and DIISR on this new program. The program will increase Macquarie University’s research student intake and mobility for current HDR students. The proposal and implementation plan will be presented in the next Higher Degree Research Committee meeting.

Professor Nick Mansfield – Dean, Higher Degree Research informed the Committee members on the ‘Three Minutes (3MT) competition at Macquarie University. The winner of the competition will be representing Macquarie University at the Australia and New Zealand 3MT competition in Perth, hosted by University of Western Australia.

Members of the Committee were also briefed by Dr Ren Yi on the current commencement and completion data. The commencement number is lower for 2011 in comparison to last year. This is the national trend for 2011. The Higher Degree Research Office (HDRO) and the Faculty HDR offices are actively working together to increase the number of commencements. The completion number for 2011 is higher than last year and we are aiming to achieve our 2011 target.

Professor Ernest Jordan, Director Global Program Team, informed the Committee that his team has moved to their new location with new function and title. The team is currently reporting to Vice President of Strategy.

Professor Jordan proposed a new process for Cotutelle contract management involving ADHDRs of the faculties. Members advised that the new process will need to be revised and discussed further.

B. MATTERS FOR RECOMMENDATION

(1) AMENDMENTS TO CURRENT JOINT RESEARCH DEGREE RULES

The Higher Degree Research Office proposed amendments to the Joint Research Degree rules for HDR students. The amendments will allow joint PhD and Cotutelle candidates to co-currently enroll in more than one partner institutions. The Higher Degree Research Committee supported the amendments.

RECOMMENDED

That the revised Joint Research Degree Rules [Appendix A] of this document be accepted and passed.

(2) COMPLETION OF REQUIREMENTS

AL-MEQBEL, ASEEL

Principal Supervisor: Dr Catherine McMahon
Associate Supervisor: Associate Professor Linda Cupples
Thesis submitted for examination: 27 April 2011
Thesis title: Auditory temporal processing ability and the development of speech, language and reading: Implications for children with auditory neuropathy spectrum disorder
Award Recommended: Doctor of Philosophy
ANSTI SS, CHRISTOPHER LUKE
Principal Supervisor: Dr Fei Liu
Associate Supervisor: Associate Professor Andrew Try
Thesis submitted for examination: 15 February 2011
Thesis title: Mechanistic investigations of the counterion promoted trifunctional
general catalysis of the asymmetric aza-morita-baylis-hillman reaction
Award Recommended: Doctor of Philosophy

BARNES, SCOTT
Principal Supervisor: Professor Christopher N. Candlin
Associate Supervisor: Associate Professor Alison Ferguson
Thesis submitted for examination: 30 May 2011
Thesis title: Aphasia and topic talk: A case study
AwardRecommended: Doctor of Philosophy

BEYERSMANN, ANNA ELISABETH
Principal Supervisor: Professor Anne Castles
Associate Supervisor: Professor Max Coltheart
Thesis submitted for examination: 13 May 2011
Thesis title: Morphological processing in adults and children during visual word
recognition
Award Recommended: Doctor of Philosophy

ERIKSSON, SOFIA
Principal Supervisor: Dr Hsu-Ming Teo
Associate Supervisor: Dr Gregory Barton
Adjunct Supervisor: A. Woollacott
Thesis submitted for examination: 21 March 2011
Thesis title: Observing the birth of a nation: British travel writing on Australia, 1870-
1939
Award Recommended: Doctor of Philosophy

HELLMANN, ANDREAS
Principal Supervisor: Dr Hector Perera
Associate Supervisor: Professor Chris Patel
Thesis submitted for examination: 09 March 2011
Thesis title: International convergence of financial reporting standards and accounting
modernization in Germany
Award Recommended: Doctor of Philosophy

HOSKINS, WAYNE THOMAS
Principal Supervisor: Associate Professor Rod Bonello
Associate Supervisor: Associate Professor Henry Pollard
Thesis submitted for examination: 27 November 2010
Thesis title: The effect of manual therapy on hamstring injury prevention in Australian
Rules football
Award Recommended: Doctor of Philosophy

HUMPHRIES, SIMON
Principal Supervisor: Professor Anne Burns
Associate Supervisor: Dr John Knox
Thesis submitted for examination: 22 March 2011
Thesis title: Exploring the impact of the introduction of new EFL textbooks on teacher’s
practices and attitudes at a technical college in Japan
Award Recommended: Doctor of Philosophy
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Degree</th>
<th>Academic Title</th>
<th>Principal Supervisor</th>
<th>Associate Supervisor</th>
<th>Thesis Submitted</th>
<th>Thesis Title</th>
<th>Award Recommended</th>
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</thead>
<tbody>
<tr>
<td>KAMAL, MIKO</td>
<td>FOA</td>
<td>PHD</td>
<td></td>
<td>Dr Ruwanthi Selvadurai</td>
<td>Professor Hope Ashiabor</td>
<td>01 March 2011</td>
<td>The role of the Board of Commissioners in creating good governance of Indonesia's state-owned enterprises</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>KHANNA, VARUN</td>
<td>FOS</td>
<td>PHD</td>
<td></td>
<td>Professor Shoba Ranganathan</td>
<td>Associate Professor Joanne Jamie</td>
<td>23 March 2011</td>
<td>Molecular similarity and diversity analysis of bioactive small molecules using chemoinformatics approaches</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>NASERI, MOHAMMAD BAGHER</td>
<td>FOBE</td>
<td>PHD</td>
<td></td>
<td>Professor Gregory Elliott</td>
<td>Emeritus Professor Don McNeil</td>
<td>23 March 2011</td>
<td>Comparing the utility of demographics-based online shopping models to alternative theory-based models: A meta-data analysis approach</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>O'GRADY, CATHERINE ANNE</td>
<td>FOHS</td>
<td>PHD</td>
<td></td>
<td>Professor Christopher N. Candlin</td>
<td>Dr Peter Roger</td>
<td>01 April 2011</td>
<td>The nature of expert communication as required for the general practice of medicine – A discourse analytical study.</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>OURY, DAVID TODD</td>
<td>FOS</td>
<td>PHD</td>
<td></td>
<td>Emeritus Professor Ross Street</td>
<td>Associate Professor Dominic Verity, Dr Michael Batanin</td>
<td>18 March 2011</td>
<td>Duality for Joyal's category Theta and homotopy concepts for Theta-sets</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>PLUSS, NICOLE ANNETTE</td>
<td>FOA</td>
<td>PHD</td>
<td></td>
<td>Dr Jane Messer</td>
<td>Dr Robyn McCallum</td>
<td>31 May 2011</td>
<td>Representations of heterotopia in selected young adult novels and Scout, a young adult novel</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>SCHONFELDT, JOHANN-HEINRICH CHRISTIAAN</td>
<td>FOS</td>
<td>PHD</td>
<td></td>
<td>Professor Jason Twamley</td>
<td>Associate Professor Daniel Terno</td>
<td>12 March 2011</td>
<td>Control and engineering of optical nonlinearities in multi-level quantum systems</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>SMITH, VICTORIA JANE</td>
<td>FOHS</td>
<td>PHD/MORGPSY</td>
<td></td>
<td>Dr Ben Searle</td>
<td>Professor Julie Fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adjunct Supervisor: P. Langford  
Thesis submitted for examination: 03 March 2011  
Thesis title: Enhancing stakeholders outcomes: Can corporate social responsibility deliver benefits beyond traditional corporate practices?  
Award Recommended: Combined Doctor of Philosophy and Master of Organisational Psychology

