2014

MACQUARIE UNIVERSITY

A meeting of the Academic Senate will be held at 9.30am Tuesday 4 November 2014 in the Senate Room, Building C8A, Level 3.

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

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

Members who are unable to attend the meeting are requested to send their apologies to Ms Amanda Phelps, University Committee Secretary (phone. 61 2 9850 7316 or e-mail senate@mq.edu.au).

AGENDA

Page Numbers

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★ 2.2 Starring of Items

★ 2.3 Adoption of Unstarred Items

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Meeting held on 7 October 2014

4. BUSINESS ARISING FROM THE MINUTES

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Pages 16 - 17 4.1 Academic Senate items requiring action

Pages 18 - 22 ★ 5. REPORT FROM THE CHAIR

★ 6. STRATEGY AND POLICY

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ITEM 3: MINUTES OF PREVIOUS MEETING

Attached are the minutes of the meeting held on 7 October 2014.

Recommendation

That the minutes of the meeting held on 7 October 2014 be signed as a true and correct record.
Minutes of a meeting of Academic Senate held on Tuesday, 7 October 2014 at 9.30am in the Senate Room, Level 3, Building C8A.

Present: Professor D Verity (in the Chair)
Deidre Anderson
Karee Chan
A/Professor David Coutts
A/Professor Pamela Coutts
Professor Bruce Downton
Professor Simon George
Professor Janet Greeley
Professor Lesley Hughes
Professor Jim Lee
Professor Nick Mansfield
Nicholas McGuigan
Professor Peter Nelson
Professor Sakkie Pretorius
A/Professor Mehdi Riazi
Professor Anne Ross-Smith
Cathy Rytmeister
Professor John Simons
JoAnne Sparks
Professor Dick Stevenson
A/Professor Michelle Trudgett
A/Professor Lisa Wynn
Dr Rod Yager
Professor Sherman Young

In Attendance
Warren Bailey
Ellen Carlson
Paul Fairweather
Hayley Harris
Ainslee Harvey
Paul Luttrell
Desla McLean
Amanda Phelps
Adam Stepcich
Zoe Williams

Apologies: Professor Charles Areni
Dr Wylie Bradford
A/Professor Mark Evans
Professor Alex Frino
Professor Mark Gabbott
Professor Mariella Herberstein
Professor Catriona Mackenzie
Professor Martina Mollering
Professor Jacqueline Phillips
A/Professor Ian Solomonides
Mohammed Sulemana
1. **APOLOGIES / WELCOME**

The Chair welcomed members to the 7 October 2014 Academic Senate meeting and noted the attendance of the Director of Commercialisation, Research and the General Counsel.

The Chair congratulated Professor Lesley Hughes and on her appointment Pro Vice-Chancellor (Research) (Integrity and Development) and welcomed Professor Hughes as an ex-officio member of Academic Senate. The Chair also congratulated Professor Peter Nelson on his appointment as Pro Vice-Chancellor (Research) (Research Performance and Innovation) and noted that Professor's Nelson remained acting as Executive Dean of the Faculty of Science.

Academic Senate noted that apologies were received from Professor Charles Areni, Dr Wylie Bradford, Associate Professor Mark Evans, Professor Alex Frino, Professor Mark Gabbott, Professor Mariella Herberstein, Professor Catriona Mackenzie, Professor Martina Mollering, Professor Jacqueline Phillips, Associate Professor Ian Solomonides, Mohammed Sulemana, George Tomossy, Vikas Veerareddy and Professor David Wilkinson

Proceedings commenced at 9.39am when a quorum was achieved.


2. **ARRANGEMENT OF THE AGENDA**

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

No conflicts were recorded.

2.2 The Chair advised members that agenda items would no longer be automatically starred and requested members to confirm which items required discussion.

The following items were starred for discussion:

3  Minutes of previous meeting
4  Business arising from the Minutes
4.2 University Medals
5  Report from the Chair

**Resolution 14/149**

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

**Item 9.5 Emeritus Professorship Nomination**

**Resolution 14/150**

*That Academic Senate recommends to Council that Professor Murray Goot be awarded the title of Macquarie University Emeritus Professor.*

(The adopted items are recorded in these minutes according to the sequence of the agenda).
3. MINUTES OF MEETING HELD 2 SEPTEMBER 2014

Resolution 14/151
That the minutes of the meeting held on 2 September 2014 be signed as a true and correct record.

4 BUSINESS ARISING FROM THE MINUTES

4.1 Academic Senate Action Items

The Chair acknowledged that the majority of these action items would be discussed throughout the meeting.

4.2 University Medals

The Chair spoke to a brief paper reporting on the results of a survey on opinions relating to the University Medal criteria. The Chair indicated that while the response rate was not high, the feedback forthcoming indicated a lack of support for including a rank for participation as well as academic performance.

The Chair advised that a Working Group would be formed to recommend criteria for the award of the University Medal to Academic Senate.

As an interim solution, departments would be invited to make submissions identifying students who have achieved meritorious academic performance.

The Vice-Chancellor strongly urged Academic Senate to ensure that where there is no honours program available, the highest achieving students should not be disadvantaged. The Vice-Chancellor specifically noted that there had not been a University Medal for law in 2013 and stated that the highest achieving law student should not be disadvantaged when compared to peers at other Australian Universities.

The Vice-Chancellor tabled concerns that the University’s highest achieving law graduates were currently disadvantaged in the seeking graduate opportunities when compared to graduates from peer institutions. The Vice-Chancellor went on to state that the process for identifying University Medal recipients should be straightforward and based on an appropriate ranking of student performance across the years of their study. The Vice-Chancellor sought recognition that disciplines would be given equal consideration in determining University Medals and the Chair acknowledged this point.

Chair noted that the Working Group would provide detailed criteria for members to consider before the end of 2014.

5. REPORT FROM CHAIR

The Chair referred to the written report included in the Agenda.

Academic Senate noted the update.

6. VICE-CHANCELLOR’S ORAL UPDATE

The Vice-Chancellor provided members with an update on the on-going activity relating to the proposed Commonwealth higher education legislation reforms. The Vice-Chancellor provided members with candid insight into the negotiations relating to specific elements of the budget reform package to facilitate passage of the Bill and members were advised that the Vice-Chancellor’s office would continue to monitor the situation closely.

The Vice-Chancellor commended the Deputy Vice-Chancellor (Research) on a
successful Research Awards evening on 2 October 2014. The Vice-Chancellor congratulated Professor Ian Paulsen, Professor David Christian and Dr David Gray who received Excellence in Research awards and Dr Elizabeth Madin and Dr Blake Dear who received Early Career Researcher of the Year Awards. The Vice-Chancellor also congratulated Professor Quentin Parker, the recipient of the Professor Jim Piper Award for Excellence in Research Leadership.

The Vice-Chancellor reflected on the series of Graduation Ceremonies held in late September and the award of several Honorary Doctorates to a group of high profile Australians, including Ms Heather Ridout and Mr (Uncle) Ron Heron. The Vice-Chancellor noted the efforts of the Deputy Vice-Chancellor (Students and Registrar) and Ms Simone Ross, Graduations Manager, in the vast improvements which had been implemented to improve the graduation experience and to formalise protocols surrounding graduation. The Vice-Chancellor noted that a Graduation Ceremony is the strongest marketing opportunity for the University, particularly for its international students. Academic Senate members were advised of the Vice-Chancellor's concerns over inauthenticity of academic dress with more than 80% of academics wearing Macquarie University robes. The Vice-Chancellor advised that he will work with the Deputy Vice-Chancellor (Students and Registrar) to ensure that this matter is addressed.

The Vice-Chancellor advised Academic Senate that Professor Richard Henry, recently retired Deputy Vice-Chancellor (Academic) from the University of New South Wales had been appointed as the Acting-Dean of the Faculty of Medicine and Health Sciences until Professor Patrick McNeil’s commencement in early November.

The Chair thanked the Vice-Chancellor for his update.

7. STRATEGY AND POLICY

7.1 Intellectual Property Policy

The Chair invited Warren Bailey, Director, Commercialisation, to speak to the Item. Mr Bailey noted that the existing Intellectual Property Policy was adequate, but there were difficulties with implementation.

The key principles from the existing version are retained in the revised draft. The draft consolidates other documents that existed on the Research website and supporting Procedures are currently being developed. Mr Bailey advised that the General Counsel will review the Policy and the final version of the Policy and Procedures will be consistent with the new style being introduced as part of the Policy Framework Review.

Members provided the following feedback:

- The matrix showing the ownership of IP was useful.
- The Pro Vice-Chancellor (Learning and Teaching) noted that the definition of “scholarly work” and “teaching material” needed to be clearer regarding the treatment of written work versus other media (such as film or computer code).
- The University Librarian noted the close association of copyright with the IP Policy and requested that the Library’s Executive Information Officer be kept informed of progress on the Policy.

Clarification was provided regarding the appropriate approval authority for the new Policy. In line with the Delegations of Authority (Delegation 1.2), the DVC(R) could approve the policy on the advice of Academic Senate. However the Chair reported that the provisions of some research funding contracts may require that the policy be
referred to the University Council for approval.

**Resolution 14/152**

*That Academic Senate resolves to endorse the key principles of the Intellectual Property Policy on the proviso that issues concerning the definition of “scholarly work” and “teaching material” be addressed.*

Dr Rod Yager joined the meeting from 10.03am.

### 7.2 Academic Appeals Policy

The Chair invited the Head of Governance Services to speak to the update on the development of an Academic Appeals Policy. Ms Williams advised Academic Senate that Senate had previously noted the inconsistent approach to the management of appeals. In June, SLTC established a working party to inform the development of an Academic Appeals policy and to review the current structures hearing academic appeals including Academic Grading and Higher Degree Research Appeals. Ms Williams referred members to the briefing paper, which outlined potential grounds for an appeal and to the work scheduled to draft procedures to support the policy once key principals had been confirmed.

The following points were discussed:

- The Deputy Vice-Chancellor (Academic) questioned the 3rd ground for appeal *the impact of a decision was manifestly excessive, or unfair in the circumstances* and questioned how this is significantly different than the first ground and questioned if this was an appeal against the outcome of the decision or the sanction being applied by the decision maker. Professor Simons spoke to the need of better record keeping in terms of precedents and for this information to be available to appeals committees.

- The Deputy Vice-Chancellor (International) spoke for the need for there to be a distinction between the finding and sanction, in that a finding may be upheld but sanction appealed. Professor Lee also indicated that there needed to be clarity around the type of appeal, is the hearing de novo or not and what is the standard of proof. The Deputy Vice-Chancellor advised that the policy needed to articulate if students are permitted legal representation at appeal hearings.

- The General Counsel noted that the framing of appeal rights was a well-travelled path and that the conceptual framework needed to be correct. In responding to Professor Lee’s comments, the General Counsel noted an appeal policy would establish that students would not be permitted legal representation as academic appeals should be educative and not adversarial.

- Both the Pro Vice-Chancellor and Professor Ross-Smith sought confirmation that the role of the Student Ombudsman would be clarified in the policy.

- The Dean of Higher Degree Research sought direct consultation with the Working Group in addition to the consultation, which had taken place with the Higher Degrees Research Office and Research Training and International Research Training Partnerships.

The Chair noted the need for further input from the General Counsel and noted the need for much clearer information and support to students.

### 7.3 Composition of Academic Senate

The Chair spoke to the discussion paper, which had been drafted in response to an action item from an earlier meeting, to review the balance of elected, ex-officio and
student members. This is an issue, which was not addressed in the 2013 rule review, but it is one that has now been triggered by significant structural changes in the University. These include the expansion of Senate's ex-officio and executive cohort, and the introduction of the new Faculty of Medicine and Health Sciences. The Chair also proposed that professional staff also be able to run for election to Senate.

The Chair spoke to a drafting issue that had increased student representation to a potential of 15 students when there had previously been six. The Chair recognised the heavy load placed on student representatives who were also called upon to sit on sub-committees and working groups while balancing study and often work commitments. The Chair spoke to efforts to engage more effectively with students and noted that this was on-going. The Chair referred members to the benchmarking information provided and opened the floor for discussion.

Professor Greeley spoke of on-going discussion with PACE for students involved in governance activities to be able to apply this experience towards a PACE unit.

There was considerable discussion regarding the proposed amendments to Academic Senate membership.

- The Deputy Vice-Chancellor asked the question as to whether a member of Senate is representing a constituency or views across a range of areas.

- A/Professor Coutts indicated that more members did not necessarily equate to greater discussion or greater engagement. A/Professor Coutts spoke to the issues in achieving a quorum and the current and previous meetings and questioned if this would be more challenging with a larger membership.

- Ms Rytmeister sought clarification as to whether there would be any connection between student representatives on Faculty boards and on Academic Senate as in the past Academic Senate student representatives had been drawn from Faculty Board student representatives.

- Professor Ross-Smith sought clarification on the role of professional staff and whether this was to attend and vote.

- The Deputy Vice-Chancellor (Students and Registrar) advised that it might be appropriate for further discussion around significant changes to the membership be delayed until after the Governance Workshops.

There was general agreement from the Committee on the proposal to amend the student membership to a cohort of eight and to allow phased introduction of representation from the new Faculty. The Chair advised that proposed amendments to the Academic Senate Rule to deliver these changes would be presented to the November meeting.

The other two options presented, to expand the elected membership from Faculties and to introduce a class of elected professional staff, were deferred for detailed consideration at the University's Academic Governance workshops (on the 13th November and 1st December 2014).

7.4 English Language Policy/Delivery in languages other than English

The Pro Vice-Chancellor (Learning and Teaching) and A/Professor Coutts spoke to the report of the joint meeting of ASQC, CSFC and SLTC, which was convened on 15 September to consider the draft English Language Policy. The aim of the policy was to increase English Language proficiency and academic literacy and the consensus from the meeting was that English language needed to be embedded in the curriculum. The
redrafted Policy will be reconsidered at SLTC and return to Academic Senate at its meeting of 4 November or 18 December.

The joint meeting had endorsed the principle of delivery in languages other than English but noted that there are issues of quality assurance. A Working Group of SLTC will draft a policy addressing delivery in languages other than English.

**Resolution 14/153**

That Academic Senate resolved to:

i. note the redrafted English Language Policy will be reconsidered by SLTC then return to Academic Senate at its meeting of 4 November or 18 December; and

ii. note that a Working Group of SLTC will draft a policy addressing delivery in languages other than English.

7.5 Student Discipline Policy/Procedure

The General Counsel thanked Senate for useful feedback provided on the draft. Mr Luttrell outlined the approach to have a suite of documents framed by the Rule and the Policy and for there to be a range of material, including sanctions and procedural fairness placed into a guidelines.

Professor Ross-Smith questioned the definition of students and indicated that she would forward more detailed feedback on this point to the General Counsel directly.

The General Counsel welcomed feedback and comments.

There being no further comments, the Chair indicated that he would continue to work with the General Counsel and Governance Services on behalf of Academic Senate

**Resolution 14/154**

That the Chair of Academic Senate continue to work with the General Counsel on the Student Discipline Policy and endorse the final version, on behalf of Academic Senate, for approval by the Vice-Chancellor.

Adam Stepcich departed the meeting at 11:16am

7.6 Terms of Reference – Discipline Committees

Academic Senate noted the draft Terms of Reference.

8. **QUESTION ON NOTICE**

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

Nil received.

9. **GENERAL BUSINESS**

9.1 Academic Probation Appeals Committee

**Resolution 14/155**

That members forward nominations for the Academic Probation Appeals Committee to the Chair for consideration at a future meeting of Academic Senate.
9.2 Program Proposals for MQ Pathway College

The Chair of ASQC spoke to the program proposals for Foundation and Diploma level programs to be delivered through the Macquarie University College. The proposals had been reviewed by a working-group of ASQC members and feedback had been provided to the taskforce working on the curriculum for the Macquarie University College. The Chair of Academic Senate noted that he had been provided with a response to the issues raised which required review.

The Pro Vice-Chancellor thanked the Chair of ASQC for the manner in which the proposals had been reviewed.

**Resolution 14/156**

> That the Foundation and Diploma level programs delivered through the University College be approved pending final review of responses by the Chair of Academic Senate to questions raised by ASQC.

The Vice-Chancellor and Professor Greeley departed the meeting at 11.23am.

9.3 University Elections Update

Academic Senate noted the update on Academic Senate and Faculty Board elections.

9.4 2016 Academic Year Plan

**Resolution 14/157**

> Academic Senate resolved to recommend the 2016 Academic Year Plan to the Deputy Vice-Chancellor (Academic).

9.5 Emeritus Professorship Nomination

This item was not starred for discussion as was resolved as recommended.

10 ITEMS FOR RATIFICATION

10.1 Savings Clause Cases

The following Saving Clause cases were approved by the Chair of Academic Senate on 1 and 7 August 2014:

Faculty of Arts

**Resolution 14/158**

> That the Savings clause be invoked to enable the student identified as 41806816 to satisfy degree requirements of the Bachelor of Arts without having completed People and Planet units from two different faculties, provided all other requirements have been met.

