ACADEMIC SENATE

A meeting of the Academic Senate will be held from 9:30am until 12:00pm on Tuesday 16 February 2016 in the Senate Room, Lincoln Building (C8A), Level 3.

This symbol ★ indicates items that have been starred for discussion at the meeting. Members are requested to notify the Chair, Professor Dominic Verity, of any additional items which they wish to have starred and the reason for seeking discussion of those items.

Members who are unable to attend the meeting are requested to send their apologies to Zoe Williams (Head of Governance Services) by email senate@mq.edu.au.

AGENDA

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   2.1 Disclosure of Conflicts of interest
   2.2 Adoption of Unstarred Items
★ 3. MINUTES OF THE PREVIOUS MEETING
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   (For approval)
★ 4. BUSINESS ARISING FROM THE MINUTES
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   (For discussion)
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★ 6. VICE-CHANCELLOR ORAL UPDATE
★ 7. QUESTION TIME
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   (For discussion)
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★ 9. QUESTIONS ON NOTICE
   Members are requested to submit Questions on notice to the Chair two days in advance of the meeting.
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    Pages 58 to 59 ★ 10.1 Increasing the term of Student Representatives on Academic Senate
    (For recommendation)
    Page 60 ★ 10.2 Co-option of the Chair of Senate Learning and Teaching Committee
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12. ITEMS FOR APPROVAL FROM SLTC

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(For approval)

13. REPORTS FROM STANDING COMMITTEES

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13.1 Academic Senate Standing Committee
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(For discussion)

Pages 96 to 99
13.2 Academic Standards and Quality Committee
Report of the meeting held 2 February 2016
(For noting)

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14. REPORTS FROM FACULTY BOARDS
(For noting)

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14.1 Faculty of Arts Faculty Board
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Pages 106 to 107
14.2 Faculty of Business and Economics Faculty Board
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Pages 108 to 109
14.3 Faculty of Human Sciences Faculty Board
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Pages 110 to 112
14.4 Faculty of Medicine and Health Sciences Faculty Board
Report of the meeting held 8 December 2015

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14.5 Faculty of Science and Engineering Faculty Board
Report of the meeting held 8 December 2015

15. CONSIDERATION OF CONFIDENTIAL ITEMS

15.1 Standing Committee on Appeals
Minutes of the Standing Committee on Appeals meeting held 3 December 2015 will be tabled.

16. OTHER BUSINESS

17. NEXT MEETING

The next meeting of the Academic Senate will be held on Tuesday 5 April 2016.
Agenda Items are due by Tuesday 22 March 2016.
 ITEM 3  MINUTES OF THE PREVIOUS MEETING

The Minutes of the meeting held 15 December 2015 are provided.

For approval.

Recommended resolution:
Academic Senate resolve to approve the Minutes of the meeting held 15 December 2015 as a true and correct record.
Minutes of a meeting of the Academic Senate, held at 9.30 am on Tuesday 15 December 2015, in the Senate Room, Lincoln Building C8A, Level 3.

PRESENT

Professor Dominic Verity
Deidre Anderson
Professor Amanda Barnier
Dr Yvonne Breyer
Associate Professor David Coutts
Associate Professor Pamela Coutts
Professor Linda Cupples
Professor Bruce Dowton
Dr Kate Fullagar
Professor Mark Gabbott
Professor Simon George
Professor Simon Handley
Professor Norma Harrison
Professor Mariella Herberstein
Professor Mike Jones
Professor Nick Mansfield
Professor Patrick McNeil
Professor Kathryn Millard
Professor Peter Nelson
Dr Kerry-Ann O’Sullivan
Professor Jacqueline Phillips
Professor Peter Radan
Professor John Simons
Professor Lucy Taksa
A/Professor Estela Valverde
Julia Yang

IN ATTENDANCE

Fiona Burton
Ellen Carlson
Ainslee Harvey
A/Professor Shane Hearn
Kerri MacKenzie
Alex Swain
Ian Robertson
Zoe Williams
Kathryn Whittingham
Jonathan Wylie

APOLOGIES

Dr Trudy Ambler
Dr Ayse Bilgin
Dr Wylie Bradford
Harry Dang
Professor Alex Frino
Anna Glen
Jeremey Gunter
Gabrielle Hardy
Professor Lesley Hughes
Jinji Kong
Nicholas McGuigan
Professor Barbara Messerle
Professor Martina Mollering
Simon Populin
Professor Sakkie Pretorius
Cathy Rytmeister
A/Professor Ian Solomonides
JoAnne Sparks
Cheryl Ware
Professor Sherman Young
1. APOLOGIES / WELCOME / ACKNOWLEDGEMENT OF COUNTRY

The Chair opened the meeting, and acknowledged the traditional custodians of the land.

The Chair welcomed members and attendees to the meeting.

The Chair noted that apologies had been received from Dr Trudy Ambler, Dr Ayse Bilgin, Dr Wylie Bradford, Harry Dang, Professor Alex Frino, Anna Glen, Jeremy Gunter, Gabrielle Hardy, Professor Lesley Hughes, Jinji Kong, Nicholas McGuigan, Professor Barbara Messerle, Professor Martina Mollering, Simon Populin, Professor Sakkie Pretorius, Cathy Rytmeister, Associate Professor Ian Solomonides, JoAnne Sparks, Cheryl Ware and Professor Sherman Young.

The Chair noted A/Professor Trudy Ambler’s appointment as the interim Head of the Department of Indigenous Studies and her appointment as an ex-officio member of Academic Senate.

The Chair noted the contributions of Professor Ian Solomonides as a member of the Academic Senate and the Senate Learning and Teaching Committee for the past seven years and thanked him for his work.

*Professor Peter Radan joined the meeting at 10.45am*
*Julia Yang joined the meeting at 10.46am.*

2. ARRANGEMENT OF AGENDA

Members requested that items 5, 10.3, 10.6, 11.6 and 12.1 be starred for discussion.

2.1 Disclosure of Conflicts of Interest

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

2.2 Adoption of Unstarred Items

*Resolution 15/121*

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

3. MINUTES OF PREVIOUS MEETING

*Resolution 15/122*

*That the minutes of the meeting held on 10 November 2015 be signed as a true and correct record.*

4. BUSINESS ARISING FROM THE MINUTES

(not dealt with elsewhere in the Agenda)

4.1 Academic Senate items requiring action.

The outstanding action items were noted. The DVCA advised that the item relating to an outstanding Question on Notice had been resolved as a consequence of the University’s decision to retain the Chiropractic program.

5. REPORT FROM THE CHAIR

In addition to the report contained within the agenda, the Chair of Academic Senate advised members of his recent decision to resign from the position of Chair effective from the end of April 2016. The Chair cited a range of personal and professional pressures and a desire to rebalance priorities as contributing to this decision. The Vice-Chancellor thanked the Chair for his report and advised members that a future opportunity would be provided for the University community to acknowledge, thank and farewell the Chair.

The Academic Senate noted the report from the Chair.

6. VICE-CHANCELLOR ORAL UPDATE
The Vice-Chancellor spoke to the Innovation Agenda launched by the Commonwealth Government and outlined the opportunities that this presents for the University. Members were advised that together with the Deputy Vice-Chancellor (Corporate Engagement and Advancement), the Vice-Chancellor would continue to strengthen the developing relationships with the business corridor to support the strategic directions of the University. These strategic directions align closely with the Innovation Agenda.

In terms of internal matters of the University, the Vice-Chancellor updated members on:
- enrolment data as at the close of 2015 almost achieving the September forecast which informed budget and planning for 2016;
- the capital works project being undertaken in E7A, which is on schedule to be completed by the end of 2016, and plans for the refurbishment of W6A;
- planned work to review and remediate information management systems, including the student information and finance systems; and
- the recruitment process for a Chief Operating Officer which is nearing completion.

The Vice-Chancellor reflected on the many significant achievements of 2015, noting the launch of the Learning and Teaching Strategic Framework 2015 -2020 and the exceptional results in the Excellence in Research for Australia (ERA) ratings which positioned Macquarie amongst research intensive universities in several fields. All staff who participated in the submission of the ERA data were commended by the Vice-Chancellor.

In closing, the Vice-Chancellor thanked members for their participation in Senate and also more broadly for their contributions to the many convergent initiatives taking place across the University.

7. QUESTION TIME

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

In light of the resignation of the Chair of Academic Senate and the reasons cited for his resignation, a Faculty-elected member asked the Vice-Chancellor how the role could become more sustainable. The Vice-Chancellor responded that the creation of Faculty Boards and the increased responsibilities being carried out by the Committees of Senate would result in a reduction in the workload of Senate and the Chair of Senate. The Chair of Senate noted that the Chancellor and Deputy Chancellor had asked him a similar question when he had discussed his resignation with them.

8. STRATEGY AND POLICY

8.1 Indigenous Strategy Green Paper

A/Professor Shane Hearn, Director of Walanga Muru, the Office of Indigenous Strategy (OIS), introduced the Indigenous Strategy Green Paper with particular reference to the alignment between the Green Paper and Our University: A Framing of Futures, the Learning and Teaching Strategic Framework and the Research Strategic Framework. Members were informed of the challenges facing the University in improving Indigenous access and participation and the proposed strategies to respond to those challenges.

Members discussed Strategic Direction 5: Develop a cross-University Indigenous curriculum in detail with A/Professor Hearn advising that this strategy would require Indigenous case studies and perspectives being incorporated into existing curricula, expanding the focus of PACE and ensuring that proposed trans-disciplinary units contain Indigenous perspectives and knowledge. There was general discussion around the expertise required to achieve this and agreement that this would require ongoing collaboration between academic staff and the OIS. The Chair requested that the Senate Learning and Teaching Committee provide feedback on the Green Paper and consider how best support the OIS in achieving stated goals.

Members discussed the role of the OIS in the delivery of programs and A/Professor Hearn confirmed that the OIS has remit for the development of strategy whereas the Department of Indigenous Studies in the Faculty of Arts, was responsible for the delivery of programs. The Chair noted that he was in discussions with A/Professor Hearn about the most appropriate approach to Indigenous representation on Senate in terms of how effective it has been and whether it has represented Indigenous perspectives across campus.

Resolution 15/123

That Academic Senate resolve to refer the Indigenous Strategy Green Paper to the Senate Learning and Teaching Committee to:
  i. provide constructive feedback to the Office of Indigenous Strategy on the academic related components and;
ii. work with the Office of Indigenous Strategy to support and encourage debate and engagement across the University.

8.2 Academic Governance: Progress Report on Workshops and Priorities for 2016

Academic Senate noted progress on the recommendations from the Academic Governance Workshops held in late 2014 and the priorities identified for 2016, in particular:

- the confirmation, by the Academic Senate Standing Committee at its first meeting of 2016, of a timeline for the development of Terms of Reference and membership for the Senate Research and Research Training Committee;
- the review of Academic Senate membership;
- the finalisation of the Chair, membership and Terms of Reference for the external review of the Master by Research was nearing completion; and
- devolution of responsibilities to Faculty Boards.

Resolution 15/124

That Academic Senate resolve to endorse the priorities for Academic Senate in 2016 as presented in Item 8.2.

8.3 Approval to Proceed: Student Experience Surveying

The Deputy Vice-Chancellor (Academic) briefed members on the need for the University to have a more coordinated, coherent and considered approach to surveying students about their academic experience to prevent survey fatigue and to increase response rates.

The Deputy-Vice Chancellor (Students and Registrar) advised members that currently a student will receive up to 200 requests to respond to a survey during their life cycle, with little information being circulated back to them about how the University has listened to, and responded to that feedback.

Academic Senate engaged in broad discussion relating to the need for informal feedback on teaching and how it could be captured, as well as how this requirement might align with objectives in the Learning and Teaching Strategic Framework. There was also detailed discussion on the need to provide students with results from survey tools and outcomes demonstrating how the University has responded to feedback. It was determined that as part of the development of this policy, tools for providing results and outcomes from surveys to students be developed.

Resolution 15/125

That Academic Senate resolve to endorse the development of the Student Experience Surveying Policy, Schedule and Procedure to proceed.

9. QUESTIONS ON NOTICE

Members are requested to submit Questions on Notice to the Chair two days in advance of the meeting. There were no questions received.

10. GENERAL BUSINESS

10.1 Academic Freedom Working Group: Progress Report

Academic Senate noted the update from the Academic Freedom Working Group and the request for feedback on exemplar statements on Academic Freedom provided with the agenda papers. A Faculty-elected representative from the Faculty of Business and Economics noted that the working group did not include a representative from the Faculty of Business and Economics or the MGSM. The Chair reminded members that a call for nominations had been made and advised that no nominations had been received from a number of Faculties. He confirmed that late nominations would be accepted and that representatives from the identified areas would be welcome to join the working party.

Action

That members consider the exemplar statements on Academic Freedom and provide feedback to the Academic Freedom Working Group.

That the ex-officio and elected members of the Faculty of Business and Economics and the MGSM nominate participants to join the Academic Freedom Working Group.

10.2 Academic Progression Working Group: Progress Report

This item was held over until the next meeting.
10.3 Policy changes required as a result of the establishment of Faculty Boards

After some discussion, the Chair determined that this item would be reviewed further and presented to a future meeting.

10.4 Academic Senate Membership Attendance Report

The report on Academic Senate members' attendance was noted. This information was referred for consideration as part of the review of the Senate membership and Academic Senate Rule to be completed during the first half of 2016.

10.5 University Medal Committee of Academic Senate: Membership

**Resolution 15/126**

That Academic Senate resolve to elect Dr Yvonne Breyer and Professor Peter Radan to serve on the University Medal Committee of Academic Senate.

10.6 University Medal Nominations: Timeline

The Committee noted the need to ensure that Session 3 results are included in the consideration of the University Medal nominations.

**Resolution 15/127**

That Academic Senate note the timeline for University Medal nominations.

11. ITEMS FOR APPROVAL FROM ASQC, HDRC AND SLTC

11.1 Recognition of Prior Learning (RPL) Schedule of Minimum Requirements: Amendment to Schedule B: Postgraduate Awards and FHS Exception (ASQC)

**Resolution 15/128**

That Academic Senate resolve to:

i. approve the amendment to the Schedule of Minimum Requirements under Schedule B – Postgraduate Awards to specify that 50% of the 800 and/or 900 level units of the Award must be completed at Macquarie University; and

ii. approve the exception to the RPL Schedule of Minimum Requirements to allow students who have completed one of the Macquarie Masters level 9 Translating and Interpreting (T&I) awards (under which they will have completed either 40, 48 or 64 credit points of T&I units at 800 level or above), to be exempt from the requirement to study 32 credit points to gain the award Master of Advanced Conference Interpreting.

11.2 Approval of a new Postgraduate Award 2017 – Master of Public Health (ASQC)

**Resolution 15/129**

That Academic Senate resolve to approve the academic case for the new award Master of Public Health (MPH) commencing 2017, noting that the admission requirements as specified in the academic case will be simplified.

11.3 Renaming the Bachelor of E-Business (ASQC)

**Resolution 15/130**

That Academic Senate resolve to approve the renaming of the Bachelor of e-Business to the Bachelor of Digital Business effective 2017.

11.4 Examinations Review Working Group: Recommendations (ASQC)

**Resolution 15/131**

That Academic Senate resolve to approve:

i. amendments to the Ratification of Results Quality Assurance Framework to identify that Faculty
Boards should report summaries of results to the Academic Standards and Quality Committee rather than to Academic Senate; and

ii. the use of Pro-Forma D; and

iii. that the timeframe for each Faculty to present the completed Pro Forma to the Academic Standards and Quality Committee will be within seven (7) days of the release of student results.

11.5 Recognition of Prior Learning Procedures (ASQC & SLTC)

Resolution 15/132
That Academic Senate resolve to approve:

i. the Procedure for assessing RPL;

ii. the proposal to amend the Procedure for Development of International Articulation Agreements; and

iii. the proposal that the RPL Policy be amended to reflect that the granting of unspecified credit for formal learning is not subject to a currency requirement.

11.6 Disruption to Studies Policy Suite (SLTC)

Members discussed the need for the policy to reflect assessment items which take place in the final examination period and the need for the Outcome Schedule to reflect that where students submit outside the 5 day timeframe the outcome is less likely to be an alternative assessment task.

Members noted the need for flexibility and for discretion to be applied by Faculty Boards and their Chairs. It was determined that an appropriate approach would be to incorporate the discretionary power into the roles of Faculty Boards as described in their Terms of Reference, rather than noting in individual policies.

Resolution 15/133
That Academic Senate resolve to approve the:

i. Disruption to Studies Policy subject to the amendment above;

ii. Disruption to Studies Procedure;

iii. Disruption to Studies Outcome Schedule subject to the amendment above; and

iv. the Professional Authority Form.

11.7 Master of Research Examination Process for 2015 Cohort (HDRC)

Resolution 15/134
That Academic Senate resolve to approve the proposed examination process for the MRes for 2015 as an interim arrangement subject to the outcome of the external review of the MRes.

11.8 Amendments to Higher Degree Research Rules (HDRC)

Resolution 15/135
That Academic Senate resolve to recommend to University Council the amendments to Part 14: Discontinuation and Exclusion of the Higher Research Degree Rules.

11.9 Approval to Proceed: Review of HDR Supervision Policy (HDRC)

Resolution 15/136
That Academic Senate resolve to approve the conduct of a review of the Higher Degree Research Supervision Policy.

11.10 Proposals for Joint PhD Programs (HDRC)

Resolution 15/137
That Academic Senate resolve to approve the establishment of Joint PhD Programs with the:

i. University of Toronto, Canada;

ii. Pierre and Marie Curie University, France; and
Amendments to Admission Requirements – BPhil/MRes (HDRC)

**Resolution 15/138**
*That Academic Senate resolve to approve the amendments to the admission requirements for the BPhil/MRes in the Department of Philosophy to be increased to a GPA of 3.0 overall and 3.25 at 300 level or equivalent.*

12. REPORTS FROM STANDING COMMITTEES

12.1 Academic Standards and Quality Committee

The report of the Academic Standards and Quality Committee meeting of 17 November 2015 was noted.

12.2 Higher Degree Research Committee

The report of the Higher Degree Research Committee meetings of 3 November 2015, 13 November 2015 and 4 December 2015 were noted.

12.3 Senate Learning and Teaching Committee

The report of the Senate Learning and Teaching Committee meetings of 9 November 2015 and 24 November 2015 was noted.

12.4 Quality Enhancement Committee

The report of the Quality Enhancement Committee meeting of 26 November 2015 was noted.

12.5 Higher Degrees Research Appeals Committee

The report of the Higher Degrees Research Appeals Committee meeting of 15 September 2015 was noted.

13. REPORTS FROM FACULTY BOARDS

13.1 Faculty of Medicine and Health Sciences

The report of the Faculty of Medicine and Health Sciences meeting of 2 November 2015 was noted.

14. OTHER BUSINESS

There was no Other Business raised by members.

15. CONSIDERATION OF CONFIDENTIAL ITEMS

15.1 University Discipline Committee (Tabled)

The minutes of the University Discipline Committee meetings held on 4 November and 15 December 2015 were tabled.

16. NEXT MEETING

The next meeting of Academic Senate will be held on Monday 16 February 2016. Agenda Items are due by Tuesday 2 February 2016.