SRIDARAN, MAHESWARAN  FOBE  PHD  
Principal Supervisor: Associate Professor Hope Ashiabor  
Associate Supervisor: -  
Thesis submitted for examination: 25 October 2010  
Thesis title: A study on whether the Australian regime of income tax on capital gains causes widespread violation of horizontal equity  
Award Recommended: Doctor of Philosophy

UCHIBORI, HIROMI  FOBE  PHD  
Principal Supervisor: Professor Peter Gillies  
Associate Supervisor: Dr Ruwanthi Selvadurai  
Thesis submitted for examination: 15 March 2011  
Thesis title: An analysis of effectiveness: WTO dispute settlement  
Award Recommended: Doctor of Philosophy

WALDRON, LIETTE SHEA  FOS  PHD  
Principal Supervisor: Dr Michelle L. Power  
Associate Supervisor: Dr Paul Beggs  
Adjunct Supervisor: B. Ferrari  
Thesis submitted for examination: 29 April 2011  
Thesis title: Molecular epidemiology of human cryptosporidiosis in New South Wales, Australia  
Award Recommended: Doctor of Philosophy

WALLACE, JUSTIN JOHN  FOHS  PHD/MORGPSY  
Principal Supervisor: Dr Ben Searle  
Associate Supervisor: Professor Julie Fitness  
Thesis submitted for examination: 21 February 2011  
Thesis title: Altering proactive behaviour: Individual level interventions that influence cognitive-motivational states  
Award Recommended: Combined Doctor of Philosophy and Master of Organisational Psychology

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

(3) NOMINATIONS FOR VICE-CHANCELLOR’S COMMENDATION

KHANNA, VARUN  FOS  PHD  
Principal Supervisor: Professor Shoba Ranganathan  
Associate Supervisor: Associate Professor Joanne Jamie  
Thesis submitted for examination: 23 March 2011  
Thesis title: Molecular similarity and diversity analysis of bioactive small molecules using chemoinformatics approaches

On 02 September 2011, the HDRC recommended that Khanna Varun’s PhD thesis be awarded.
The following comments were received from the examiners:

"The thesis is very robust and exceptionally well written and composed. The work impressively touches on all major components of cheminformatics, i.e., database development (Chapter 3); the exploration and comparative analysis of multiple chemical databases using advanced Cheminformatics techniques (Chapters 4 and 5) leading to important conclusions concerning differences between drugs, metabolites and toxicants; and application of datamining and virtual screening approaches to identify novel compounds that can be putatively active against parasitic nematodes (Chapter 6). The PhD candidate Mr. Varun Khanna should be commended for the quality of writing, the depth of thought, the research productivity, and the overall organization of the thesis. I congratulate Mr. Khanna on developing a highly significant body of work."

"The candidate has contributed significant new knowledge to the area of chemoinformatics and the data has been effectively presented in the thesis. Such studies could facilitate the screening of compounds in the drug discovery processes. The candidate made a significant contribution by developing a CMKb (Customary Medicinal Knowledgebase) which will assist in the discovery of novel uses of medicinal plants and will help in preserving the ancient knowledge related to these plants. These types of databases have to be made in future to exploit the potential of natural plants present in various bio-geographical regions, This kind of effort will ultimately strengthen the lead libraries for drug discovery. The candidate has studied the distribution of physicochemical properties among human metabolites, drugs and toxins. The results have shown that the physicochemical properties of current drugs share similarity with toxins than with human metabolites. This is a remarkable finding made by the candidate and will lead to refinement of the databases used for drug designing and discovery."

"The first part of this thesis details the development of an online relational database for collation and dissemination of Aboriginal medicinal plant knowledge. The second section details a comprehensive structural analysis of drug molecules, metabolites and toxins and the predominant chemical scaffolds and fragment co-occurrences within these data sets. The final section of the thesis details the virtual screening of compounds for anthelmintic activity. The thesis is logically presented. The candidate is clearly comfortable with the various aspects of chemoinformatics and the scientific content is of significant impact to the pharmaceutical industry. The thesis is written in a clear and straightforward manner. I congratulate Varun on an excellent piece of work and I recommend award of the PhD degree."

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

RECOMMENDED
That Khanna Varun’s PhD thesis entitled “Molecular similarity and diversity analysis of bioactive small molecules using chemoinformatics approaches” be awarded a Vice-Chancellor’s Commendation.

O’GRADY, CATHERINE ANNE
FOHS PHD
Principal Supervisor: Professor Christopher N. Candlin
Associate Supervisor: Dr Peter Roger
Thesis submitted for examination: 01 April 2011
Thesis title: The nature of expert communication as required for the general practice of medicine – A discourse analytical study.

On 02 September 2011, the HDRC recommended that Catherine Anne O’Grady’s PhD thesis be awarded.

The following comments were received from the examiners:

“This is an excellent thesis. It breaks new ground both in the production of new knowledge in an under-researched setting and in the thoroughly engaging way in which the reader is led through a discovery process in each chapter. It is a delight to read and shows an authoritative grasp of both the medical communication literature and discourse/conversation analysis. The bridging of academic
The thesis is well organised and covers a substantial number of areas in its 7 chapters. In the first, the author sets the scene, showing an excellent grasp of communication research and practice in the GP world which she sustains throughout the thesis… She shows an easy fluency in assimilating and presenting a wide range of approaches from both health communication and discourse analysis. Indeed, her confidence in discussing and assessing such a large literature is remarkable. She tackles head on the disputed areas of ‘empathy’ and ‘rapport’ and shows through detailed analysis how these are complex, situated and interactive. Her methodological decisions and close DA/CA analysis demonstrate a good grasp of the discourse literature. Her style of writing and engaging the reader is exemplary. Through several different strategies she grounds concepts and theories in data examples, synthesises and also critiques widely accepted approaches and sets up questions to present a problem before going on to suggest a solution. A very substantial part of the thesis consists of close analysis and interpretation of interactive data and she succeeds well in sustaining the reader’s engrossment in this analysis through both a precise but also imaginative use of language. The commitment to move from analysis to practical relevance is well carried out in the final chapter. It is refreshing to read a thesis that does not leave the examiner, as is so often the case, reading claims of practical relevance with little evidence of what this might be or how it would be worked out in practice. This thesis sets out its stall at the beginning and delivers on its promise by the end.”