**Resolution 14/159**

> That the Savings clause be invoked to enable the student identified as 42108691 to satisfy degree requirements of the Bachelor of Arts without having completed People and Planet units from two different faculties, provided all other requirements have been met.

**Resolution 14/160**

> That the Savings clause be invoked to enable the student identified as 41465253 to satisfy degree requirements of the Bachelor of Arts (majoring in Writing and Sociology) without having completed 3cps from the MAS/ENG/CUL
300 level requirements for the Writing major, provided all other requirements have been met.

Faculty of Business and Economics

Resolution 14/161
That the Savings clause be invoked to enable the student identified as 42935350 to satisfy degree requirements of the Bachelor of Commerce by completing both People and Planet units within the Faculty of Business and Economics, provided all other requirements have been met.

Resolution 14/162
That the Savings clause be invoked to enable the student identified as 42118069 to satisfy degree requirements of the Bachelor of Commerce with Bachelor of Laws without completing another 3cps unit due to NCCW between LAW456 and BUSL301, provided all other requirements have been met.

Resolution 14/163
That the Savings clause be invoked to enable the student identified as 41787358 to satisfy degree requirements of the Bachelor of Business Administration without completing People and Planet units, provided all other requirements have been met.

Resolution 14/164
That the Savings clause be invoked to enable the student identified as 42935350 to satisfy degree requirements of the Bachelor of Commerce by completing both People and Planet units within the Faculty of Business and Economics, provided all other requirements have been met.

Faculty of Human Sciences

Resolution 14/165
That the Savings clause be invoked to enable the student identified as 42246199 to satisfy degree requirements of the Bachelor of Arts with Diploma of Education without completing People and Planet unit requirements from two different faculties, provided all other requirements have been met.

The following Saving Clause cases were approved by the Chair of Academic Senate on 25 September 2014:

Faculty of Arts

Resolution 14/166
That the Savings clause be invoked to enable the student identified as 42113865 to satisfy degree requirements of the BA-Media without completing People and Planet units from two different faculties, provided all other requirements have been met.

Resolution 14/167
That the Savings clause be invoked to enable the student identified as 42867290 to satisfy degree requirements of the Bachelor of Arts, Media without completing a People or Planet unit outside the Faculty of Arts, provided all other requirements have been met.

Resolution 14/168
That the Savings clause be invoked to enable the student identified as 41750829 to satisfy degree requirements of the Bachelor of Arts - Media without completing the requirements for the Bachelor of Arts, Media, provided that he
completed all requirements for the Bachelor of Arts, major in Media (2010) and all other degree requirements.

Resolution 14/169
That the Savings clause be invoked to enable the student identified as 42855640 to satisfy degree requirements of the Bachelor of Arts - Media without completing a People or Planet unit outside the Faculty of Arts, provided all other requirements have been met.

Resolution 14/170
That the Savings clause be invoked to enable the student identified as 41916417 to satisfy degree requirements of the Bachelor of Arts, major in Media without completing a People or Planet units outside the Faculty of Arts, provided all other requirements have been met.

Resolution 14/171
That the Savings clause be invoked to enable the student identified as 40039021 to satisfy degree requirements of the Bachelor of Speech, Hearing and Language Sciences without meeting the 10 year content currency rule that applies to Recognition of Prior Learning in relation to units LING110/LING111, provided all other requirements have been met.

Resolution 14/172
That the Savings clause be invoked to enable the student identified as 42426952 to satisfy degree requirements of the BA-Media without completing 38cps at 200 level or above, provided all requirements have been met.

Resolution 14/173
That the Savings clause be invoked to enable the student identified 41807995 to satisfy degree requirements of the Bachelor of Arts with Bachelor of Laws without completing People and Planet units, provided all other requirements have been met.

Resolution 14/174
That the Savings clause be invoked to enable the student identified as 41228774 to satisfy degree requirements of the Bachelor of Arts with Bachelor of Laws (2010 curriculum) without completing People and Planet units, provided all other requirements have been met.

Resolution 14/175
That the Savings clause be invoked to enable the student identified as 41759966 to satisfy degree requirements of the Bachelor of Arts, Media with Bachelor of Laws without completing the degree requirements for BA-Media LLB, provided all other requirements have been met.

Resolution 14/176
That the Savings clause be invoked to enable the student identified as 43458416 to satisfy degree requirements of the Bachelor of Arts without completing an additional 300 level ANTH unit to replace ANTH305, provided all other requirements have been met.

Resolution 14/177
That the Savings clause be invoked to enable the student identified as 42881730 to satisfy degree requirements of the Bachelor of Arts, major in Media, Culture and Communication without completing a People or Planet units outside the Faculty of Arts, provided all other requirements have been met.
Resolution 14/178
That the Savings clause be invoked to enable the student identified as 42462479 to satisfy degree requirements of the Bachelor of Commerce with Bachelor of Laws without completing another 3cp unit due to the NCCW condition between LAW456 and BUSL301, provided all other requirements have been met.

Resolution 14/179
That the Savings clause be invoked to enable the student identified as 41758307 to satisfy degree requirements of the Bachelor of Arts with Bachelor of Laws (major in Politics) without completing one of her People and Planet units outside the Faculty of Arts, provided all other requirements have been met.

10.2 Prize Awards
The Chair referred members to the list of Prizes and Awards, tabled for noting and approval.

Resolution 14/180
That Academic Senate approves that prizes be awarded to the students nominated (listed at item 10.2 of the 7 October 2014 Academic Senate Agenda).

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

Resolution 14/181
On 3 September 2014 the Chair of Academic Senate approved a Grade Change for the student identified as 41759230 (FOBE300) – from “I” to “D” (80).

Resolution 14/182
On 18 September 2014 the Chair of Academic Senate approved the addition of the student identified as 43059244 to be included as an addendum to the Academic Senate on 18 July 2014 to enable the student to graduate on 23 September 2014.

Resolution 14/183
On 22 September 2014 the Chair of Academic Senate approved the ratification and certification of the results for the student identified as 40560953.

10.4 Undergraduate and Postgraduate students qualified for an award
A list of qualified students from 3 to 29 September 2014 was tabled.

Resolution 14/184
That the candidates in the report have satisfied the requirement for the awards stated in the submission.

11. REPORTS FROM STANDING COMMITTEES

11.1 Academic Standards and Quality Committee
Academic Senate noted the report of the meeting of 16 September 2014.

11.2 Higher Degree Research Committee
Academic Senate noted the report of the meetings held on 22 August and 26 September
2014 and resolved as recommended:

**Resolution 14/185**

That the students included in the report of the Higher Degree Research Committee of 7 October 2014 (Item 11.2 Academic Senate Agenda 7 October 2014) have satisfied the requirements of the awards stated.

**Nominations for Vice-Chancellor’s Commendation**

**Resolution 14/186**

That Rebecca Bilous’ PhD thesis entitled “Telling and hearing: Learning and Macassan – Yolngu stories of connecting” be awarded a Vice-Chancellor’s Commendation.

**Resolution 14/187**

That Joel Nathan Kent Scott’s PhD thesis entitled “Less than Minor: Translation and/or Experimental Writing” be awarded a Vice-Chancellor’s Commendation.

12. **OTHER BUSINESS**

Nil.

13. **CONSIDERATION OF CONFIDENTIAL ITEMS**

13.1 Standing Committee on Appeals

The minutes of the Standing Committee on Appeals meeting of 28 September 2014 were tabled.

13.2 University Discipline Committee

The minutes of the University Discipline Committee meeting of 3 September 2014 were tabled.

14. **NEXT MEETING**

The next meeting will be held on Tuesday, 4 November 2014.

Agenda items are due by Friday 24 October 2014.

There being no further business the meeting was declared closed at 11:25 am.

Professor D Verity

Chair
ITEM 4.1: ACADEMIC SENATE ITEMS REQUIRING ACTION

For information.
ITEM 4.1: ACADEMIC SENATE ITEMS REQUIRING ACTION AS AT 4 NOVEMBER 2014

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<th>Item number</th>
<th>Action required</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/02/13</td>
<td>5.2</td>
<td>The Executive Dean, Faculty of Business and Economics to communicate this resolution to the Timetable Project Team. (Related Resolution 13/03 That lectures for First Year day units are prioritised within the timetable for scheduling between the hours of 9am to 5pm) The Executive Dean advised that the Timetabling Team had indicated that for the 2014 they would definitely be prioritising the 100 level scheduling, but further clarification was required to determine precisely what was meant in some unusual circumstances. Otherwise the Timetabling Team were concerned that they might unnecessarily create some dynamics that weren’t intended, or conversely, not apply a principle that they should.</td>
<td>Clarification required</td>
</tr>
<tr>
<td>12/07/13</td>
<td>13.7</td>
<td>That the University develops a policy regarding posthumous awards. Responsible Officer, Chair Academic Senate. Related Resolution 13/215</td>
<td>To be commenced</td>
</tr>
<tr>
<td>1/10/13</td>
<td>10.1</td>
<td>The current prerequisites for PSYC105 – Introduction to Psychology II to be discussed with further consultation with the Psychology Department. This matter is to be discussed at the next ASQC meeting on 22 October 2013.</td>
<td>In progress</td>
</tr>
<tr>
<td>12/11/13</td>
<td>11.2</td>
<td>That a copy of the Professional Authority Form (PAF) referred to in the Disruptions to Studies policy is circulated to the members of Academic Senate.</td>
<td>To be provided</td>
</tr>
<tr>
<td>13/02/14</td>
<td>7</td>
<td>That a Working Group is established to benchmark Macquarie University to the “The Purpose and Function of Academic Boards and Senate in Australian Universities” paper and provide a report to the 1 April 2014 Academic Senate meeting.</td>
<td>In progress</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</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</td>
</tr>
</tbody>
</table>
ITEM 5: REPORT FROM THE CHAIR

For discussion.
Report from the Chair of Academic Senate – November 2014

Update: Review of the Assessment and Grading Policies

As I foreshadowed in my last report, I presented an options and discussion paper at the October SLTC meeting to encourage discussion on matters of broad principle about the Assessment and Grading Policies. You can view the discussion paper on pages 64 to 79 of the SLTC Agenda for October.

The discussion paper was informed by a comprehensive benchmarking analysis undertaken by the assessment policy working group to compare the policies with those of comparator institutions. In particular the working group considered where these policies can be liberalised; examined points of failure and inconsistency; and identified matters in which the current policy base is completely silent.

The below points were of particular focus as they were common themes that reoccurred throughout the initial consultation period with stakeholders:

- Greater attention on assessment practices at the program level, rather than simply at the unit level.
- Specifications of minimum numbers and weightings of assessments.
- Policy in regard to hurdle assessments, of the kind “you must pass X to pass the unit”.
- Extending the eligibility criteria for supplementary assessment.
- The potential for new grade categories – such as a Compulsory Fail (CF), a fail grade that signifies failure due to the failure of a hurdle assessment.
- Review of group work regulations.
- Greater guidance on the requirements of standards based assessment and its relationship to matters such as grade distribution norms.
- The relationship between SNGs, Grades and GPAs – for example should we move to a single finely graded Grade scale in preference to a hybrid Grade / SNG model?

Following lively discussion and engagement with the big challenges in this list, SLTC called for a draft Assessment Policy and associated procedures to be presented at a full day, on-campus Assessment Retreat, which I like to refer to as the Festival of Assessment, on 2 December.
Assessment Lifecycle Moderation

The festival of assessment retreat will also be an ideal opportunity to present and discuss a draft assessment lifecycle moderation framework, which is being currently being developed in consultation with CSFC.

At present the University does not have a moderation policy or procedure that outlines its expectations about when and how assessment moderation is to occur. Of course, the absence of a policy does not mean that moderation isn’t occurring; in fact, there are some excellent examples of good practice within our community. However, we also know that these practices vary greatly from place to place, do not build upon a common set of principles, are incompletely documented, may lack any form of external benchmarking, and are not necessarily open to effective review.

As you will be aware, University Council approved a new Faculty Rule earlier this year, which charges Faculty Boards with the responsibility of ratifying unit results from January 2015. Since then, CSFC has been working to determine the process and standards that should apply to this ratification process. To date this work has largely focussed upon how Faculty Boards could be satisfied that unit assessment practices were valid, reliable, fair and consistent in order to assure the results they were to ratify. It has now become clear that the key component in this ratification framework will be shared understanding of moderation. In short, to progress Academic Senate must articulate and introduce a robust mechanism for internal moderation of results backed by a strong process for external moderation of assessment tasks.

These moderation principles and guidelines will ultimately form part of the Curriculum Standards Framework. Most importantly, not only must this stress that moderation has to be undertaken, but also that it should form part of a well-coupled feedback cycle driving improvements in practice.

Members of Senate, SLTC, ASQC and CSFC will be invited to participate with the aim of agreeing to the principles and the finer details of the policies and procedures. More information will follow shortly.

There will be plenty of opportunity for all stakeholders to contribute to the future of these policies. As a starting point, an article will be posted on the Teche blog and socialised via Facebook to inform stakeholders of the discussion so far and to encourage further feedback and ideas.
Update: Communication Strategy

We have been working with the Learning and Teaching centre to develop a strong blogging presence for Academic Senate on the University’s L&T blog, Teche (http://teche.ltc.mq.edu.au). I am now pleased to report that all matters concerning academic governance and leadership will be collated in a new section of the blog titled ‘Leadership and Governance’.

Once again, I encourage you strongly to take the time to read, and point others to, the posts, the latest one being the October Senate Summary. The best way to keep in touch is to subscribe to the Teche blog for weekly updates, by registering at http://teche.ltc.mq.edu.au/subscribe/

Special thanks must go to Lucy Arthur and the Teche team for accommodating our needs and for all their hard work in maintaining and improving the blogging platform. It is certainly gaining traction and momentum in the University community.
Update: Academic Governance Workshops

By now many of you would have met with Philip Pogson from The Leading Partnership in preparation for our Academic Governance Workshops. Thank you for clearing the time in your busy diaries to provide your feedback and thoughts about the governance of our academic enterprise; it has been very helpful in framing an appropriate and engaging program for the day.

I would also like to take the opportunity to encourage those who have not renominated for the 2015-16 Senate term to participate in these workshops regardless; your insight and knowledge of our governance processes is highly valued and appreciated. Venues and elections allowing, we are also planning to invite as many of the new Senate members as we can to these workshops. I’m sure they would greatly appreciate the benefit of your experience.

Prof Dominic Verity
Chair, Academic Senate
28/10/2014
ITEM 6.1: ACADEMIC GOVERNANCE WORKSHOP

For discussion.
ITEM 6.1: ACADEMIC GOVERNANCE WORKSHOP

In the lead up to the Academic Governance Workshop on 13 November, Philip Pogson from the Leading Partnership (see attached biography), has been meeting with stakeholders to establish the 'current reality' in terms of the way academic governance works and how it might work in the future. The feedback received has been helpful in framing an appropriate and engaging program for the day. Your feedback will further assist us to ensure the identification of common issues and alignment of priorities that will be addressed at the workshop. Philip has a wealth of experience across higher education and the private sector, and will be a tremendous asset during the review and implementation phases of this project.

Consultation Questions
1. What do you see as the role and function of academic governance at a tertiary education institution?

2. How do you understand the distinctions and any overlaps between academic governance, executive management and organisational governance – that is, the University Council - at Macquarie University?

3. We are embarking on a project to re-invigorate and renew academic governance. What are your aspirations for this process? What would you hope to see as outcomes/measures of success?

4. In view of the questions above, what do you see as the key strengths and weaknesses of academic governance at Macquarie?

5. What should be the priorities for change? Why? What should stay the same? Why?

6. What are the potential pitfalls/challenges we need to be aware of along the way? How might these be best managed or addressed?

7. What key groups or roles need to be effectively engaged in well organised system of academic governance?

8. Are you aware of any models or policy frameworks at other institutions we should investigate?

9. Any other issues, comments or concerns?
Biography, Philip Pogson FAICD ACIS

Philip joined The Leading Partnership (TLP) at the beginning of 2000. Originally trained in Australia and The Netherlands as a classical musician, Philip has held management positions in the not-for-profit, higher education and private sectors. He has also founded several successful businesses. Philip’s strengths lie in the fields of strategy (and implementation), business and operational planning, leadership, governance and organisational development. He has special interests in industry sectors and areas such as medical and rural R&D, post graduate medical education, superannuation, higher education, corporate governance, professional services and retail.

In the field of general corporate governance, The Leading Partnership has provided strategy and governance advice to a broad range of Boards that oversee very large and quite small organisations including: NIDA, AustLII Foundation Ltd, the Australian Festival of Chamber Music, Australian Institute of Animal Management (AIAM), Retail Employees Superannuation Trust (one of Australia’s largest industry super funds), Physics Foundation, University of Sydney, Murdoch Books, Provet Ltd, the Hobart Theatre Royal, St Vincents & Mater Health Sydney, the Trustees of Mary Aikenhead Ministries, Meat and Livestock Australia (MLA), Q Super (a $40B super fund), St Vincent de Paul Society (NSW), Retail Cube (an ASX listed company), the Sleep Health Foundation, Qantas Superannuation (QSL), The Australasian Veterinary Boards Council (AVBC), Animal Management in Rural & Remote Indigenous Communities (AMRRIC), and the Association of Superannuation Funds of Australia (ASFA). The Leading Partnership has also worked with the Ministerial Councils of the NSW Post Graduate Medical Council (PMC), the NSW Medical Education and Training Council (MTEC) and the NSW Institute of Medical Education and Training (IMET). Philip has founded and contributed to several leadership programs including an Australian-first leadership program for veterinary students at Sydney University and a leadership programs for young doctors. He is a key long term presenter in the NSW Clinical Excellence Commission’s state-wide clinical leadership program.