There being no further business the meeting closed at 11.21am.
## ITEM 4.1 ACADEMIC SENATE ITEMS REQUIRING ACTION AS AT 10 FEBRUARY 2016

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/07/13</td>
<td>13.7</td>
<td>That the University develops a policy regarding posthumous awards. Responsible Officer, Chair Academic Senate. Related Resolution 13/215</td>
<td>To commence</td>
</tr>
<tr>
<td>1/04/14</td>
<td>7</td>
<td>That Academic Senate establishes a working party to review its membership structure and report its findings and recommendations to a subsequent Academic Senate meeting.</td>
<td>In progress</td>
</tr>
<tr>
<td>18/07/14</td>
<td>9.12</td>
<td>The following action items were referred as a result of the issues raised by the Session 1 2014 Examination Reports from the Executive Deans: • Issues of lack of student engagement and attendance at lectures to be referred to the Senate Learning and Teaching Committee. • Refer consideration of a consistent University approach to the late submission of assignments to the Senate Learning and Teaching Committee. • Review of first session of the implementation of the new Disruption to Studies Policy to be referred to the Senate Learning and Teaching Committee. • The managing of expectations for non ATAR entry English language requirements referred to the Senate Learning and Teaching Committee. • The use of grade distributions in the University’s assessment practices to be referred for further clarification to the Senate Learning and Teaching Committee. • Post Session 1 examination results analysis referred to the Academic Standards and Quality Committee for consideration. A report on its findings to be provided to Academic Senate and Faculties for action. • Senate Learning and Teaching Committee to consider examination reports and to identify possible policy responses to issues identified. • The Deputy Registrar to provide a statistical report on the application of the Withdrawal Without Academic Penalty rule and to provide an update on the progress of the process review.</td>
<td>In progress. Referred to SLTC (9 November) and ASQC report 2 (February 2015)</td>
</tr>
<tr>
<td>7/10/14</td>
<td>4.2</td>
<td>The Academic Senate to establish a Working Group to recommend criteria for the award of the University Medal and be provided criteria for members to consider before the end of 2014.</td>
<td>In progress. See Item 8.3</td>
</tr>
<tr>
<td>3/3/15</td>
<td>8</td>
<td>The Chair of Academic Senate to discuss ongoing Warawara representation on Academic Senate with the Executive Dean of Faculty of Arts. Academic Senate discussed and noted the question on notice. The Chair confirmed that he would respond directly to the authors of the letter.</td>
<td>In progress</td>
</tr>
<tr>
<td>2/06/15</td>
<td>6.2</td>
<td>That Academic Senate refers relevant issues addressed within the ICAC report to QEC or ASQC.</td>
<td>In progress</td>
</tr>
<tr>
<td>2/06/15</td>
<td>6.3</td>
<td>That Academic Senate establish a working party (including a student member) to develop a set of principles to govern the rescission of degrees in future cases and to work with the General Counsel to develop amendments to the relevant academic rules to clearly articulate University Council’s powers to rescind awarded degrees.</td>
<td>In progress</td>
</tr>
<tr>
<td>2/06/15</td>
<td>6.4</td>
<td>Comments on the Student Academic Code of Conduct to be forwarded to the General Counsel.</td>
<td>In progress</td>
</tr>
<tr>
<td>Date of Meeting</td>
<td>Item number</td>
<td>Action required</td>
<td>Status</td>
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<tr>
<td>2/06/15</td>
<td>9.2</td>
<td>That the Terms of Reference for SLTC, ASQC and QEC are amended in line with the suggestions of the Senate members and provided for further consideration and approval by Senate at a future meeting.</td>
<td>SLTC and ASQC finalised and approved 4 August 2015 Senate Standing Committee. In progress</td>
</tr>
<tr>
<td>25/8/15</td>
<td>5.1</td>
<td>Governance Services and Human Resources to consider and appropriate training package for members of Senate and its committees.</td>
<td>To be commenced</td>
</tr>
<tr>
<td>6/10/15</td>
<td>8.2</td>
<td>The Chair of Academic Senate to work with the Vice-Chancellor to identify a suitable individual to Chair this external review and to establish a process to frame a terms of reference and identify further members for this review panel.</td>
<td>In progress</td>
</tr>
</tbody>
</table>
| 15/12/15        | 10.1        | *That members consider the exemplar statements on Academic Freedom and provide feedback to the Academic Freedom Working Group.*  
*That the ex-officio and elected members of the Faculty of Business and Economics and the MGSM nominate participants to join the Academic Freedom Working Group.* | Open                          |
ITEM 8.1 STUDENT DISCIPLINE PROCEDURE IMPLEMENTATION - PROGRESS REPORT

For information.
ITEM 8.1 STUDENT DISCIPLINE PROCEDURE IMPLEMENTATION - PROGRESS REPORT

Background

On 10 April 2014 the University Council approved the Student Discipline Rules to become effective at a time to be determined by the Vice-Chancellor. The General Counsel (GC) drafted the Student Discipline Procedure (SDP) to support the implementation of the Student Discipline Rules. Draft versions of the Student Discipline Procedure were provided to Academic Senate at meetings held on 2 September 2014 and 7 October 2014. Since that time the SDP has been amended to align with the Code for the Responsible Conduct of Research.

The Student Discipline Rules and associated procedure will be enacted from Session 1 2016 and provides the framework to action and resolve alleged breaches of the Academic Honesty Policy, the Student Code of Conduct and other University policies or regulations that may specify an expected standard of student conduct. From S1 2016, the SDR and SDP will replace the current Student Misconduct and Discipline Rules and the Academic Honesty Procedure and its associated Schedule of Penalties.

Summary of Key Amendments Made to the Student Discipline Procedure following feedback from Senate in 2014

- The SDP 2016 provides for improved clarity in regards to the grounds for appeal and permission to appeal a disciplinary decision.
- The SDP 2016 introduces improved clarity by regarding the emergency suspension or removal of a student.
- The SDP 2016 introduces the ‘fresh evidence’ pathway whereby a student may request a re-hearing by the original Hearing Committee if fresh evidence becomes available to student within 20 working days of the student being notified of the decision (i.e. any fresh evidence may only invite a re-hearing by the original Hearing Committee and not an Appeals hearing).
- The SDP 2016 encompasses allegations of research misconduct by research students by the use of the term ‘designated person’ (which includes the position of DVC Research) in the initial handling and resolution of misconduct notifications.
- The SDP 2016 provides for improved clarity in regards to the disciplinary sanctions available.

Summary of Key Differences between to the Student Discipline Rules and associated Procedure and the current disciplinary framework

- The SDP introduces the option for a student to ‘pre-accept’ responsibility and a sanction prior to a committee hearing, provided the conduct being alleged is not considered ‘serious student misconduct’.
- The SDP provides improved clarity regarding the expectations of participants including appropriately notifying a misconduct allegation, prohibited vexatious and frivolous allegations, obligation to notify serious student misconduct, appropriate conduct at hearings and compliance with directions.
- The SDP provides for improved clarity in regards to the general procedures and practices of disciplinary Hearing Committees including the role of Hearing Committees, handling of evidence including witnesses, obligations regarding reasons for decisions and the publicising and
recording of disciplinary action.

- The SDP 2016 encompasses allegations of **research misconduct by research students**.

- As below, under the SDP the **current Hearing Committee framework will be maintained** (albeit with the introduced option for a student to ‘pre-accept’ responsibility and a sanction prior to a committee hearing for misconduct not considered ‘serious student misconduct’):
  
  - **Standing Committee on Appeals**: the peak student disciplinary appeals body is to review and determine disciplinary appeals made to it.
  
  - **University Hearing Committee**: review and determine allegations involving general misconduct breaching the Student Code of Conduct, and the most serious alleged breaches of the Academic Honesty Policy (i.e. alleged academic misconduct considered ‘serious student misconduct’). [also, all cases whereby the student has previously breached an expected standard of student behaviour will be heard by the University Hearing Committee].

  - **Faculty Hearing Committees (x5)**: review and determine alleged academic misconduct involving most alleged breaches of the Academic Honesty Policy (i.e. alleged academic misconduct not considered ‘serious student misconduct’).

**Implementation**

- To compliment and operationalise the SDP, supporting resources including workflows, correspondence templates, FAQs, guidelines / forms and hearing committee terms of reference have been developed socialised with Faculties.

- Key stakeholder engagement on the introduction of the SDP and the implementation of the supporting resources commenced in session 2 2015 and will continue throughout implementation.

- Consultation with the key staff and Hearing Committee members to identify on-going training requirements.

- Engagement with the General Counsel and Human Resources on the development of and delivery of training.

- Staff from Student Grievances and Discipline to continue provide on-going advice and guidance in relation to individual student misconduct cases, procedural matters and broader operational issues raised by the introduction of the SDP.

**Deidre Anderson**

**Deputy Vice-Chancellor Students and Registrar**

**Implementation Enquiries Adam Stepich, Manager Student Grievances and Discipline**
ITEM 8.2 ACADEMIC PROGRESSION

*For discussion.*

**Recommended resolution:**
Academic Senate resolve to:
   i. endorse the Minimum rate of progression – identification and support model; and
   ii. note the work being undertaken to support implementation.
ITEM 8.2  ACADEMIC PROGRESSION

Issue

A significant number of students are excluded from further enrolment each session as a result of failing to meet certain requirements outlined in the General Coursework Rules (the Rules).

The most common reason for Exclusion is the failure to meet the minimum requirements for progression as outlined in Part 10 (3) of the Rules, which states that:

(3) A student must meet a minimum rate of progress requirement at the end of each academic year, this being:

(a) for a student enrolled in an undergraduate course who has attempted at least 36 credit points, an overall Grade Point Average (GPA) of at least 1.00 and a GPA of at least 1.00 in the academic year under consideration;

The application of this Rule does not require any form of prior notification that a student’s performance is likely to put their enrolment in jeopardy. Furthermore, the University does not currently implement a tiered system of warnings and probationary restrictions, such as is common practice at other comparable institutions. Consequently, it is not uncommon for an exclusion notice to be the first contact a student receives from the University in regard to his or her overall progression.

Despite the large number of students excluded each session, Macquarie does not currently have a policy that governs the identification of students at risk of exclusion, or an early identification support and remedial action plan to improve the student’s chances of success prior to exclusion. The current approach has a direct impact on the University’s attrition rate.

The Academic Progression working party was formed to address the issues posed by the University’s current approach. The working group has now met on three occasions to consider what opportunities and support should be provided to enable students at risk of exclusion to get back on track.

Minimum rate of progress - identification and support model

The working party has endorsed a proposal to identify and support students who fail to pass 50% or more than of their study load in a study period. The model is underpinned by the notion of ‘Academic Standing’ that would indicate a student’s current position on the spectrum of academic progression. This model would replace the GPA based cut-off that is currently used as a measurement of student progression through a program of study and would meet the University’s obligations under the ESOS Act.

Academic Standing will be re-assessed at the end of each main study period (Session 1 and Session 2) and appropriate communication and intervention will follow any change in standing.

The proposed graduated support model is attached for reference.

The model is based on the classifications as detailed below:

**Good Standing**: Indicates that the student has successfully passed more than 50% of their study load in the previous study period.

**Academic Caution**: Indicates that the student has failed 50% or more of their study load in the previous period. At this point, students are sent a letter advising they are at risk of being placed on conditional enrolment in the next period if they fail more than 50% of their attempted load in the current period.

If, however, the student passes more than 50% of the study load for the period of Academic Caution they will return to Good Standing.

**Conditional Enrolment**: Indicates that the student was at Academic Caution in the previous period and failed 50% or more of their study load in the following study period. At this point, the student must enrol...
for a reduced academic load. They are required to attend academic counselling prior to enrolling and are given advice and guidance by Campus Wellbeing. The student will be warned that failing 50% or more of their study load in the next period will result in Suspension from enrolment.

If the student passes more than 50% of the study load for the period of Conditional Enrolment they will return to Academic Caution.

**Suspension:** The student has failed 50% or more of the reduced study load while on Conditional Enrolment. The student will be unable to enrol in any units of study for a period of 12 months. The student will still have access to Campus Wellbeing services.

The aim is to encourage students to explore other options that may be more appropriate for them, and prevent students incurring significant costs. The University must exercise a duty of care to students who incur fees and who are not well suited to tertiary study, and not permit poorly performing students continuing to study indefinitely.

**Unduly long time**

The working group has reviewed the unduly long time provisions in the General Coursework Rules:

(2) A student who is taking an unduly long time to complete a program of study may be excluded from further enrolment. An unduly long period of time is considered to be effective enrolment longer than:

(a) 10 years for 3 and 4 year Bachelor degrees;

(b) 10 years for extended Masters degrees;

(c) 7 years for Masters degrees;

(d) 7 years for Associate degrees; or

(e) 4 years for Graduate Certificates, Graduate Diplomas, Postgraduate Certificates and Postgraduate Diplomas.

The intention of these Rule are to ensure that the student’s learning is current and relevant at the time of completion of the program. However as these Rules currently operate, when a student is notified that they are out-of-time, they are excluded for 2 years, but may re-enter the same program once this period has expired.

Furthermore, the working party recognised that while some programs, particularly those that are professionally accredited, may have stricter currency requirements, it was also noted that some programs might not have any restrictions in relation to currency of learning. Therefore, blanket provisions as outlined by the Rule are generally unhelpful and serve little purpose. The working group has recommended that a Schedule will be attached to the Progression Policy, which articulates those programs that have currency provisions, and the specific details of the requirements.

**Multiple failures of same unit**

The working group is currently examining the use and purpose of the Rule, which requires students to seek permission from the Executive Dean or delegate to re-enrol into the same unit after having recorded two fail grades in that unit.

(9)(7) A student who has twice had a grade of Fail recorded for a unit may not enrol again in that unit, except with the prior approval of the Executive Dean of the relevant Faculty in which the unit is offered, or, if applicable, the Dean of the MGSM. A student who fails a required professional or clinical unit is governed by Rule 9(9)(b)(ii)

The working party determined that the primary value of this rule was as a trigger to force at risk students to seek academic advice and approval. However, it also observed that the very great majority of waiver requests made under this rule we routinely granted without any personal advisory interaction with the applicant. It was also of the view that this Rule may be made completely obsolete by the implementation of the general progression rules outlined above. It preliminary recommendation was to elide the general
double fail rule, unless evidence existed that pointed to a significant cohort of students who would trigger a double fail intervention without triggering an academic standing transition under the proposed general progression model.

**Rules relating to Clinical and Professional Programs**

The working party is also considering the Rules relating to clinical and professional programs.

(9)(9)(b) The following requirements apply where a student is enrolled in a practical, clinical or professional program, or unit of study:

i. if a student fails a required unit twice in an undergraduate professional program, listed in the schedule, then they may be excluded from further enrolment in that program; and

ii. if a student fails a clinical or professional unit which is required for their enrolled program of study, then they may be excluded from further enrolment in that program of study; and

iii. if a student records two fail grades, or fails the equivalent of 8 credit points, in a postgraduate-level clinical or professional program, then they may be excluded from further enrolment in that program; and

iv. if a student is required to maintain professional accreditation or registration as a requirement for admission and continuing participation to a program of study or unit, a lapse in accreditation or registration shall then lead to exclusion.

In particular, the working party acknowledged the need to clarify the definitions of such clinical and professional programs, and for transparency, develop a Schedule of programs and units to which these Rules apply. It observed that these rules were not supported by any policy to prescribe their use, and that as a result their application had been regarded as a matter of arbitrary discretion. This situation had led to a significant burden of student appeals business. The working party concluded, however, that these rules were often being used as a means to exclude students on the grounds that they had failed to meet the fitness to practice expectations of a relevant profession. The working group concluded that these Rules should replaced by a Rule which allows for students to be excluded from a professional program or unit on the grounds that they were not fit to practice in that professional context, and that the application of that Rule should be parameterised by a clearly identified “Fitness to Practice” policy or statement. It was agreed that the Registrar’s Office and Campus Wellbeing would pursue this course of action as a matter of priority in 2016.

**System support**

Investigations have revealed that the University’s student administration system should be able to support the implementation of the academic standing based progression model outlined above, via changes to the configuration of study sanctions and the development of reports. An implementation progress report is attached for reference.

This work is being co-ordinated by the Office of Deputy Registrar, and a working group will be formed to oversee the implementation of the proposed model within agreed timeframes.

**Next steps and timeframe**

1. The working group will consider a draft policy in March 2016 which articulates Macquarie’s academic progression requirements.
2. Academic Senate will determine and recommend required amendments to the General Coursework Rules for approval by University Council, in accordance with the recommendations made by the working group.

The Academic Progression Policy will be effective from Session 2, 2016. Accordingly, the first round of formal communications regarding ‘academic standing’ will be sent to students at the end of Session 2, 2016.

**Academic Progression Working Group:**

- Professor Dominic Verity, Chair of Academic Senate (Chair)
Consultation Process
The following offices have been consulted prior to the submission of this paper:
- Academic Progression working group
- Office of Deputy Registrar
- Head of Governance Services
- Head Student Administration

Recommendation
1: That Academic Senate discuss the minimum rate of progression – identification and support model.
2: That Academic Senate endorse the minimum rate of progression – identification and support model.

Submitted by
Professor Dominic Verity, Chair of Academic Senate, dominic.verity@mq.edu.au

For enquiries contact
Ainslee Harvey, Academic Senate Project Officer, Ainslee.harvey@mq.edu.au, (x6346)
Annexure: Operational impact and implementation

As part of the redevelopment of the approach to academic progression, draft policy, procedure, business systems requirements, actions and testing are required. These have been progressed by a group within the Office of the Deputy Registrar in collaboration with the Chair of Senate and Senate Project Officer.

To support the draft progression model, based upon academic standing the group has worked to develop policy, procedure, systems requirements and a testing plan; along with actions needed for implementation. The group has also considered a brief benchmarking survey on examinations, assessment and progression across the administrations of a range of Australian universities.

Three working sessions have held in January and February 2016 to address the implementation of a new framework for academic progression across:

- Rules
- Policy
- Procedure
- Systems
- Communications and training

Based on outcomes of investigations to date, necessary steps have been identified to support the implementation of the academic standing progression model. An implementation and a systems testing plan is under development. This work, co-ordinated by the Office of Deputy Registrar, will continue to oversee the preparations for the implementation of the draft model within agreed timeframes, pending the approval of a final progression model and policy by the Academic Senate.

Jonathan Wylie
Deputy Registrar
**GOOD STANDING**
Students have passed 50% or more of completed load at time of assessment.

**ACADEMIC CAUTION**
Students are sent a letter advising they are at risk of being placed on conditional enrolment in the next period if they fail 50% or more of attempted load in the current period.

**CONDITIONAL ENROLMENT**
Student must enrol for a reduced academic load for the current period.

**SUSPENSION** (12 MONTHS)
Student unable to enrol in any units of study in this period, but they will still be able to access Campus Wellbeing services.

*The notion of an enrolment period could vary depending on program and the University's capacity to assess progress.*

**Notes**
- This process applies equally to part-time and full-time students.
- Students will be subject to re-enrolment interviews with Campus Wellbeing and an Academic Advisor.
- There will be no notion of permanent exclusion, but the University could exclude a student from re-enrolling in their original program under guidelines to be developed.
- Withdrawal without academic penalty - tighten guideline, time limit restrictions.
ITEM 8.3 LEARNING AND TEACHING STRATEGIC FRAMEWORK

For endorsement.

Recommended resolution:
Academic Senate resolve to:
   i. endorse the Learning and Teaching Strategic Framework; and
   ii. note that a Learning and Teaching Strategic Framework website is currently under development.
ITEM 8.3 LEARNING AND TEACHING STRATEGIC FRAMEWORK

Issue
Following 12 months of university-wide consultation, the Deputy Vice-Chancellor Academic portfolio launched the condensed Learning and Teaching Strategic Framework with full endorsement from the Learning and Teaching Strategic Framework Reference Committee, the Executive and University Council. The attached comprehensive version of the strategy is submitted for endorsement by Senate for release in February 2016. This comprehensive version details an implementation framework to further guide strategic planning. Members of Senate should note that a website is currently in development that will communicate an iterative version of the strategic framework including timelines, projects status, measures and outcomes.

Consultation Process
The following stakeholders have been consulted prior to the submission of this paper:
- Senate Learning and Teaching Committee – 1 February 2016
- The Learning and Teaching Strategic Framework Reference Committee
- Deputy Vice-Chancellor Academic & Pro Vice-Chancellor Learning and Teaching
- Director Human Resources
- Relevant academic and professional staff in Faculties and the LTC

Recommendation
For discussion, endorsement and progression to Executive and Council.

Operational Impact
- University-wide.

Submitted by: Office, Pro Vice-Chancellor Learning and Teaching

For enquiries contact: Ms Laura Heron, Project Manager, Office of the PVC L&T

1 Associate Deans Learning and Teaching and Quality and Standards, HOD representatives, Chair of Academic Senate, Directors: PACE, LTC, and COE.
Our University: A Framing of Futures
A culture of transformative learning in a research-enriched environment is the highest strategic priority at Macquarie University. Our commitment to this statement is outlined in this Learning & Teaching Strategic Framework (White Paper) 2015 – 2020. This document is the culmination of deep consultation, reflection and consideration about this core aspect of our mission of service and engagement.

Learning for the future sets a bold course for our learning and teaching, capturing the full potential of new technologies and changing landscapes but always keeping the capabilities of our graduates at the heart of all that we do. The student remains our constant purpose, and this framework will help us provide each of them the greatest possibility for success.