“This strengths of this thesis: Very important topic of research, Good discussion of candidate’s relevant personal background (as teacher of ESP) to help motivate the research interest, Clear grounding in all chapters in a wide range of relevant literature (from foundational publications through cutting edge in-press works), Good movement from one analytical section to the next, Excellent concise characterization of Conversation Analysis, Interactional Sociolinguistics and Mediated Discourse Analysis, Excellent discussion of joint problematisation (ethnographic spadework), Excellent decision to focus on empathy, rapport, and the achievement of common ground as a basis for shared decision making; good clear discussion of each, Solid evidence of fluency with multiple approaches to interactional analysis, Insightful discussion of issues related to the triad, Excellent goal of practical relevance to practitioners, including medical educators and evaluators. Thank you for providing me the opportunity to read this thought-provoking work. I enjoyed it a great deal.”

“This is a superb thesis, one of the very best that I have examined. It is clearly written, meticulous and scholarly. The candidate’s presentation in Chapter 2 and elsewhere of the theoretical underpinnings of her work is rigorous and detailed. She demonstrates a thorough reading of the literature of general practice, especially that relating to the consultation. Her discussion of key analytic themes in Chapter 3 reflects a sophisticated synthesis of the relevant literature and displays a nuanced understanding of the context and processes of general practice consultations. The candidate’s empirical work is grounded by her ethnographic research in the institutional context of general practice education. She displays a clear understanding of contemporary general practice education in Australia. She selected for detailed discourse analysis a small sample of video-recorded consultations representing three types of clinical scenario that are considered by general practitioners to be communicatively challenging. Her analysis of these exemplars is fine-grained, nuanced and rigorous.”

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

RECOMMENDED
That Catherine Anne O’Grady’s PhD thesis entitled “The nature of expert communication as required for the general practice of medicine – A discourse analytical study.” be awarded a Vice-Chancellor’s Commendation.

Dr Ren Yi
Director, Higher Degree Research Office
Appendix A: Revised Joint Research Degree Rules

Joint research degree rules

1. (1) There shall be the following joint program degree:
   (a) Doctor of Philosophy (PhD);

   (2) Any degree referred to in Rule 1(1) may be conferred by the Council on a candidate who has to the satisfaction of the Academic Senate of Macquarie University and the equivalent body of an approved partner University/Universities complied with the requirements of these rules.

   (3) In these rules the Higher Degree Research Committee means the Higher Degree Research Committee of the Academic Senate.

   (4) Any approval, recommendation, decision or other determination whatsoever given or made by a majority of those members of the Higher Degree Research Committee present and voting at a duly convened meeting of the Committee shall for the purposes of these rules be deemed to be an approval, recommendation, decision or determination of the Higher Degree Research Committee.

   (5) Any approval, recommendation, decision or other determination authorised in any of these rules to be given or made by an Executive Dean of a Faculty, may be given or made by a member of the academic staff who has been duly delegated by that Executive Dean to give or make approvals, recommendations, decisions or determinations for the purpose of that rule.

Admission to candidature

2. (1) Before admitting an applicant as a candidate in this degree an agreement for a joint degree with the partner University/Universities must be approved by University Council and the equivalent approval authority of the partner University/Universities.

   (2) To be admitted to candidature an applicant:

   (a) shall have qualified for admission to candidature to a Doctor of Philosophy or equivalent degree in the partner University/Universities, and

   (b) shall have qualified for the award in this University of

      (i) an Honours Degree of Master, or
      (ii) a Degree of Master by Research, or
      (iii) a Degree of Master by Coursework with a substantial research component, or
      (iv) an Honours Degree of Bachelor with Honours Class I or Honours Class II Division 1, or
      (v) the Degree of Bachelor of Laws with Honours Class I or Class II or the degree of Bachelor of Legal Studies with Honours Class I or Class II, or
      (vi) a Degree of Master by Coursework together with a doctoral qualifying course involving substantial research experience; or

      (c) shall hold, from another university or tertiary institution, qualification approved by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the applicant seeks to be registered, as equivalent to the requirements set out in paragraph (b) of this clause.

      (d) in exceptional cases an applicant may qualify for admission in this University if the applicant submits evidence of academic and professional attainments and demonstrates in an appropriate discipline or disciplines a capacity for
research deemed by the Higher Degree Research Committee to be acceptable for the purpose of proceeding to the degree.

(3) Before recommending an applicant as a candidate the Executive Dean of the Faculty in which the candidate is to be registered shall be satisfied that adequate supervision and facilities are available.

Program of studies

3. (1) A candidate shall be enrolled for an award referred to in Rule 1(1) and shall be registered in a Faculty of the University.

(2) The Higher Degree Research Committee shall, on the recommendation of the Executive Dean of the Faculty in which the candidate is registered, approve he enrolment in the award specified in Rule 1(1) to which a candidate may be permitted to proceed.

(3) A candidate shall pursue a program of advanced study and research approved by the Executive Dean of the Faculty.

(4) The Executive Dean of the Faculty in which the candidate is registered shall appoint a Principal Supervisor and one or more persons who each hold an appointment with the University to supervise the program of study of the candidate. Such persons should, in the view of the Executive Dean of the Faculty, be competent to supervise the program of study of the candidate and be expected to be available for the expected period of candidature.

(5) The Faculty will appoint an Acting Supervisor when the Principal Supervisor is absent for extended periods. In consultation with the candidate, further supervisory assistance may be available at any time to the candidate through the appointment of a Co-Supervisor, Adjunct Supervisor and/or Associate Supervisor.

Period of candidature

4. The minimum period of candidature for the degree of Doctor of Philosophy shall be two years provided that in cases specially approved by the Higher Degree Research Committee this may be reduced to one year. The maximum period of candidature for the degree of Doctor of Philosophy shall be four years full-time or equivalent.

Administrative arrangements

5. (1) Subject to the contractual arrangements with the partner University/Universities, the candidate will be required to conduct research at this University and the Partner University/Universities.

(2) On satisfying the requirements of both Universities, the candidate will be eligible for the award of a Macquarie University joint research degree as specified in Rule 1(1).

(3) The award Testamur, or equivalent, will normally contain the crests of each University.

Termination of candidature

6. (1) At least twice a year and at any other time considered desirable, the Principal Supervisor appointed under Rule 3(4) hereof shall present to the Executive Dean of the Faculty in which the candidate is registered and the partner University/Universities a report on the candidate’s work.

(2) If, in the opinion of the Executive Dean of the Faculty in which the candidate is registered, the candidate’s work is unsatisfactory, the Executive Dean of the Faculty shall advise the candidate of the reasons and shall ask the candidate to show cause why candidature should not be terminated.
(3) Any show cause submission from the candidate shall be considered by the Executive Dean of the Faculty or by a committee of the Faculty. Acting on the recommendation of the committee, the Executive Dean of the Faculty may confirm the termination of candidature or permit the candidate to re-enrol and may impose conditions upon such re-enrolment.

(4) If the candidate does not show cause, or the Executive Dean of the Faculty confirms the termination of candidature, the Executive Dean shall report accordingly to the Deputy Vice-Chancellor (Research) who shall advise the candidate of termination. The advice to the candidate shall include the reasons for such decision.