As an experienced, creative business person, an internationally published author, and a strategic consultant with a broad range of management and consulting experience across the not-for-profit, commercial, higher education and health sectors, he brings a unique set of skills and a special flexibility and subtlety to his assignments. Philip has a proven capacity to work across complex commercial areas such as reinsurance, asset management, direct and reinsurance run-off, lender mortgage insurance, industrials, national R&D strategy development and professional services. His clients, most of whom are at Chairperson, CEO, MD or Executive General Manager level, include: The Federal Court of Australia, Macquarie University, St Vincent de Paul (NSW), IAG Asset Management and IAG Reinsurance, the Australian Association of Medical Research Institutes; University of NSW, Cobalt Run-off Services, AMP, GHD (Sydney), ANSTO, Murdoch Books, Good Health Solutions, Downer Engineering, Provet, Garvan Institute, NSW Clinical Excellence Commission, NSW Cancer Institute, REST Superannuation, Broadcast Australia, the Administrative Appeals Tribunal, the NSW Health Ministry, NeuRA, the Black Dog Institute & Q-Super.

Mr Pogson is a graduate (merit) and first prize-winner of the NSW Conservatorium of Music and holds a M.Ed. (by thesis) from the University of Technology Sydney. Philip has completed two of the most respected qualifications in corporate governance. As well as being a Fellow of the Australian Institute of Company Directors (FAICD), Philip holds a Post Graduate Diploma in Applied Corporate Governance through the Governance Institute of Australia, formerly known as Chartered Secretaries Australia, the peak body for Company Secretaries. He is recognised as an Associate of Chartered Secretaries Australia (ACIS). He is the author of several peer reviewed articles and book chapters as well and co-author of an internationally published book “Learning and Change in the Adult Years” - which has been in continuous publication in the US for more than a decade. Philip is also joint Managing Director of a company which promotes chamber music and is the executive producer of 6 chamber music and jazz CDs.
ITEM 6.2: ACADEMIC SENATE RULE REVIEW

For approval.
ITEM 6.2: AMENDMENTS TO THE ACADEMIC SENATE RULE

Issue
At the meeting held on 7 October 2014, Academic Senate supported proposed changes to the composition of Academic Senate.

Extract of the minutes of Academic Senate meeting 7 October:

‘There was general agreement from the Committee on the proposal to amend the student membership to a cohort of eight and to allow phased introduction of representation from the new Faculty. The Chair advised that proposed amendments to the Academic Senate Rule to deliver these changes would be presented to the November meeting.

The other two options presented, to expand the elected membership from Faculties and to introduce a class of elected professional staff, were deferred for detailed consideration at the University’s Academic Governance workshops (on the 13th November and 1st December 2014).’

Consultation Process
The following consultation has been undertaken prior to the submission of this paper:
- Academic Senate
- Chief of Staff, Vice-Chancellor’s Office
- Governance Services

Recommendation: That Academic Senate recommend that the Academic Senate Rule be amended as follows to University Council for approval:

1. the inclusion of two elected members from the Faculty of Medicine and Health Sciences; and
2. the amendment of the total number of student elected representatives to eight comprising:
   I. one student member from each of the Faculties of Arts, Business and Economics, Human Sciences and Science enrolled in an undergraduate program;
   II. one student member from the Faculty of Medicine and Health Sciences
   III. two student members enrolled in a postgraduate coursework program; and
   IV. one student member enrolled in a postgraduate higher degree research program.

Operational Impact: Elections will be scheduled in early 2015 to elect two academic staff from the Faculty of Medicine and Health Sciences.

Submitted by:
Professor Dominic Verity
Chair, Academic Senate

For enquiries contact:
Zoe Williams
Head, Governance Services, x 4322
PART 1 PRELIMINARY

1. Name of rules
   These Rules may be cited as the ‘Academic Senate Rules’.

2. Enactment
   These are Rules made by the Council of Macquarie University under section 29 of the Macquarie University Act 1989.

3. Commencement
   These Rules take effect on the day on which they are published on the Internet by means of the website of the University or in another official University publication under section 29(c) of the Macquarie University Act 1989 and section 35(4) of the Macquarie University By-law 2005.

4. Application
   The Academic Senate Rules apply to the Academic Senate which is the principal academic body in the University and is to have such powers and duties as may be delegated to it by the Council, subject to the By-law and to any resolution of the Council.

5. Purpose
   The purposes of these Rules are to outline the composition; elections procedures; proceedings and functions; and connected matters of the Academic Senate at Macquarie University.

PART 2 INTERPRETATION

6. Interpretation
   In these Rules:
   Academic Senate means the Academic Senate of the University.
   By-law means the Macquarie University By-law 2005.
   Council means the Council of the University.
   Faculty means an administrative grouping of research, academic and professional staff and students based on the area they teach, support and study.
   MGSM means the Macquarie Graduate School of Management.
   University means the Macquarie University established by the Macquarie University Act 1989.
   [Note: The Interpretation Act 1987 of New South Wales applies to these Rules].
PART 3 SUBSTANTIVE PROVISIONS

7. Composition

(1) The Academic Senate comprises ex-officio and elected members:
   (a) the Vice-Chancellor;
   (b) the Chair of Academic Senate;
   (c) the Deputy Chair of Academic Senate;
   (d) the Deputy Vice-Chancellors and the Pro Vice-Chancellors;
   (e) the Executive Deans of Faculties;
   (f) the Dean of Higher Degree Research;
   (g) the Dean of the MGSM;
   (h) the Director of Learning and Teaching Centre;
   (i) the Head of Department of Indigenous Studies;
   (j) the University Librarian;
   (k) four members from each of the Faculties of Arts, Business and Economics, Human Sciences, and Science;
   (l) two members from the Faculty of Medicine and Health Sciences;
   (m) one member from the MGSM;
   (n) one member from the non-Faculty electorate;
   (o) eight student members from Faculty electorates; and
   (p) up to four additional members appointed by resolution of Academic Senate.

(2) Any member identified under rule 7(1)(a), 7(1)(b), 7(1)(c), 7(1)(d), 7(1)(e), 7(1)(f), 7(1)(g), 7(1)(h), 7(1)(i), 7(1)(j) is considered an ex-officio member.

(3) Any member under rule 7(1)(k), 7(1)(l), 7(1)(m) or 7(1)(n) is elected by and from the academic staff of the respective electorates in accordance with Schedule 1 of the By-law provided that:
   (a) only members of the academic staff who are full-time or part-time continuing, or fixed term for three or more years and with fractional appointment of 50 per cent and above are eligible to participate in the election and to be elected; and
   (b) of the members elected from each Faculty electorate must:
      (i) at least one must be a Head of Department or Professor; and
      (ii) members must be from different departments.

(4) Any student member from a Faculty electorate under rule 7(1)(o) is elected annually in accordance with Schedule 1 of the By-law, being: one student member from each electorate.
(a) one student member from each of the Faculties of Arts, Business and Economics, Human Sciences, and Science enrolled in an undergraduate program;

(b) one student member from the Faculty of Medicine and Health Sciences

(c) two student members enrolled in a postgraduate coursework program; and

(d) one student member enrolled in a postgraduate higher degree research program.

8. Elections (Procedures for elections in Schedule 1 of the By-law)

(1) The elections to Academic Senate will be held biennially in November and the term of office of a member elected at any such election will commence the following January and will expire two years from commencement.

(2) A member who is an ex-officio member of Academic Senate is ineligible for election and if a member elected takes up an ex-officio position, the place occupied by that member will immediately become vacant.

(3) Elected members to Academic Senate are eligible to be elected to three consecutive terms of office.

(4) When a vacancy occurs in the office of a member of the Academic Senate due to the failure of an electorate to elect a member to the eligible positions, the Academic Senate is to co-opt to membership an eligible member from the relevant electorate, as the case may be.

(5) Where a casual vacancy occurs in the office of an elected member of the Academic Senate the remaining members of the Academic Senate must proceed to fill the vacancy by co-opting to membership an eligible member from the relevant electorate, as the case may be.

(6) A member of the Academic Senate will be deemed to have vacated office if that member:

(a) dies;

(b) resigns that office by notice in writing;

(c) resigns from the University;

(d) proceeds on leave of absence for a period exceeding nine months;

(e) is absent without leave of the Academic Senate from three consecutive meetings of the Academic Senate; or

(f) in the case of an elected student member, ceases to be a student.

(7) Where an elected member of the Academic Senate proceeds on leave of absence from the University for a period exceeding three months but less than nine months, the Academic Senate will:
(a) co-opt an eligible member from the relevant electorate, as the case may be, to fill the vacancy for the period of absence but not beyond the expiry of the term of office on Academic Senate of the member proceeding on leave; and

(b) at the conclusion of that period of leave, allow the member on leave to resume membership of Academic Senate for the balance of the term of office.

(8) Where a person other than a member of the Academic Senate is appointed to act in the position of an ex-officio member of Academic Senate, that person will for the purposes of these rules become a member of the Academic Senate during the period of such appointment.

(9) Where an elected member of the Academic Senate is appointed to an ex-officio role, the members of the Academic Senate must co-opt to membership an eligible member of the academic staff from the relevant electorate during the period of appointment.

(10) A panel comprising the Executive Dean of the relevant Faculty, or if applicable the Dean of the MGSM and elected members from the relevant electorate will nominate eligible staff for co-option with the exception of appointments made in accordance with 7(1)(ep).

(11) The members of the Academic Senate will elect from the members of Academic Senate:

(a) any full-time academic staff member at level D or E to be Chair of Academic Senate; and

(b) any academic staff member to be Deputy Chair of Academic Senate;

to hold office for the ensuing biennium.

(12) The elections of Chair and Deputy Chair of Academic Senate will be held biennially in June and the term of office of a member elected at any such an election will commence on the first day of July following the member’s election and expire two years from commencement.

(13) The Chair and Deputy Chair of Academic Senate are eligible to be elected to three consecutive terms of office.

(14) A casual vacancy in the office of either the Chair or Deputy Chair of Academic Senate:

(a) is to be filled by members electing one of their number to be Chair or Deputy Chair as the case may be; and

(b) will result in that person holding office for the residue of the term of office of the Chair or Deputy Chair whose place that person has filled.

(15) Any period served in filling a casual vacancy under rule 8(14) does not preclude a person from serving a full three terms in that position if elected at a biennial election.
9. Proceedings

(1) The Registrar of the University, or nominee, is Secretary to the Academic Senate.

(2) The number of members who constitute a quorum must be half the membership plus one.

(3) All questions which come before the Academic Senate will be decided by the majority of the members present and voting at the meeting and the member presiding at the meeting will have a deliberative vote and, in the case of an equality of votes, a casting vote.

(4) The Academic Senate may:
   (a) determine its own procedures;
   (b) request that other persons attend meetings of Academic Senate; and
   (c) establish committees to assist it in connection with the exercise of any of its functions.

10. General functions of Academic Senate

(1) Advise the Council and the Vice-Chancellor on:
   (a) academic matters and related activities of the University;
   (b) measures to safeguard the academic freedom of the University;
   (c) academic standards and quality, and on teaching effectiveness at the University; and
   (d) academic priorities of the University.

(2) Provide a forum to facilitate information flow and debate within the University and between the senior executive officers of the University and the wider academic community.

(3) Consider and report on matters referred to it by the Council or by the Vice-Chancellor.

(4) Undertake such other functions as specified in Council resolutions.

11. Specific functions of Academic Senate

(1) Approve policies on academic matters.

(2) Approve the establishment, dis-establishment or changes to a degree, diploma, certificate or other award course, including programs of study, majors and award rules and academic requirements to be offered by the University or through a third party provider.

(3) Request, consider and take action on reports from Faculties, the MGSM and organisational units engaged in supporting the academic activities of the University.

(4) Perform the duties of a Faculty for all units not relating to any Faculty or the MGSM.
(5) Dispense with or suspend any requirements of or prescription of the General Coursework Rules, the Higher Degree Research Rules or the Higher Doctoral Degree Rules in any exceptional student case in which it may deem it appropriate to do so.

PART 4 GENERAL

12. Notes

   Notes in these Rules do not form part of these Rules.
ITEM 6.3: GENERAL COURSEWORK RULE REVIEW

For approval.
ITEM 6.3: AMENDMENTS TO THE GENERAL COURSEWORK RULE

Issue
In 2013 a significant review of the University’s academic rules was undertaken. The review resulted in the General Coursework Rule, which consolidated specific rules for each coursework award into one rule for all coursework programs. In implementing the General Coursework Rule, minor amendments have been identified, which are required to clarify intent and assist the application of the Rule.

A Working Group drawn from members of the Academic Standards and Quality Committee have reviewed and endorse the amendments reflected on the attached document. The amendments include:

- Reinstating the provision for exclusion for failing a required Law or Education unit twice in Law and Teacher Education and Early Childhood programs of study
- Clarifying the period and type of exclusion in Rule 10(7)
- Expanding on the number of programs listed in Rule 10(2) to include those previously omitted

The Working Group identified additional work, which is required to clarify the intent of unduly long time provisions and the calculation of years of enrolment. This issue requires broader consultation, which will take place in early 2015.

Consultation Process
A Working Group comprising members of ASQC reviewed the amendments: Dr Gordon Brooks, Faculty of Business and Economics, A/Professor Carlos Bernal-Pulido, Law, Faculty of Arts and Ms Lyn Negus, Centre for Open Education. In addition, the following offices have been consulted prior to the submission of this paper:

- Campus Wellbeing
- Student Administration

Recommendation That Academic Senate recommend the amendments to the General Coursework Rule to University Council for approval.

Operational Impact Student Administration, Curriculum and Planning: implications for the University Handbook have been identified and addressed.

Submitted by: A/Professor Pamela Coutts
Chair, Academic Standards and Quality Committee

For enquiries contact: Zoe Williams
Head, Governance Services, x 4322
PART 1 PRELIMINARY

1. Name of rules
   These Rules may be cited as the ‘General Coursework Rules’.

2. Enactment
   These are Rules made by the Council of Macquarie University under section 29 of the Macquarie University Act 1989.

3. Commencement
   These rules take effect on the day on which they are published on the Internet by means of the website of the University or in another official University publication under section 29(c) of the Macquarie University Act 1989 and section 35(4) of the Macquarie University By-Law 2005.

4. Application
   The General Coursework Rules apply to all undergraduate, graduate and postgraduate coursework awards offered by Macquarie University.

5. Purpose
   The purposes of these Rules are to outline the admission; credit recognition; enrolment; progression; assessment; awards and graduation; and review and appeal requirements; and connected matters of General Coursework at Macquarie University.

PART 2 INTERPRETATION

6. Interpretation
   In these Rules:
   Academic Senate means the Academic Senate of the University.
   Academic Year means the complete sequence of academic sessions that a student in a specific program could engage in over the period of a single year of study. The academic year extends for exactly one calendar year from the first day of enrolment for the first session of that sequence in a given year.
   Award or Award Course means the qualification resulting from the satisfactory completion of a specific program of study. Also known as qualification or degree.
   By-law means the Macquarie University By-law 2005.
   decision includes a determination.

   Council means the Council of the University.
   Corequisites mean a unit which has to be completed prior to or concurrently with another.
**Degree** means the major qualification awarded by a university. It is awarded either for successful work at undergraduate (bachelor degree) or postgraduate (higher degree) level, or as an honorary recognition (honorary degree) of achievement.

**Effective enrolment** means when a student remains enrolled in a unit, or units, beyond the study period census date and records a ‘F’, ‘FA’, ‘FW’ grade or ‘W’ status.

**Exit Award** means an approved lesser award that a student may elect to qualify with provided the requirements of the exit award have been met. Some exit awards are exit qualifications only and are not offered for admission.

**Faculty** means an administrative grouping of research, academic and professional staff and students based on the area they teach, support and study.

**Full-time student** means a student who is enrolled in units in an academic year which comprise at least 0.75 of an Equivalent Full Time Study Load for the course for which they are admitted.

**Grade Point Average (GPA)** means a calculation, which reflects the overall grades of a student in a coursework program. It is based on the units completed in that program at Macquarie University and does not take into account any credit points granted for advanced standing or non-award study.

**Major** means a structured sequence of undergraduate units, which is approved by the University.

**MGSM** means the Macquarie Graduate School of Management.

**Minor** means a structured group of units, which is approved by the University. All minors must contain at least 6 credit points of study at 300-200 level or above.

**Part-time student** means a student who is enrolled in units in an academic year which comprise less than 0.75 of an Equivalent Full Time Student Load for the course for which they are admitted.