The Framework does not however sit in isolation. We continually improve curriculum through innovation and discovery through research; and we refine our program design and delivery through engaging with new knowledge and ideas. As well as being central to our mission and valuable in its own right, research also contributes to brand positioning, reputation, and global rankings that underpin the university's attractiveness to both domestic and international markets - our future students and staff. In these ways, Macquarie University draws success from the research, teaching and learning nexus.

Preamble: Fifty years of growth
Macquarie University was founded as an innovative university, engaged with its local community, providing distinctive opportunity and flexibility to students. We are known for our friendly, nurturing and welcoming environment and for a culture that cares about our students - their experience at university, and their successes afterwards.

In fifty years, our University has grown into a vibrant, internationally recognised research and teaching institution. Our alumni are globally successful, our research is world-class and all of our students are encouraged to follow their passions across a diverse range of interdisciplinary areas of study. By any measure, Macquarie University is a success.

Modern universities are expected to provide excellent tertiary education opportunities - building on primary and secondary schooling - whilst simultaneously being centres for research, scholarship and engagement with the broader community. For students, higher education is increasingly seen as an investment with a wide range of benefits, with better job prospects being a focus for many. Today, universities must contribute to social progress by producing both new knowledge, and capable - employable - graduates.

This Framework is designed to respond to this context. By virtue of its pioneering culture, Macquarie is uniquely positioned to connect teaching, research and service along a student-focused journey from admission, through engaging learning experiences, then
to work, life, and beyond. Macquarie was founded on innovation, accessibility and flexibility and as a result we are an unusually open and diverse community of scholars, with key disciplinary strengths, yet open to transdisciplinary approaches.

With our strategic location within Macquarie Park, a beautiful campus, community connections and strong digital engagement, we are uniquely positioned to connect our students with knowledge, skills and work and life experience to produce graduates fully equipped for the 21st century.

This Framework enables Macquarie to build its reputation around excellent student experiences and outcomes. Our connectedness is what differentiates us, and provides a distinctive positioning: Macquarie University, known for a learning experience that focuses on student engagement and outcomes through building a connected learning community. Importantly, this Framework specifically acknowledges our staff, and the need for ongoing support and professional development opportunities, rewards, and recognition that accurately reflect the diversity of their scholarly roles.

Our connected learning community is the vehicle for delivering the Learning and Teaching Framework. As members of this community, we will prioritise opportunities for connection both internally and externally through collaboration, partnership and networking. To those connections, we can contribute our knowledge, skills and expertise as our collective commitment to learning and teaching.

Key objectives and goals:
1. Provide connected, creative and innovative learning experiences
2. Ensure deep, broad graduate capabilities through a connected curriculum
3. Foster a culture that supports excellence

1: Provide connected, creative and innovative learning experiences
We will offer a distinctive and transformative student experience based on engaging, authentic and accessible approaches to learning and teaching. The student experience will be active, blended and connected, combining the value of engaging face-to-face learning and the flexibility of integrated digital delivery with the learning that occurs outside the traditional classroom. It will connect students with a range of formal and informal active learning activities, across disciplines and into the workplace and broader community.

2: Ensure deep, broad graduate capabilities through a connected curriculum
We will build a connected curriculum that provides opportunities for students to graduate with depth of disciplinary knowledge, combined with breadth of trans-disciplinary understanding and big-ideas thinking, transferrable skills and relevant real-world experience. This will meet multiple, yet aligned goals of producing inquisitive, ethical and empathetic engaged global citizens, work-ready graduates and disciplinary
scholars. Students will engage in learning opportunities that will empower them with the necessary knowledge, skills and abilities to thrive in a rapidly evolving world – a world that requires perseverance, endeavour, creativity, innovation and a desire to make a difference.

3: Foster a culture that supports excellence
We will build a culture that develops and rewards excellence within innovative and sustainable curriculum and delivery. Collaboration is a guiding principle and we will connect internally (through research and teaching) and externally (with academic, community and corporate partners) to develop and implement sustainable best practice that results in excellent outcomes for both students and staff.

We will realise these objectives through the creation of a Connected Learning Community (figure 1). By connecting our learning experiences, our curriculum and better connecting our students, staff and alumni with each other and the broader community, we can build the opportunities required to meet our strategic priorities.

Our Strategic Priorities in detail

1: Provide connected, creative and innovative learning experiences

A strong sense of belonging supported by connections with peers, teachers and disciplines is a key factor for student success\[ii\]. We will provide learning opportunities for students that encourage cohort building, and enable the development of relationships
both formally and informally\(^1\). We will support student-led activities that contribute to learning and enable a range of opportunities to connect to staff and the broader institution - through regular activities and events. We will develop and integrate opportunities for students to connect with each other and build trans-disciplinary and inter-cultural cohorts. We will enact our community on principles of social inclusion and accessibility, and enable connection to and a sense of belonging to the broader external community.

For those new to university, we will build structured programs that provide appropriate induction and progression and embed depth and breadth, whilst still allowing a contemporary approach to the traditional flexibility for which Macquarie is renowned. Choice and flexibility can be overwhelming however, and many students don’t have the cultural capital or instantly develop the independence needed to thrive.

Rethinking and simplifying the first year experience will help by enabling the building of cohorts and the requisite skills and knowledge for future success. Students will have different needs and many need to accommodate work and family commitments - their preferred choice and flexibility might involve different timing, modes and intensity of offering. In all instances, by building an engaging path for students to travel, we will enable a sense of aspiration, progression and destination.

**Students are partners** in their learning, which should be driven by active engagement with subject content and its methods of enquiry. We will design and facilitate properly structured, engaging, active learning experiences built around collaboration, discussion, negotiation and reflection. We will incorporate problem based activities, authentic tasks, direct and first hand experiences, simulations, games, and opportunities for students to present their work to others. Where appropriate, we will provide opportunities for students to be involved in the design of learning journey - and the range of learning activities - online, offline, on campus and off campus.

**Digital technologies** are the defining infrastructure of all knowledge industries; and must form the fundamental backbone of our learning environment. Most of our work and social interaction now happens *both* online and face-to-face, and learning occurs in a naturally blended environment. We will integrate digital technologies by designing and utilising those that enable the most engaging learning and student-centric experiences.

We understand student choices and preferences in order to articulate a scaffolded learning experience that embraces their multiple modes of engagement. The learning experience will traverse the blended digital and physical spaces as seamlessly as possible, with digital technologies providing an integrated approach to support the complete student.

In addition, digital technologies provide new possibilities for reinventing the student learning experience. In a global environment in which content is readily accessible, and with new opportunities to collaborate and connect with students and partners, we will explore and adopt innovative approaches that contribute to the building of our connected learning community.

\(^1\) Global Leadership Program, Equity Scholars, Peer-Assisted Learning, LEAP Program etc.
We will connect learning by building linkages between disciplines and developing deeper engagement with research, external partners and co-curricular activities. The formal curriculum can build on informal activities to support the broader learning outcomes of a program. These might be extra-curricular pursuits or learning achieved in other educational institutions or workplaces, and we should ensure that all learning which contributes to a student’s progress is recognised. Importantly we will develop an approach which enables students to easily capture, record and reflect upon their diverse learning.

Key Goals in support of Priority one are:

- Create a sense of belonging
- Students are Partners and Co-creators in their Formal Learning
- Integrated Digital Experience
- Connecting Learning Activities

2: Ensure deep, broad graduate capabilities through a connected curriculum

We will develop a program-based approach to curriculum, organised to enhance coherence, quality and viability and to provide students with a sense of belonging to a cohort of learners. We will embed a program-based planning, development and review cycle that starts from the premise that all programs have clearly articulated program learning outcomes, to which their constituent units contribute directly. Additionally, those programs and units must be viable and sustainable within the available resources. Program development and review will be team-based, with participants drawn from disciplines, and educational development areas. Teams will be encouraged to innovate, drawing on best practice and motivated by excellent student experience and outcomes. They will be informed by students, industry and community advisory groups and subject to processes of peer review on a regular basis.

To effectively build this capacity, our curriculum development will prioritise graduate outcomes within available resources, and our approach to program planning, development and renewal will be rigorous, regular and will result in a more streamlined and focused range of unit and program offerings.

A program-based approach enables the embedding of work and life skills. We will build on our already strong curricula and extra-curricula offerings to enable students to develop the skills, creativity, attitudes and values that will sustain them in these endeavours. This includes scaffolded and supported work-integrated learning, as well as opportunities for learning for employability and entrepreneurship embedded throughout curricula. Employability is a suite of transferable skills, attributes and capabilities that prepare a graduate for life and work in a fluid, complex global environment. Much more than training for a specific vocation, employability encompasses the capacity to remain employable and to contend with a variety of employment opportunities. It also includes the capacity to create and sustain work, suggesting potential for entrepreneurship and an ability to be creative, innovative and self-motivated. Importantly, we will expand our Professional and Community Engagement (PACE) program to make an internship opportunity available to students in all of our undergraduate programs.
Universities are distinguished by their engagement with research and the connected curriculum is built upon research and enquiry-led discipline-specific content. Enquiry-based learning is one of our strategic priorities and we will develop and embed teaching models and practices that support this. All students need to engage in the process of acquiring and creating knowledge, to understand how it is produced and to critique it as required.

We will bring teaching and research together within the curriculum through program-based teaching which is informed by research, through integration of disciplinary research into courses (Research-enhanced teaching); and by providing opportunities for students to participate in and conduct research, learn about research, develop skills of research and enquiry and contribute to the university’s research effort (Research-based learning). Collectively, these efforts will provide opportunities for students to participate in and conduct research, learn about research, develop skills of research and enquiry and contribute to the university’s research effort.

Importantly, we will ensure breadth and context of knowledge and our students will engage with the big ideas and challenges facing the world. Higher education has the civic purpose and goal of producing ethical and engaged global citizens - and ensuring academic integrity. In a connected curriculum, individual learning activities will inevitably contribute to a number of graduate outcomes but ensuring breadth and context as well as depth is an essential part of the transformational learning experience.

The connected curriculum will ensure that there are embedded understandings of key literacies – not just with respect to transferrable skills but around internationalization and intercultural considerations, sustainability and Indigenous perspectives. Providing opportunities where learners are personally challenged can, and often does, provoke meaningful life changes. As well, irrespective of what path students choose to take in their career upon graduation, they will be living and working in a culturally diverse setting.

The challenges of the twenty-first century are best met by ensuring that students engage with big ideas; and acquire the tools to connect knowledge across disciplines. To support this, we will review the People and Planet criteria in a way that builds on existing principles but extends them to include aspirations around connectivity, transdisciplinarity and engaging with big ideas. It is expected that only purpose-built units that meet those strict criteria will be offered in a revamped People/Planet scheme.

**Key Goals in support of Priority two are:**

- Program-based curriculum, outcomes and assessment
- Embedded Work and Life Skills through expanded internship and entrepreneurship opportunities.
- Research-led Discipline Content
- An understanding of learned expertise in broader contexts

**3: Foster a culture that supports excellence**
This Framework enables the building of an open and transparent culture that draws on the collegial nature of Macquarie and **aligns our efforts** towards common goals in learning, teaching, research and community engagement. In order to do so, it enables resource allocation, design and delivery of our teaching to be motivated by student outcomes and the quality of the student experience.

Connectivity is key so that we can have knowledge of and understand the breadth of teaching activity that occurs across the university. A critical aspect of connecting is the **use of shared resources**. We will reduce effort by sharing our own work and adapting the work of others where appropriate. We will **build partnerships** nationally and internationally, with: future employers looking for the best graduates, community groups that can mutually benefit from involvement in our programs, alumni who would like to contribute to or benefit from a teaching activity at Macquarie, or external academic or government partners who may have aligned interests.

Whilst much external collaboration activity will be built around the development of a range of placement and other connected learning opportunities, Macquarie will connect its community members by providing collaborative virtual and physical spaces, resources and support including access to short courses and events. The opportunity exists to build key linkages for learning, teaching and research activities, whilst offering community (including our alumni) and corporate partners the benefit of full engagement with the University’s core activities.

We will **develop, recognise and reward** teaching excellence. We will provide avenues for continuous development aligned to professional standards and promotions criteria with opportunities for staff to engage in a variety of activities that may also lead to and support external professional recognition. We will ensure that the student voice is a part of all conversations around learning and teaching and its reward and recognition.

The introduction of a teaching-excellence pathway will enable the proper development of teaching-focused positions and promotion to the highest levels. These teaching-focused positions will allow staff to concentrate on teaching and require demonstration of scholarly activities in the area of learning and teaching. They will also allow staff to focus on their strengths ensuring the most efficient use of resources whilst promoting the best possible outcomes in teaching and research.

We will strive to minimise our dependence on sessional staff, whilst ensuring that special attention is paid to the organization of professional development and support for sessional staff. Faculties will build on best practice in the support of sessional staff, in the provision of contextualised professional learning, and in the monitoring of the impact on student retention and the enhancement of learning and teaching, including reporting on these issues at the Faculty level.

**Key Goals** in support of Priority three are:

- Connected Aspirations
- Shared Resources and Activities
- Building External Partnerships
- Development, Recognition and Reward
Our goals, targets and strategic projects

1.1 Create a sense of belonging

Goals:
1. In 2016, develop a coherent, integrated and holistic student engagement plan - from recruitment to graduation and beyond - built around identified cohorts, targeted support services and marked by significant milestones.
2. In 2016, plan and implement targeted early enrolment, commencement and transition activities and events (e.g. commencement ceremony as part of orientation).
3. In 2016, implement a converged service model for student support locations: Faculties, Library and MUSE; that service all cohorts (e.g. undergraduate, postgraduate, first years, mature aged etc.).
4. In 2016, launch a new online student portal, designed to service contemporary student needs.
5. In 2016, refine and align student journey mapping activities to inform best practices (administrative and support services), and to assist students in navigating their individual pathways.

1.2 Students as partners and co-creators in their formal learning.

Goals:
1. In 2017, set expectations for collaborative and active learning and promote through assignments and projects throughout curricula.
2. In 2017, introduce a consistent institutional approach to and support for student led peer assisted study sessions (PAL / PASS or equivalent), that builds connections between undergraduate and postgraduate cohorts.
3. Between 2018 - 2020, introduce systematic student involvement in program development and review, including grant and award schemes.
4. Between 2018 - 2020, establish learning communities involving staff and students (assessment feedback sessions, theme-based internal conferences, lunchbox ideas exchange sessions, screenings, videoconferencing Q&A with partners, research seminars etc.).

1.3 Integrated Digital Experience.

Goals:
1. In 2016, develop and endorse a long-term Innovation to Implementation roadmap for the development of spaces and technologies (including audio visual) that:
   a. prioritises collaboration and connection;
   b. is designed to enable active, blended learning across the continuum from fully face-to-face to fully online offerings;
   c. embraces principles of universal design and access;
   d. includes a review of all key learning technologies;
   e. plans for admission-to-alumni student-centric systems covering all aspects of the student experience.
f. includes a choose your own device approach to platform-independent technology adoption for staff and students to inform technology decisions including equipping physical spaces, (e.g. reducing the requirement for physical computer labs except where specialist solutions are required)

2. In 2017, drawing on the technologies and spaces roadmap, refine Macquarie’s blended learning implementation towards a seamless integration of delivery modes (online and on campus) for maximum flexibility for all students, including the identification of strategic opportunities for online-only delivery

3. In 2017, develop and test technology options to enable easy sharing of digital resources from both internal and external sources: A Learning Commons.

4. By 2017, implement an integrated data and learning analytics approach to support student retention, progression and success

5. Between 2018-20, integrate use of online technologies for assessment (submission and implementation, including examinations), except where inappropriate due to nature of the task.

6. Between 2018-2020, ensure online technologies are used for all delivery of content, freeing up face to face time for active learning.

1.4 Connecting Learning Activities

Goals:

1. By 2017, scope and include informal learning, non-formal and extra-curricular learning within Recognition of Prior Learning (RPL) schedules.

2. By 2017, implement systems to enable the formal recognition of appropriate learning achieved through extra-curricular activities developed and implemented (e.g. student portfolios).

Strategic Projects:

- **Student Engagement for Success Project**
  - Develop student journey maps (UG, PG, International etc.) and communications strategies/apps for improving student engagement (PVC LT, DVC SR, Marketing)
  - Increase early engagement opportunities for students (e.g. KickStart) that build upon orientation and transition activities (PVC LT, DVC SR, Faculties, Offices)
  - Facilitate greater student involvement, with proper training, support and recognition, in academic governance including representation on all learning and teaching committees (DVC A, Senate, Faculties, Students)
  - Establish aligned and structured approaches to academic student support, including the exploration of practical methods to implement discipline specific first year support, e.g. PAL / PASS programming, personal tutor approach for first year students and/or a student-run Learning Centre using informal learning spaces (DCV SR, PVC LT, Faculties, Library, Students)

- **Technologies and Spaces Project**
○ Review Macquarie’s learning technologies platform and learning spaces (PVC LT, DVC SR, IT, COO)
○ Continue developing blended environments that balance digital and physical environments, and further pilot and extend use of digital possibilities (e.g. flipped classroom, simulations, games, learning analytics, fully online and off campus courses, mobile devices, online assessment, increased flexibility in timing and delivery modes) (Faculties, DVC SR)
○ Develop a staged approach for implementing integrated resource sharing centered around a *Learning Commons*. Commence by making all iLearn content visible to all staff (with appropriate permissions) to enable shared development and learning (PVC LT);
○ Design spaces, events and support opportunities for undergraduate students, postgraduate students and teachers to discuss learning and teaching and encourage cohort building and trans-disciplinarity (e.g. Teche Showcase, Teche Events, co-curricular activities) (PVC LT, PACE, MI, Faculties, Library, Offices)
○ Review the academic year to identify possibilities for greater timetable and program flexibility (DVC A, Faculties, MI)

- **Student Engagement in Curriculum Project**
  - Determine program redesign and review criteria to emphasise active learning approaches and include opportunities for students and staff to collaborate on research, teaching or engagement activities (DVC A, DVC R, Students, SAB)
  - Establish mechanisms to enable student involvement in program review, development and accreditation including student-led evaluation and award processes (PVC LT, Faculties, Senate, Students, SAB)
  - Embed structured induction and appropriate assessment tasks in first year programs of study at undergraduate level, and first session programs of study at postgraduate level (PVC LT, PVC SR, Faculties)
  - Ensure Recognition of Prior Learning (RPL) schedules includes scope for alternative learning delivery (e.g. accredited MOOCs etc.), as well as co-curricular and extracurricular opportunities (Faculties, Senate)

**Key objective 2: Ensure deep, broad graduate capabilities through a connected curriculum**

**2.1 A Program-based approach to curriculum, outcomes and assessment.**

**Goals:**

1. In 2016, provide revised policies, procedures, and data-resources to enable a curriculum development, review and reaccreditation cycle encouraging ongoing reflection using analytics, peer review, and other evidence, the sharing of practice and resources, and the support of innovation in learning and teaching - utilise team-based, program-centric design thinking approaches.
2. In 2016, review and revise our graduate capabilities statement and policy.
3. In 2016, formalise statements for responsibilities, incentives and accountabilities for Executive Deans, Associate Deans (L&T & Q&S), Heads of Department, Program Directors and Unit Convenors in learning and teaching.

2.2 Embedded Work and Life Skills through expanded internship and entrepreneurship opportunities.

Goals:

1. In 2016, develop and test scalable models and metrics to enable and monitor provision of internship opportunities to undergraduate students - with an expectation that by 2025, students in any undergraduate program will have the opportunity to complete an internship.
2. In 2016, establish a baseline for evaluation of employability beyond the Graduate Destinations Survey (GDS) in partnership with Alumni, Research, and PACE partners.
3. In 2016, design and establish an incubator-style program to enable students to progress entrepreneurial projects.
4. In 2017, target and engage Industry and/or Community Advisors for participation in program development (including assessment design) and review cycles.
5. In 2017, commence embedding employability and entrepreneurship awareness, knowledge and skills in all undergraduate and postgraduate curricula.

2.3 Research-led Discipline Content

Goals:

1. In 2018, include as part of the program review cycle, approaches to embedding a broad based culture of enquiry and knowledge creation into teaching approaches, including research as an essential component of all coursework.
2. In 2018, provide opportunities and incentives (e.g. credit points for students, funding for staff) for coursework students to engage with the university’s leading researchers.
3. In 2018, commence development of an academic pathway for targeted high school students who wish to pursue extra-curricular research opportunities and accelerate pathways into postgraduate offerings.