(5) A candidate excluded pursuant to Rule 6(4) may appeal to the Higher Degree Research Committee. Such appeal shall be submitted in writing by the date specified by the Deputy Vice-Chancellor (Research), except that the Higher Degree Research Committee may agree to consider an appeal lodged at a later date. The Higher Degree Research Committee may dismiss the appeal or permit the candidate to re-enrol and may impose conditions upon such re-enrolment.

(6) The partner University/Universities will be advised of steps relating to termination of candidature by a candidate enrolled in a joint research program degree.

Saving clause

7. Notwithstanding anything to the contrary herein contained, the Academic Senate may, in any exceptional case in which it may deem it appropriate to do so, dispense with or suspend any requirements of or prescription by these rules. Any such action by the Academic Senate is to be reported forthwith to the Council.
Academic Quality in the Context of Online Education/Macquarie University

Presumed

- That Macquarie University has a Quality Enhancement Framework, associated policies and procedures, including for benchmarking for QA and QE purposes.
- That the ‘Quality Enhancement Guideline for University Structures and Activities’ is of particular importance. It details QE activity against the body responsible, alignment with academic or strategic plans, person(s) responsible, type of review, and frequency.
- That other contingent policies in development but of note include the Disability Action Plan.

Related MACALT Papers

A paper was tabled at the September 2010 meeting of MACALT on ‘Business Practices for MLTP Technologies’. Whist this covered business rules generally, it raised the issue of quality learning and teaching:

- Content of units, resources, learning and teaching processes, compliance with academic policies etc. relate to the quality of the online unit. Currently, the responsibility for the quality of learning and teaching in online units lies with the unit convenor and there are no formal mechanisms in place to monitor the quality of the online offering within the QE framework. Issues for consideration when designing workflow around the new LMS is what QE or QA might be integrated into the system, for example is it desirable for:
  1. Unit convenors to be required to have a base level of competence in using the technologies prior to being given a new unit for development? What is the role of Faculties or others in the support of staff that use the MLTP (e.g. induction procedures for new staff, training, issue of swipe cards, etc.)?
  2. Heads of Department or others to approve activation of existing units prior to re-use each semester or teaching period?
  3. A regular cycle of review and re-development of units to take place to coincide with Quality Enhancement cycles for programs and units?

At that time there had been little work undertaken on the business rules now incorporated into iLearn and specifically the Mortice middleware and addressing some of the items above. Work on MQUIS will also afforded greater opportunity for Faculties to ensure unit guide content complies with policy requirements. Capability mapping within MQUIS will also provide enhanced audit, diagnosis and reporting to stakeholders relative to learning and teaching of capabilities.

As was reported in the previous MACALT paper:

The University now has a suite of policies, procedures and guidelines to inform practice relative to online units. These are: The Quality Enhancement Framework, Learning Technologies Policy, Unit Guide Policy, Assessment Policy, TILT Guidelines for Good Practice, and Accessibility Guidelines1. By their nature they provide guidance at a high level setting out operating principles and roles and responsibilities. The detail of actual operations is to be defined close to the point of action. Implementing a new LMS provides a unique opportunity to revisit the existing arrangements and take a whole of lifecycle approach which streamlines administrative and support processes and integrates academic quality enhancement processes.

And so regardless of mode of delivery, we have a suite of polices, procedures and guidelines that will be adhered to in greater or lesser degrees. Similarly there may be other methodologies (viz. peer review) variously applied, that may be utilised in quality enhancement of learning and teaching.

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1 Perhaps also included should have been the Feedback from Students Policy as well as other initiatives (e.g. Teaching Standards, CEQ, AUSSE and others yet to be implemented such as UES).
Consultations with Faculties and Offices

The author contacted the Associate Deans L&T, Director of COE and Chair of ASQC for comment in preparing this paper.

**Faculty of Business and Economics** suggest using a radar chart\(^2\) to evaluate the extent of blended learning. This is primarily a quantitative rather than qualitative tool but it could be used to map the extent of activity and/or opportunity:

\[\text{Assessment} \quad \text{Dynamics} \quad \text{Communication} \quad \text{Assessment} \quad \text{Dynamics} \quad \text{Independence} \quad \text{Content} \]

FBE aim to have 36 units with optional virtual components\(^3\) by the end of 2013:

- 8 will be able to be completed virtually (with the exception of a final examination, if applicable)
- 8 will have lectures available in a format that does not require campus attendance (online, DVD etc., conferencing) – asynchronous or synchronous
- 8 will have tutorial available in a format that does not require campus attendance
- 8 will have assessment components delivered in an online format

The strategy used to assure completion includes:

- Demonstration of exemplars in department meetings
- Nominations of units/staff from HODs (1 unit per department per semester)
- Rewards for converting units (technical and pedagogical support, plus merit loading in PDR)
- Availability of technical and pedagogical support
- Administrative support e.g. category of timetabling to allow for enrolment in the virtual component
- Monitor effectiveness with formal evaluation
- Showcase innovations at learning and teaching week (or Faculty forum)
- Audit at end 2011, 2012 and 2013

**Faculty of Arts** report internal discussions taking place concerned with these issues of quality assurance. Arts suggest that needed at the very least are:

**QA Baseline Standards**: i) An LMS structure that guides academics to meet policy requirements (templates would be useful); ii) Key people allocated to check things like copyright, unit outline (inclusive of aspects such as policy requirements for assessments, learning outcomes etc.), links and communication tools functional, presentation etc.

**QA Admin**: i) All Convenors notified of pedagogic design features for units in the LMS; ii) ‘go-live’ checklist for Convenors and EDs; iii) Reports presented to FSQC by all Departments.

**On-going Evaluation**: i) Functional overview of units prior to release online; ii) Spot check during semester to ensure technical aspects of the LMS as working.

Arts also comments on the need to promote online delivery as at least equal to other modes of delivery (and presumably better in some situations).

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\(^3\) See also discussions under Centre for Open Education
Faculty of Human Science supported the Arts view but added the dimension of accessibility and the demands of the draft Disability Action Plan suggesting that a specialist role or support is needed to convert academic material into accessible formats.

Centre for Open Education already has a QA process regarding, for example, the OUA template but this is more functionality and style rather than broader pedagogy and curriculum issues. COE, Arts and LTC have mooted the idea of unit ‘cores’ and ‘plug-ins’. In this model every unit would have a core regardless of mode with augmentations (plug-ins) to suit different modes. The core unit would be quality controlled regardless of the mode. The mode plugins could have a different quality control regime, as they are more about the mechanics of delivery than the academic content quality. The FBE plans (above) have some similarities and UNE have the same units for off and on campus.

Emerging Discussion
That there are defined MQ policies and procedures for monitoring and enhancing quality but there are none specifically for the online environment. This gives the opportunity to establish a suitable regime or application of the current arrangements in a more systematic and/or targeted fashion.