**Practical, clinical or professional programs and units** means those programs and units listed in the schedule of the current University Handbook.

**Prerequisites** mean a statement of the required knowledge or conditions that must be satisfied before enrolment in a particular unit is permitted.

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

**Qualifying Major** means major that is listed as satisfying the general requirements for a specific program. Programs that allow a choice of the particular subject area to be studied (such as the Bachelor of Arts, the Bachelor of Science and the Bachelor of Commerce) require the completion of a qualifying major.

**Specialisation** means a structured set of postgraduate units, which is approved by the University.

**Units** mean the units of study (also known as subjects) comprising a program of study, each worth a fixed number of credit points.

**University Handbook** means the University’s digital presentation and organisation of information for students, which is revised and published annually, containing the Schedules and listings of degrees, diplomas and certificate awards, programs and specialisations, prerequisites and corequisites, majors, units and People, Planet and PACE units in relation to undergraduate, graduate, research training and postgraduate study. The University Handbook also references University Rules, Policies and Procedures and other information to assist students, including those referenced in the Rules.

**University** means the Macquarie University established by the Macquarie University Act 1989.
PART 3 SUBSTANTIVE PROVISIONS

7. Admission
   (1) To be admitted to enrolment for any coursework award of the University, a student must meet requirements referred to in the Admission (Coursework) Policy or set out in the University Handbook.

   (2) A student who has met the criteria for admission will be admitted to an award course and assigned to a Faculty or the MGSM.

8. Credit recognition
   Credit for previous study is governed by the Recognition of Prior Learning Policy.

9. Enrolment
   (1) A student will enrol in a program of study and complete units to satisfy the requirements of that program of study.

   (2) A student may vary their enrolment within a program of study, according to the published procedures for adding or withdrawing from units.

   (3) Transfer between University award courses is governed by the Course Transfer Policy and related Procedure.

   (4) A student may undertake concurrent enrolment in and concurrent completion of two programs of study to qualify for up to two of the awards listed in the Schedule of Awards included in the University Handbook current at the time of admission. Completion of the two programs of study will qualify the student for each of the two awards.

   (5) Cross-institutional enrolment is governed by the Cross-Institutional Enrolment Policy.

   (6) A student excluded from enrolment may apply to re-enrol after the expiration of the period of exclusion in accordance with published procedures.

   (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, or if applicable the Dean of the MGSM in which the unit is offered. A student who fails a required professional or clinical unit is governed by Rule 9(9)(ab)(iiv).

   (8) The following NSW legislative requirements apply where a program of study or unit requires a student to undertake professional experience and practical training or research that may involve direct contact with children under the age of eighteen and/or be in NSW public health facilities:
(a) a student admitted to such a course or unit will be required to complete certain declarations and have certain personal information checked by government authorities; and

(b) eligibility for commencement and continuing participation in such a course or unit is determined on the basis of information obtained through these checks; and

(c) the provision of inaccurate or unsatisfactory information or refusal to undergo these checks can result in withdrawal of an offer of admission and/or cancellation of enrolment in such a course or unit.

(9) (a) Where a program of study or unit requires students to undertake practical clinical or professional experience:

(i) the University and the provider of the clinical or professional experience opportunity may appoint a suitably qualified supervisor who is external to the University to supervise a student’s practical professional experience; and

(ii) while undertaking practical clinical or professional experience, a student may be summarily excluded from participating in such activities for a specified period of time; and

(iii) if a student is assessed as not ready to proceed with, or unsuitable to continue, a required clinical or professional experience or unit, then it may be determined that the student is unable to complete the program requirements.

and

(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 a 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 pursuant to Rule 10.7.

(c) Any determinations made under Rule 9(9)(a) (i-iii) will be made following procedures in the Policy and Procedures on Practical Placements.

(d) Any determinations made under Rule 9(9)(b) (i-iv) are made in accordance with Rule 10(7).

10. Progression

(1) Disruption to study is governed by the Policy on Disruption to Study.
(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 the Bachelor of Philosophy, Diplomas, Graduate Certificates, Graduate Diplomas, Postgraduate Certificates and Postgraduate Diplomas, and 1 year Extended Masters.

(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; and
(b) for a student enrolled in a postgraduate course who has attempted at least 24 postgraduate 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.

(4) A student may withdraw from a unit in accordance with the Withdrawal and Discontinuance (Coursework) Policy.

(5) A student may discontinue enrolment in a program of study in accordance with the Withdrawal and Discontinuance (Coursework) Policy.

(6) A student re-enrolling after a period of non-enrolment will apply the General Coursework Rules of the year of re-enrolment.

(7) A student may be excluded from enrolment in cases where as follows:

(a) where a the student has taken an unduly long time to complete a program of study as set out in Rule 10(2), then they may be excluded from that program indefinitely; or
(b) where the a student has failed to meet the minimum rate of progress requirement as set out in Rule 10(3), then they may be excluded for a period of 2 calendar years from further enrolment at the University; or
(c) where the a student has failed to meet the conditions of a legislative requirement set out in Rule 9(7), then they may be excluded from the unit or program of study indefinitely; or
(d) where the a student has failed to meet the professional experience requirements set out in Rule 9(8), they may be excluded from the unit or program of study indefinitely; or
(e) where a postgraduate student who has not shown cause why enrolment should not be terminated, then they may be excluded from the program of study indefinitely; or
(f) where a postgraduate student has shown cause why enrolment should not be terminated and the Executive Dean of the relevant Faculty, or if applicable the Dean of
the MGSM confirms termination and exclusion, then they may be excluded from that program of study indefinitely.

(8) Re-admission following Exclusion is governed by the Admission (Coursework) Policy.

(9) The Executive Dean of the relevant Faculty, or if applicable the Dean of the MGSM may determine that a student has completed the specified prescribed required unit where other work completed by the student is deemed to be equivalent to the prescribed unit.

11. Assessment

(1) Assessment is governed by the Assessment Policy.

(2) Examinations are governed by the Final Examinations Policy.

(3) Grades are governed by the Grading Policy.

12. Awards and graduation

(1) To be eligible to graduate a student must satisfy all requirements specified for that program of study, including any specialisation or major requirements where applicable.

(2) The University offers certain exit awards as scheduled in the University Handbook. A student may elect to qualify with an exit award provided the requirements of the exit award have been met.

(3) No award that comprises the same program of study may be conferred by Council more than once on the same student. A student admitted to a combined degree can elect to have each of the degrees conferred separately.

(4) A student admitted to a Bachelor of Laws or Bachelor of Education combined degree program cannot elect to have the Bachelor of Laws or Bachelor of Education degree conferred first, unless that student has completed an approved undergraduate degree.

(5) The Academic Senate will determine eligibility requirements for the award of the University Medal.

13. Review and appeals

(1) A request by a student for review of a grade is governed by the Grade Appeal Policy.

(2) The Academic Appeals Policy governs appeals against determinations relating to:

(a) exclusion;
(b) re-enrolment;
(c) discontinuation;
(d) enrolment in a unit for the third time;
(e) termination of candidature; and
(f) Recognition of Prior Learning.
PART 4 GENERAL

14. Notice

(1) Any notice to a candidate must be in writing and will be served by being:
   (a) delivered personally; or
   (b) left at or sent by post to;
       (i) the last known residential or business address in or out of New South Wales of
           the person to be served as it appears in the records of the University; or
       (ii) such other address as appears to the sender to be an address where the person
            to be served resides or works, as the case requires; or
   (c) delivered by email to;
       (i) the University email address of the addressee or to another email address that
           has been given to the sender by the addressee for the purpose of serving
           notices.

[Note: It is University policy that the University issued student email account is used for
official University communication].

(2) Any notice will be deemed to be served:
   (a) in the case of sending by post, if posted in the Commonwealth of Australia to an
       address in the Commonwealth of Australia, within three working days of posting and in
       any other case within five working days after posting by airmail; or
   (b) in the case of delivery by email, when it enters the addressee's information system as
       shown on a confirmation of delivery report from the sender's information system,
       which indicates that the email was sent to the email address of the addressee; and
   (c) if more than one copy of a notice is sent, when one of those notices is first served or
       deemed to be served on the addressee.

(3) In Rule 14(2) a reference to:
   (a) a “working day” means any day other than:
       (i) a Saturday, a Sunday or a public holiday; and
       (ii) 27, 28, 29, 30 or 31 December;
       in Sydney, Australia.
   (b) a “notice” is to any notice or other communication and includes, any notice which
       these Rules require or authorise to be served on any person.

15. Notes

Notes in these Rules do not form part of these Rules.
ITEM 6.4: RECOGNITION OF PRIOR LEARNING POLICY / SCHEDULE

**Paper 1** - Proposal for an amendment to the RPL Policy and Procedure to reference a schedule of relative equivalences.

**Paper 2** – Proposal for an amendment to the RPL Policy for clarification of 'unique to the award'.

*For approval.*
ITEM 6.4: PROPOSAL FOR AN AMENDMENT TO THE RPL POLICY AND PROCEDURE TO REFERENCE A SCHEDULE OF RELATIVE EQUIVALENCES

Issue
The 2015 RPL policy provides for an increase in the maximum amount of credit that a student may yield from prior learning towards some degrees and states this in the context of the Schedule of Minimum Requirements at Macquarie. In previous years the University has published information about the relative equivalence of sub bachelor awards in order to articulate the amount of credit that the various sub-Bachelor awards might yield to Bachelor degrees.

A draft schedule of relative equivalences was discussed at the September meeting of CSFC and considered by a working group subsequent to that meeting. The group expressed some concerns about the credit yields from AQF Level 5&6 awards because of the variation in volume of learning and mooted changes to TAFE and other providers, whereby they may be shortening the volume of learning of Diplomas to 1 year. The Group is seeking further information about the potential changes to Diplomas before a new schedule of relative equivalences is drafted. It was thought that Senate would need to recognise the existence of such a schedule, and that its approval could be managed by a sub-committee on an ongoing basis as this issue bedded down and sub-Bachelor providers were identified.

Consequently a proposal for an amendment to the RPL policy and Procedure to reference a Schedule of Relative Equivalences is proposed.

Consultation Process
The following offices have been consulted prior to the submission of this paper:
Curriculum Standards and Framework Committee

Recommendation: That Academic Senate approve the proposed amendment to the RPL policy to include a reference to a Schedule of Relative Equivalences:

Relative Equivalencies
The relative equivalencies between different Awards are outlined in the Schedule of Relative Equivalencies 2015 which is a Schedule to this Policy.

Amendments to the Schedule of Relative Equivalencies 2015 are approved by the Academic Standards and Quality Committee.

Operational Impact: Minor redrafting of the RPL policy.

Submitted by: Brad Windon

For enquiries contact: Brad Windon, Student LifeCycle Manager
ITEM 6.4: PROPOSAL FOR AN AMENDMENT TO THE RPL POLICY FOR CLARIFICATION OF ‘UNIQUE TO THE AWARD’

Issue:
The RPL policy lines stating:

Minimum Requirements at Macquarie University
The maximum Credit Transfer allowed towards Awards will be determined by the requirement that the student complete a minimum amount of the Award at Macquarie University, where:

- the amount is unique to the Award, having not been used towards another Award, and
- the amount is made up of units or components undertaken as part of the student’s enrolment at Macquarie University.

‘the amount is unique to the award, having not been used towards another Award’ can be interpreted in two ways:

1. That the first clause is separate and that the minimum amount must be made up of units undertaken in the award accepting the RPL, and thus MQ units undertaken as part of enrolment in another award are subject to the 50% yield,

Or,

2. That the first clause is explained by the second clause, and that the minimum amount at Macquarie can count Macquarie units undertaken as part of enrolment in other awards providing they have not been completed – thus allowing Macquarie students to bring all units forward that are relevant and current and where the prior award was not completed.

Interpretation 2 is supported by the definition of prior learning from the policy:

Prior Learning: learning that is Formal, Informal and/or Non-Formal and which is evidenced, current and relevant, and has taken place:

- outside of Macquarie University, and/or
- within a completed Macquarie University Award.

Consultation process: Chair of Senate

Recommendation: That Academic Senate approves an amendment for clarification to the RPL policy: the amount is unique to the Award, having not been used towards the completion of another Award

Operational Impact: minor redraft of the policy for clarification

Submitted by: Brad Windon

For enquiries contact: Brad Windon, Student LifeCycle Manager
ITEM 6.5: HONORARY, VISITING AND CLINICAL ACADEMIC APPOINTMENTS POLICY

For approval.
ITEM 6.5: HONORARY, VISITING AND CLINICAL ACADEMIC APPOINTMENTS POLICY

Recommendation  For approval.

Submitted by: Roberta Palfreeman, HR Projects Officer
roberta.palfreeman@mq.edu.au, 9850 9750
# POLICY

## Honorary, Visiting and Clinical Academic Appointments Policy

### Purpose
To set out the conditions for Honorary, Visiting and Clinical Academic appointments at Macquarie University, and the benefits to and obligations of appointees.

### Overview
The University makes Honorary, Visiting and Clinical Academic appointments to:
- promote collaboration in research, scholarship, and learning and teaching
- facilitate the exchange and sharing of knowledge, experience and expertise in pursuit of its mission
- enhance the reputation of the University.

Such appointments are intended to benefit both the University and appointee. Appointments do not constitute an employment relationship with the University and do not attract any employment-related terms and conditions.

### DEFINITIONS

**Honorary Appointments (Schedule A):** long-term appointments (up to 5 years) where the appointee may be formally attached to a Faculty. The appointee is expected to take part in the teaching, research and/or community engagement activities of the University to further develop a significant academic association.

**Visiting Academic Appointments (Schedule B):** short-term appointments (usually not longer than 12 months) for academics, scholars or professional practitioners who are invited from an Australian or overseas institution for a finite period in order to engage in specified scholarly activity.

**Clinical Academic Appointments (Schedule C):** appointments (up to five years) which are applicable to external medical-related professionals.

### Scope
This Policy will be of particular relevance to future or existing Honorary, Visiting and Clinical Academic appointments.

### Policy - GENERAL
- The conferring of an honorary, visiting or clinical appointment does not establish an employment relationship nor entitle the recipient to any salary payments.
- Continuing or fixed term employees of the University will not be eligible for Honorary, Visiting and Clinical Academic appointments.
Honorary and Visiting Academics may be separately employed on a casual appointment, but such an appointment will be entirely separate from an Honorary or Visiting Academic appointment and will be subject to normal eligibility, approval and visa requirements.

- Honorary Visiting and Clinical Academic appointments will not be given to students of the University.
- Honorary, Visiting and Clinical Academic appointments will be restricted to one per person.
- Clinical Academic appointments will usually be, but are not restricted to, those conducting clinical activity at the Macquarie University Hospital.

**EQUITY**

Honorary, Visiting and Clinical Academic appointments will be made on the basis of merit.

**VISA REQUIREMENTS**

Honorary, Visiting and Clinical Academics with foreign passports must hold an appropriate Australian visa if visiting Australia. Refer to the [Visa Information Guideline](http://www.mq.edu.au/docs/hon_visiting_academic_appt/policy.html) for visa compliance information.

**TITLES AND CRITERIA FOR APPOINTMENT**

The University will confer a title on Honorary Visiting and Clinical Academic appointees that reflects an individual’s academic or equivalent professional standing. The titles, criteria for appointment and term of appointment are outlined in:

- Honorary Appointments – [Schedule A](http://www.mq.edu.au/docs/hon_visiting_academic_appt/policy.html)
- Visiting Appointments – [Schedule B](http://www.mq.edu.au/docs/hon_visiting_academic_appt/policy.html)
- Clinical Academic Appointments – [Schedule C](http://www.mq.edu.au/docs/hon_visiting_academic_appt/policy.html)

**APPROVALS**

Honorary, Visiting and Clinical Academic appointments will require approval by the Executive Dean of Faculty or Head of Department in accordance with [Schedule A](http://www.mq.edu.au/docs/hon_visiting_academic_appt/policy.html), [Schedule B](http://www.mq.edu.au/docs/hon_visiting_academic_appt/policy.html) and [Schedule C](http://www.mq.edu.au/docs/hon_visiting_academic_appt/policy.html).

**ROLE**

Honorary, Visiting and Clinical Academics are expected to make a contribution to the research and/or learning and teaching endeavours of the University commensurate with their standing.

The following are indicative roles of Honorary and Visiting Academics:

- participation in independent and/or joint research programs including publishing and acting as grant Chief Investigator (CI) and partner, subject to grant conditions
- undertake Higher Degree Research (HDR) candidate supervision
- contribute to guest lectures to undergraduates and/or postgraduates
- providing advice on research, teaching, curriculum development and evaluation and consultancy
- assisting in other areas of opportunity identified by the University.
The following are indicative roles of Clinical Academics:
- participation in case reviews
- participation in workshops and conference presentations
- involvement in research
- supporting the educational program for Scholars

**BENEFITS**
Appointees will have:
- use of the Honorary, Visiting and Clinical Academic title as specified in their letter of invitation
- access to the Library
- access to on campus parking on payment of prescribed fees
- staff and student rates for purchases at U@MQ.