2.4 An understanding of learned expertise in broader contexts.

Goals

1. In 2017, commence the design and creation of ‘Big Ideas’ units that connect knowledge across disciplines to replace People and Planet units - one of these units will be Big History, and students will be required to undertake at least one of these units.
2. In 2017, commence embedding sustainability, internationalisation, intercultural considerations and Indigenous understandings\(^2\) in all programs.

3. In 2018, design and embed at least one 300 level (or above) interdisciplinary project in every Faculty.

4. In 2018, enable every undergraduate and postgraduate student to have access to an intercultural or international experience\(^3\)

**Strategic Projects**

- **Curriculum Review and Design Project**
  - Develop, endorse and implement a *curriculum standards framework*, protocols and systems for program development – including:
    - viability criteria for programs and units;
    - program-based, authentic and aligned assessment processes;
    - RPL schedules;
    - recruitment and enhancement plans etc. (PVC LT, Senate, COO)
    - integrated approaches to program evaluation that includes student and peer feedback, reflection, learning analytics
    - Embed learning and teaching curriculum, resource and load planning into annual planning cycles (DVC A, Faculties, HR)
  - Establish data tracking and reporting process that meet government, executive and other agency requirements (PVC LT, PACE, COO, Alumni, MI)
  - Develop program level approaches to timetabling and organisation of units (PVC LT, Faculties, Property)
  - Explore the development of an appropriate and viable program option for those students who wish to construct their own, more flexible ‘independent studies’ program (DVC A, Faculties, Senate)
  - Identify assessment tasks (at least one per program) that engages relevant external partners in its design or implementation (Faculty, PACE, DVC CEA)

- **Employability Project**
  - Extend and enhance existing PACE approaches -
    - Embed PACE as a requirement of all undergraduate degree programs for students commencing in 2016.
    - Enable students in all undergraduate programs to have the opportunity of an internship (PVC LT, PACE, Careers, DVC CEA, Faculties)
    - Define new models for delivering and positioning PACE opportunities (e.g. Co-op, strategies for International students)
    - Further develop relationships with new and existing PACE partners and to inform program design and delivery (PACE, DVC CEA, DVC A, DVC I, Faculty)


\(^3\) Experiences may vary depending on work and personal commitments, but are not limited to: exchange, local placement, study remotely / abroad, language units, PACE International, short courses, student group activities, engagement in GLP, LEAP and MI programming.
○ Build on existing activities to ensure entrepreneurial learning opportunities for undergraduate and postgraduate students (PVC LT, Faculties, students)

○ Embed key employability and entrepreneurship content and skills in curricula as part of Program Review and Design cycle (Faculties, Careers, students)

○ Establish key indicators and analytics for measuring employability ‘success’ (PVC LT, PACE, COO, Alumni, MI)

• **Students as Researchers Project**
  ○ Encourage the development and inclusion of research-appropriate assessment tasks throughout the curriculum, with a view to enabling future MRes and higher degree research (HDR) study (Dean HDR, Faculties, students)

  ○ Define, scope, identify and extend research opportunities (e.g. Macquarie Matrix) to all coursework students (DVC A, DVC R, Dean HDR, Faculties, Students, Library)

  ○ Establish systems, support and professional development for sharing research knowledge and research-enhanced teaching practices (e.g. seminars/learning commons) (DVC R, DVC A, PVC LT, Marketing, Faculties)

  ○ Develop recognition and reward for enquiry-led teaching to showcase the best practices of staff (and corresponding student experiences) resulting from integrated teaching and research approaches (DVC R, DVC A)

  ○ Identify funding sources for MQ research centers that enable structured involvement of students in undergraduate research programs (DVC-R, Faculty)

• **Connecting Knowledge Project**
  ○ Establish cross-Faculty groups to develop ‘Big Ideas’ unit criteria - consider alignment with research themes (ADs LT, ADs R, DVC A, PVC LT & DVC R)

  ○ Ensure all program design includes reference to: sustainability, internationalisation, Indigenous strategies, intercultural activities and their inclusion in program development (DVC A, Faculties, Offices)

  ○ Expand intercultural experiences and embed in programs (e.g. Study Abroad, PACE, Languages etc.) (Faculties, MI, PACE, Students)

  ○ Establish regular interdisciplinary activities and events (Faculties, MI, Marketing, Students, Offices)

• **Academic Integrity Project**
  ○ Develop a whole of institution approach to academic integrity to ensure graduate ethics and integrity - as well as confirm reputation of Macquarie qualifications (Senate, DVC/A, DVC S&R) with a focus on
    - Assessment Security
    - Assessment Design
    - Academic Culture
Key Objective 3: Foster a culture that supports excellence

Goal 3.1 Connected Aspirations

Goals:
1. At all times, actively seek to align Learning and Teaching objectives with other major internal strategic frameworks and plans.
2. At all times, approach strategic planning with the aim of balancing student outcomes, academic and financial priorities.

Goal 3.2 Shared Resources and Activities

Goals:
1. In 2017, develop and test Learning Commons modelling to connect staff, students and partners with carefully curated, open resources and shared materials.
2. Between 2018-20, produce an open policy on intellectual property that encourages sharing and innovation.
3. In 2017, identify and set expectations for collaborative and active learning and build into assignments and projects throughout curricula.

Goal 3.3 Build external partnerships

Goals:
1. In 2017, ensure all program development teams include at least one industry or community advisor
2. Between 2018-20, establish at least one annual institution-wide learning and teaching event to encourage interdisciplinary and partner connections.
3. Between 2018-20, establish at least one regular Learning and Teaching event involving external partners in each Faculty (e.g. hackathons, student work presentation and judging)
4. Between 2018-20, develop a range of short courses that can be offered to our community and corporate partners.

Goal 3.4 Development, Recognition and Reward

Goals:
1. In 2016, review and revise the Academic Promotions Policy to include equivalent weighting for research and teaching activities and structure a complementary teaching excellence pathway.
2. In 2016, consider renaming ‘lecturer’ and ‘senior lecturer’ title to ‘fellow’, ‘scholar’ or ‘Assistant Professor’ in the Academic Promotions Policy (and elsewhere as required).
3. Between 2018 - 20, develop and roll out professional learning and development opportunities or requirements for all academic staff, including sessional staff (e.g. BLASST)

Strategic Projects:

- **Connected Community Project**
  - Establish relationships with key internal stakeholders to ensure alignment with other internal strategic frameworks (DVC A and other portfolio and faculty leaders).
  - Run workshops to connect Learning and Teaching and Research frameworks with Executive Deans, HoDs and Heads of Offices (DVC A, PVC LT)
  - Develop communities of practice around different aspects of Learning and Teaching practice, scholarship and leadership, to support innovators and assist collective and individual reflective practice, sharing of ideas and dissemination of effective practices (PVC LT, Faculties)
  - Establish regular internal collaboration events focusing on learning and teaching (PVC LT, Faculties, Students)
  - Facilitate regular collaborative learning activities (e.g. hackathons, business pitches, simulations/hypotheticals) (PVC LT, Faculties, Students)

- **Learning Commons Project**
  - Develop online resources to support collaborative teaching initiatives, such as the integration and curation of Learning Commons resources (PVC LT)
  - Identify core content areas (e.g. research methodologies) which may benefit from shared accessibility and work to develop resources (DVC A, Faculties, Library)
  - Explore opportunities for resource sharing and curation with international partner universities and other networks including Open Educational Resources (OER) e.g’s BEST or Khan Academy (PVC LT, Faculties, MI)
  - Identify, design and offer short courses, including professional development, for our community and corporate partners (DVC A, DVC SR, Access, HR, Alumni)

- **Reward, Recognition and Incentives Project**
  - Define formal responsibilities, incentives and accountabilities for roles for Executive Deans, Associate Deans (L&T and Q&S), Heads of Department, Program Directors and Unit Convenors (DVC A, Exec Deans, HR, DVC S&R)
  - Review MQ Learning and Teaching grant and award schemes to increase engagement and recognition (PVC LT, Senate, Students)
  - Review reward and recognition for learning and teaching, drawing on a range of quality measures (student evaluation, peer review, student
outcomes) and align academic promotion criteria for learning and teaching (DVC A, Senate)
- Align learning and teaching priorities with recruitment, recognition and reward processes (PVC LT, HR)
- Develop a program to celebrate and promote Learning and Teaching achievements (PVC LT, Marketing)

- **Professional Development Project**
  - Establish a continuing professional development (CPD) framework for quality teaching, and provide the time, space and recognition for CPD (DVC A, Faculties, HR)
  - Strengthen induction and on-going support programs for new and existing staff to incorporate learning and teaching development including mandatory Foundations in Learning and Teaching (FiLT) program for new staff (HR, Faculties)
  - Identify opportunities to increase the number of industry placements, secondments and ‘sabbaticals’ for staff (DVC/A, CEA, PVC L&T, PACE, HR)
  - Develop sessional staff policy to establish pathway for development and support of sessional staff whilst minimising reliance on them (DVC/A, Faculties, Senate).

**Summary of Strategic Projects:**
- Student Engagement for Success Project
- Technologies and Spaces Project
- Student Engagement in Curriculum Project
- Curriculum Review and Design Project
- Employability Project
- Students as Researchers Project
- Connecting Knowledge Project
- Academic Integrity Project
- Connected Community Project
- Learning Commons Project
- Reward, Recognition and Incentives Project
- Professional Development Project
ITEM 8.4 ASSESSMENT POLICY AND SCHEDULES: UPDATE

For discussion.
ITEM 8.4 ASSESSMENT POLICY AND SCHEDULES: UPDATE

Issue

In November 2015, Academic Senate endorsed the Assessment Policy - Principles of Assessment. Since then, a number of Schedules have been developed to accompany the Policy including:

- Grading Requirements
- Unit Assessment Requirements
- Final Examination Requirements
- Moderation Requirements

The draft Schedules are attached for information and comment. The Schedules are subject to ongoing consultation and may change as a result of the feedback received. Meetings have been scheduled with representatives from each Faculty & PACE to discuss their feedback and reach consensus on particular provisions.

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

The attached approval and implementation timeline is provided for information and has been approved by the Senate Learning and Teaching Committee and the Associate Deans (Learning and Teaching). In accordance with the timeline, the Assessment Policy and Schedules will return to Academic Senate at its meeting scheduled 5 April 2015 for approval. This will allow sufficient time for socialisation and the development of Faculty-based procedures before implementation in Session 2, 2016.

Consultation Process

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

- Pro-Vice Chancellor (Learning and Teaching)
- Senate Learning and Teaching Committee
- Assessment Working Group
- Associate Deans (Learning and Teaching)
- Dean, Higher Degree Research

Recommendation

Academic Senate consider and discuss the Schedules to the Assessment Policy.

Outcome to be communicated to:

- Assessment Working Group
- Senate Learning and Teaching Committee
- University Executive

Submitted by
Dr Mitch Parsell, Chair of Senate Learning and Teaching Committee

For enquiries contact
Ainslee Harvey, Academic Senate Project Officer, ainslee.harvey@mq.edu.au x6346
### Assessment Policy - Timeline - 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
</table>
| November 2015       | Academic Senate Meeting  
|                     |   ● Senate considered and endorsed the Policy Statement – Principles of Assessment |
| January 2016        | Faculty Boards  
|                     |   ● Prepare feedback in response to Assessment Policy and Schedules (1,4 & 5) |
| 1 February 2016     | Senate Learning and Teaching Committee Meeting  
|                     |   ● Consideration of timeline and implementation plan  
|                     |   ● Verbal report: Feedback from Faculty Boards |
| 3 February – 15 February 2016 | Individual meetings with SLTC Faculty reps, Faculty Board reps and working party members  
|                     |   ● Faculty of Science & Engineering  
|                     |   ● Faculty of Arts  
|                     |   ● Faculty of Human Sciences  
|                     |   ● Faculty of Business & Economics  
|                     |   ● Faculty of Medicine and Health Sciences  
|                     |   ● PACE |
| 16 February 2016    | Academic Senate Meeting  
|                     |   ● Consideration and discussion of draft schedules and timeline |
| 7 March 2016        | Senate Learning and Teaching Committee Meeting  
|                     |   ● Final endorsement of Assessment Policy and Schedules |
| 5 April 2016        | Academic Senate Meeting  
|                     |   ● Approval of Assessment Policy and Schedules |
| April – June 2016   | Associate Deans (Learning and Teaching) and Faculty Boards  
|                     |   ● Socialise Assessment Policy with all staff members / information sessions  
|                     |   ● Develop local procedures to support Policy |
| 1 August 2016       | Session 2: Implementation of new Policy |
SCHEDULE 1: GRADING REQUIREMENTS

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

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

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

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

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

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

1.6 Final grades must reflect the descriptors given below:

ASSESSMENT GRADES AND STATUS

<table>
<thead>
<tr>
<th>GRADE</th>
<th>RANGE</th>
<th>STATUS¹</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>85-100</td>
<td>Pass</td>
<td>Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline</td>
</tr>
<tr>
<td>D</td>
<td>75-84</td>
<td>Pass</td>
<td>Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining</td>
</tr>
</tbody>
</table>

¹ 'Standard Grade' in AMIS
and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience

| CR | 65-74 | Pass | Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline |
| P | 50-64 | Pass | Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes |
| F | 0-49 | Fail | Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline |
## Final Grades not receiving a mark

<table>
<thead>
<tr>
<th>GRADE</th>
<th>RANGE</th>
<th>STATUS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>No mark</td>
<td>Pass</td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard.</td>
</tr>
<tr>
<td>F</td>
<td>No mark</td>
<td>Fail</td>
<td>Student has not met the defined standards at an appropriate level within a specified time.</td>
</tr>
<tr>
<td>FA</td>
<td>Did Not Attend</td>
<td>Fail</td>
<td>Student has failed the compulsory attendance component of assessment.</td>
</tr>
<tr>
<td>FW</td>
<td>Fail</td>
<td></td>
<td>Awarded when a student withdraws from a unit or units after the Census Date, and when academic and/or financial penalties have been applied.</td>
</tr>
<tr>
<td>I</td>
<td>Grade Not Submitted</td>
<td>Fail</td>
<td>Unit is incomplete. The student has not submitted or completed one or more components of the assessment.</td>
</tr>
<tr>
<td>IS</td>
<td>Grade Not Submitted</td>
<td>Fail</td>
<td>Unit is incomplete and supplementary assessment has been granted.</td>
</tr>
<tr>
<td>K</td>
<td>Grade Not Submitted</td>
<td>Fail</td>
<td>Enrolment continuing: the unit is taken over more than one session, and the assessment will be finalised in a later session.</td>
</tr>
<tr>
<td>UD</td>
<td>Grade Not Submitted</td>
<td>Fail</td>
<td>Result not finalised. Student has submitted a request for Disruption, for which the outcome is pending.</td>
</tr>
<tr>
<td>UJ</td>
<td>Grade Not Submitted</td>
<td>Fail</td>
<td>Result is finalised, but not yet released, due to an unresolved matter. &lt;Usually used in cases of allegations of academic misconduct or disciplinary matters&gt;</td>
</tr>
<tr>
<td>UL</td>
<td>Grade Not Submitted</td>
<td>Fail</td>
<td>Result awaited from Unit Convenor &lt;used to indicate 'late' grades. Useful to distinguish these from 'Z' grades?&gt;</td>
</tr>
<tr>
<td>UX</td>
<td>Grade Not Submitted</td>
<td>Fail</td>
<td>Student is undertaking an exchange program; unit result awaited.</td>
</tr>
<tr>
<td>WN</td>
<td>Grade Not Submitted</td>
<td>Awarded when a student withdraws from a unit or units after the Census Date, and when academic and/or financial penalties have not been applied</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>Grade Not Submitted</td>
<td>Indicates a thesis or dissertation has been submitted and is being assessed</td>
<td></td>
</tr>
</tbody>
</table>

1.7   A Grade Point Average (GPA) is a calculation that reflects the overall grades of a student in a coursework program. It will be calculated on the basis of the units completed at Macquarie University towards the program. It will not take into account credit points granted through RPL or non-award study. The calculation will be based on the following:  
[To be determined – discussions continuing]
SCHEDULE 2: UNIT ASSESSMENT REQUIREMENTS

1. Maximum weighting

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

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

2. Group work

2.1 **Statement re philosophy/purpose of group work**

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

2.3 Staff shall ensure students are prepared and monitor groups to ensure that:

- the group's progress is satisfactory
- group members are collaborating effectively and fairly

3. Hurdle Requirements

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

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

3.3 Hurdle requirements:

- Must be clearly specified in the unit guide including the requirements for performance and / or participation
- Must be determined on pedagogical grounds
- Should be used only where it is appropriate to ensure fulfilment of unit and program learning outcomes
- May be used to meet minimum competency standards or to demonstrate 'fitness to practice' for courses related to professional practice
3.4 In cases where students have made a serious attempt but failed to meet the hurdle requirement, they must be given more than one opportunity to meet each hurdle requirement, except in cases where they have failed to submit or where Faculty Board has granted an exemption. For hurdles that are final examinations or major requirement assessments, there will be a maximum of one such further opportunity.

4. **Supplementary Assessment**

4.1 Supplementary assessments are limited to application to the following:

- the provision of a further opportunity to successfully complete hurdle assessments,
- as the outcome of a Disruptions to Study application,
- as the outcome of a Grade Appeal on the grounds that:
  - due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration,
  - the student had been disadvantaged in some way due to the conduct of an assessment task,
  - the assessor’s judgement was not objectively applied.

5. **Academic Honesty**

5.1 Work submitted by students for assessment will be subject to plagiarism detection software, such as Turnitin, unless otherwise approved.

6. **De-identified**

6.1 Student work is de-identified before marking where appropriate.

7. **Electronic submission**

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

8. **Late submission**

8.1 Penalties for late submission of assessment where an extension has not been approved are to be consistently applied across all students enrolled in a coursework unit.

8.2 For coursework units assessment tasks are not accepted after the earlier of the following:
(i) the tenth calendar day after the due date; or
(ii) the return of the assessment items that were submitted on time.

8.3 Where a student has been granted an extension which will ultimately extend beyond the return date, an alternative task must be set, except where the task is an individual project or similar.

8.4 Unit guides will publish the penalties for late submission, which will not exceed 10% per day.

8.5 Late submission of take home assessment or resubmissions is not permitted.

9. Retention of student work

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

10. Applications for reasonable adjustments

10.1 Where sufficient notice has been provided the University will cater for students with a disability or other special needs to ensure fairness and equality of opportunity for all students
SCHEDULE 4: FINAL EXAMINATION REQUIREMENTS

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

1. **Timetable**

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

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

1.3 Students will be responsible for:
   - checking the final examination timetable
   - checking room and seat number allocation
   - adhering to the final examination timetable
   - ensuring they are available for the full duration of the final examination period.

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

2 **Duration of Examination**

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

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

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

2.4 If a final examination is disrupted for any reason, the examination may be:
   - continued, with an adjustment made up to the length of the disruption
   - considered completed, with the examination scripts marked
   - abandoned and rescheduled (to the last day of the official final examination period where possible).
3. **Quality Assurance**

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

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

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

3.3 If a supplementary examination is required, a different paper must be prepared.

4. **Conduct**

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

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

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

4.4 Students are not permitted to:
- enter a final examination venue once one hour from the time of commencement (excluding any reading time) has elapsed
- leave a final examination venue before one hour from the time of commencement (excluding any reading time) has elapsed
- be readmitted to a final examination venue unless they were under approved supervision during the full period of their absence
- obtain, or attempt to obtain, assistance in undertaking or completing the final examination script
- receive, or attempt to receive, assistance in undertaking or completing the final examination script¹.

¹ Unless an application for reasonable adjustment has been approved.
• communicate in any way with another student once they have entered the final examination venue

5. **Authorised material in examinations**

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

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

5.3 Calculators and electronic dictionaries may only be brought into examinations where their use has been specifically authorised. Unit convenors may specify the type of device allowed and this information must be published in the unit guide. Neither calculators nor electronic dictionaries will be supplied at the examination.