Evoking the Quality Enhancement Guideline for University Structures and Activities show where the responsibility for (at least) content QA and compliance with standards resides: convenors have management responsibility for units and this process is governed by FSQC; Heads of Department have management responsibility for programs and this process is governed by ASQC and Senate; Associate Deans L&T have management responsibility for teaching quality and this process is governed by SLTC, Senate and the DVC (Provost).

During the development of a unit, a post-production QA system (unit is developed and then validated) is probably less desirable than a system that incorporates concurrent checking and self-regulation. Post-production validation is likely to increase lead times, is not infinitely scalable, and has the potential to be somewhat provocative if focussing on substantive content rather than basic functionality, html links etc. (especially if the validation is centralised).

Notwithstanding presumptions detailed above, a) we need to agree the scope of QA/QE, b) there should be clear identification of who (academic, committee, local or central support office, etc.) does what or ‘owns’ outcomes and/or is responsible for action in the QE/QA process, and c) Faculties have associated concerns and issues that need resolution. Taking the discussion above and relevant policies and procedures into account, the following table attempts to identify some of the logical locations for action and person(s) responsible.

<table>
<thead>
<tr>
<th>What</th>
<th>Owner</th>
<th>How</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>An LMS structure that guides academics in LMS administration</td>
<td>Director, LTC</td>
<td>MORTICE</td>
<td>Based on business rules MORTICE requires units to be ‘ordered’ and managed by delegated authorities.</td>
</tr>
<tr>
<td>An LMS structure that guides academics in layout and content design</td>
<td>Associate Deans L&amp;T</td>
<td>iLearn templates</td>
<td>Developed with LTC via exemplar units and pilot work in 2011 (on-going thereafter)</td>
</tr>
<tr>
<td>An LMS structure that guides academics in unit design and mapping</td>
<td>MQUIS Project Owner</td>
<td>MQUIS</td>
<td>Based on protocols emergent from MQUIS Steering Group</td>
</tr>
<tr>
<td>Key people to check online</td>
<td>Convenors/FSQCs</td>
<td>Against standards,</td>
<td>LTC develop checklists in</td>
</tr>
</tbody>
</table>

4 This function is performed by MQAS for students referred through Student Wellbeing. Creating accessible materials regardless of referral and therefore (dis)ability is largely accommodated by resources being an appropriate format (typically electronic text).

5 The focus or scope of QE/QA may need to be further considered; is it for example different to any other mode of learning and teaching? This is widely discussed in a variety of sources including our own TILT plan and see appendix for an external example.
<table>
<thead>
<tr>
<th>content and resources, materials etc. against policy.</th>
<th>COE for OUA (and perhaps all DE?)</th>
<th>timelines, checklists and tools</th>
<th>Self-regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenors notified of pedagogic requirements for units in LMS</td>
<td>Associate Deans L&amp;T COE for OUA and perhaps all DE?</td>
<td>Against Faculty standards and/or central checklists and tools</td>
<td>LTC may support ADs as required in development of standards, materials, processes etc.</td>
</tr>
<tr>
<td>Copyright compliance</td>
<td>Library</td>
<td>Against standards, timelines, checklists and tools</td>
<td>Self-regulation</td>
</tr>
<tr>
<td>Functionality check</td>
<td>Convenors/FSQCs</td>
<td>Self-regulation or local compliance process against checklists/tools</td>
<td>LTC can develop checklists and tools</td>
</tr>
<tr>
<td>Reports presented to FSQC</td>
<td>HODs</td>
<td>Aggregated report detailing process issues, evaluations and plans for enhancement</td>
<td>Could eventually include data from the Analytics warehouse</td>
</tr>
<tr>
<td>Feedback from students</td>
<td>Convenors/HODs COE in case of OUA</td>
<td>TEDS and alternative methods</td>
<td>Undertaken online through the TEDS system, augmented or alternated with other types of feedback</td>
</tr>
<tr>
<td>Professional development and guidance</td>
<td>Director LTC Associate Deans L&amp;T Director COE</td>
<td>Central, local and bespoke workshops and training for pedagogy, policy requirements and technical operation. Guidelines for good practice, advice etc.</td>
<td>Promotes communities of practice Courses similar to FLaME Promotes communities of practice Professional development and guidance materials for ‘off-campus’ L&amp;T</td>
</tr>
<tr>
<td>Faculty-based training and JIT support</td>
<td>Faculty and COE iLearn Training and Support Officers (continuing)</td>
<td>Workshops, surgeries and one-to-one</td>
<td>This role will be augmented by a casual cohort during iLearn implementation</td>
</tr>
<tr>
<td>iLearn implementation support</td>
<td>Faculty Liaison Officers</td>
<td>Liaising between central team and Faculties</td>
<td>Organisation and management of Faculty projects, timelines, schedules etc.</td>
</tr>
<tr>
<td>Day to day checking of the systems for errors and fixes</td>
<td>LTC Help Desks, SITH etc.</td>
<td>Ticket system and phone help-desk</td>
<td>Moving toward standardised software QA processes (ITIL, COBIT etc)</td>
</tr>
<tr>
<td>An LMS that is responsive to changing L&amp;T requirements</td>
<td>Provost</td>
<td>An established LMS governance process</td>
<td>Governs extensibility, new developments, QE, etc.</td>
</tr>
</tbody>
</table>

**Conclusions**

Seismic shifts such as the move to iLearn offer an opportunity to align our QE/QA practices by applying policies, procedures and guidelines already in action.

Much of the QE/QA process needs to be located ‘close to the action’ but supported by central units and offices.

Cyclic timetables and responsibilities for systematic checking and maintaining of quality should be clearly identified.

Changes are best viewed as a medium to long-term projects and setting some achievable targets, supporting strategies and evaluation seems appropriate (as in FBE).
Following the above, FBE, Arts, COE and LTC are all showing some interest in ‘core’ and ‘plug-in’ elements to units, enabling delivery in various modes.

Quality control templates should be produced for core and mode (on-campus, off-campus, and composite/blended) leveraging existing quality control cycle and associated mechanisms. Some attention needs to be given to governance of innovation and adoption, especially with the extensibility of iLearn.

Appendix - An example of QE/QA scope
The Sloane Consortium and related Quality Matters Program are North American initiatives exclusively focussed on online education. The QM Rubric is primarily aimed at validation and accreditation of course design but the broad themes and embedded criteria are familiar:

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Resources and Materials
5. Learner Engagement
6. Course Technology
7. Learner Support
8. Accessibility

Ian Solomonides
May 2011 (updated June 3rd 2011)

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6 Templates will have expected minimum quality standards addressed governing inclusions for example:
a) Meet L&T policies e.g. - Academic quality guidelines specific to discipline, assessment policy, unit guide online, Academic Program section approvals and cycle of reviews, assignment submission requirements, intended use of print and online resources, graduate outcomes and capabilities mapping, accessibility, etc.
b) Specific templates for the three modes should include appropriate Moodle functionality, e-Reserve access, tutor-student interaction level with examples of acceptable frequency and types of interactions, student support plugins and associated student help, IT help, library help, COE help, mode specific help, content specific help etc.
UPRG REVIEW: WITHDRAWAL AND DISCONTINUANCE (COURSEWORK) POLICY

The UPRG Review of the Withdrawal and Discontinuance (Coursework) Policy and Withdrawal without Penalty (Coursework) Procedure has been completed. The Policy is now ready for the Senate to consider/approve.