For the term of their appointment, Honorary, Visiting and Clinical Academics will, subject to agreement with the relevant Executive Dean, Dean or delegate, be given access to additional resources of the University commensurate with the requirements of their role. This may include:
- computer network and email account
- individual or shared access to a computer
- shared office space and individual or shared desk
- negotiated reimbursement of expenses on presentation of receipts
- negotiated airfares and living expenses for visiting academics
- negotiated conference support including airfares
- internal and external research grants subject to grant conditions
- laboratory facilities and support.

Access to these resources will be specified in the Letter of Invitation.

**EXCLUSIONS**
Honorary, Visiting and Clinical Academics are specifically excluded from the following:
- access to corporate credit cards
- formal supervision of University staff
- primary supervision of Higher Degree Research students (refer to Higher Degree Research Supervision Policy) authority
- scope in regard to commenting on behalf of the University, representing the University or binding the University
- recognition for the purpose of Academic Board and Council elections.

**OBLIGATIONS OF APPOINTEES**
Appointees are required to observe and comply with lawful and reasonable directions from the relevant Executive Dean, Dean and Head of Department, legislative requirements and University policies, code of conduct, rules and regulations in respect of research, learning and teaching and community engagement.

**INSURANCE**
• Honorary, Visiting and Clinical Academic appointees are covered by the relevant University insurance.
• Clinical Academics must hold relevant professional insurances.
• Honorary, Visiting and Clinical appointees holding a visa must maintain suitable health insurance for the duration of their stay in Australia.

LEVEL OF APPOINTMENT
The level of appointment will be applicable for the duration of the appointment unless a change is approved by the relevant approval authority.

Honorary, Visiting and Clinical Academic appointees may be appointed to a different honorary position at the time of renewal. A change in title will be considered a new appointment.

TERMINATION
Honorary, Visiting and Clinical Academic appointments are at the discretion of the University and may be terminated at any time by written notice from the University.

RENEWAL
Honorary, Visiting and Clinical Academic appointments may be renewed at the conclusion of an appointment, or at a later date, subject to:
• evidence of appropriate contributions during the previous appointment
• projected future contributions
• any resource implications.

Recommendations for reappointment may include justification for a higher or lower level of appointment.

COMPLIANCE AND BREACHES
The University may commence applicable disciplinary procedures if a person to whom this Policy applies breaches this policy (or any of its related procedures).

Contact Officer
Manager, Strategic Resourcing and Talent

Date Approved
Draft June 2014 – Date the document was approved – please provide evidence

Approval Authority
Director, Human Resources

Date of Commencement
This will be the 10 March 2011 date the doc was approved.

Amendment Dates
February 2011 – inclusion of Clinical Academic Appointments

Date for Next Review
February 2016

Related Documents
Award of Distinguished Professor Policy / Procedure
Higher Degree Research Supervision Policy
Insurable Risk Policy
Practical Placement Policy
Public Comment Policy
### Visa Information

#### Guideline

<table>
<thead>
<tr>
<th>Policies/Rules Superseded by this Policy</th>
<th>Honorary, and Visiting Academic Appointments approved 26 March 2010</th>
<th>10 March 2011</th>
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<td>Visiting Staff Policy – Policy No. 36.17</td>
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</table>

#### Keywords

- Honorary
- Visiting
- Clinical
- Appointment
## Schedule A – Honorary Academic Appointment and Eligibility Criteria

<table>
<thead>
<tr>
<th>Honorary Academic Titles</th>
<th>Eligibility Criteria</th>
<th>Term of Appointment</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emeritus Professor</td>
<td>See separate University Award of Emeritus Professor Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honorary Professor</td>
<td>Retired or current academic member of staff of another university. The person must hold a similar rank or be of equivalent standing in an industry. Leadership at a national or international level of a major public or private organisation.</td>
<td>5 years</td>
<td>Executive Dean / Dean MGSM or ASAM</td>
</tr>
<tr>
<td>Honorary Associate Professor</td>
<td>Retired or current academic member of staff of another university. The person must hold a similar rank or be of equivalent standing in an industry.</td>
<td>Up to 5 years</td>
<td>Executive Dean / Dean MGSM or ASAM</td>
</tr>
<tr>
<td>Honorary Associate Senior Lecturer / Lecturer</td>
<td>Retired or current academic staff of other universities who wish to continue or to develop a significant academic association with Macquarie University.</td>
<td>Up to 5 years</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Honorary Research Fellow</td>
<td>Retired or current research-only academic staff of other universities who wish to continue or to develop a significant academic association with Macquarie University.</td>
<td>Up to 5 years</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Honorary Fellow</td>
<td>Senior professional practitioner distinguished by professional eminence nationally in business, cultural communities or the public sector from within Australia.</td>
<td>Up to 5 years</td>
<td>Head of Department</td>
</tr>
</tbody>
</table>

**Comment [RP1]:** Since there is now an Executive Dean for the Faculty of Medicine and Health Sciences, it makes sense to delete Dean ASAM?

**Comment [GL4]:** Delegations of Authority Register limits approval of Honorary appts to Exec Dean / Dean. Please clarify whether the intention is to delegate to Head of Dept for these three titles.

**Comment [MRP5]:** Checking with Zoe Williams

**Comment [GL2]:** Should this be ‘Macquarie University’?

**Comment [MRP3]:** Updated to reflect this

**Comment [GL6]:** Should this be ‘Macquarie University’?

**Comment [GL7]:** DVC® had questioned a while ago why is this limited to ‘within Australia’. Have discussions been held with him regarding this?

**Comment [MRP8]:** I am following this up with his EA, but it makes sense to delete from within australia. There may be an instance where someone comes from another country with experience nationally, but not necessarily in Australia (not confusing the definition of a visiting academic).
Schedule B – Visiting Academic Appointment and Eligibility Criteria

<table>
<thead>
<tr>
<th>Honorary Academic Titles</th>
<th>Eligibility Criteria</th>
<th>Term of Appointment</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting Professor</td>
<td>Professor visiting from an overseas or Australian university for a finite period. Current or retired professional practitioner visiting from within Australia or overseas for a finite period who is deemed worthy of the title by virtue of his/her professional eminence within an industry, non-government or the public sector.</td>
<td>Up to 12 months</td>
<td>Executive Dean / Dean of MGSM or ASAM</td>
</tr>
<tr>
<td>Visiting Fellow</td>
<td>Academic of standing equivalent to Associate Professor or Senior Lecturer visiting from within Australia or overseas. Senior professional practitioner distinguished by professional eminence nationally in business, cultural communities or the public sector who is visiting from within Australia or overseas.</td>
<td>Up to 12 months</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Visiting Associate</td>
<td>Academic of standing equivalent to Lecturer visiting from within Australia or from overseas.</td>
<td>Up to 12 months</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Visiting Scholar</td>
<td>HDR or postgraduate student from within Australia or overseas.</td>
<td>Up to 12 months</td>
<td>Head of Department</td>
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</tbody>
</table>
## Schedule C – Clinical Academic Appointment and Eligibility Criteria

<table>
<thead>
<tr>
<th>Honorary Academic Titles</th>
<th>Eligibility Criteria</th>
<th>Term of Appointment</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Professor</td>
<td>Person who holds specialist qualifications or higher degree with substantive appointment equivalent to Professor level.</td>
<td>Up to 5 years</td>
<td>Executive Dean, Human Sciences / Dean ASAM</td>
</tr>
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<td></td>
<td>Executive Dean, Human Sciences / Dean ASAM</td>
</tr>
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<td></td>
<td>Executive Dean, Faculty of Medicine and Health Sciences as appropriate</td>
</tr>
<tr>
<td>Clinical Associate Professor</td>
<td>Person who holds specialist qualifications or higher degree with substantive appointment equivalent to Associate Professor level.</td>
<td>Up to 5 years</td>
<td>Executive Dean, Human Sciences / Dean ASAM as appropriate</td>
</tr>
<tr>
<td>Clinical Senior Lecturer</td>
<td>Person who holds specialist qualifications or higher degree with substantive appointment equivalent to Senior Lecturer level.</td>
<td>Up to 5 years</td>
<td>Executive Dean, Human Sciences / Dean ASAM as appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Executive Dean, Faculty of Medicine and Health Sciences as appropriate</td>
</tr>
<tr>
<td>Clinical Lecturer</td>
<td>Person who holds specialist qualifications or higher degree with substantive appointment equivalent to Lecturer level.</td>
<td>Up to 5 years</td>
<td>Executive Dean, Human Sciences / Dean ASAM as appropriate</td>
</tr>
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<td></td>
<td>Executive Dean, Faculty of Medicine and Health Sciences as appropriate</td>
</tr>
</tbody>
</table>

### Schedule C: Clinical Academic Appointment Criteria

Policy Central must be consulted for most recent version. Documents sourced from Policy Central (www.mq.edu.au/policy) take precedence over documents from other sources.
| Clinical Associate Lecturer | Person who holds specialist qualifications or higher degree with substantive appointment equivalent to Associate Lecturer level. | Up to 5 years | Executive Dean Human Sciences / Executive Dean Faculty of Medicine and Health Sciences Dean ASAM as appropriate |

**Schedule C: Clinical Academic Appointment Criteria**

PDF created <date of approval> from source: <url>

_Policy Central_ must be consulted for most recent version. Documents sourced from Policy Central (www.mq.edu.au/policy) take precedence over documents from other sources.
ITEM 6.6: ENGLISH LANGUAGE POLICY

The English Language Policy Working Party provided a report after the consultation process and the combined SLTC, ASQC and CSFC meeting.

The English Language Working Group has been tasked with writing an English Language Policy for the University. This follows press and other reports about the proficiency of students who complete degrees, and the probability that TEQSA will audit English Language entry, development, support and achievement when they audit Macquarie University in 2016.

In May 2014, the Senate Learning and Teaching Committee (SLTC) set up a working group. The membership and terms of reference are attached. The group has met four times and has drafted the attached draft policy, procedure and guideline. The working group does not recommend testing students for English language proficiency at enrolment.

The policy uses a program approach and affects academic staff, many professional staff and students.

The working party has undertaken wide consultation around the University and has benchmarked the policy with similar Australian institutions.

A simplified spreadsheet is attached so that members can more easily see the roles and responsibilities and so that the implications for workload are clearer.

Recommendation: The policy be approved to be sent to Senate.

Consultation Process: The following offices have been consulted prior to the submission of this paper: University wide – including SLTC, ASQC, CSFC, and the English Language Policy Working Party.

Submitted by: Leigh Wood, Associate Dean of Learning and Teaching, Chair of English Language Policy Working Party.

For enquiries contact: Leigh Wood, Associate Dean of Learning and Teaching leigh.wood@mq.edu.au

For approval.
English Language Policy

Purpose
To enable the University to take a consistent and equitable approach amongst staff and students to facilitate the development of English language proficiency, including proficiency in academic, discipline-specific and professional discourse.

Overview
Macquarie University values and supports our diverse cultural and language communities. Macquarie University values the learning of languages and cultural awareness to facilitate communication between peoples. Macquarie University is committed to being a significant educator of languages, translating and interpreting.

Macquarie University degrees are taught in English unless otherwise approved by Academic Senate and except where students are learning another language. Students who enrol in the University meet entry requirements for English language proficiency.

The University is committed to producing graduates who are ‘effective communicators’ with ‘discipline-specific knowledge and skills’. This means students should be capable of communicating in professional environments in English, with specialist and non-specialist audiences (AQF Level 7, 8, 9 requirements).

English language proficiency will be developed through appropriate curriculum design and supplemented by developmental activity. Continual development of their English language is both an expectation for all students and a necessary condition of being successful in their studies.

DEFINITIONS

Discourse:
Spoken and written communication.

Academic discourse:
The uses of language across university disciplines for learning, teaching and research. It includes but is not limited to language used in lectures, assessments, exams, set readings, consultations with academics, discussions with peers, and university policies.

Discipline-specific discourse:
Academic discourse (see above) specific to a particular discipline (e.g., the discourse of Physics as opposed to the discourse of History).

Professional discourse:
The discourse used in professions. For instance, the language used by engineers in the workplace has some overlap with the discipline-specific discourse of Engineering at universities, but also encompasses a range of contexts different to those at university (e.g. dealing with clients and architects, reading reports and briefs, and so on).

English language:
A cover term used in this policy to refer to academic, discipline-specific, and professional discourse, and English used in other settings.

English language proficiency:
The ability of students to use English language effectively in production (speech and writing) and reception (listening and reading). This includes but is not limited to proficiency in academic, discipline-specific and professional discourse.

**Effective communication:**
The ability to communicate effectively in a specific context through a variety of means, including but not limited to English language (see above).

**Development:**
A progression by which ability to use English language in effective communication improves, and extends to relevant contexts (e.g., from everyday contexts, to academic contexts, to discipline-specific contexts, to professional contexts).

### Scope
This Policy applies to all students and to staff of the University

### Policy

#### Entry requirements
- For international students, a minimum of IELTS 6.5 [with no sub-score below 6.0] or equivalent [as specified in the English Language Schedule] is required for all Macquarie degree programs. Some specific programs have higher entry.
- For domestic students entry requirements are consistent with national standards.

#### University Responsibilities
The University will:
- embed and map the development of discipline-specific and professional discourse within programs
- ensure appropriate resources for supporting the development of English language outcomes are available
- set standards at program level for achievement of discipline-specific and professional discourse
- use a range of approaches to educate students and staff on their responsibilities for developing English language proficiency
- assess achievement of academic, discipline-specific and professional discourse as a program learning outcome in all programs
- keep appropriate evidence in compliance with Commonwealth requirements
- use appropriate mechanisms to advise staff and students of the Policy
- support and resource staff to implement the policy
- develop educational strategies to promote the development of English language proficiency and to increase student engagement with the development of their English language proficiency, and review these strategies at appropriate intervals.
- ensure the implementation of the policy is informed by research findings, including the University’s own research

#### Staff responsibilities
Staff will:
- develop their students’ ability to engage in the academic and professional discourse of the disciplines relevant to their program, and direct students to additional resources if they require it.

#### Student responsibilities
Students will:

- commit to develop their own English language proficiency, and seek support if required.

**COMPLIANCE AND BREACHES**

The University may commence applicable disciplinary procedures if a person to whom this Policy applies breaches this Policy (or any of its related procedures).

<table>
<thead>
<tr>
<th>Contact Officer</th>
<th>Chair of Senate Learning and Teaching Committee and Chair of Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Approved</td>
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<tr>
<td>Approval Authority</td>
<td>Academic Senate</td>
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<td>Date of Commencement</td>
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<tr>
<td>Amendment Dates</td>
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<tr>
<td>Date for Next Review</td>
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</tr>
<tr>
<td>Related Documents</td>
<td>English language Procedure / Guideline / Schedule</td>
</tr>
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<td></td>
<td>Performance Development and Review Policy</td>
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<tr>
<td></td>
<td>Assessment Policy / Procedure / Guideline</td>
</tr>
</tbody>
</table>

**Links**

- Macquarie University Graduate Capabilities
- Resources for Macquarie Staff and Students
- ‘Developing your students’ English language proficiency’
- How to embed discipline-specific discourse:
  - Learning through communication
- DEEWR English language standards for Higher Education
- Australian Qualifications Framework (AQF) 2nd edition

**Policies/Rules Superseded by this Policy**

- None

**Keywords**

- English language, English language proficiency, discourse, discipline-specific discourse, professional discourse, academic discourse, academic writing, communication.
ITEM 6.7:  2015 COURSE TRANSFER POLICY

For approval.
ITEM 6.7: REVIEW OF COURSE TRANSFER POLICY

Issue:
The Senate Learning and Teaching Committee at its meeting held on 20 October 2014 considered amendments to the Course Transfer Policy to in order align with recommendations of the most recent Curriculum Renewal and to comply with the Australian Qualifications Framework. The underlying principles are to ensure that students are provided with clear, fair and explicit processes around course transfer and that our academic principles reflect a quality approach to its management.

The committee approved the amendments in principle subject to:
- The clarification that Macquarie students transferring under policy are to be treated as changing their onwards path not being admitted to a new program, and thus not subject to the RPL currency as new students.
- The committee also identified the need to clarify that commonwealth supported students would be considered for, not necessarily guaranteed Commonwealth Supported Places.

These recommendations have been incorporated in the attached policy.

Consultation Process:
Prior to the meeting of Senate Learning and Teaching Committee the following offices have been consulted prior to the submission of this paper:
Faculty Associate Deans, Learning and Teaching and Student Administration Managers were contacted to review the proposed 2015 course transfer procedure. The Macquarie Graduate School of Management and the Applied Finance Centre were also contacted.

Recommendation: That Academic Senate approves the new Course Transfer Policy.

Operational Impact: Course Transfers will be processed by the Student Lifecycle Team within the Office of the Deputy Registrar.

Submitted by: Brad Windon

For enquiries contact:
Tanya Kysa, Team Leader – Current Students, Student Administration (Lifecycle), ext 6409
PURPOSE: To outline the University policy that enables a student to transfer from one course to another.

OVERVIEW: The University recognises the desire for flexibility and mobility of its student cohort and the value in helping students move into a course which best reflects their ability and learning aspirations. In keeping with this desire the University has developed a transfer policy that enables students to move between specified courses (degrees) on attainment of particular transfer criteria.