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

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

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

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

6. **Unauthorised material in examinations**

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

- bags (these may be left outside examination rooms, however students should note that there will not be any security monitoring provided in these areas)
- pencil cases
- notes of any kind including those written on rulers, calculators, calculator covers or anywhere else
- blank paper, note pads, writing paper/pad
6.2 Any unauthorised material detected will be confiscated by the supervisor. Cases of alleged academic misconduct will be handled under the provisions of the relevant University policies.

7. **Application for reasonable adjustments**

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

8. **Handling of examination scripts**

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

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

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

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

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

8.6 The final examination paper for each unit will be made available by the University after the official end date of the scheduled final examination period.

9. **Electronic Examination Principles**

To be discussed
SCHEDULE 5: MODERATION REQUIREMENTS

1. Moderation

Overview:

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

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

Requirements:

1.3 All summative assessment must be subject to moderation.

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

1.5 The method of moderation may vary between departments.

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

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

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

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

2. Moderation and the Assessment Lifecycle

2.1 Moderation will occur at all stages of the assessment lifecycle, including:

(a) Setting and modification of assessment criteria and standards
(b) Design and modification of assessment tasks and rubrics
3. Setting and modification of assessment criteria and standards

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

4. Design and modification of assessment tasks and rubrics

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

4.2 Departmental processes will ensure the moderation of specific assessment tasks. This might be carried out either amongst paired colleagues, within teaching teams or by a departmental committee. However organised, the aim of this moderation should be to ensure that:
   - Each task is a valid means of providing students with an opportunity to demonstrate achievement of the intended learning outcomes for the unit.
   - The questions or instructions are clearly worded and contain no ambiguities as to what students are expected to do.
   - The assessment workload is appropriate to the assessment across the program.
   - The time allowed for completion of the task is reasonable.
   - All students can reasonably be expected to have access to the resources required for completion of the task.
   - There is a clear marking scheme or rubric confirming correct answers or key features of model answers and if applicable, directions where and how marks are to be apportioned according to performance in specific questions or against specific assessment criteria and standards.

5. Pre Marking

5.1 All markers must be familiar with the assessment standards, and agree on marking processes. The aims of this moderation are to:
   - clarify any misunderstanding of assessment requirements; and
   - ensure shared understanding and application of criteria and standards for assessment
5.2 Common forms of pre-marking moderation include:
   ● Pre-marking meetings with the teaching team and a step-by-step discussion of each question, checking for clarity and lack of ambiguity and for consensus around expectations of student responses.
   ● Trial marking to refine the marking scheme and generate common understandings of expected standards.

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

6. Marking/Grading

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

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

7. Review and Evaluation

7.1 The teaching team should identify and address areas for improvement in curriculum and assessment design in time for modification for the next unit offering
ITEM 10.1 INCREASING THE TERM OF STUDENT REPRESENTATIVES ON ACADEMIC SENATE

For discussion.

Recommended resolution:
Academic Senate resolve to:

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

ii. authorise the Academic Senate Standing Committee to review the Academic Senate Rules and recommend necessary amendments to University Council for approval on behalf of Academic Senate.
ITEM 10.1  INCREASING THE TERM OF STUDENT REPRESENTATIVES ON ACADEMIC SENATE

Issue
At the Academic Governance Workshops, there was detailed discussion about student engagement in academic governance. There was general agreement that while students were given a formal role in academic governance process, they were rarely supported well enough to make an effective and influential contribution. The reasons for this are varied and it has been acknowledged that a combination of measures need to be introduced to ensure student governors are supported and influential in their roles.

One contributing factor is that students are elected to Academic Senate for a one-year term (June – June). Discussions with the cohort of elected student representatives have confirmed that this does not allow enough time for student governors to understand their role, develop their peer and professional networks, and make a valuable contribution. Students reported that it was only towards the end of their one-year term that they had the confidence to contribute to the discussion having spent time understanding the issues and canvassing the views and opinions of their peers.

They felt that a two-year term would provide the time needed to (a) develop the necessary knowledge and relationships; (b) be confident in representing the student perspective; and (c) continue contributing to the work of Senate working groups/projects, whose lifetimes often span more than a single year.

Student representatives on University Council and on the Student Representative Council (formerly the Student Advisory Board) are now elected to a two-year term, as are all Academic staff elected representatives on Senate. Furthermore, under the common standing orders of Committees of Senate, we have now standardised all such no-ex-officio committee memberships, including those of student members, to two years. It is clear, therefore, that one-year student Senate membership terms are now out of step with common practice throughout the rest of the University’s academic and corporate governance structure.

It is proposed, therefore, that Senate student terms should be extended to two years. This would encourage more stable, effective and collegial student engagement in the University’s academic governance processes, while having the desirable side effect of reducing the overall cost of an expensive annual election process.

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

Recommendation
Academic Senate resolve to:

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

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

Submitted by
Professor Dominic Verity, Chair of Academic Senate, dominic.verity@mq.edu.au

For enquiries contact
Ainslee Harvey, Academic Senate Project Officer, ainslee.harvey@mq.edu.au, (x6346)
ITEM 10.2 CO-OPTION OF THE CHAIR OF SENATE LEARNING AND TEACHING COMMITTEE

On 15 January 2016, the Chair of Academic Senate in conjunction with the Academic Senate Standing Committee resolved to appoint Dr Mitch Parsell as Chair of the Senate Learning and Teaching Committee (Refer to Item 13.1).

In accordance with rule 7(1)(p) of the Academic Senate Rules, Academic Senate can resolve to appoint up to four additional members.

For approval.

Recommended resolution:
Academic Senate resolve to co-opt Dr Mitch Parsell, Chair of the Senate Learning and Teaching Committee as a member of the Academic Senate.
ITEM 10.3 ELECTION OF CHAIR OF ACADEMIC SENATE

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Date/Details</th>
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<tbody>
<tr>
<td>Notice of Election</td>
<td>Monday 15 February 2016</td>
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<tr>
<td>Academic Senate meeting</td>
<td>Tuesday 16 February 2016</td>
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<tr>
<td>Nominations close</td>
<td>Monday 29 February 2016</td>
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<tr>
<td>Voting opens</td>
<td>Wednesday 2 March 2016</td>
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<td>Voting closes</td>
<td>Wednesday 16 March 2016</td>
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<tr>
<td>Academic Senate meeting</td>
<td>Tuesday 5 April 2016</td>
</tr>
<tr>
<td>Academic Senate meeting</td>
<td>Tuesday 24 May 2016</td>
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Recommendation

That Academic Senate note the timeframe for the election of the Chair of Academic Senate.

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

Enquiries:
Zoe Williams, Head, Governance Services x4322
ITEM 10.4  VICE-CHANCELLOR’S COMMENDATIONS
UNDERGRADUATE

For approval.

Recommended resolution:
Academic Senate resolve to award the Vice Chancellor’s Commendation to the 19 Bachelor degree
graduands identified.
ITEM 10.4 VICE-CHANCELLOR’S COMMENDATIONS - UNDERGRADUATE

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

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
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</thead>
<tbody>
<tr>
<td>42769949</td>
<td>BARRETT, Peter Leonard</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>43268242</td>
<td>BUNN, Jacqueline Ruth</td>
<td>Bachelor of Arts</td>
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<tr>
<td>42887593</td>
<td>JOHNSON, Annelisa</td>
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<td>43436080</td>
<td>KHEMANANTA, Emily Claire</td>
<td>Bachelor of Arts</td>
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<tr>
<td>42842999</td>
<td>METCALFE, Louise Kate</td>
<td>Bachelor of Arts with Bachelor of Science</td>
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<tr>
<td>43050867</td>
<td>PASTORELLI, Christian</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>42864259</td>
<td>DUTT, Arish</td>
<td>Bachelor of Applied Finance with</td>
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<td>42819377</td>
<td>KRISTENSEN, Tina Helding</td>
<td>Bachelor of Commerce</td>
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<tr>
<td>42926769</td>
<td>NARUMITREKAGARN, Yingluck</td>
<td>Bachelor of Economics</td>
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<td>43246451</td>
<td>TEO, Jia Tian</td>
<td>Bachelor of Actuarial Studies</td>
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<td>43295215</td>
<td>TONER, Michael Hartley</td>
<td>Bachelor of Commerce - Professional</td>
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<tr>
<td>42773423</td>
<td>VELLA, Olivia</td>
<td>Bachelor of Commerce - Professional</td>
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<td>43088848</td>
<td>YEUNG, Choi Sang</td>
<td>Bachelor of Actuarial Studies</td>
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<td>43240682</td>
<td>LANIGAN, Paul</td>
<td>Bachelor of Speech and Hearing Sciences</td>
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<td>43049567</td>
<td>STURMAN, Daniel Quantrill</td>
<td>Bachelor of Psychology (Honours)</td>
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<td>41964039</td>
<td>EDWARDS-DURIC, Jo Anna Milena</td>
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<td>42749565</td>
<td>FONG, Kevin Kog Chee</td>
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<td>42736072</td>
<td>JONES, Samantha Frances</td>
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<td>43073271</td>
<td>PAGE, Victoria</td>
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Consultation Process:
The Graduation Unit has reviewed the Potential VC Commendations report from AMIS and cross-checked with academic transcripts.

Recommendation:
That the Vice-Chancellor’s Commendation be awarded to the 19 Bachelor degree graduands listed above.

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

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

For approval.

Recommended resolution:
Academic Senate resolve to award the Vice-Chancellor's Commendation to the 52 Master Coursework graduands identified.
ITEM 10.5  VICE-CHANCELLOR’S COMMENDATIONS - POSTGRADUATE

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

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<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
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<tr>
<td>42168848</td>
<td>BARTON, Holly</td>
<td>Master of Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies</td>
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<tr>
<td>42120020</td>
<td>CANTY, Therese</td>
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<td>43229484</td>
<td>DORREEN, Emma</td>
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<td>42608317</td>
<td>ENDRESZ, Rodney James</td>
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<td>43028578</td>
<td>FORSYTH, Danielle Kate</td>
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<td>43183603</td>
<td>HUGO, Glen Stephen</td>
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<td>43033970</td>
<td>IND, Matthew</td>
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<td>41399110</td>
<td>MILLINGTON, Steven James</td>
<td>Master of Laws</td>
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<td>41726545</td>
<td>OPDAM, Daniel William</td>
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<td>42787122</td>
<td>PURCELL, Joanne Marie</td>
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<td>42842662</td>
<td>SAUNDERS, Anne Margaret</td>
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<td>43829562</td>
<td>VERES, Martin</td>
<td>Master of Arts</td>
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<td>43553060</td>
<td>WARD, Henry Leonard</td>
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<td>Faculty of Business and Economics</td>
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<td>30408784</td>
<td>CELINSKI, Lucinda Alison</td>
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<td>CHEN, Ying Chin</td>
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<td>42163358</td>
<td>GRANGER, Louise Pamela</td>
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<tr>
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<td>HANN, Angela Joy</td>
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<td>41850270</td>
<td>KUEHN, Stacey</td>
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<td>PAWELA, Chiara Serena</td>
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<td>SAILAH, Jessica Rae</td>
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<td>SINCLAIR, Oritt Ruth</td>
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<td>43614035</td>
<td>VELLA, Nicholas Carl</td>
<td>Master of Organisational Psychology</td>
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**Faculty of Science and Engineering**

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<td>42355168</td>
<td>BACZELIS, Brett</td>
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<tr>
<td>40722694</td>
<td>DRYDEN, Rachel Marie</td>
<td>Master of Environment</td>
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<td>4192559</td>
<td>O'HARE, Michelle Rosemary</td>
<td>Master of Environment</td>
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<td>4141889</td>
<td>THACKHAM, Mark Bruce</td>
<td>Master of Applied Statistics</td>
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<tr>
<td>42750571</td>
<td>WAUCHOPE-DRUMM, Mareshell Jean</td>
<td>Master of Environmental Science</td>
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**Macquarie Graduate School of Management**

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<td>4132084</td>
<td>BATH, Andrew Roderick</td>
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<tr>
<td>43862535</td>
<td>GORMAN, Michelle Angela</td>
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<tr>
<td>42257018</td>
<td>KNIGHT, Cameron Ross</td>
<td>Master of Management</td>
</tr>
</tbody>
</table>

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

**Recommendation:**
That the Vice-Chancellor’s Commendation be awarded to the 52 Master coursework graduands listed above.

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

**For enquiries contact:**
Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 11.1  ITEMS APPROVED BY THE CHAIR

The following two items have been approved by the Chair of Academic Senate on behalf of Academic Senate:

1. Incorrect unit (AHIS150) appearing in People units in AMIS (attached)

2. Macquarie Foundation Program Completions (attached)

For ratification.

Recommended resolution:
Academic Senate ratify:

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

ii. the approval of the 16 candidates who have satisfied the requirements for the Macquarie Foundation Program, as approved by the Chair of Academic Senate 9 December 2015.
Memo

To: Dominic Verity, Chair Academic Senate
    Pamela Coutts, Chair, Academic Standards and Quality Committee
    Jonathan Wylie, Deputy Registrar
    Kathryn Whittingham, Head of Student Administration

From: Kylie Shorrock, Manager, Curriculum and Planning

24 November 2015

ISSUE:
Incorrect unit (AHIS150) appearing in people sets in AMIS since 3/1/2014

BACKGROUND:
On Monday 23 November, Faculty of Science and Engineering sent a query regarding an individual case (S/N 43256171) submitted with regards to AHIS150 being a people unit. According to my records AHIS150 has never been a people unit.

Upon investigation I have determined that AHIS150 had been added (incorrectly) to people sets (people set version 1 and version and people set 2) on 3 January 2014. This potentially impacts all students admitted prior to 1 January 2015.

A search resulted in approximately 155 students who were admitted prior to 1/1/2015. This unit is also a required unit the major Ancient History, Egypt and Near East and is also an option in the Bachelor of Ancient History, so some students will be completing this unit for those purposes.

RECOMMENDATIONS:

1. Recommend that any student who has completed AHIS150 prior to 1/1/2016 be permitted to use it as a People unit if required and accordingly saved without individual paperwork being submitted. (list attached)
2. Communicate with stakeholders including Faculties, Lifecycle Team, Student Connect.

For approval by Academic Senate.

Kylie Shorrock
Curriculum and Planning Manager
## MACQUARIE FOUNDATION PROGRAM COMPLETIONS

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

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Given Name</th>
<th>Family Name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>43211763</td>
<td>Zi</td>
<td>Ding</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43365620</td>
<td>Jiayun</td>
<td>Lu</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43484034</td>
<td>Wanze</td>
<td>Li</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43767044</td>
<td>Suchadet</td>
<td>Chaiklongklaw</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43767818</td>
<td>Htut Oo</td>
<td>Yoon</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43876242</td>
<td>Hannah</td>
<td>Sei Mun Young</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43828671</td>
<td>Jiali</td>
<td>Qi</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43837107</td>
<td>Karifa</td>
<td>Kargbo</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
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<td>43849636</td>
<td>Macy</td>
<td>Sung</td>
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</tr>
<tr>
<td>44536100</td>
<td>Zahra Sehar</td>
<td>Latif</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>44574363</td>
<td>Caleb Elbow</td>
<td>Barry</td>
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</tr>
<tr>
<td>44584229</td>
<td>Mohammed</td>
<td>Rahman</td>
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</tr>
<tr>
<td>44608187</td>
<td>Tobias James</td>
<td>Churcher</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>44675070</td>
<td>Fiona</td>
<td>Tran</td>
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</tr>
<tr>
<td>44677723</td>
<td>Edward</td>
<td>Lo</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>44677766</td>
<td>Howard</td>
<td>Wong</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
</tbody>
</table>

**Consultation Process:**
List of students who have been qualified from the Foundation Program in session 2, 2015 (IBT2,2015), as provided and confirmed by Macquarie City Campus.

**Recommendation:**
Approval of the 16 candidates who have satisfied the requirements for the Macquarie Foundation Program as stated.

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

**For enquiries contact:**
Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 12.1 STUDENT EXPERIENCE SURVEYING: POLICY AND PROCEDURE

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

The amendments as requested by the Senate Learning and Teaching Committee are included within the attached documentation.

For approval.

Recommended resolution:
Academic Senate resolve to approve the:
   i. Student Experience Surveying Policy;
   ii. Student Experience Surveying Procedure; and
   iii. Student Experience Surveying Schedule and Flowchart.
ITEM 12.1 STUDENT EXPERIENCE SURVEYING: POLICY AND PROCEDURE

Issue
A Student Experience Surveying Policy, Schedule and Procedure has been drafted to optimise university surveying enabling effective evaluation of the student experience while minimising survey demands on individual students. The Policy and Procedure outline the governance, administration and management of ‘enterprise’ and ‘learner’ surveys\(^1\) as per an agreed Schedule.

Discussion
University Executive and the Student Experience Sub-Committee of Council both endorsed the establishment of a cross-representative working party to develop a Schedule detailing the timing, mode and application of all surveys across the student life-cycle, together with associated Policy and Procedure.

The Working Party presented an initial report to the Senate Learning and Teaching Committee in April 2015.

A draft Policy and Schedule were presented to the October 2015 SLTC. Following discussion, actions were to progress:
1. A Discussion Paper for Academic Senate consideration; and
2. A revised Policy, Procedure and Schedule drafted and returned to SLTC for further consideration.

The February meeting of SLTC endorsed progression to Academic Senate with the following feedback:
1. Make DVC’s responsible for reporting areas in the schedule to drive action. These have been drafted into the schedule attached.
2. Develop a workflow for how we respond to survey results. (attached)

Consultation Process
The following offices have been consulted prior to the submission of this paper:
- Deputy Vice-Chancellor (Students and Registrar)
- Deputy Vice-Chancellor (Academic)
- Pro Vice-Chancellor (Learning and Teaching)
- Campus Wellbeing and Support Services
- Learning and Teaching
- Strategic planning and information.

Recommendation
For approval.

Operational Impact
- Academic Staff
- Professional Staff

Submitted by: Professor Sherman Young, Pro Vice-Chancellor Learning and Teaching and Deidre Anderson, Deputy Vice-Chancellor (Students and Registrar)

For enquiries contact: Ms Laura Heron, Project Manager, Office of the PVC L&T
Dr Brad Windon, Executive Officer, Deputy Vice-Chancellor (Students and Registrar)

---

\(^1\) Enterprise surveys: those that secure feedback from students about their experience with information provided, enrolment and admission, orientation and progression, facilities and infrastructure, general and support services, activities and events are within the scope of this policy.

Learner surveys: those that secure feedback from students regarding the content, delivery and teaching of programs of study, and their constituent units, are also within the scope of this policy.
Student Experience Surveying Policy

1 PURPOSE
To optimise university surveying to enable effective evaluation of the student experience whilst minimising survey demands on individual students.

2 BACKGROUND
Evaluation of the student experience is an expectation of the Australian Government and has been listed in the Higher Education Standards Framework (HESF). Seeking feedback gives agency and voice to students and helps to inform staff at all levels in their decision-making.

Surveys may be used to collect information about student expectations, needs and their experiences of educational and non-educational programs and services. Surveys such as questionnaires and focus groups, for example, are commonly used evaluation methods by governments and universities.

A more streamlined and centralised life-cycle approach to survey administration has been adopted by the University to manage the scheduling and timing of surveys, and to help maintain the highest levels of data integrity and reliability. In addition, it is intended to reduce the number of surveys of students by the University about the student experience, whilst not precluding surveys to address specific local needs (see Procedure).

3 SCOPE
Enterprise surveys, such as those that secure feedback from students about their experience with learning, information provided, enrolment and admission, orientation and progression, facilities and infrastructure, general and support services, activities and events for the purpose of quality enhancement are within the scope of this policy.

Learner surveys that secure feedback from students regarding the content, delivery and teaching of programs of study, and their constituent units, are also within the scope of this policy.

For a list of University Enterprise and Learner survey activities, please refer to the Schedule. The Procedure details alternative survey, sampling and evaluative practices not in scope of this Policy.

This Policy applies to all staff and students at all campuses and locations of the University.

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

‘Enterprise’ surveys refer to surveys that focus on mandated surveys such as those forming the Quality Indicators for Learning and Teaching (QILT) [http://www.qilt.edu.au/] under the
Department of Education and Training, other externally benchmarked surveys, and internal University surveys specific to faculties, departments and offices for enhancing the quality of learning and teaching, employability and student experience.

Learner surveys refer to surveys that focus on curriculum or teaching, typically provided through the Office of the Pro Vice-Chancellor Learning and Teaching in the portfolio of the Deputy Vice-Chancellor Academic [https://staff.mq.edu.au/teaching/evaluation/].