Background:

- The Coursework Studies Committee recommended the Policy & Procedure documents for forwarding to UPRG at its meeting on 6 April 2009.
- UPRG subsequently sought clarification on a number of matters.
- The amended documents have now been approved by UPRG.

RECOMMENDED

*That Academic Senate adopts the attached Withdrawal and Discontinuance (Coursework) Policy with commencement for units undertaken from 1 July 2011 or later.*
## POLICY

### Withdrawal and Discontinuance (Coursework) Policy

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To outline the University policy on:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- withdrawing from a coursework unit</td>
</tr>
<tr>
<td></td>
<td>- withdrawing from a coursework unit without academic penalty and/or financial liability</td>
</tr>
<tr>
<td></td>
<td>- discontinuing a course</td>
</tr>
<tr>
<td></td>
<td>- the relationship between withdrawing from units and discontinuing a course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview</th>
<th>Macquarie University aims to provide flexibility for students undertaking tertiary study by removing undue academic penalty and/or financial liability for students who experience serious and unavoidable disruption which makes it impractical for them to successfully complete unit or course requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For a variety of reasons some coursework students may choose to withdraw from one or more units in which they are enrolled. It is a student’s responsibility to correctly manage their unit enrolment.</td>
</tr>
<tr>
<td></td>
<td>The University provides a range of academic and support services to assist students with their studies. While advice may be given, it is ultimately a student’s responsibility to access these services as they believe appropriate and necessary.</td>
</tr>
<tr>
<td></td>
<td>The University has a clear and unambiguous statement on withdrawal that emphasises consistency, equity, timeliness and transparency in relation to requests for withdrawal.</td>
</tr>
</tbody>
</table>

### DEFINITIONS

**Census Date:** the date by which a student must withdraw from a unit if they do not wish to be liable for Higher Education Contribution Scheme (HECS) charges or tuition fees. If a student remains enrolled after the Census Date, they will be liable for all associated unit fees.

**Discontinuance:** a student is considered to have discontinued their course if they:

- withdraw from all of the units for which they are enrolled in that calendar year and for which a grade has not been determined, or
- are not enrolled in any units for one of: two consecutive semesters, three consecutive trimesters, or four consecutive terms.

**Enrol:** the action taken by a student to add a unit to their program of study via eStudent or by submitting the [Application to Withdraw from](#)
Unit(s) without Academic Penalty and/or Financial Penalty form, and for which they are liable for fees and a subsequent recording of an academic status.

Withdraw:

- the action taken by a student to remove a unit from their program of study via eStudent or by submitting an Application to Withdraw from Unit(s) without Academic Penalty and/or Financial Penalty form.
- a status for a unit of study that indicates a student has withdrawn from the unit without academic penalty. Units with withdraw ('W') status still incur a financial liability.

Last Date to Withdraw Without Academic Penalty: The date by which a student must withdraw from a unit or units or they will be deemed to have failed the unit unless they meet the learning outcomes. If a student remains enrolled after this date and either subsequently withdraws or fails to meet the unit learning outcomes, their record will be endorsed with a grade of ‘F’ (Fail) unless they are able to demonstrate an event or circumstances that evidence unavoidable disruption.

Unavoidable Disruption: an event or circumstance that meets all four criteria:

(a) could not have reasonably been anticipated, avoided or guarded against, and
(b) was beyond the student’s control, and
(c) caused substantial disruption to the student’s capacity for effective study and/or the completion of required work to the extent that they were unfit to complete the unit, and
(d) substantially interfered with the otherwise satisfactory fulfilment of unit program requirements.

Scope

This policy applies to all coursework students of Macquarie University, including students undertaking non-award study, and to staff involved in the academic administration of coursework study.

Policy

The University will publish a Census Date and a Last Date to Withdraw Without Academic Penalty for every coursework unit.

For a request to Withdraw Without Penalty to be considered, the application must be submitted before a student sits the final exam for that unit or units.

Once a grade has been ratified by the Academic Senate it will not be changed. In exceptional circumstances the Deputy Vice-Chancellor (Provost) may approve an application submitted at a later date.

WITHDRAWAL

The University permits a student to withdraw from a unit or units of study in which they are enrolled.

The date of withdrawal from a unit will be:

- the date that the student withdraws from the unit online via
eStudent or by submitting the Application to Withdraw from Unit(s) without Academic Penalty and/or Financial Penalty form, or

- in exceptional and approved situations, the date that the Academic Registrar receives written notification of a student’s request to withdraw.

When a student withdraws from a unit by the Census Date they will be considered to be 'not effectively enrolled' and neither academically penalised nor financially liable for the unit.

WITHDRAWAL AFTER CENSUS DATE

When a student remains enrolled in a unit after the Census Date they are deemed to be ‘effectively enrolled’ and financially liable.

Students who are ‘effectively enrolled’ and who withdraw from a unit after the Census Date but before the Last Day to Withdraw Without Academic Penalty, will record no academic penalty and the student’s record will be endorsed with the status ‘W’ (Withdrawn).

Students who are ‘effectively enrolled’ and who withdraw from a unit after the Census Date will be financially liable for either:

- the relevant student contribution fee from their Commonwealth Supported Place (CSP) and their consumed Student Learning Entitlement (SLE), or
- the relevant up-front tuition fee paid to the University, or
- the relevant debt incurred as a Commonwealth FEE-HELP loan

unless the student successfully requests to withdraw without financial penalty due to unavoidable disruption to their study.

WITHDRAWAL AFTER LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY

Students who are ‘effectively enrolled’ and who withdraw from a unit after the Census Date and after the Last Day to Withdraw Without Academic Penalty will be deemed to have failed the unit. The student’s record will be endorsed with the grade ‘F’ (Fail) unless the student successfully requests to withdraw without academic penalty due to unavoidable disruption to their study.

WITHDRAWAL WITHOUT ACADEMIC AND/OR FINANCIAL PENALTY

A student may request to withdraw without academic penalty and/or financial liability due to unavoidable disruption to their study.

Where a request to withdraw due to unavoidable disruption is approved by the University:

- the student’s record will be endorsed with the status ‘W’ denoting ‘Withdrawn’
- the relevant debt will be extinguished or reversed.
DISCONTINUANCE

Students may discontinue their course and elect to return to the same course provided they meet conditions in the Re-Admission Procedure.

COMPLIANCE AND BREACHES

The University will manage breaches of this Policy, and any associated procedures, by applying:

- the appropriate processes of the relevant industrial instrument to staff breaches
- disciplinary procedures applicable to student misconduct to student breaches.