SCOPE: All current coursework students of the University; staff involved in the academic management and administration of study, including offshore and distance-mode/external study.

POLICY: The University will offer students the opportunity to transfer between a number of coursework courses at specified times in the academic year.

The University will

• determine the eligibility criteria for course transfer, and

• ensure the course transfer policy and associated documentation is readily available for both student and staff access.

Student Administration (Lifecycle team) will administer requests for transfer. Students must be currently admitted to a course and enrolled in units for the current Session at Macquarie University to be eligible to apply. Applicants who meet the current transfer criteria will be admitted to the current version of the course to which they are seeking to transfer. Applicants who meet the current transfer criteria will have their Macquarie studies from the previous course transferred to the new course. Course transfer students are considered continuing students and are not required to have their Recognition for Prior Learning reassessed.

The Academic Senate or delegated authority will approve the required criteria for course transfer.

Commonwealth Supported students will be transferred considered for a Commonwealth Supported Place (CSP) in the new course. Domestic undergraduate tuition fee paying students will be transferred into a tuition fee category place in the new course. International tuition fee paying students will be transferred into the current calendar year fee structure of the new course.

Students who have been qualified for a course by the University, may not use the Course Transfer Policy to take up a double degree or to transfer to another course.

Students who have been excluded from study at Macquarie University, including Unduly Long Time and Minimum Rate of Progress, are not eligible to apply for course transfer while serving their exclusion.

COMPLIANCE AND BREACHES
The University may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).
<table>
<thead>
<tr>
<th><strong>Policy Information</strong></th>
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<tr>
<td><strong>Contact Officer</strong></td>
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<td><strong>Date Approved</strong></td>
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<tr>
<td><strong>Approval Authority</strong></td>
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<tr>
<td><strong>Date of Commencement</strong></td>
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</table>
| **Amendment History**  | March 2014 – changed timing of Deferred Offer circumstances and removed requirement for readmission through UAC.  
                          | February 2014 – updated position title to Deputy Registrar  
                          | November 2011 – updated with Compliance and Breaches statement |
| **Date for Next Review** | Dec 2016     |
| **Related Documents**  | Governance, Legislation and Rules  
                          | Macquarie University Handbook  
                          | Admission (Coursework) Procedure - Direct Entry  
                          | Admission (Coursework) Procedure - via UAC  
                          | Alternate Entry Pathways  
                          | Defer Offer (Coursework) Procedure  
                          | Re-admission (Coursework) Procedure  
                          | Schedule of Programs of Study |
| **Policies / Rules Superseded by this Policy** | Nil |
| **Keywords**           | Admission, Defer, Re-Admission |
ITEM 6.8: 2015 COURSE TRANSFER PROCEDURE

For noting.
ITEM 6.7: REVIEW OF COURSE TRANSFER PROCEDURE

Issue:
The Academic Standards and Quality Committee considered the 2015 Course Transfer Procedure proposal at its meeting on Tuesday 14 October 2014. The procedure was approved at this meeting, however the Committee recommended that the Student Administration Team further consider the directive on students to ‘consult with a Faculty advisor or Department course convenor regarding the implications of the transfer on [their] ability to qualify for the new course following the transfer’, specifically questioning how this step is monitored or evidenced.

Consultation Process:
Prior to the meeting of Senate Learning and Teaching Committee the following offices have been consulted prior to the submission of this paper:
Faculty Associate Deans, Learning and Teaching and Student Administration Managers were contacted to review the proposed 2015 course transfer procedure. The Macquarie Graduate School of Management and the Applied Finance Centre were also contacted.

For Noting

Operational Impact: Course Transfers will be processed by the Student LifeCycle Team within the Office of the Deputy Registrar. The requests are collected by an online form and students will agree on the form that they have ‘consulted with a Faculty advisor or Department course convenor regarding the implications of the transfer on [their] ability to qualify for the new course following the transfer’

Submitted by: Brad Windon

For enquiries contact:
Tanya Kysa, Team Leader – Current Students, Student Administration (Lifecycle), ext 6409
PROCEDURE

COURSE TRANSFER (COURSEWORK) PROCEDURE

PURPOSE To outline the requirements for transfer between coursework courses.

PROCEDURE This procedure requires action by the following:

- Academic Senate
- Academic Senate Sub-Committee
- Student Lifecycle Manager
- Lifecycle team
- Head Student Administration
- Macquarie International
- Student

ACADEMIC SENATE SUB-COMMITTEE
Review course transfer requirements, recommending amendments to Academic Senate as appropriate.

ACADEMIC SENATE Consider and approve course transfer requirements.

HEAD STUDENT ADMINISTRATION Ensure all requirements, timelines and associated forms are published and available to students and staff.

Review and ensure that the Course Transfer Requirements accurately reflects the current determinations of Academic Senate.

STUDENT LIFECYCLE MANAGER Publish relevant and timely information and ensure forms are available to students and staff.

STUDENT Read the Course Transfer Requirements to determine eligibility for course transfer.

Consult with a Faculty advisor or Department course convenor regarding the implications of the transfer on your ability to qualify for the new course following the transfer.

Lodge a request to transfer in accordance with published instructions.

STUDENT LIFECYCLE TEAM Determine a student’s eligibility to transfer courses.

If approved, make a new offer and admit the student to the new course. Transfer all previous incomplete Macquarie studies from previous course to the new course.

Ensure a student’s ‘study pattern’ and all related data is amended to the new course.
Notify the student of the outcome of their application.

Inform approved students of required next steps and the self-enrol procedures.

**MACQUARIE INTERNATIONAL**

For approved international students, issue new enrolment documentation and ensure the student continues to meet the visa requirements relating to their course.

### Procedure Information

<table>
<thead>
<tr>
<th>Contact Officer</th>
<th>Head Student Administration</th>
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<tbody>
<tr>
<td>Date Approved</td>
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<tr>
<td>Approval Authority</td>
<td>Deputy Vice-Chancellor (Students and Registrar) / Deputy Registrar</td>
</tr>
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<td>Date of Commencement</td>
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<td>Date for Next Review</td>
<td>December 2016</td>
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<td>Related Documents</td>
<td>Admission (Coursework) Policy</td>
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<td>General Coursework Rules 2014</td>
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<td>Course Transfer (Undergraduate Coursework) Policy</td>
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<td></td>
<td>Course Transfer Requirements</td>
</tr>
<tr>
<td>Keywords</td>
<td>Transfer, Admission, Undergraduate, Transition, Study Pattern, Coursework Studies, Course Transfer.</td>
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</table>
ITEM 8.1: SCHEDULE OF POSTGRADUATE ARTICULATED AWARD SETS

This matter was considered at the 14 October 2014 Academic Standards and Quality Committee meeting and was recommended for approval by Academic Senate.

For approval.
# Schedule of Postgraduate Articulated Award Sets

## Faculty of Arts

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Abbreviation</th>
<th>Articulated award set</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Graduate Certificate of Indigenous Education | GradCertIndigenousEd | Graduate Certificate of Indigenous Education  
Graduate Diploma of Indigenous Education  
Master of Indigenous Education       | Progression conditions  
No progression conditions  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Graduate Certificate of Laws           | GradCertLaw        | Graduate Certificate of Laws  
Graduate Diploma of Laws  
Juris Doctor                     | Progression conditions  
No progression conditions from the Graduate Certificate of Laws to the Graduate Diploma of Laws. Students articulating to the Juris Doctor from the Graduate Certificate of Laws must have a GPA of at least 2.5 out of 4.0.  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Graduate Certificate of Policy and Applied Social Research | GradCertPASR      | Graduate Certificate of Policy and Applied Social Research  
Graduate Diploma of Policy and Applied Social Research  
Master of Policy and Applied Social Research | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.2 out of 4.0  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Graduate Certificate of Politics and Public Policy | GradCertPP        | Graduate Certificate of Politics and Public Policy  
Graduate Diploma of Politics and Public Policy  
Master of Politics and Public Policy  | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0  
Credit transfer arrangements  
No credit from Graduate Certificate to Masters  
Full credit from Graduate Certificate to Graduate Diploma  
Full credit from Graduate Diploma to Masters |
| Graduate Diploma of Children's Literature | GradDipChildLit  | Graduate Diploma of Children's Literature  
Master of Children's Literature       | Progression conditions  
Students articulating to a higher award must have a GPA of at least 3.0 out of 4.0  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Abbreviation</th>
<th>Articulated award set</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Graduate Diploma of Creative Writing</td>
<td>GradDipCrWrit</td>
<td>Graduate Diploma of Creative Writing</td>
<td>Progression conditions: Students articulating to a higher award must have a GPA of at least 3.0 out of 4.0. Credit transfer arrangements: Full credit from the lesser to the higher award.</td>
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<tr>
<td></td>
<td></td>
<td>Master of Creative Writing</td>
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<tr>
<td>Graduate Diploma of Indigenous Education</td>
<td>GradDipIndigenousEd</td>
<td>Graduate Certificate of Indigenous Education</td>
<td>Progression conditions: No Progression conditions. Credit transfer arrangements: Full credit from the lesser to the higher award.</td>
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<tr>
<td></td>
<td></td>
<td>Graduate Diploma of Indigenous Education</td>
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<td></td>
<td></td>
<td>Master of Indigenous Education</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma of International Relations</td>
<td>GradDipIntRel</td>
<td>Graduate Diploma of International Relations</td>
<td>Progression conditions: Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0. Credit transfer arrangements: Full credit from the lesser to the higher award.</td>
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<tr>
<td></td>
<td></td>
<td>Master of International Relations</td>
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<tr>
<td>Graduate Diploma of International Security Studies</td>
<td>GradDipIntSecStud</td>
<td>Graduate Diploma of International Security Studies</td>
<td>Progression conditions: Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0. Credit transfer arrangements: Full credit from the lesser to the higher award.</td>
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<tr>
<td></td>
<td></td>
<td>Master of International Security Studies</td>
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</tr>
<tr>
<td>Graduate Diploma of Laws</td>
<td>GradDipLaw</td>
<td>Graduate Certificate of Laws</td>
<td>Progression conditions: No progression conditions from the Graduate Certificate of Laws to the Graduate Diploma of Laws. Students articulating to the Juris Doctor from the Graduate Certificate of Laws must have a GPA of at least 2.5 out of 4.0. Credit transfer arrangements: Full credit from the lesser to the higher award.</td>
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<td></td>
<td>Graduate Diploma of Laws</td>
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<td></td>
<td></td>
<td>Juris Doctor</td>
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</tr>
<tr>
<td>Graduate Diploma of Policing, Intelligence and Counter Terrorism</td>
<td>GradDipPICT</td>
<td>Graduate Diploma of Policing, Intelligence and Counter Terrorism</td>
<td>Progression conditions: Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0. Credit transfer arrangements: Full credit from the lesser to the higher award.</td>
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<tr>
<td>Name of Award</td>
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</tbody>
</table>
| Graduate Diploma of Policy and Applied Social Research | GradDipPASR  | Graduate Certificate of Policy and Applied Social Research Graduate Diploma of Policy and Applied Social Research Master of Policy and Applied Social Research                        | Progression conditions: Students articulating to a higher award must have a GPA of at least 2.2 out of 4.0  
Credit transfer arrangements: Full credit from the lesser to the higher award |
| Graduate Diploma of Politics and Public Policy     | GradDipPP    | Graduate Certificate of Politics and Public Policy Graduate Diploma of Politics and Public Policy Master of Politics and Public Policy                              | Progression conditions: Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0  
Credit transfer arrangements: No credit from Graduate Certificate to Masters  
Full credit from Graduate Certificate to Graduate Diploma  
Full credit from Graduate Diploma to Masters |
| Juris Doctor                                      | JD           | 1. Graduate Certificate of Law Graduate Diploma of Law Juris Doctor                      | Progression conditions: 1. No progression conditions from the Graduate Certificate of Laws to the Graduate Diploma of Laws. Students articulating to the Juris Doctor from the Graduate Certificate of Laws must have a GPA of at least 2.5 out of 4.0.  
2. No progression conditions from the Master of Laws to the Juris Doctor  
Credit transfer arrangements: Full credit from the lesser to the higher award |
| Master of Children's Literature                   | MChildLit    | Graduate Diploma of Children's Literature Master of Children's Literature                | Progression conditions: Students articulating to a higher award must have a GPA of at least 3.0 out of 4.0  
Credit transfer arrangements: Full credit from the lesser to the higher award |
| Master of Creative Writing                        | MCrWrit      | Graduate Diploma of Creative Writing Master of Creative Writing                        | Progression conditions: Students articulating to a higher award must have a GPA of at least 3.0 out of 4.0  
Credit transfer arrangements: Full credit from the lesser to the higher award |
| Master of Indigenous Education                    | MindigenousEd | Graduate Certificate of Indigenous Education Graduate Diploma of Indigenous Education Master of Indigenous Education                        | Progression conditions: No progression conditions  
Credit transfer arrangements: Full credit from the lesser to the higher award |
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<tr>
<th>Name of Award</th>
<th>Abbreviation</th>
<th>Articulated award set</th>
<th>Notes</th>
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</thead>
</table>
| Master of International Relations                | MintRel      | Graduate Diploma of International Relations, Master of International Relations       | Progression conditions: Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0  
Credit transfer arrangements: Full credit from the lesser to the higher award                                                                 |
| Master of International Security Studies          | MintSecStud  | Graduate Diploma of International Security Studies, Master of International Security Studies | Progression conditions: Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
Credit transfer arrangements: Full credit from the lesser to the higher award                                                                 |
| Master of Laws                                    | LLM          | Master of Laws, Juris Doctor                                                         | Progression conditions: No  
Credit transfer arrangements: Full credit from the lesser to the higher award                                                                                                                         |
| Master of Policing, Intelligence and Counter Terrorism | MPICT       | Graduate Diploma of Policing, Intelligence and Counter Terrorism, Master of Policing, Intelligence and Counter Terrorism | Progression conditions: Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
Credit transfer arrangements: Full credit from the lesser to the higher award                                                                 |
| Master of Policy and Applied Social Research      | MPASR        | Graduate Certificate of Policy and Applied Social Research, Graduate Diploma of Policy and Applied Social Research, Master of Policy and Applied Social Research | Progression conditions: Students articulating to a higher award must have a GPA of at least 2.2 out of 4.0  
Credit transfer arrangements: Full credit from the lesser to the higher award                                                                 |
| Master of Politics and Public Policy              | MPPP         | Graduate Certificate of Politics and Public Policy, Graduate Diploma of Politics and Public Policy, Master of Politics and Public Policy | Progression conditions: Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0  
Credit transfer arrangements: No credit from Graduate Certificate to Masters  
Full credit from Graduate Certificate to Graduate Diploma  
Full credit from Graduate Diploma to Masters                                                                                                                     |
### Faculty of Business and Economics

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<th>Name of Award</th>
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<tbody>
<tr>
<td>Graduate Diploma of Applied Finance</td>
<td>GradDipAppFin</td>
<td>Graduate Diploma of Applied Finance</td>
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<td></td>
<td>Master of Applied Finance</td>
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<td>Master of Applied Finance</td>
<td>MAppFin</td>
<td>Graduate Diploma of Applied Finance</td>
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<td></td>
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<td>Master of Applied Finance</td>
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**Progression conditions**
- No progression conditions

**Credit transfer arrangements**
- Full credit from the lesser to the higher award

### Faculty of Human Sciences

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<th>Name of Award</th>
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<tr>
<td>Doctor of Advanced Medicine</td>
<td>DAdvMed</td>
<td>Master of Advanced Medicine</td>
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<td></td>
<td>Doctor of Advanced Medicine</td>
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<tr>
<td>Doctor of Advanced Surgery</td>
<td>DAdvSurg</td>
<td>Master of Advanced Surgery</td>
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<td>Doctor of Advanced Surgery</td>
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</tbody>
</table>