5 POLICY STATEMENT

The evaluation of the student experience is important because it informs quality enhancement and strategic decision-making, aids institutional benchmarking, and provides agency to students. It can include measures to evaluate institutional, academic program, teaching, administration, amenity and support aspects of the student experience.

Mandatory Australian Government student experience measures and those with National and/or International benchmarking capability will be prioritized over other measures.

Student experience surveys will be, where possible, minimized to only those required to inform the experience at the various stages of the student lifecycle (refer to the Schedule).

Student experience surveys will be, where possible, developed, conducted, evaluated and reported in accordance with best practice principles (refer to the Procedure).

Only surveys approved by the University nominee(s) as outlined by the Policy and listed in the Schedule may be administered. Authorisation for student experience surveys is by nominated member(s) of the University Executive (refer to the Procedure).

6 RELEVANT LEGISLATION

Higher Education Support Act 2003 (HESA)
Tertiary Education Quality and Standards Agency Act 2011 (TEQSA)

7 KEY RELATED DOCUMENTS

Student Experience Surveying Procedure
Student Experience Surveying Schedule
Human Research Ethics Policy
Quality Enhancement Policy and Guidelines
Academic Survey Evaluation of Teaching Procedures
Unit Guide Policy and Procedures
Enterprise Agreement

8 NOTES

<table>
<thead>
<tr>
<th>8.1</th>
<th>Contact Officer</th>
<th>Deputy Vice Chancellor Students &amp; Registrar (DVC-S&amp;R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>Implementation Officer</td>
<td>Executive Officer, DVC-S&amp;R</td>
</tr>
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| 8.3 | Approval Authority / Authorities | Deputy Vice Chancellor (Academic)  
Deputy Vice Chancellor Students & Registrar (DVC-S&R)  
Chief Operating Officer |
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<th>Requirement</th>
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<tr>
<td>8.4 Date Approved</td>
<td></td>
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<tr>
<td>8.5 Date of Commencement</td>
<td>January 2015</td>
</tr>
<tr>
<td>8.6 Date for Review</td>
<td>January 2018</td>
</tr>
<tr>
<td>8.7 Documents Superseded by this Policy</td>
<td>Nil</td>
</tr>
<tr>
<td>8.8 Amendment History</td>
<td>The Policy Unit will complete this section as required.</td>
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</table>

### REQUIREMENTS FOR PUBLISHING TO POLICY CENTRAL

<table>
<thead>
<tr>
<th>Category [select ONE only]</th>
<th>Governance (including Legal; Risk, Compliance and Insurance)</th>
</tr>
</thead>
</table>
| Audience [select ALL that apply] | Academic staff  
Professional staff  
Researchers & HDR Candidates  
Students  
Visitors to Macquarie  
Other – specify |
Student Experience Surveying Procedure

1 PURPOSE

To define the processes for management, application, analysis and reporting of Student Experience Surveys in accordance with the Student Experience Surveying Policy and Schedule.

2 SCOPE

This Procedure applies to all staff and students at all campuses and locations of the University.

3 DEFINITIONS

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

**Enterprise** surveys refer to surveys that focus on mandated surveys such as those forming the Quality Indicators for Learning and Teaching (QILT) [http://www.qilt.edu.au/] under the Department of Education and Training, other externally benchmarked surveys, and internal University surveys specific to faculties, departments and offices for enhancing the quality of learning and teaching, employability and student experience.

**Learner** surveys that secure feedback from students regarding the content, delivery and teaching of programs of study, and their constituent units. For example, those typically provided through Office of the Pro Vice-Chancellor Learning and Teaching in the portfolio of the Deputy Vice-Chancellor Academic [https://staff.mq.edu.au/teaching/evaluation]

4 RESPONSIBILITIES AND REQUIRED ACTIONS

**STAFF**

It is an expectation that all Macquarie University staff will comply with the Policy, Procedure and Schedule by actively pursuing opportunities to optimize and streamline university conducted or facilitated surveying of student experience.

In cases where staff wish to conduct alternative surveys for the purpose of evaluation of quality assurance of a program/service, that fall outside this schedule, Staff are responsible for seeking procedural advice (and approval) from Faculty Associate-Deans Learning and Teaching or Office Directors (in the first instance), and from the Office of the Deputy Vice-Chancellor Students and Registrar, if the enquiry cannot be addressed at Faculty or Office level.

**MEMBERS OF THE EXECUTIVE**

Led by the Deputy Vice-Chancellor Students and Registrar, the Chief Operating Officer and Deputy Vice-Chancellor Academic share the following responsibilities:
- Review metrics generated across student experience surveying to inform planning and resource allocation in the interest of improving the student experience;
- Consider collaborative approaches to issues relating to student experience;
- Benchmark university outcomes and metrics against national and international universities; and
- Provide reports to the Executive Group, Senate, Council and the Student Advisory Board on outcomes of interventions and strategies to enhance the overall student experience.

The Office of the Deputy Vice-Chancellor Students and Registrar will oversee adherence to the Policy, Procedure and Schedule, respond to related enquiries and consider requests for exceptions to the Procedure and Schedule in consultation with the Office’s of the Chief Operating Officer and Deputy Vice-Chancellor Academic.

**CHIEF OPERATING OFFICER**
The portfolio of the Chief Operating Officer is responsible for conducting, facilitating and reporting on ‘Enterprise’ surveys such as those forming the Quality Indicators for Learning and Teaching (QILT) [http://www.qilt.edu.au/] under the Department of Education and Training, the new internal Macquarie University graduate destination survey, and other externally benchmarked surveys.

The portfolio is also responsible for providing advice to Staff on alternative approaches to student experience surveying such as sampling and collaborative approach to reduce survey fatigue among students – see the Schedule for more information.

**DEPUTY VICE-CHANCELLOR ACADEMIC**
The portfolio of the Deputy Vice-Chancellor Academic is responsible for designing, conducting, facilitating and reporting on Learner surveys that focus on curriculum or teaching, typically provided through the Office of the Pro Vice-Chancellor Learning and Teaching.

The portfolio is also responsible for providing advice to Staff on alternative approaches to student experience surveying such as embedding and interpretation of learning analytics – see the Schedule for more information.

**5 RELEVANT LEGISLATION**
Higher Education Support Act 2003 (HESA)
Tertiary Education Quality and Standards Agency Act 2011 (TEQSA)

**6 KEY RELATED DOCUMENTS**
Student Experience Surveying Policy
Student Experience Surveying Schedule
Human Research Ethics Policy
Quality Enhancement Policy and Guidelines
Academic Survey Evaluation of Teaching Procedures
Unit Guide Policy and Procedures
7 NOTES

<table>
<thead>
<tr>
<th>7.1</th>
<th>Contact Officer</th>
<th>Deputy Vice Chancellor Students &amp; Registrar (DVC-S&amp;R)</th>
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<td>7.2</td>
<td>Implementation Officer</td>
<td>Executive Officer, DVC-S&amp;R</td>
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</table>
| 7.3  | Approval Authority / Authorities | Deputy Vice Chancellor (Academic)  
Deputy Vice Chancellor Students & Registrar (DVC-S&R)  
Chief Operating Officer  
Chair, Senate |
| 7.4  | Date Approved |  |
| 7.5  | Date of Commencement |  |
| 7.6  | Date for Review | The standard review period is 3 years. Indicate a shorter review period if required. |
| 7.7  | Documents Superseded by this Procedure | List any policy documents or previous authority superseded by this procedure. |
| 7.8  | Amendment History | The Policy Unit will complete this section as required. |

Please complete the following:

## REQUIREMENTS FOR PUBLISHING TO POLICY CENTRAL

<table>
<thead>
<tr>
<th>Category [select ONE only]</th>
<th>Governance (including Legal; Risk, Compliance and Insurance)</th>
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</table>
| Audience [select ALL that apply] | Academic staff  
Professional staff  
Researchers & HDR Candidates  
Students  
Visitors to Macquarie  
Other – specify |
# Student Experience Surveying Schedule

## 1 PURPOSE

To outline the annual schedule of approved student experience surveys, and their administration, associated with the Student Experience Surveying Policy and Procedure.

## 2 SCHEDULE

### 2.1 Enterprise surveys

<table>
<thead>
<tr>
<th>Survey</th>
<th>What it measures</th>
<th>Scale basis</th>
<th>Benchmarking</th>
<th>Administration</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Experience Survey (SES)</td>
<td>Student experience</td>
<td>Five scales &amp; two index items: Skills Development, Learner Engagement, Learning Resources, Teaching Quality, Student Support, &amp; Overall Quality of Teaching Index, Quality of Entire Educational Experience Index</td>
<td>National (all 40 universities in Australia participate in this federal Govt survey)</td>
<td>Administered August – September Reported December (MQ data) &amp; March (National data) Report to: Executive Group.</td>
<td>DVC SR</td>
</tr>
<tr>
<td>Graduate Outcome Survey (GOS) (from Nov 2015)</td>
<td>Graduate employment outcome and further studies</td>
<td>Full-time &amp; Part-time employment Full-time &amp; part-time study</td>
<td>National (all 40 universities in Australia participate in this federal Govt survey)</td>
<td>Administered twice in a year a. April – June b. Oct - Dec Reported December (MQ data) &amp; March (National data) Report to: Executive Group.</td>
<td>DVC A</td>
</tr>
<tr>
<td>Postgraduate Research Experience Questionnaire (PREQ)</td>
<td>Satisfaction of higher degree research graduates</td>
<td>Satisfaction on: Supervision, Intellectual Climate, Skill Development, Infrastructure, Thesis Examination, Goals &amp; Expectations, Overall Satisfaction</td>
<td>National (all 40 universities in Australia participate in this federal Govt survey)</td>
<td>Administered twice in a year a. April – June b. Oct - Dec Reported: December (MQ data) &amp; March (National data) Report to: Executive Group.</td>
<td>DVC A</td>
</tr>
<tr>
<td>Macquarie University Student Experience Questionnaire – HDR (MUSEQ-R)</td>
<td>Higher Degree research student satisfaction</td>
<td>Satisfaction on: Supervision, Intellectual Climate, Skill Development, Infrastructure, Goals &amp; expectations, Overall satisfaction with the quality of my higher degree research experience, with University services &amp; facilities, quality of my supervision</td>
<td>Internal – trends over time</td>
<td>Administered September-October Reported: February Report to: Executive Group.</td>
<td>DVC R</td>
</tr>
<tr>
<td>Macquarie University Graduate Destination Survey</td>
<td>Graduate employment outcome and further studies close to one year after the course</td>
<td>This questionnaire is under construction to start from 2016 following up 2015 graduates to comply with the QS employability ranking data request.</td>
<td>Internal - employability outcome information for the faculties , and trend overtime Schedule is being prepared – twice or three times a year, 11 months after completion of a course.</td>
<td></td>
<td>DVC A</td>
</tr>
<tr>
<td>Survey</td>
<td>What it measures</td>
<td>Scale basis</td>
<td>Benchmarking</td>
<td>Administration</td>
<td>Owner</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>LibQual + Library Client Survey (INSYNC)</td>
<td>Client satisfaction with Library services, resources &amp; facilities</td>
<td>Satisfaction with services, access to resources, &amp; facilities.</td>
<td>Libqual (1200 international institutions); Insync (40 National institutions)</td>
<td>Biannual</td>
<td>Report to: Executive Group</td>
</tr>
<tr>
<td>Enrolment/offer survey</td>
<td>Satisfaction with enrolment/offer information &amp; processes</td>
<td>TBA</td>
<td>Macquarie</td>
<td>Annual, or after each session.</td>
<td>Report to: Executive Group</td>
</tr>
<tr>
<td>SERM</td>
<td>Sport Facility Benchmarking</td>
<td>70 Performance indicators</td>
<td>National</td>
<td>Annual</td>
<td>Report to: DVC S&amp;R</td>
</tr>
<tr>
<td>Childcare User Survey</td>
<td>Parent satisfaction with Childcare Centre</td>
<td>Performance against 7 quality indicators</td>
<td>National (Australian Government Evaluation)</td>
<td>Annual</td>
<td>Report to: DVC S&amp;R</td>
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</table>

2.2 Learner surveys

<table>
<thead>
<tr>
<th>Survey</th>
<th>What it measures</th>
<th>Scale basis</th>
<th>Benchmarking</th>
<th>Administration</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Experience of Unit (LEU)</td>
<td>Obtain student feedback on specific Unit of study</td>
<td>12 core scale items on: Learning outcomes, standards and criteria; Feedback; Teaching sessions and learning activities; Information and organisation; Intellectual challenge; Workload; Graduate capabilities Up to ten optional scale items (five chosen by Department, five by Unit Convenor) Open-ended items (three scale-related, three overall)</td>
<td>Core items and scales derived from CEQ scales; Internal historical norms</td>
<td>Administered towards end of each teaching session</td>
<td>Department, Unit Convenor (Data held by Office PVC L&amp;T)</td>
</tr>
<tr>
<td>Learner Experience of People (LPE) /Planet (LPL) Unit</td>
<td>Obtain student feedback on People/Planet Unit of study</td>
<td>12 core LEU scale items (as above) 6 LEU open-ended items (as above) Up to five optional scale items chosen by Unit Convenor 5 People/Planet scale items 2 People/Planet open-ended items</td>
<td>LEU core items and scales derived from CEQ scales; Internal historical norms (under development for People/Planet items)</td>
<td>Administered towards end of each teaching session</td>
<td>Department, Unit Convenor (Data held by Office PVC L&amp;T)</td>
</tr>
<tr>
<td>Learner Experience of PACE Unit (PACE)</td>
<td>Obtain student feedback on PACE Unit of study</td>
<td>6 core LEU scale items on: Learning outcomes, standards and criteria; Feedback; Workload; Intellectual challenge 2 LEU scale-related open-ended items 5 scale items relating to Graduate Capabilities 4 scale items specific to PACE learning 3 open-ended items specific to PACE</td>
<td>LEU core items and scales derived from CEQ scales; Internal historical norms (under development for PACE items)</td>
<td>Administered towards end of teaching session or following placement</td>
<td>Department, Unit Convenor (Data held by Office PVC L&amp;T)</td>
</tr>
<tr>
<td>Learner Experience of Unit Early Feedback Survey (EFS)</td>
<td>Obtain student feedback on early experience in Unit of study</td>
<td>6 open-ended items focusing on early experience of unit</td>
<td>None</td>
<td>Recommended for administration in Week 2-3 of teaching session.</td>
<td>Unit Convenors</td>
</tr>
<tr>
<td>Learner Experience of Teaching (LET)</td>
<td>Obtain student feedback on individual teaching</td>
<td>6 core scale items based on CEQ Good Teaching Scale 6 scale-related open-ended items Up to 6 optional scale items chosen by teacher 3 standard open-ended overall items</td>
<td>Core items based on CEQ GTS; internal historical norms.</td>
<td>Usually administered towards end of each teaching session</td>
<td>Individual teacher (Data held by Office PVC L&amp;T)</td>
</tr>
<tr>
<td>Individual Supervisor Survey (ISS)</td>
<td>Obtain student feedback on individual PG supervision</td>
<td>6 open-ended items focusing on supervision experience</td>
<td>None</td>
<td>As requested by staff (but no more than twice annually).</td>
<td>Individual supervisor</td>
</tr>
<tr>
<td>Learner, Project, and trial surveys (capstone, clinical, sessional staff,</td>
<td>Obtain student feedback on programs, specific, curriculum</td>
<td>Devised in consultation with stakeholders</td>
<td>N/A</td>
<td>As appropriate for purpose determined in consultation with the PVC L&amp;T.</td>
<td>As appropriate for purpose</td>
</tr>
</tbody>
</table>
3 NOTES

3.1 Contact Officer  
Deputy Vice Chancellor Students & Registrar (DVC-S&R)

3.2 Implementation Officer  
Executive Officer, DVC-S&R

3.3 Approval Authority / Authorities  
Deputy Vice Chancellor (Academic)  
Deputy Vice Chancellor Students & Registrar (DVC-S&R)  
Chief Operating Officer  
Chair, Senate

3.4 Date Approved  
TBD

3.5 Date of Commencement  
2015

3.6 Date for Review  
2018

3.7 Documents Superseded by this Schedule  
TBD

3.8 Amendment History  
The Policy Unit will complete this section as required.

3.9 Policy Authorisation  
Name and link to the associated policy or other document from which this Schedule obtains its authority

REQUIREMENTS FOR PUBLISHING TO POLICY CENTRAL

<table>
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</table>
| Audience                  | Academic staff  
Professional staff  
Researchers & HDR Candidates  
Students  
Visitors to Macquarie  
Other – specify |

Kickstart, GLP  
innovation, capstone and clinical units, sessional staff teaching

User Group surveys (iLearn, Web, MUSE)  
Obtain student feedback on level of service / user-ability.

Devised in consultation with stakeholders  
N/A  
As appropriate for purpose determined in consultation with the PVC L&T.

Directors of service areas.
STUDENT EXPERIENCE SURVEYING PROCEDURE – Flowchart  DRAFT V.2.1

RESOURCES

- Student Experience Surveying Policy
- Student Experience Surveying Schedule

ACTIONS/ RESPONSIBILITIES

- Need for Survey as defined in Schedule or Identified by Staff member
- Type of Survey?
- ENTERPRISE
  - as per Schedule
  - DVCSR and COO
- LEARNER
  - as per Schedule
  - DVCSR and DVCA
- EXCEPTIONS
  - AD L&T / Director of Office / DVCSR as required

Conduct the survey
Collate responses

**OWNER** as per Schedule, or Staff member (for Exceptions)

Review metrics
Benchmark outcomes and metrics
Consider collaborative approaches
Report on outcomes

**DVCA / DVCSR / COO**

Approved?

YES

NO

AD L&T / Director of Office / DVCSR as required provide feedback to Staff member
ITEM 12.2 LEARNING AND TEACHING AWARDS AND GRANTS: POLICY AND PROCEDURE

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

The amendments as requested by the Senate Learning and Teaching Committee are included within the attached documentation.

For approval.

Recommendation:
1. Academic Senate resolve to approve the:
   i. Learning and Teaching Awards and Grants Policy;
   ii. Learning and Teaching Awards and Grants Procedure; and
   iii. Learning and Teaching Awards and Grants Flowcharts.

2. Academic Senate resolve to rescind the following Policies and Procedures and remove from Policy Central:
   i. Learning and Teaching Awards Policy;
   ii. Learning and Teaching Awards Procedure;
   iii. Grants – Administration of Internal Learning and Teaching Procedure;
   iv. Grants – Applying for Internal Learning and Teaching Procedure;
   v. Teaching Index Policy;
   vi. Teaching Index Procedure; and
   vii. Teaching Index Schedule.
ITEM 12.2 LEARNING AND TEACHING AWARDS AND GRANTS: POLICY AND PROCEDURE

Issue
Following a recommendation from the SLTC in 2015, the Office of the Pro Vice-Chancellor has conducted extensive consultation on the proposed Learning and Teaching Awards and Grants Policy and Procedure. The University’s provision of learning and teaching award and grant schemes is critical to achieving strategic priorities identified in University’s Strategic Plan, Our University: A Framing of Futures and in the Learning and Teaching Strategic Framework. With appropriate endorsements, these revised documents will supersede existing grant, awards and teaching index policies, procedures and schedules on Policy Central.

Consultation Process
The following offices have been consulted prior to the submission of this paper:
- Members and Chair, Senate Learning and Teaching Committee – 1 Feb 2016.
- Deputy Vice-Chancellor Academic
- Pro Vice-Chancellor Learning and Teaching
- Associate Deans Learning and Teaching
- Office of Financial Services
- Human Resources
- Research Office
- Risk and Assurance

Recommendation
For discussion, endorsement by members of the Academic Senate.

Operational Impact
- Academic Staff
- Professional Staff

Submitted by: Professor Sherman Young, Pro Vice-Chancellor Learning and Teaching

For enquiries contact: Ms Laura Heron, Project Manager, Office of the PVC L&T
LEARNING AND TEACHING
AWARDS & GRANTS POLICY

1 PURPOSE

To outline the University’s commitment to the provision of annual learning and teaching award and grant schemes. It outlines the principles that the University will apply in order to:

1. Enhance the quality of teaching and the student experience of learning;
2. Build staff capability in the scholarship and practise of learning and teaching;
3. Reflect the importance of connecting and collaborating as a strategic priority;
4. Recognise, reward, celebrate and promote exemplary learning and teaching activities across the University; and
5. Increase staff engagement in, and success with internal and external teaching awards and grants;

2 BACKGROUND

The University’s provision of learning and teaching award and grant schemes is critical to achieving strategic priorities identified in University’s Strategic Plan, Our University: A Framing of Futures; specifically:

- A culture of transformative learning in a research-enriched environment;
- An accelerating and impactful performance in discovery;
- Emboldening Macquarie University’s recognition and international presence; and
- Improving those aspects of our support services to realise this aspiration and vision.