Cases of serious, deliberate, and/or criminal breach may result in disciplinary action, may be referred to external authorities and may result in civil or criminal proceedings.

<table>
<thead>
<tr>
<th>Contact Officer</th>
<th>Assistant Academic Registrar, Coursework Studies Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Date</td>
<td>tbd</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Commencement Date</td>
<td>For units undertaken from 1 July 2011</td>
</tr>
<tr>
<td>Amendment Dates</td>
<td>July 2014</td>
</tr>
<tr>
<td>Next Review Date</td>
<td>July 2014</td>
</tr>
</tbody>
</table>

Related Policies, Procedures, Guidelines, Forms and Templates

- Macquarie International Refund Policy
- Re-admission Procedure
- Recreditting of Student learning Entitlement (SLE) Procedure
- Refund of Up-Front Tuition Fees Procedure
- Remission of HECS-HELP Procedure
- Remission of FEE-HELP Procedure
- Special Consideration Policy
- Withdrawal without Penalty (Coursework) Procedure

Form

Application to Withdraw from Unit(s) without Academic Penalty and/ or Financial Liability form

Legislation

- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students

Bachelor Degree Rule 10(6)(b)
Graduate Diploma Rule 5
Graduate Certificate rule 5
<table>
<thead>
<tr>
<th>Policies/Rules Superseded by this Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree Rule 12</td>
</tr>
<tr>
<td>Graduate Diploma Rule 7</td>
</tr>
<tr>
<td>Graduate Certificate Rule 7</td>
</tr>
<tr>
<td>Certificate Rule 6</td>
</tr>
<tr>
<td>Diploma Rule 8</td>
</tr>
<tr>
<td>Diploma in Community Management 8</td>
</tr>
<tr>
<td>Master by Coursework Rule 9</td>
</tr>
<tr>
<td>Postgraduate Diploma Rule 9</td>
</tr>
<tr>
<td>Postgraduate Certificate Rule 9</td>
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<table>
<thead>
<tr>
<th>Keywords</th>
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</thead>
<tbody>
<tr>
<td>Discontinuance, Withdrawal, Census, Unavoidable Disruption</td>
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</table>
MACQUARIE UNIVERSITY

SAVING CLAUSE

(1) Submission from the Faculty of Human Sciences

The Faculty of Human Sciences submitted two recommendations for the Saving Clause, for Ms Adrian Karen Burns and Ms Alice Moginie. The submission was circulated to members of Academic Senate via ‘flying minutes’ for urgent consideration.

Based on the results of voting (14 votes in support of two recommendations, 1 vote in support of a recommendation for Ms Burns only, and 10 votes against the recommendations), Academic Senate resolved that in accordance with Rule 20 of the Bachelor Degree Rules, the Saving Clause be invoked to enable Ms Adrian Karen Burns and Ms Alice Moginie to satisfy degree requirements for the Bachelor of Business Administration with Bachelor of Arts - Psychology without completing additional three credit points at 300 level, provided all other requirements have been met. This decision will be recorded in the minutes of the October meeting of Academic Senate.

(2) Submission from the Faculty of Science

On 9 September 2011 the office of Academic Senate received a request from the Faculty of Science for the invocation of the Saving Clause for Mr Damien Giles, as attached (circulated via email).

A decision was needed urgently as the student had a job offer contingent on meeting the requirements for the degree. The Chair of Academic Senate was asked to consider the case on behalf of Academic Senate. The recommendation for Damien Giles was supported by the Dean of Students, who consulted the student and encouraged him on two occasions to apply for the Saving Clause.

Considering the urgency of the case and the comments provided by the Faculty, Professor Fitness made a decision to approve the use of the Saving Clause for Mr Damien Giles, to allow him to obtain 3cp as credit for previous study at 300 level. Academic Senate is now asked to ratify this decision.

Andrew Burrell

ACTING ACADEMIC REGISTRAR
MACQUARIE UNIVERSITY

SCHEDULE OF DATES 2012

Input was solicited from key stakeholders and incorporated into the attached Schedule of Dates for 2012 for Committees of Council and Committees reporting to Council. The document will be recommended to Council for approval and published in the Calendar of Governance for 2012.
MACQUARIE UNIVERSITY
COMMITTEES OF COUNCIL/COMMITTEES REPORTING TO COUNCIL
SCHEDULE OF DATES FOR 2012
Last updated on 28 September 2011

### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Wed  4</td>
<td></td>
<td>Summer Term Starts</td>
</tr>
<tr>
<td>January</td>
<td>Thu  26</td>
<td></td>
<td>Public Holiday Australia Day</td>
</tr>
<tr>
<td>January</td>
<td>Tue  31</td>
<td>9.30am</td>
<td>Academic Standards and Quality Committee</td>
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</table>

### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Wed  1</td>
<td>4.00pm</td>
<td>Finance and Facilities Committee</td>
</tr>
<tr>
<td>February</td>
<td>Thu  2</td>
<td>10.00am</td>
<td>Admissions Committee</td>
</tr>
<tr>
<td>February</td>
<td>Fri  3</td>
<td>9.30am</td>
<td>Higher Degree Research Committee</td>
</tr>
<tr>
<td>February</td>
<td>Wed  8</td>
<td>9.30am</td>
<td>Senate Learning and Teaching Committee</td>
</tr>
<tr>
<td>February</td>
<td>Tue  14</td>
<td>9.30am</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>February</td>
<td>Wed  22</td>
<td>4.00pm</td>
<td>University Council</td>
</tr>
<tr>
<td>February</td>
<td>Thu  23</td>
<td>3.00pm</td>
<td>Library Committee</td>
</tr>
<tr>
<td>February</td>
<td>Mon  27</td>
<td></td>
<td>First Half Year Begins</td>
</tr>
<tr>
<td>February</td>
<td>Tue  28</td>
<td>9.30am</td>
<td>Academic Standards and Quality Committee</td>
</tr>
</tbody>
</table>

### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Mon  5</td>
<td>4.00pm</td>
<td>Honorary Awards Committee</td>
</tr>
<tr>
<td>March</td>
<td>Tue  13</td>
<td>9.30am</td>
<td>Academic Standards and Quality Committee</td>
</tr>
<tr>
<td>March</td>
<td>Thu  15</td>
<td>10.00am</td>
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<td>March</td>
<td>Wed  21</td>
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<tr>
<td>March</td>
<td>Fri  23</td>
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<td>Wed  28</td>
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<td>March</td>
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### April

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<th>Committee</th>
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<tbody>
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<tr>
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<tr>
<td>April</td>
<td>Fri 20</td>
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**May**