**Progression conditions**
- No progression conditions

**Credit transfer arrangements**
- Full credit from the lesser to the higher award
<table>
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<th>Name of Award</th>
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</table>
| Graduate Certificate of Behaviour Support Teaching | GradCertBehSuppTeach | Graduate Certificate of Behaviour Support Teaching Graduate Certificate of Learning Difficulties Support Teaching Graduate Diploma of Special Education Master of Special Education | **Progression conditions**  
Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
**Credit transfer arrangements**  
1. Full credit from the Graduate Diploma of Special Education to the Master of Special Education  
2. Full credit from the Graduate Certificate of Learning Difficulty Support to the Graduate Diploma of Special Education and the Master of Special Education  
3. Credit for three units (SPED821, SPED822, SPED826) from the Graduate Certificate of Behaviour Support Teaching to the Graduate Diploma of Special Education  
4. Full credit from the Graduate Certificate of Behaviour Support Teaching to the Master of Special Education |
| Graduate Certificate of Education Studies          | GradCertEdS  | 1. Graduate Certificate of Education Studies/Graduate Certificate of Higher Education Graduate Diploma of Education Studies (Exit award only) Master of Education  
2. Graduate Certificate of Education Studies Graduate Diploma of Education Studies (Exit award only) Master of Educational Leadership | **Progression conditions**  
Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
**Credit transfer arrangements**  
Full credit from the lesser to the higher award, dependent on the specialisation chosen |
| Graduate Certificate of Higher Education           | GradCertHEd  | Graduate Certificate of Higher Education Master of Education                         | **Progression conditions**  
Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
**Credit transfer arrangements**  
Full credit from the lesser to the higher award, dependent on the specialisation chosen |
<table>
<thead>
<tr>
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</thead>
</table>
| Graduate Certificate of Learning Difficulties Support Teaching | GradCertLearnDiffSupp Teach | Graduate Certificate of Behaviour Support Teaching/Graduate Certificate of Learning Difficulties Support Teaching Graduate Diploma of Special Education Master of Special Education | *Progression conditions*  
Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
*Credit transfer arrangements*  
1. Full credit from the Graduate Diploma of Special Education to the Master of Special Education  
2. Full credit from the Graduate Certificate of Learning Difficulties Support to the Graduate Diploma of Special Education and the Master of Special Education  
3. Credit for three units (SPED821, SPED822, SPED826) from the Graduate Certificate of Behaviour Support Teaching to the Graduate Diploma of Special Education  
4. Full credit from the Graduate Certificate of Behaviour Support Teaching to the Master of Special Education |
| Graduate Certificate of TESOL                      | GradCertTESOL           | Graduate Certificate of TESOL Master of Applied Linguistics and TESOL                 | *Progression conditions*  
No progression conditions  
*Credit transfer arrangements*  
Full credit from the lesser to the higher award                                                                 |
| Graduate Diploma of Special Education               | GradDipSpecEd           | Graduate Certificate of Behaviour Support Teaching/Graduate Certificate of Learning Difficulties Support Teaching Graduate Diploma of Special Education Master of Special Education | *Progression conditions*  
Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
*Credit transfer arrangements*  
1. Full credit from the Graduate Diploma of Special Education to the Master of Special Education  
2. Full credit from the Graduate Certificate of Learning Difficulties Support to the Graduate Diploma of Special Education and the Master of Special Education  
3. Credit for three units (SPED821, SPED822, SPED826) from the Graduate Certificate of Behaviour Support Teaching to the Graduate Diploma of Special Education  
4. Full credit from the Graduate Certificate of Behaviour Support Teaching to the Master of Special Education |
<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Abbreviation</th>
<th>Articulated award set</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Graduate Diploma of Translating and Interpreting | GradDipTransInter | 1. Graduate Diploma of Translating and Interpreting  
Master of Translation and Interpreting Studies  
Master of Advanced Translation and Interpreting Studies  
2. Graduate Diploma of Translating and Interpreting  
Master of Translation and Interpreting Studies with the degree of Master of International Relations | Progression conditions  
No progression conditions  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Advanced Medicine                      | MAMed        | Master of Advanced Medicine  
Doctor of Advanced Medicine                                                                                                                                                                                             | Progression conditions/>  
No progression conditions  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Advanced Surgery                       | MASurg       | Master of Advanced Surgery  
Doctor of Advanced Surgery                                                                                                                                                                                               | Progression conditions  
No progression conditions  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Advanced Translation and Interpreting  | MAdvTransInterStud  | Graduate Diploma of Translating and Interpreting  
Master of Translation and Interpreting Studies  
Master of Advanced Translation and Interpreting Studies                                                                                                                                                              | Progression conditions  
No progression conditions  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Applied Linguistics and TESOL          | MAppLingTESOL | Graduate Certificate of TESOL  
Master of Applied Linguistics and TESOL                                                                                                                                                                                 | Progression conditions  
No progression conditions  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Education                              | MEd          | Graduate Certificate of Education Studies/Graduate Certificate of Higher Education  
Graduate Diploma of Education Studies (Exit award only)  
Master of Education                                                                                                                                                                                                     | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
Credit transfer arrangements  
Full credit from the lesser to the higher award, dependent on the specialisation chosen |
<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Abbreviation</th>
<th>Articulated award set</th>
<th>Progression conditions</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Master of Educational Leadership                                             | MEdLead            | Graduate Certificate of Education Studies  
Graduate Diploma of Education Studies (Exit award only)  
Master of Educational Leadership                                                                 | Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0                                                          | Full credit from the lesser to the higher award, dependent on the specialisation chosen                                                                 |
| Master of Special Education                                                  | MSpecEd            | Graduate Certificate of Behaviour Support Teaching/Graduate Certificate of Learning Difficulties Support Teaching  
Graduate Diploma of Special Education  
Master of Special Education                                                                 | Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0                                                          | 1. Full credit from the Graduate Diploma of Special Education to the Master of Special Education  
2. Full credit from the Graduate Certificate of Learning Difficulty Support to the Graduate Diploma of Special Education and the Master of Special Education  
3. Credit for three units (SPED821, SPED822, SPED826) from the Graduate Certificate of Behaviour Support Teaching to the Graduate Diploma of Special Education  
4. Full credit from the Graduate Certificate of Behaviour Support Teaching to the Master of Special Education |
| Master of Translation and Interpreting Studies                               | MTransInter        | Graduate Diploma of Translating and Interpreting Master of Translation and Interpreting Studies  
Master of Advanced Translation and Interpreting Studies                                                                 | No progression conditions                                                                                                                   | Full credit from the lesser to the higher award                                                                                                                                                        |
| Master of Translation and Interpreting Studies with the degree of Master of Applied Linguistics and TESOL | MTransInterMAppLingT ESOL | Graduate Diploma of Translating and Interpreting Master of Translation and Interpreting Studies with the degree of Master of Applied Linguistics and TESOL | No progression conditions                                                                                                                   | Full credit from the lesser to the higher award                                                                                                                                                        |
| Master of Translation and Interpreting Studies with the degree of Master of International Relations | MTransInterMIntRel | 1. Graduate Diploma of Translating and Interpreting Master of Translation and Interpreting Studies with the degree of Master of International Relations  
2. Graduate Certificate of International Relations  
Graduate Diploma of International Relations  
Master of Translation and Interpreting Studies with the degree of Master of International Relations                                                                 | 1. No progression conditions  
2. Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0 | Full credit from the lesser to the higher award                                                                                                                                                        |
## Faculty of Science

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Abbreviation</th>
<th>Articulated award set</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate of Biostatistics</td>
<td>GradCertBiostat</td>
<td>Graduate Certificate of Biostatistics Graduate Diploma of Biostatistics Master of Biostatistics</td>
<td>Progression conditions No progression conditions Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td>Graduate Certificate of Conservation Biology</td>
<td>GradCertConsBiol</td>
<td>Graduate Certificate of Conservation Biology Graduate Diploma of Conservation Biology Master of Conservation Biology</td>
<td>Progression conditions Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0 Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td>Graduate Certificate of Environment</td>
<td>GradCertEnv</td>
<td>Graduate Certificate of Environment Graduate Diploma of Environment Master of Environment</td>
<td>Progression conditions Students articulating from the Graduate Certificate to the Graduate Diploma must have a GPA of at least 2.0 out of 4.0 Students articulating from the Graduate Certificate or Diploma to the Master must have a GPA of at least 2.5 out of 4.0 Credit transfer arrangements No credit from Graduate Certificate to Masters Full credit from Graduate Certificate to Graduate Diploma Maximum of 16cp credit from Graduate Diploma to Masters</td>
</tr>
<tr>
<td>Graduate Certificate of Environmental Planning</td>
<td>GradCertEnvPlan</td>
<td>Graduate Certificate of Environmental Planning Master of Environmental Planning</td>
<td>Progression conditions Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0 Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td>Graduate Certificate of Laboratory Quality Analysis and Management</td>
<td>GradCertLabQAMgt</td>
<td>Graduate Certificate of Laboratory Quality Analysis and Management Graduate Diploma of Laboratory Quality Analysis and Management Master of Laboratory Quality Analysis and Management</td>
<td>Progression conditions At least a Pass in every unit of study enrolled in the lesser award Credit transfer arrangements (1) Full credit from the lesser to the higher award before graduation in the lesser award. (2) A maximum of 25% credit from the lesser award to the higher award after graduation in the lesser award.</td>
</tr>
<tr>
<td>Name of Award</td>
<td>Abbreviation</td>
<td>Articulated award set</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Graduate Certificate of Social Impact Assessment</td>
<td>GradCertSIA</td>
<td>Graduate Certificate of Social Impact Assessment Graduate Diploma of Social Impact Assessment</td>
<td>Progression conditions No progression conditions Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td>Graduate Certificate of Sustainable Development</td>
<td>GradCertSusDev</td>
<td>Graduate Certificate of Sustainable Development Graduate Diploma of Sustainable Development Master of Sustainable Development</td>
<td>Progression conditions Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0 Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td>Graduate Diploma of Applied Statistics</td>
<td>GradDipAppStat</td>
<td>Graduate Diploma of Applied Statistics Master of Applied Statistics</td>
<td>Progression conditions Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0 with no more than two Fail grades Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td>Graduate Diploma of Biostatistics</td>
<td>GradDipBiostat</td>
<td>Graduate Certificate of Biostatistics Graduate Diploma of Biostatistics Master of Biostatistics</td>
<td>Progression conditions No progression conditions Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td>Graduate Diploma of Conservation Biology</td>
<td>GradDipConsBio</td>
<td>Graduate Certificate of Conservation Biology Graduate Diploma of Conservation Biology Master of Conservation Biology</td>
<td>Progression conditions Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0 Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td>Graduate Diploma of Environment</td>
<td>GradDipEnv</td>
<td>Graduate Certificate of Environment Graduate Diploma of Environment Master of Environment</td>
<td>Progression conditions Students articulating from the Graduate Certificate to the Graduate Diploma must have a GPA of at least 2.0 out of 4.0 Students articulating from the Graduate Certificate or Diploma to the Master must have a GPA of at least 2.5 out of 4.0 Credit transfer arrangements No credit from Graduate Certificate to Masters Full credit from Graduate Certificate to Graduate Diploma Maximum of 16cp credit from Graduate Diploma to Masters</td>
</tr>
<tr>
<td>Name of Award</td>
<td>Abbreviation</td>
<td>Articulated award set</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Graduate Diploma of Laboratory Quality Analysis and Management | GradDipLabQAMgt | Graduate Certificate of Laboratory Quality Analysis and Management and Management | Progression conditions  
At least a Pass in every unit of study enrolled in the lesser award  
Credit transfer arrangements  
(1) Full credit from the lesser to the higher award before graduation in the lesser award.  
(2) A maximum of 25% credit from the lesser award to the higher award after graduation in the lesser award. |
| Graduate Diploma of Sustainable Development       | GradDipSusDev   | Graduate Certificate of Sustainable Development and Management                      | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Applied Statistics                      | MAppStat        | Graduate Diploma of Applied Statistics and Management                                | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0 with no more than two Fail grades  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Biostatistics                           | MBioStat        | Graduate Certificate of Biostatistics and Management                                 | Progression conditions  
No progression conditions  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Conservation Biology                    | MConsBioI      | Graduate Certificate of Conservation Biology and Management                          | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Environment                             | MEnv            | Graduate Certificate of Environment and Management                                  | Progression conditions  
Students articulating from the Graduate Certificate to the Graduate Diploma must have a GPA of at least 2.0 out of 4.0  
Students articulating from the Graduate Certificate or Diploma to the Master must have a GPA of at least 2.5 out of 4.0  
Credit transfer arrangements  
No credit from Graduate Certificate to Masters  
Full credit from Graduate Certificate to Graduate Diploma  
Maximum of 16cp credit from Graduate Diploma to Masters |
<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Abbreviation</th>
<th>Articulated award set</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Master of Environmental Planning      | MEnvPlan     | Graduate Certificate of Environmental Planning  
Master of Environmental Planning     | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Master of Laboratory Quality Analysis and Management | MLabQAMgt    | Graduate Certificate of Laboratory Quality Analysis and Management  
Graduate Diploma of Laboratory Quality Analysis and Management  
Master of Laboratory Quality Analysis and Management | Progression conditions  
At least a Pass in every unit of study enrolled in the lesser award  
Credit transfer arrangements  
(1) Full credit from the lesser to the higher award before graduation in the lesser award.  
(2) A maximum of 25% credit from the lesser award to the higher award after graduation in the lesser award. |
| Master of Sustainable Development     | MSusDev       | Graduate Certificate of Sustainable Development  
Graduate Diploma of Sustainable Development  
Master of Sustainable Development | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.5 out of 4.0  
Credit transfer arrangements  
Full credit from the lesser to the higher award |

### Macquarie Graduate School of Management

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Abbreviation</th>
<th>Articulated award set</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Graduate Certificate of Management                | GradCertMgt  | Graduate Certificate of Management  
Graduate Diploma of Management  
Master of Business Administration                  | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
| Graduate Certificate of Social Entrepreneurship   | GradCertSocEntre | Graduate Certificate of Social Entrepreneurship  
Master of Social Entrepreneurship                  | Progression conditions  
Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0  
Credit transfer arrangements  
Full credit from the lesser to the higher award |
<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Abbreviation</th>
<th>Articulated award set</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma of Management</td>
<td>GradDipMgt</td>
<td>Graduate Certificate of Management Graduate Diploma of Management</td>
<td>Progression conditions Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Business Administration Graduate Diploma of Management</td>
<td>Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Business Administration</td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>MBA</td>
<td>Graduate Certificate of Management Graduate Diploma of Management</td>
<td>Progression conditions Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Business Administration Master of Business Administration</td>
<td>Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Social Entrepreneurship</td>
<td>MSocEntre</td>
<td>Graduate Certificate of Social Entrepreneurship Master of Social Entrepreneurship</td>
<td>Progression conditions Students articulating to a higher award must have a GPA of at least 2.0 out of 4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Credit transfer arrangements Full credit from the lesser to the higher award</td>
</tr>
</tbody>
</table>
ITEM 8.2: ASQC MEMBERSHIP

At the Academic Standards and Quality Committee meeting held on 14 October 2014, the Chair, Associate Professor Pamela Coutts welcomed Dr Paul Hesse to his first meeting of ASQC as the representative from the Faculty of Science.

Recommendation from ASQC:
That the appointment of Dr Paul Hesse to ASQC is RECOMMENDED FOR APPROVAL by Academic Senate.

Recommendation:
That Academic Senate approves the appointment of Dr Paul Hesse as a member of the Academic Standards and Quality Committee.
ITEM 8.3: UNDERGRADUATE DIPLOMA PRINCIPLES

Please refer to page 109 of Item 10.2.

For approval.
ITEM 8.4: UNIVERSITY ELECTIONS UPDATE

For noting.
ITEM 8.4: UNIVERSITY ELECTIONS

Issue
A Notice of Election was published on 18 September 2014 for representation on Academic Senate and Faculty Boards. Nominations closed on 9 October, 2014.

Elections for Academic Senate

As the number of nominations received from the Faculties of Arts, Human Sciences and Science for Academic Senate was not greater than the number of persons to be elected, in accordance with the Macquarie University By-Law, the following staff are elected for a term commencing on 1 January 2015 and concluding on 31 December 2016:

Faculty Arts
Professor Peter Radan, Department of Law
A/Professor Estela Maria Valverde, Department of International Studies
Ms Kate Fullagar, Department of Modern History
Professor Kathryn Millard, Media, Music, Communication and Cultural studies

Faculty of Human Sciences
Professor Michael Jones, FOHS
Professor Amanda Barnier, Cognitive Science
Professor Linda Cupples, Linguistics
Dr Kerry-Ann O’Sullivan, Education

Faculty of Science
Dr Ayse Aysin Bilgin, Statistics
Dr Rodney Ian Yager, Mathematics
A/Professor David Coutts, Physics and Astronomy
A/Professor Patricia Fanning, Department of Environment & Geography

Elections for Faculty Boards

As the number of nominations was not greater than the number of persons to be elected in the following departments, in accordance with the Faculty Rules, the following staff are elected for representation on Faculty Boards.

Faculty Arts
Dr Jane Elizabeth (Hanley), International Studies
Dr Nicholas Baker, Modern History
Dr Ryan Twomey, English

Faculty of Business and Economics
(Mr) Dr Johannes (John) Dumay, Accounting and Corporate Governance
Elections are currently taking place for professional staff representation on the Faculty Boards for the Faculties of Business and Economics and Human Sciences and for Academic representation from the Department of Engineering on the Faculty Board of the Faculty of Science.

A second election process will be run in November to fill positions for which there were no nominations received.

Recommendation
That Academic Senate note the update.