The schemes assist the portfolio of the Deputy Vice-Chancellor Academic, Faculties and Offices achieve priorities outlined in the Learning and Teaching Strategic Framework.

3 SCOPE

This Policy applies to Academic and Professional staff and students at all campuses and locations of the University.

4 DEFINITIONS

Commonly defined terms are located in the University Glossary.

5 POLICY STATEMENT

Macquarie University will:

Offer annual Learning and Teaching Award and Grant schemes. These awards and grants will:

- Recognise and reward scholarship and learning and teaching excellence;
● Be as practical as possible administratively for applicants and administrators;
● Outline processes that support applicants, Faculties and Offices. These processes will incorporate peers and students in nomination and post-award process, provide support, including up-to-date online information, information sessions, writing sessions, and mentoring during the development of application. Post award activities will also be scheduled associated with successful award and grant recipients; and
● Encourage a seamless transition between Departmental, Faculty, University, and National schemes;

Celebrate successful applicants as leaders and role models. This will be achieved through:
● Communications and events;
● The dissemination of learning and teaching project outcomes through University fora, including workshops and online resources; and
● Supporting successful applicants to establish and build national networks; achieved through the integration of Macquarie University into State and National Learning and Teaching networks, assisting applicants to develop their University award or grant to become a potentially successful National award or grant through peer review of their applications.

Disseminate the learning gained by successful Award and Grant applicants. This will be achieved through:
● Offering their participation as mentors for future award and grant applicants; and
● Providing opportunities for successful award and grant applicants to promote good practice and innovations in learning and teaching both within the University and more broadly across the sector. Good practice in this regard includes being mindful of appropriate ways to handle personal and health information in the drafting and submission of an application (see Procedure for more information).

6 RELEVANT LEGISLATION

Privacy and Personal Information Protection Act 1998 (NSW)
Health Records and Information Privacy Act 2002 (NSW)

7 KEY RELATED DOCUMENTS

The Learning and Teaching Grants and Awards Procedure
Our University: a Framing of Futures, 2013
Learning and Teaching Strategic Framework White Paper
Academic Promotion
Privacy Policy
Privacy Management Plan
8 NOTES

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<tr>
<th>Contact Officer</th>
<th>Laura Heron, Project Manager, Office of the Pro Vice-Chancellor Learning and Teaching</th>
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</table>
| Documents Superseded by this Policy | Learning and Teaching Awards Policy  
Learning and Teaching Awards Procedure  
Grants – Administration of Internal Learning and Teaching Procedure  
Grants – Applying for Internal Learning and Teaching Procedure  
Teaching Index Policy  
Teaching Index Procedure  
Teaching Index Schedule |
| Amendment History | The Policy Unit will complete this section as required. |

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<td><strong>Category</strong></td>
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</table>
| **Audience** | Academic staff  
Professional staff  
Students |
LEARNING AND TEACHING AWARDS AND GRANTS PROCEDURE

1 PURPOSE

To outline responsibilities associated with funding, designing and administering Learning and Teaching Award and Grant schemes (and Policy), and in these ways, supporting the implementation of the Learning and Teaching Awards and Grants Policy.

2 SCOPE

This Procedure applies to all staff and students at all campuses and locations of the University.

3 DEFINITIONS

Commonly defined terms are located in the University Glossary.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

Processes for all Learning and Teaching award and grant schemes can be found here: http://staff.mq.edu.au/teaching/awards_and_grants/

STAFF

It is an expectation that all Macquarie University staff will keep abreast of award and grant opportunities made available both internally (Centrally, within Faculties, Departments and Offices), and externally via Government, Private Sector and other Non-Government and Research bodies. Staff must also ensure they adhere to the University’s privacy obligations, in accordance with the Privacy Policy and Privacy Management Plan as follows:

- Personal and health information contained in applications (e.g. student names, details of enrolment or admission at the University, other personal identifiers, the fact of any learning difficulties or disabilities) must only be included in an application with the consent of the individual to who the information relates.
- The parts of the application which contain person and health information of anyone but the applicant must be kept confidential to the assessment panel and those facilitating the award/grant process. Personal and health information must not be made public through the publication of applications online, for example, unless the identity of individuals is redacted (and not reasonably ascertainable) or removed altogether

DEPUTY VICE-CHANCELLOR ACADEMIC

The Deputy-Vice Chancellor Academic portfolio provides annual funding for a range of Learning and Teaching award and grant schemes administered by the Office of the Pro Vice-Chancellor Learning and Teaching. For the purposes of the remaining section of this document, all references to grants and awards are associated with Learning and Teaching.
LEARNING AND TEACHING LEADERS

Award and grant scheme design is undertaken by the Office of the Pro Vice-Chancellor Learning and Teaching in consultation with Faculty Associate Deans Learning and Teaching. Ultimately it is at the discretion of the Deputy Vice-Chancellor Academic and Pro-Vice Chancellor Learning and Teaching to determine annual scheme offerings and available annual funds.

<table>
<thead>
<tr>
<th>The Office of the Pro Vice-Chancellor Learning and Teaching</th>
<th>Internal Grants &amp; Awards</th>
<th>External Grants &amp; Awards</th>
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<tbody>
<tr>
<td>Provides administrative, communications and events support for all internal award and grant schemes. Annually, the Office of the Pro Vice-Chancellor Learning and Teaching funds and coordinates the formal presentation of Vice-Chancellor awards for Learning and Teaching to successful staff.</td>
<td>Provides administrative, communications and events support for all Office for Learning and Teaching (external) award and grant schemes in consultation with Learning and Teaching Leaders and the Research Office (pre-award).</td>
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</table>

| Associate Deans Learning and Teaching within Faculties, and Directors of Offices | Supports staff in their engagement with Learning and Teaching awards and grant schemes, the development of applications (peer-review), endorsement of submissions and active promotion of such opportunities to staff. |

| Grant and awards Panels | At a minimum, will comprise of expert representatives from across the University including:  
- the Deputy Vice-Chancellor Academic  
- the Pro Vice-Chancellor Learning and Teaching,  
- the Chair Academic Senate,  
- Faculty Associate Deans Learning and Teaching  
- & Students.  
In the case of the Vice-Chancellor’s Awards for Learning and Teaching, the Vice-Chancellor must endorse panel representation prior to the panel meeting; and the decisions made by the Panel to make award prizes available. |

| Finance Staff | The Finance Coordinator in the Office of the Deputy-Vice Chancellor Academic is responsible for:  
- Providing grant and award budget ledger to the Office Pro-Vice-Chancellor Learning and Teaching  
- Ensuring income allocation to successful grant and award recipients including internal journal between the PVC L&T | Where external contractual arrangements exist (post-award) between Macquarie University and the Office for Learning and Teaching the Financial Control (finance central) is responsible for:  
- Set up of accounts (APLI form)  
- Receipt of federal government cash payments (installments)  
- Administration of carry |
Faculties, departments and Office (as specified) and associated communications
- Ensuring inter-year reallocations and requests are managed with approval from the CFO.
- Ensuring accurate forecasting between calendar years based on commitments.

Faculty and / or Office Finance Officers are responsible for:
- Financial approval of grant expenses out of established accounts in liaison with grant recipients.
- Assistance with budget development advice and acquittal of grants budgets.

Human Resources
Human Resources staff are required to provide low-level advice and support in the employment of grant-related project staff resulting from successful grants.

Research Office
The Research Office Ethics Committee is responsible for reviewing applications for ethics associated with all successful grants.

The Research Office Pre-Award team is responsible for providing compliance feedback on all OLT applications administered by Macquarie University prior to consideration by the Deputy Vice-Chancellor Academic (pre-award).

The Pre-Award team is also responsible for ensuring all the OLT APLI form is complete prior to submission. The APLI records approvals and creates and internal record on Macquarie University’s Research Master database.

The Post-Award team manages all post-award processes consistent with standard research practice including liaison with OFS and the funding body – in this case the Australian Government.

5 RELEVANT LEGISLATION

Privacy and Personal Information Protection Act 1998 (NSW)
Health Records and Information Privacy Act 2002 (NSW)

6 KEY RELATED DOCUMENTS

Processes for all Learning and Teaching grants and award programming can be found here: http://staff.mq.edu.au/teaching/awards_and_grants/
Privacy Policy
Privacy Management Plan
7 NOTES

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<td>Contact Officer</td>
<td>Laura Heron, Project Manager, Office of the Pro Vice-Chancellor Learning and Teaching</td>
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<td>Office of the Pro Vice-Chancellor Learning and Teaching</td>
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<td>The Pro Vice-Chancellor Learning and Teaching &amp; Academic Senate</td>
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<td>The standard review period is 3 years. Indicate a shorter review period if required.</td>
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<td>7.7</td>
<td>Documents Superseded by this Procedure</td>
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<td>7.8</td>
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<td>Audience [select ALL that apply]</td>
<td>Academic staff Professional staff Researchers &amp; HDR Candidates Students</td>
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90
### Resources
- MQ L&T Awards & Grants Website
- Office for Learning & Teaching Awards & Grants Website
- L&T Awards & Grants Policy
- L&T Awards & Grants Procedure

### External Awards and Grants

#### Publish and promote all OLT Awards and Grants Schemes

Consult widely with L&T colleagues and supervisor regarding application content against set criteria

**Responsibility**
- PVC L&T
- APPLICANT

#### Advise AD L&T/Director and Office PVCL&T of intention to apply (1 month before deadline)

Submit application to Research Office for compliance checking (1 week before deadline)

**Responsibility**
- APPLICANT
- PVC L&T

#### Submit application to DVCA for endorsement

**Responsibility**
- PVC L&T

#### ENDORSED?

- NO
  - Associate Dean / Director to provide feedback

- YES
  - Submit endorsed application to OLT in accordance with instructions

**Responsibility**
- DVC(A)
- ASSOCIATE DEANS L&T / DIRECTOR OF OFFICE

#### SUCCESSFUL?

- NO
  - Receive feedback on application (Awards only)

- YES
  - Grant management

**Responsibility**
- Office for Learning & Teaching
- APPLICANT
- OFFICE OF PVC L&T / RESEARCH OFFICE and APPLICANT
L&T Internal Awards and Grants Schemes – Procedure DRAFT v5.1

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<tr>
<th>Resources</th>
<th>Internal Awards and Grants</th>
<th>Responsibility</th>
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<tr>
<td>MQ L&amp;T Awards &amp; Grants Website</td>
<td>Determine Annual Funding for L&amp;T Internal Awards and Grants Schemes</td>
<td>DVC(A) and PVC L&amp;T</td>
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<tr>
<td>L&amp;T Awards &amp; Grants Policy</td>
<td>Design, approve and promote relevant internal schemes</td>
<td>PVC L&amp;T with ASSOC DEANS L&amp;T</td>
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<td>L&amp;T Awards &amp; Grants Procedure</td>
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<tr>
<td>MQ L&amp;T Awards &amp; Grants Website</td>
<td>Advise AD L&amp;T/Director and Office PVCL&amp;T of intention to apply (1 month before deadline)</td>
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<td>Prepare application against set criteria and submit to relevant supervisor for endorsement</td>
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<td>Research Master Database</td>
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<td>Associate Dean / Director to provide feedback</td>
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<td>Submit endorsed application in accordance with instructions</td>
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<td>PVC L&amp;T convenes relevant Awards / Grants panel in accordance with Policy</td>
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<td>Awards ceremony coordinated</td>
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<td>Grant management according to relevant guidelines</td>
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ITEM 13.1  ACADEMIC SENATE STANDING COMMITTEE

Attached is the report of the Academic Senate Standing Committee meeting held 2 February 2016.

For discussion.
ITEM 13.1 REPORT OF THE ACADEMIC SENATE STANDING COMMITTEE
MEETING OF 2 FEBRUARY 2016

A meeting of the Academic Senate Standing Committee was held 2 February 2016.

The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL
The Appointment of a Chair of SLTC

Resolution 16/3
The Academic Senate Standing Committee resolved to ratify the appointment of Dr Mitch Parsell as Chair of the Senate Learning and Teaching Committee effective 1 February 2016 for a term of 2 years (renewable).

The University Medal Committee
Resolution 16/4
The Academic Senate Standing Committee resolved to appoint the following Faculty Board representatives to the University Medal Committee:

- Faculty of Arts Faculty Board – Dr Alison Leitch
- Faculty of Business and Economics Faculty Board – Dr Rahat Munir
- Faculty of Human Sciences Faculty Board – Associate Professor Kerry Sherman
- Faculty of Medicine and Health Sciences Faculty Board – Dr Tim Doyle; and
- Faculty of Science and Engineering – Professor Judith Dawes

Resolution 16/5
The Academic Senate Standing Committee resolved to approve the University Medal Committee Terms of Reference.

MUIC Subcommittee – Terms of Reference
Resolution 16/6
The Academic Senate Standing Committee resolved to approve an amendment to the Terms of Reference of the MUIC Subcommittee to include the Associate Director Academic Programs – Macquarie International as a member.

Emeritus Professor Working Group
Resolution 16/7
The Academic Senate Standing Committee resolved to endorse the findings and recommendations of the Emeritus Professor Working Group as outlined in its report.

Faculty Elected Members Faculty of Medicine and Health Sciences
Resolution 16/8
The Academic Senate Standing Committee resolved to request the Executive Dean of the Faculty of Medicine and Health Sciences be asked to consult with his Faculty Board to nominate two eligible staff from the Faculty to be co-opted to Academic Senate until 31 December 2016.

ITEMS FOR NOTING
Research and Research Training Committee
Members discussed the need to progress work and examined a range of options with regard to implementation timeframe. After some debate, it determined that this committee should be established in a provisional form in the first instance and that it should hold its first meeting during the second quarter of 2016. The intention would be to undertake a thorough review the operation of this committee after a full year of operation, as an opportunity to further refine its terms of reference and membership.
The committee identified membership (size and composition), agenda setting, reporting processes, and the question of how a chair (and deputy chair) would be appointed as issues yet to be resolved between various stakeholders. The Chair suggested that a working party of Academic Senate might be formed to bring together a representative group of elected and ex-officio Senate members, in a single meeting, to negotiate an interim agreed position on these questions. The intention would be that this agreement would govern the operation of this committee in its first year of operation. The committee agreed to pursue this approach, and the Chair agreed to consider mechanisms for the formation and leadership of that working party, which he would bring up for discussion at the February meeting of Academic Senate.

Priorities for ASQC and SLTC
The Chairs of the ASQC and SLTC were invited to speak to areas of priority for 2016.

The Chair of ASQC advised that following the launch of the Learning and Teaching Strategic Framework and the passage of the Higher Education Standards, the main primary focus for ASQC in 2016 will be the approach to Course Reviews.

The Chair of SLTC reported that supporting the implementation of the Learning and Teaching Strategic Framework, the implementation of the English Language Policy and supporting the PACE initiative were priorities. In addition, Peer Assisted Learning and a renewed focus on the Innovation and Technology Subcommittee and themed discussions were also identified as priorities.

Election of a Chair of Senate
The Standing Committee noted the time line for the election of a new Chair of Senate as noted in item 10.2 on the agenda.

Professor Dominic Verity
Chair, Senate Standing Committee
ITEM 13.2 ACADEMIC STANDARDS AND QUALITY COMMITTEE

Attached is the report of the Academic Standards and Quality Committee meeting held 2 February 2016.

For noting.
ITEM 13.2 REPORT OF THE ACADEMIC STANDARDS AND QUALITY COMMITTEE MEETING OF 2 FEBRUARY 2016

ITEMS RECOMMENDED FOR APPROVAL

There were no items from this meeting recommended to Academic Senate for approval.

ITEMS FOR NOTING

1. Late Changes to the 2015 Schedule of Programs, Majors or Specialisations

ASQC resolved to note and ratify the changes approved by the Chair of ASQC or the Chair of Academic Senate under delegated authority to the 2015 Schedule of Programs, Majors or Specialisations for the following:

- GD-BIOSTAT Graduate Diploma of Biostatistics;
- EGY11S Egyptology Specialisation;
- CRWR21D Graduate Diploma of Creative Writing; and
- CRWR11M Master of Creative Writing.

2. Late Changes to the 2016 Schedule of Programs, Majors or Specialisations

ASQC resolved to note and ratify the changes approved under delegated authority by the Chair of the ASQC or the Chair of Academic Senate to the 2016 Schedule of Programs, Majors or Specialisations for the following:

- APFN12M Master of Applied Finance;
- APFN21D Graduate Diploma of Applied Finance;
- TECE01 Bachelor of Teaching (ECE);
- HIED32C Graduate Certificate of Higher Education be rested, subject to the condition that a teach-out plan be supplied to ASQC, for approval, at the earliest opportunity;
- POIR701 Advanced Studies in Politics; and
- POIR705 Politics and International Relations Shell.

3. 2017 Schedule of Programs, Majors or Specialisations – Disestablishment of Computer Engineering Major; and Wireless Engineering Major.

ASQC approved the disestablishment of the following programs effective 2017, subject to completion of Faculty Board approval in the Checklist for Discontinuing Academic Programs: Computer Engineering Major; and Wireless Engineering Major.

4. 2017 Schedule of Programs, Majors or Specialisations – Faculty of Medicine and Health Sciences - Master of Public Health Specialisations

ASQC resolved to note and ratify the following Master of Public Health specialisations effective 2017, approved by the Chair of the ASQC under delegated authority: Research Specialisation; Health Leadership Specialisation; Health Law, Ethics and Policy Specialisation; Global Health Specialisation; and Environmental Health Specialisation.

5. Principles of Minors and Majors

ASQC considered the proposed Academic Senate Structure Statement for Undergraduate Majors and Minors, and supported the overarching principles of majors and minors.

ASQC endorsed the Academic Senate Structure Statement for Undergraduate Majors and Minors, including the principles for majors and minors and Appendix A, subject to reworking Appendix A into a more readable style.

ASQC endorsed the following definition of a minor:

a. A minor must comprise a minimum of 50% of the Credit Points stipulated in the corresponding major.

b. For a minor as part of a 24 Credit Point major at least 6 distinct Credit Points must be at 200 level or above.

c. For a minor as part of a 36 Credit Point major at least 9 distinct Credit Points must be at 200 level or above.

d. For a minor as part of a 48 Credit Point major (as part of an AQF Level 8 Bachelor Honours Degree) at least 9 distinct Credit Points must be at 200 level or above, and at least 3 distinct Credit Points must be at 300 level or above.
A working group has been formed to develop the definition of distinct credit points. A further iteration of the paper will be provided to a future ASQC meeting for consideration prior to recommending it to Academic Senate for approval.

6. Curriculum Standards Framework

ASQC considered a paper on the strategic intent of the Curriculum Standards Framework, the proposed Online Structure Draft Model (an online reference resource) and the development of an implementation plan. ASQC noted that the framework is designed to align with the Learning and Teaching White Paper, and brings together a vast body of work that has already been developed.

ASQC endorsed:
- the Principles in the Curriculum Standards Framework; and
- the development of the Framework Structure Model as an online resource, and requested that another iteration of the paper taking into account the matters raised at the ASQC meeting of 2 February 2016 be provided to a future ASQC meeting for consideration prior to recommending it to Academic Senate for approval.
- the appointment of a Project Officer within the Office of the Pro Vice-Chancellor, Learning and Teaching to support the Steering Group to develop the Curriculum Standards Framework resource. This should include:
  - Identifying and developing a review process for existing curriculum documents to ensure alignment with Framework principles;
  - Identifying any overarching Policies, Procedures and/or Guidance documents that need ASQC or Senate Learning and Teaching Committee approval; and
  - Developing a detailed Implementation Plan to publish an online Curriculum Standards Framework.

7. Examination Review Reports

ASQC considered a report on the Ratification of Exam Results Pro Forma D summaries provided by Faculty Boards to date for Session 2, 2015 results, noting common themes and issues from the Faculty Board summaries. No urgent significant issues of concern were identified.