<p>| May  | Tue 1  | 9.30am | Academic Senate (reserve) |
| May  | Wed 2  | 9.30am | Senate Learning and Teaching Committee |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
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<tr>
<td>May 15</td>
<td>Tue</td>
<td>9.30am</td>
<td>Academic Standards and Quality Committee</td>
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<tr>
<td>May 26</td>
<td>Sat</td>
<td>9.30am</td>
<td>Graduation Ceremony</td>
</tr>
<tr>
<td>May 30</td>
<td>Wed</td>
<td>4.00pm</td>
<td>Finance and Facilities Committee</td>
</tr>
<tr>
<td>May 31</td>
<td>Thu</td>
<td>3.00pm</td>
<td>Library Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Audit and Risk Committee</td>
</tr>
<tr>
<td>June 1</td>
<td>Fri</td>
<td>9.30am</td>
<td>Higher Degree Research Committee</td>
</tr>
<tr>
<td>June 5</td>
<td>Tue</td>
<td>9.30am</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>June 7</td>
<td>Thu</td>
<td>10.00am</td>
<td>Admissions Committee</td>
</tr>
<tr>
<td>June 8</td>
<td>Fri</td>
<td></td>
<td>Last day of classes</td>
</tr>
<tr>
<td>June 11</td>
<td>Mon</td>
<td></td>
<td>Public Holiday Queens Birthday</td>
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<tr>
<td>June 12</td>
<td>Tue</td>
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<td>Mid-year examination period begins</td>
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<tr>
<td>June 13</td>
<td>Wed</td>
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<td>University Council Seminar</td>
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<td>June 26</td>
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<td>Academic Standards and Quality Committee (reserve)</td>
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<td>June 29</td>
<td>Fri</td>
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<td>Mid-year examination period ends and first half year ends</td>
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<td>July 6</td>
<td>Fri</td>
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<td>July 13</td>
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<td>July 30</td>
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<td>August 2</td>
<td>Thu</td>
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<td>August 7</td>
<td>Tue</td>
<td>9.30am</td>
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<td>August 14</td>
<td>Tue</td>
<td>9.30am</td>
<td>Academic Standards and Quality Committee (reserve)</td>
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<tr>
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<td>Day</td>
<td>Time</td>
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<td>August</td>
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<td>University Council</td>
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<td>Library Committee</td>
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<tr>
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<td>Tue 18</td>
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<td>September</td>
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<td>October</td>
<td>Wed 17</td>
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<td>Day</td>
<td>Time</td>
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<td>Thu</td>
<td>18</td>
<td>3.00pm Library Committee</td>
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<td>Tue</td>
<td>23</td>
<td>9.30am Academic Standards and Quality Committee</td>
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<tr>
<td>November</td>
<td>Fri</td>
<td>2</td>
<td>9.30am Higher Degree Research Committee</td>
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<td>Fri</td>
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<td>4.00pm Honorary Awards Committee</td>
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<td>Tue</td>
<td>13</td>
<td>9.30am Academic Senate</td>
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<td>Wed</td>
<td>14</td>
<td>4.00pm Finance and Facilities Committee</td>
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<td>Thu</td>
<td>15</td>
<td>3.00pm Audit and Risk Committee</td>
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<td>November</td>
<td>Tue</td>
<td>20</td>
<td>10.30am Academic Standards and Quality Committee</td>
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<td>November</td>
<td>Thu</td>
<td>22</td>
<td>10.30am Admissions Committee</td>
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<td>November</td>
<td>Wed</td>
<td>28</td>
<td>9.30am Senate Learning and Teaching Committee</td>
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<tr>
<td>November</td>
<td>Fri</td>
<td>30</td>
<td>End of year examination period and second half year ends</td>
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<tr>
<td>December</td>
<td>Wed</td>
<td>5</td>
<td>2:00pm University Council Seminar</td>
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<td>December</td>
<td>Thu</td>
<td>13</td>
<td>4.00pm University Council</td>
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<td>December</td>
<td>Thu</td>
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<td>10.00am Admissions Committee</td>
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<tr>
<td>December</td>
<td>Wed</td>
<td>26</td>
<td>2:00pm Academic Senate</td>
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*Note: The table above outlines meetings and their respective dates, times, and locations.*
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.

Andrew Burrell
ACTING ACADEMIC REGISTRAR
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.

Faculty of Arts
CROWL, Meagan Tara  Master of Arts in Creative Writing

Faculty of Business and Economics
GORDON, John Christopher  Master of Applied Finance

Faculty of Human Sciences
NEAVE, Lorraine Ann  Master of Applied Linguistics

RECOMMENDED
That the Vice-Chancellor’s Commendation be awarded to the 3 Masters coursework graduands listed above.

Andrew Burrell
ACTING ACADEMIC REGISTRAR
Dr Willa McDonald resigned from the office of Academic Senate as a representative from the Faculty of Arts. Professor Simons, The Executive Dean of the Faculty of Arts, nominated A/Professor Mark Evans, Head of the Department of Media, Music, Communication and Cultural Studies, to fill the vacancy.

RECOMMENDED
That pursuant to Rule 2(3) of Academic Senate Rules, Academic Senate approve the co-option to its membership of A/Professor Mark Evans from the Faculty of Arts for a remainder of the term of office of Dr Willa McDonald, i.e. 31 December 2012.

Andrew Burrell
ACTING ACADEMIC REGISTRAR
MACQUARIE UNIVERSITY

MEMBERSHIP – ACADEMIC STANDARDS AND QUALITY COMMITTEE

(1) Renewal of Membership

The term of office of Dr Ian Plant, who represents the Faculty of Arts on the Academic Standards and Quality Committee, expired on 31 July 2011.

The Executive Dean of the Faculty of Arts, Professor John Simons, has recommended that Dr Plant’s term of office be renewed for a further two years from 1 August 2011.

RECOMMENDED
That the term of office of Dr Ian Plant on the Academic Standards and Quality Committee be renewed for a further two years from 1 August 2011.

The term of office of Mrs Sue Spinks, who represents the Faculty of Human Sciences on the Academic Standards and Quality Committee, expires on 31 December 2011.

The Executive Dean of the Faculty of Human Sciences, Professor Janet Greeley, has recommended that Mrs Spinks term of office be renewed for a further two years from 1 January 2012.

RECOMMENDED
That the term of office of Mrs Sue Spinks on the Academic Standards and Quality Committee be renewed for a further two years from 1 January 2012.

(2) Appointment of Alternate Members

The Executive Dean of the Faculty of Arts, Professor John Simons, has recommended that Mr George Tomossy be appointed as an alternate member (Category c) representing the Faculty of Arts on the Academic Standards and Quality Committee.

RECOMMENDED
That Mr George Tomossy be appointed as an alternate member (Category C) representing the Faculty of Arts on the Academic Standards and Quality Committee.

The Executive Dean of the Faculty of Business and Economics, Professor Mark Gabbott, has recommended that Dr Jana Bowden be appointed as an alternate member (Category c) representing the Faculty of Business and Economics on the Academic Standards and Quality Committee.

RECOMMENDED
That Dr Jana Bowden be appointed as an alternate member (Category C) representing the Faculty of Business and Economics on the Academic Standards and Quality Committee.

Andrew Burrell
ACTING ACADEMIC REGISTRAR