The recommendations of the Examination Results Review Working Party included consideration of I-grades. Although this falls outside the current schedule for ratification of results, Faculty-level scrutiny should be required in some cases so Faculties could assure the quality of processes followed. The Committee approved proposed processes for ratifying and reporting on I-grades for implementation from Session 1 2016.

ASQC approved the following recommendations from the Report on Faculty Summary Reports “Pro-Forma D” for Ratification of Examination Results – December 2015:
- That the ASQC formally request the Faculty of Business and Economics to submit its Pro Forma D as soon as possible.
- That the ASQC undertake to review the Pro-Forma D process, including timeframes and the effectiveness of closing the quality loop, in early 2017.
- That Faculty Boards adopt the processes for ratifying and reporting on I-grade results from Session 1 2016.

8. Proposed Change to Foundation Program Structures – Mathematics Units

ASQC approved the following for implementation from 1 January 2016:
- Foundation Program structures to be changed to incorporate three (3) instead of two (2) mathematics units.
- Three (3) new mathematics units be developed and coded as follows: WFMA001 Mathematics 1, WFMA002 Mathematics 2 and WFMA003 Mathematics 3.
- The content of the three units be based on the mathematics requirements of degrees into which the Foundation program articulates and that the combination of mathematics units which a student is required to complete within the Foundation Program be aligned with the degree into which they wish to articulate (as per the Macquarie International College Schedule of Programs of Study 2016).

9. Other Matters Considered by the ASQC

ASQC:
- will focus on Program Reviews in 2016 as a priority identified in line with the Learning and Teaching Strategic Framework.
- noted the 2016 Schedule of Postgraduate Articulated Award Sets, and the final version of retrospective changes to the Schedules of Programs, Majors or Specialisation.
- endorsed the phased rollout of inherent requirements for Macquarie University programs, prioritising ‘high risk’ programs and dovetailing development for other programs into the established Program Review Schedule.
- appointed critical friends to develop the proposed program Bachelor of Accounting and Business Advising.
- noted a report from Governance Services on the Masters by Coursework Eligibility for Commonwealth Income Support Payments.
noted the report of the Macquarie International College Subcommittee meeting of 16 December 2015, and the MUIC Subcommittee 2016 meeting dates.

• a summary report on individual student cases for the period June 2015 to December 2015 provided by the Lifecycle Team, Student Administration. This report will be provided on a six-monthly basis to identify trends.

Recommended Resolution
That the Academic Senate note the report of the ASQC meeting of Tuesday, 2 February 2016.
A copy of the minutes of this meeting will be available via this link following the next meeting.
The next meeting of the Academic Standards and Quality Committee will be held on Tuesday 1 March.

Associate Professor Pamela Coutts
Chair, Academic Standards and Quality Committee
ITEM 13.3  SENATE LEARNING AND TEACHING COMMITTEE

Attached is the report of the Senate Learning and Teaching Committee meeting held 1 February 2016.

Refer to Items 12.1 and 12.2.

For noting.
ITEM 13.3 REPORT OF THE SENATE LEARNING AND TEACHING COMMITTEE MEETING OF 1 FEBRUARY 2016

A meeting of the Senate Learning and Teaching Committee was (SLTC) held 1 February 2016. This meeting was Chaired by Dr Mitch Parsell, following his appointment as the Chair of SLTC. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL

Learning and Teaching Awards and Grants Policy and Procedure

1. The Learning and Teaching Awards and Grants Policy and Procedure are recommended for approval by Academic Senate, subject to minor amendments.

2. The following Policies and Procedures are recommended to be rescinded and removed from Policy Central:
   i. Learning and Teaching Awards Policy
   ii. Learning and Teaching Awards Procedure
   iii. Grants – Administration of Internal Learning and Teaching Procedure
   iv. Grants – Applying for Internal Learning and Teaching Procedure
   v. Teaching Index Policy
   vi. Teaching Index Procedure
   vii. Teaching Index Schedule

Student Experience Surveying Policy and Procedure

The Student Experience Surveying Policy and Procedure are recommended to Academic Senate for approval.

ITEMS FOR NOTING

Chairs Report

The Chair formally thanked the former Chair of SLTC, Professor Sherman Young and provided a verbal report regarding the upcoming work to be considered by SLTC. To ensure alignment with the Learning and Teaching Framework, there are a number of Policy matters that will need to be considered and reviewed. These include:

- Peer Assisted Learning Policy
- The work being undertaken by the SLTC Placements Coordination Task Force
- The implementation of the English Language Policy

Targets arising from the Framework that will require SLTC consultation were identified as:

- The development of a student engagement plan
- Model and metrics for evaluating undergraduate internship opportunities
- Review of the Graduate Capabilities statement
- Support for the move to program-based curriculum and resources necessary to support team-based curriculum development
- Develop a long-term Innovation to Implementation roadmap for learning spaces and learning technologies

Report from Deputy Vice-Chancellor

The Deputy Vice-Chancellor provided a verbal report on the following matters:

Change Proposals

The Centre for Open Education change proposal has been finalised.

The Learning and Teaching Centre change proposal is progressing and has been separated to address different business needs. Whilst the opportunity for wider feedback has now closed, consultation is continuing.

Learning and Teaching Week
The Learning and Teaching Week program is under review and a new model is being considered.

Sydney Morning Herald (SMH)

A response to the recent SMH article is currently being drafted. Significant discussions were held by SLTC members in relation to the programs that contribute to these figures. The matrix and program entry information will be circulated to all SLTC members for information.

General Business

Learning and Teaching Strategic Framework

Following discussion, SLTC resolved to endorse the Learning and Teaching Strategic Framework (full form)

Assessment Policy Review

The timeline for approval and implementation was approved by SLTC subject to an amendment that PACE be involved in the upcoming individual meetings. Verbal reports on behalf of each Faculty Board were provided providing feedback in relation to the Policy and its Schedules.

Implementation of the Inherent Requirements Framework

SLTC endorsed the proposal of a phased rollout of inherent requirements for Macquarie University programs, prioritising ‘high risk’ programs and dovetailing development for other programs into the established Program Review Schedule.

Themed Discussions - 2016

Suggestions for Themed Discussions in 2016 were called for and received. The SLTC Secretariat has been charged with devising and distributing a Schedule for those discussions.

The next meeting of the SLTC will be held on 7 March 2016.

A full copy of the minutes summarised above can be accessed via this link once ratified.

Dr Mitch Parsell

Chair, Senate Learning and Teaching Committee
ITEM 14.1 FACULTY OF ARTS FACULTY BOARD

Attached is the report from the Faculty of Arts Faculty Board meeting held on 8 December 2015.

*For noting.*
ITEM 14.1 REPORT OF THE FACULTY OF ARTS FACULTY BOARD MEETING OF 8 DECEMBER 2015

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

MATTERS FOR NOTING
The following key matters were considered at the meeting:

1. Ratification of Session 2, 2015 Examination Results
The Faculty Board considered the Ratification of Results report from all departments, and ratified all grades submitted for all units in Sessions 2, 2015.

2. Faculty (Quality) Summary Report
The Faculty Board considered issues arising from the last Faculty Standards and Quality Committee meeting, including matters relating to incomplete grades and moderation processes.

Some “zero” failure rates have been attributed to the non-attendance of students, failure to submit assessment items, and failure to withdraw from the unit. The Department of English has developed a range of strategies to engage students, which may be considered by other departments.

The Associate Dean Quality and Standards reported on outcomes of a project to identify and monitor at risk students who had not withdrawn prior to the Session 1, 2015 Census date. Actions to be further developed to engage students include: contacting students who do not submit their first assessment task, proactive engagement and contact, and supply of relevant information to students prior to enrolment about the withdrawal process.

3. End of 2015 Faculty Prizes and Award Nominations
The list of prizes and awards to recipients was approved by the Faculty Board with some prizes and awards to be finalised at the next meeting in February 2016.

The Faculty of Arts and its committees have been consistently involved in the review of the processes, providing ongoing verbal and written feedback since the commencement of the review process. Feedback from this meeting was incorporated with additional individual comments into a consolidated Faculty response by the Associate Dean Learning and Teaching provided to the Senate Learning and Teaching Committee in January 2016.

The Faculty Learning and Teaching Committee and the Faculty Standards and Quality Committee will provide the Chair with jointly developed Faculty of Arts guidelines and processes that address and implement all elements of the Assessment Policy in 2016.

5. Matters considered by Flying Minute
The Faculty Board ratified the actions taken by the Faculty Board by Flying minute since the last Faculty Board meeting of 7 July 2015:

- Approval of Prizes and Awards (22 July 2015);
- Master of Research: Resolution of Examination Appeals Cases - Appointment of Moderating Panels (25 September 2015); and

6. Membership Matters
   a. Faculty Board Membership Updates
      - Dr Lea Beness (Department of Ancient History) and Dr Emily O’Gorman (Department of Geography and Planning) were elected as the departmental academic staff members to the Faculty Board from 1 December 2015.
      - Ms Paris Manson, and Ms Kawsar Ali were elected as the student members to the Faculty Board from 1 January 2016.
      - Ms Lynn Negus (Manager of Student Services) has replaced Ms Vicki Worthington as a co-opted member to the Faculty Board from 8 December 2016.

   b. Faculty Board Nominee to the University Medal Committee of Academic Senate
As no nominations were submitted at the meeting, the Chair sought expressions of interest from Faculty staff. Dr Alison Leitch (Department of Sociology) was subsequently nominated as the Faculty of Arts Faculty Board nominee to the University Medal Committee of Academic Senate following the expression of interest process.

7. **Renaming of the Department of Policing, Intelligence and Counter Terrorism**

The Vice-Chancellor has approved that the Department of Policing, Intelligence and Counter Terrorism (PICT) be renamed the Department of Security Studies and Criminology (SSC) effective 1 January 2016.

8. **2016 Meeting Dates**

The Faculty of Arts Faculty Board will meet three times in 2016:

- 9 February 2016,
- 12 July 2016 and
- 13 December 2016.

**Recommendation**

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

The next meeting of the Faculty of Arts Faculty Board will be held on Tuesday 9 February 2016.

**Professor Martina Mollering**

Chair, Faculty of Arts Faculty Board
ITEM 14.2 FACULTY OF BUSINESS AND ECONOMICS FACULTY BOARD

Attached is the report from the Faculty of Business and Economics Faculty Board meeting held on 7 December 2015.

For noting.
ITEM 14.2 REPORT OF THE FACULTY OF BUSINESS AND ECONOMICS
FACULTY BOARD MEETING OF 7 DECEMBER 2015

A meeting of the Faculty of Business and Economics Faculty Board was held 7 December 2015. This meeting largely focussed on the ratification of Session 2 exam results. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING
Session 2, 2015 Examination Results
Each Department provided the Faculty Board with presentation and report on Session 2 examination results. Following consideration and discussion, the Faculty Board resolved to ratify all grades submitted for all units in Session 2, 2015, except Macquarie Applied Finance Centre (MAFC) results which are to be approved by Flying Minutes.

The Faculty Board considered the prizes, awards and scholarship nominations received and resolved to award as recommended.

Reports from Subcommittee’s
The minutes from the following Faculty Committees were noted:
• Faculty Standards and Quality Committee - The minutes of the meeting held 16 September and 22 October 2015 were noted.
• Faculty Learning and Teaching Committee - The minutes of the meetings held 26 August and 4 November 2015 were noted.
• Faculty Research Committee - The minutes of the meetings held 25 August, 13 October and 10 November 2015 were noted.

General Business
• The quarter four 2015 reports from the International and Corporate Engagement (ICE), Higher Degree Research (HDR) and Associate Degree Research (ADR) were noted.
• The proposed amendments to the Quality Assurance Framework (QAF) were noted.
• The Board noted the updates on the student representatives on the Faculty of Business and Economics Faculty Board as a result of elections in October.
• The Faculty Board considered the paper submitted requesting feedback on the Assessment Policy and its drafted Schedules by 25 January 2016. Considering the tight deadline, the Board resolved to seek an extension from SLTC to provide feedback by the end of February 2016.
• The Faculty Board noted the new Terms of Reference for the University Medal Committee and the need for a Faculty Board nominee to be determined. It was resolved that the Faculty Board Secretariat will coordinate a call for nominations from Faculty Board members, with the matter to be determined by the Chair of Faculty Board under executive action.

Recommendation
That the Academic Senate note the report of the Faculty of Business and Economics Faculty Board (FBEFB) meeting of 7 December 2015.

The next meeting of the FBEFB will be held on 8 February 2016.

Submitted by:
Professor Anne Ross-Smith
Acting Chair of Faculty of Business and Economics Faculty Board

For enquiries contact:
Air Sinthawalai
Governance Officer and Secretariat to Faculty of Business and Economics Faculty Board
Ext: 7320
ITEM 14.3  FACULTY OF HUMAN SCIENCES FACULTY BOARD

Attached is the report from the Faculty of Human Sciences Faculty Board meeting held on 8 December 2015.

For noting.
ITEM 14.3 REPORT OF THE FACULTY OF HUMAN SCIENCES FACULTY BOARD MEETING OF 8 DECEMBER 2015

A meeting of the Faculty of Human Sciences Faculty Board was held 8 December 2015. This meeting largely focussed on the ratification of Session 2 exam results and was the first meeting Chaired by the new Executive Dean of the Faculty; Professor Simon Handley. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING

Student Members
The Faculty Board noted the two newly elected student representatives on the Faculty Board; Cissy Shen and Melissa Jarvis and thanked the outgoing student members for their contributions.

Assessment Policy Review
The Faculty Board considered the paper submitted requesting feedback on the Assessment Policy and its drafted Schedules by 25 January 2016. It was determined that the Associate Dean Learning and Teaching, Dr Mitch Parsell would co-ordinate discussions through the Faculty Learning and Teaching Committee and provide a consolidated response to the request.

University Medal Committee
The Faculty Board noted the new Terms of Reference for the Committee and the need for a Faculty Board nominee to be determined. It was resolved that the Faculty Board Secretariat would conduct an electronic nomination process, with the matter to be determined by the Chair of Faculty Board under executive action.

Session 2, 2015 Examination Results and Prizes
Each Department provided the Faculty Board with presentation and report on Session 2 examination results. Following consideration and discussion, the Faculty Board resolved to ratify all grades submitted for all units in Session 2, 2015.

The Faculty Board considered the prizes, awards and scholarship nominations received and resolved to award as recommended.

In accordance with the amended Quality Assurance Framework as approved by Academic Senate, a ‘Pro-Forma D’ report will be submitted to the Academic Standards and Quality Committee for consideration.

The next meeting of the Faculty of Human Sciences Faculty Board will be held on 9 February 2016.

Recommendation
That the Academic Senate note the report of the Faculty of Human Sciences Faculty Board meeting of 8 December 2015.

Submitted by:
Professor Simon Handley
Chair of Faculty of Human Sciences Faculty Board

For enquiries contact:
Kerri Mackenzie, Governance Officer and Secretariat to Faculty of Human Sciences Faculty Board
Ext: 7343
ITEM 14.4 FACULTY OF MEDICINE AND HEALTH SCIENCES
FACULTY BOARD

Attached is the report from the Faculty of Medicine and Health Sciences Faculty Board meeting held on 8 December 2015.

For noting.
ITEM 14.4  REPORT OF THE FACULTY OF MEDICINE AND HEALTH
SCIENCES FACULTY BOARD MEETING OF 8 DECEMBER 2015

A meeting of the Faculty of Medicine and Health Sciences Faculty Board was held 8 December 2015 and was Chaired by the Deputy Chair of Faculty Board, Professor Roger Chung. This meeting largely focussed on the ratification of Session 2 exam results. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING

Student Experience Committee (SEC) / Student Advisory Board (SAB)
Dr Alisha Sial, student member of Faculty Board provided a verbal update on matters before the SEC and SAB. The Faculty Board considered ways that it might engage with the student bodies within the Faculty such as the Physiotherapy student’s society and the Medical students society, of which Dr Sheng Le, another student representative of Faculty Board is the president.

Assessment Policy Review
The Faculty Board considered the paper submitted requesting feedback on the Assessment Policy and its drafted Schedules by 25 January 2016. It was determined that the Associate Dean Learning and Teaching, Dr Panos Vlachopoulous would seek feedback from the Departments and co-ordinate discussions through the Faculty Education Committee and provide a consolidated response to the request.

University Medal Committee
The Faculty Board noted the new Terms of Reference for the Committee and the need for a Faculty Board nominee to be determined. It was resolved that the Faculty Board Secretariat would conduct an electronic expressions of interest process, with the matter to be determined by the Chair of Faculty Board under executive action.

Reports from Faculty Committees
Report’s from the Faculty Education Committee, the Faculty Higher Degree Research Committee and the Faculty Research Committee were noted with matters approved as recommended.

Session 2, 2015 Examination Results and Prizes
Each Department provided the Faculty Board with a presentation on Session 2 results. Following consideration and discussion, the Faculty Board resolved to ratify all grades submitted for all units in Session 2, 2015.

The Faculty Board considered the prizes, awards and scholarship nominations received and resolved to award as recommended. In accordance with the amended Quality Assurance Framework as approved by Academic Senate, a ‘Pro-Forma D’ report has been submitted to the Academic Standards and Quality Committee for consideration.

The next meeting of the Faculty of Human Sciences Faculty Board will be held on 9 February 2016.

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

Submitted by:
Professor Roger Chung
Deputy Chair of Faculty of Medicine and Health Sciences Faculty Board

For enquiries contact:
Kerri Mackenzie
Governance Officer and Secretariat to Faculty of Medicine and Health Sciences Faculty Board. Ext: 7343
ITEM 14.5 FACULTY OF SCIENCE AND ENGINEERING FACULTY BOARD

Attached is the report from the Faculty of Science and Engineering Faculty Board meeting held on 8 December 2015.

For noting.
ITEM 14.5 REPORT OF THE FACULTY OF SCIENCE AND ENGINEERING
FACULTY BOARD MEETING OF 8 DECEMBER 2015

A meeting of the Faculty of Science and Engineering Faculty Board was held 8 December 2015 and was Chaired by the Deputy Chair of Faculty Board, Associate Professor Michael Hitchens. This meeting largely focussed on the ratification of Session 2 exam results. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING

Faculty Board Membership – Election Results
Following an election process, Associate Professor Ian Wright, Dr Fei Liu and Professor Graham Town were welcomed to the Faculty Board as the Elected Representatives of their respective Departments.
The Faculty Board noted the two newly elected student representatives on the Faculty Board; Imogen Wadlow and Budaditya Majumdar, and thanked the outgoing student members for their contributions.

Assessment Policy Review
The Faculty Board considered the paper submitted requesting feedback on the Assessment Policy and its drafted Schedules by 25 January 2016. There will be Faculty-based workshops and Department meetings to discuss the implementation of the Policy and its associated schedules.

University Medal Committee
The Faculty Board noted the new Terms of Reference for the Committee and the need for a Faculty Board nominee to be determined. The Faculty Board resolved to nominate Professor Judith Dawes as the nominee of the Faculty Board.

Reports from Faculty Committee’s
Reports from the Faculty Learning and Teaching Committee, the Faculty Research Committee and the Faculty Higher Degree Research Committee were noted.

Session 2, 2015 Examination Results and Prizes
The Faculty Board considered the Faculty (Quality) Summary Report of the Faculty Learning and Teaching Committee, the draft ‘Pro-Forma D’ Report to Academic Standards and Quality Committee and the Summary report of each Department. Following consideration and discussion, the Faculty Board resolved to ratify all grades submitted for all units in Session 2, 2015.

The Faculty Board considered the prizes, awards and scholarship nominations received and resolved to award as recommended.

In accordance with the amended Quality Assurance Framework as approved by Academic Senate, a ‘Pro-Forma D’ report will be submitted to the Academic Standards and Quality Committee for consideration.

The next meeting of the Faculty of Science and Engineering Faculty Board will be held on 9 February 2016.

Recommendation
That the Academic Senate note the report of the Faculty of Science and Engineering Faculty Board meeting of 8 December 2015.

Submitted by:
Associate Professor Michael Hitchens
Deputy Chair of Faculty of Science and Engineering
Faculty Board

For enquiries contact:
Kerri Mackenzie
Governance Officer and Secretariat to Faculty of Science and Engineering Faculty Board. Ext: 7343