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

For enquiries contact:
Zoe Williams, Head of Governance Services, x4322
ITEM 9.1: MACQUARIE FOUNDATION PROGRAM COMPLETIONS

For approval.
ITEM 9.1: 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>43702880</td>
<td>Amal-Khadiga</td>
<td>AHMED</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43479979</td>
<td>Beiwei</td>
<td>CHEN</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43647499</td>
<td>Chido Camuchirai</td>
<td>RUWOKO</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43242170</td>
<td>Diane</td>
<td>SU</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43718892</td>
<td>Hamish</td>
<td>MANTON</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43534082</td>
<td>Mehmet</td>
<td>KARAPINAR</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43526055</td>
<td>Samuel Gregory</td>
<td>HARPER</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43733018</td>
<td>Seul</td>
<td>LEE</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43483666</td>
<td>Yuen Yee</td>
<td>CHAU</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43646069</td>
<td>Nerissa Ayesha</td>
<td>HAMID</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43243843</td>
<td>Jiajun</td>
<td>ZHENG</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43470726</td>
<td>Sihua</td>
<td>CHEN</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43004873</td>
<td>Sirinuch</td>
<td>KHAMMAT</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>43341799</td>
<td>Tianyi</td>
<td>WANG</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
<tr>
<td>42988780</td>
<td>Ashraf</td>
<td>HOSBAN</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
</tbody>
</table>

Consultation Process:
List of students who have been qualified from the Foundation Program in session 2, 2014 (IBT2, 2014), as provided and confirmed by Macquarie City Campus.

Recommendation: Approval of the 15 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 9.2: MATTERS APPROVED BY THE CHAIR

1. On 17 October 2014 the Chair of Academic Senate approved the qualification and addition of the five students identified below as an addendum to the Academic Senate on 7 October 2014 in order to allow them to graduate in 2014.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>42617545</td>
<td>Bachelor of Business Administration</td>
</tr>
<tr>
<td>31195733</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>40782123</td>
<td>Master of Applied Finance</td>
</tr>
<tr>
<td>43058450</td>
<td>Master of Applied Finance</td>
</tr>
<tr>
<td>42884713</td>
<td>Bachelor of Business Administration</td>
</tr>
</tbody>
</table>

*For ratification.*

2. On 23 October 2014 the Chair of Academic Senate approved the change of name of the Diploma which had been approved at the last meeting of Academic Senate (7 October 2014) from the Diploma of Accounting, Business and Commerce to the **Diploma of Accounting Commerce and Business Administration**.

*For ratification.*

3. On 14 October 2014 the Chair of Academic Senate approved the additional information provided which addressed the issues raised at the Academic Standards and Quality Committee about the Programs for the New Pathway College (see attached).

*For ratification*
Academic Senate Response – Programs for the New Pathway College

1.0 Background
By the first semester of 2016, Macquarie University intends to offer its own on-campus pathway programs. Consequently, the University’s contract with SIBT will end at the conclusion of trimester 3, 2015. However, SIBT will continue to place students into Macquarie University as a Streamlined Visa Processing (SVP) partner, subject to annual review.

Macquarie’s pathway programs will include a Foundation program (offered via three paths – extended, standard and intensive) and a single Diploma program (being a Diploma of Accounting, Business and Commerce). These programs will be offered in 2016 on Macquarie’s main campus at North Ryde out of the existing space occupied by SIBT.

These programs provide a direct pathway for international students into a Macquarie undergraduate degree.

The new College will provide international students with access to the same services and facilities provided to undergraduate and postgraduate students, from a common student card through to student welfare support and everything in between.

2. Details of the programs
Foundation
The foundation program is designed to equip international students with the skills and capabilities to seek entry into an Australian higher education program. This program provides an academic entry pathway to a first year undergraduate Degree program.

The Foundation program will contain three broad discipline streams – being Arts, Business/Commerce and Science/Engineering.

The Foundation program will be offered across three duration periods, for each stream, with the programs to be referred to as:

- Extensive (over 6 sessions with each session consisting of a six week teaching period). This program is tailored to international students who have completed a Year 11 equivalent education, but require additional time to improve their English (IELTS 5.0 required).
• Standard (over 4 sessions with each session consisting of a six week teaching period). This program is tailored to international students who have completed a Year 11 equivalent education, who require a lesser level of English support than those students doing the Extended program (IELTS 5.5).

• Intensive (over 2 sessional with each session consisting of a six week teaching period). This program is tailored to international students who have completed a Year 12 equivalent education, who require a lesser level of English support (IELTS 6.0).

In determining which Foundation program is the most appropriate for each student, apart from the length of their previous High School education (year 11 or 12 equivalent), their IELTS scores, the students past academic scores are also a factor. As a generalisation, students whose past academic scores are in the high range, but not quite enough to obtain an offer for direct entry into an undergraduate program, are more suited to undertaking the intensive (shorter) program. Whilst, those students whose past academic scores fall quite short of the required standard for direct entry, are more suited to undertaking an extended (longer) program.

English language will be imbedded into each unit offered. The quantum of English language imbedded into the Extended, Standard and Intensive programs will be a minimum of 600 hours, 400 hour and 200 hours respectively.

Students entry into the various Foundation programs will be based on their prior academic performance, in the School system. Academic advisors in the College will also support the placement of students into the appropriate Foundation program.

Full details of the past academic scores required for entry into the Foundation program, on a country-by-country basis, are outlined in section 3 below.

Full details of the articulation degrees, aligned to the various Foundation program streams, are outlined in section 4 below. Full details of the units within the Foundation programs are outlined in section 5 below.
Diploma
The Diploma program provides an introduction to general business studies. The program is equivalent to the first year of an undergraduate commerce degree and will facilitate articulation into the second year of an undergraduate program offered by the Faculty of Business and Economics.

The new College will offer a single Diploma program, being the Diploma of Accounting, Business and Commerce. This Diploma will be offered over 4 sessions, with each session consisting of a six week teaching period. This program is tailored to international students who have completed a Year 12 equivalent education, who require a lesser level of English support (IELTS 6.0).

The Diploma units are all existing year 1 academic units from the Faculty of Business and Economics undergraduate program. However, as they will be all international students the College will be adding at least 200 hours of English language skills across these units. This will help bring these students IELTS scores up to the required 6.5.

Academic advisors in the College will also support the placement of students into either the intensive Foundation program or the single Diploma program.

Full details of the past academic scores required for entry into the Diploma program, on a country-by-country basis, are outlined in section 3 below.

Full details of the articulation degrees for the Diploma program are outlined in section 4 below.

Full details of the units within the Diploma program are outlined in section 6 below.
### 3. Entry requirements

**SUMMARY OF MINIMUM REQUIREMENTS**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>FOUNDATION STUDIES</th>
<th>DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXTENDED</td>
<td>STANDARD</td>
</tr>
<tr>
<td>AGE (minimum)</td>
<td>16</td>
<td>16</td>
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<tr>
<td>ACADEMIC (high school)</td>
<td>Year 11*</td>
<td>Year 11*</td>
</tr>
<tr>
<td>ENGLISH (IELTS) or equiv.</td>
<td>5.0</td>
<td>5.5*</td>
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</table>
## ENGLISH ENTRY REQUIREMENTS

<table>
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<th>PROGRAM</th>
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<th>DIPLOMA</th>
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</thead>
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<tr>
<td>COURSE</td>
<td>EXTENDED</td>
<td>STANDARD</td>
</tr>
<tr>
<td>IELTS</td>
<td>5.0 (minimum 5.0 in all bands)</td>
<td>5.5 (minimum 5.0 in all bands)</td>
</tr>
<tr>
<td>TOEFL Paper based test</td>
<td>500 (W56, R48, L50)</td>
<td>525 (W56, R48, L50)</td>
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<tr>
<td>TOEFL Internet based test</td>
<td>60 (W16, R10, L9, S14)</td>
<td>66 (W16, R10, L9, S14)</td>
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<tr>
<td>Pearson’s Test of English</td>
<td>41 (min. 41 in all bands)</td>
<td>49 (min.41 in all bands)</td>
</tr>
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</table>

**Special notes:**

1. You must have taken the relevant English language test no more than 12 months before your commencement date.
2. School results will be considered as evidence of English competency if the medium of instruction was wholly English for the final two years.
3. Applicants who do not meet the minimum English language requirement, but do meet the academic requirements, must complete an English language program through the Macquarie University English Language Centre.
ACADEMIC ENTRY REQUIREMENTS

The academic requirements have been drawn from benchmark Universities, using Go8 Universities as a guide.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>FOUNDATION</th>
<th>DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia (international students only)</td>
<td>Year 11 or Year 12</td>
<td>Year 12 with ATAR of 65 or above</td>
</tr>
<tr>
<td>China</td>
<td>Senior Middle 2 or 3 (Year 11/12)</td>
<td>Senior Middle 3 with a B or 75% average in 4 subjects</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Completion of HKDSE Senior Secondary 2 (Form 5) or Senior Secondary 3 (Form 6)</td>
<td>HKDSE Senior Secondary 3 (Form 6) with total score 14 for best five academic subjects from Category A and C</td>
</tr>
<tr>
<td>Indonesia</td>
<td>SMU 2 or SMU 3</td>
<td>SMU 3 with an average grade of 7.0 or above in 4 subjects</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>Completion of Year 2 of Diploma</td>
<td>Diploma with aggregate mark of 24</td>
</tr>
<tr>
<td>Korea</td>
<td>High School/National Exam Year 2 or Year 3</td>
<td>Completion of High School with a B grade average</td>
</tr>
<tr>
<td>Kuwait</td>
<td>General Secondary School Certificate with overall score of 70% or above</td>
<td>Secondary School Certificate (Year 12) with overall score of 85% or above</td>
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<tr>
<td>Macau</td>
<td>GCE O level, Form 5</td>
<td>Senior Middle 3 with a B grade or 70% average in 4 subjects</td>
</tr>
<tr>
<td>Malaysia</td>
<td>SPM or UEC Year 2</td>
<td>STPM with 2 passes at minimum C-grade; UEC with B-grade in 4 academic subjects</td>
</tr>
<tr>
<td>Nepal</td>
<td>Higher School Certificate</td>
<td>Higher School Certificate First Division</td>
</tr>
<tr>
<td>Pakistan</td>
<td>GCE O level or Higher Secondary School Certificate</td>
<td>Intermediate/Higher Secondary School Certificate with an average of 60% or above for 4 subjects</td>
</tr>
<tr>
<td>Singapore</td>
<td>GCE O level or Sec 4 (Express)</td>
<td>GCE A Levels with 2 passes; minimum D grade</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>Sri Lankan GCE O level</td>
<td>GCE A Levels with 2 passes; minimum C grade</td>
</tr>
<tr>
<td>Taiwan</td>
<td>Senior High School Year 2 or 3</td>
<td>Senior Middle 3 with a B grade or an average of 75% or above in 4 subjects</td>
</tr>
<tr>
<td>Thailand</td>
<td>Matayom 5 or 6</td>
<td>Matayom 6 with a GPA of 2.5 or above</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Completion of Year 11 or 12</td>
<td>Year 12 with a grade average of 7.0 or above</td>
</tr>
</tbody>
</table>
4. Articulation

4.1 New Assessment and Grade Point Average system for the College

Throughout the program academic achievement is carefully monitored and students are given regular feedback on their progress. Students will have approximately 20–25 contact hours per week. In addition to formal class time, students are expected to study for at least 20 hours per week in their own time.

Assessment depends on the subject, but normally comprises one or two examination papers, one or two assignments to be completed by a specified date during the course, laboratory practical work if relevant and seminar participation evaluation. Final assessment will take into account all of the above.

All subjects are graded on a 7 point scale:

<table>
<thead>
<tr>
<th>SCALE</th>
<th>GRADE</th>
<th>% RANGE</th>
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<tbody>
<tr>
<td>7</td>
<td>High distinction</td>
<td>85-100%</td>
</tr>
<tr>
<td>6</td>
<td>Distinction</td>
<td>75-84%</td>
</tr>
<tr>
<td>5</td>
<td>Credit</td>
<td>65-74%</td>
</tr>
<tr>
<td>4</td>
<td>Pass/Competent</td>
<td>50-64%</td>
</tr>
<tr>
<td>3</td>
<td>Fail</td>
<td>47-49%</td>
</tr>
<tr>
<td>2</td>
<td>Fail</td>
<td>25-46%</td>
</tr>
<tr>
<td>1</td>
<td>Fail</td>
<td>1-24%</td>
</tr>
</tbody>
</table>

Students must achieve a minimum Grade Point Average (GPA) of 4 to enter any undergraduate course at Macquarie University.
4.2 Articulation for the Foundation program

<table>
<thead>
<tr>
<th>FOUNDATION STREAM</th>
<th>UG DEGREE OPTIONS</th>
<th>MQ FACULTY</th>
<th>GPA (7 point)</th>
<th>Entry</th>
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<tbody>
<tr>
<td>BUSINESS &amp; COMMERCE</td>
<td>Bachelor of Actuarial Studies</td>
<td>Business &amp; Economics</td>
<td>6.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Applied Finance</td>
<td>Business &amp; Economics</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Business Administration</td>
<td>Business &amp; Economics</td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Commerce</td>
<td>Business &amp; Economics</td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Commerce - Professional Accounting</td>
<td>Business &amp; Economics</td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Economics</td>
<td>Business &amp; Economics</td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Marketing and Media</td>
<td>Business &amp; Economics</td>
<td>5.00</td>
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</tr>
<tr>
<td>SCIENCE &amp; ENGINEERINGS</td>
<td>Bachelor of Biodiversity and Conversion</td>
<td>Science</td>
<td>5.00</td>
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</tr>
<tr>
<td></td>
<td>Bachelor of Engineering</td>
<td>Science</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Environment</td>
<td>Science</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Human Sciences - Major in Community Services</td>
<td>Human Sciences</td>
<td>5.00</td>
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</tr>
<tr>
<td></td>
<td>Bachelor of Information Technology</td>
<td>Science</td>
<td>4.50</td>
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<tr>
<td></td>
<td>Bachelor of Information Technology - Games Design &amp; Development</td>
<td>Science</td>
<td>4.50</td>
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</tr>
<tr>
<td></td>
<td>Bachelor of Marine Science</td>
<td>Science</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Medical Science</td>
<td>Science</td>
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<tr>
<td></td>
<td>Bachelor of Science</td>
<td>Science</td>
<td>4.50</td>
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</tr>
<tr>
<td></td>
<td>Bachelor of Science - Psychology</td>
<td>Human Sciences</td>
<td>5.00</td>
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</tr>
<tr>
<td></td>
<td>Bachelor of Speech, Hearing &amp; Language Science</td>
<td>Human Sciences</td>
<td>5.00</td>
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</tr>
<tr>
<td>ARTS</td>
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<tr>
<td></td>
<td>Bachelor of Arts - Major in International Communication</td>
<td>Arts</td>
<td>5.00</td>
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</tr>
<tr>
<td></td>
<td>Bachelor of Arts - Major in Criminology</td>
<td>Arts</td>
<td>5.00</td>
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</tr>
<tr>
<td></td>
<td>Bachelor of Arts - Media</td>
<td>Arts</td>
<td>5.00</td>
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</tbody>
</table>
Bachelor of Arts - Psychology  
Bachelor of International Studies  
Bachelor of Law  

<table>
<thead>
<tr>
<th>Bachelor of</th>
<th>MQ Faculty</th>
<th>GPA (7 point)</th>
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<tbody>
<tr>
<td>Actuarial Studies</td>
<td>Business &amp; Economics</td>
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<tr>
<td>Applied Finance</td>
<td>Business &amp; Economics</td>
<td>5.00</td>
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<tr>
<td>Business Administration</td>
<td>Business &amp; Economics</td>
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<tr>
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</tr>
<tr>
<td>Commerce - Professional Accounting</td>
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<td>Economics</td>
<td>Business &amp; Economics</td>
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<tr>
<td>Marketing and Media</td>
<td>Business &amp; Economics</td>
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4.3 Articulation for the Diploma of Accounting, Business & Commerce
## Units required for the Foundation programs

<table>
<thead>
<tr>
<th>Session</th>
<th>Unit Name</th>
<th>Unit Type</th>
<th># Weeks</th>
<th>Credit Points</th>
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<th>Standard</th>
<th>Intensive</th>
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<td>3</td>
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<td>1</td>
<td>Australian Studies</td>
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<td>6</td>
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<td>Mathematics 2</td>
<td>Core</td>
<td>6</td>
<td>3</td>
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<td>√</td>
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<tr>
<td>3</td>
<td>Do one unit appropriate to stream of study:</td>
<td>Core per Stream</td>
<td>6</td>
<td>3</td>
<td>√</td>
<td>√</td>
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<td></td>
<td>Biology (Science/Engineering)</td>
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<td></td>
<td>Business Management (Commerce)</td>
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<tr>
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<td>History (Arts)</td>
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<td>Core per Stream</td>
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<td>3</td>
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<td>Research</td>
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<td>6</td>
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<td>Do one unit appropriate to stream of study:</td>
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<td>6</td>
<td>3</td>
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<td>√</td>
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<td>Society &amp; Culture (Arts)</td>
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<td>Unit Name</td>
<td>Unit code</td>
<td>Unit type</td>
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<td>Principles of Management</td>
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<td>Introductory Statistics</td>
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<td>Marketing Fundamentals</td>
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<td>Core</td>
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<td>2</td>
<td>Techniques &amp; Elements of Finance</td>
<td>ACST101</td>
<td>Core</td>
<td>3</td>
<td>6</td>
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<tr>
<td>3</td>
<td>Accounting Information for Decision Making OR</td>
<td>ACCG106 ACCCG100</td>
<td>Elective</td>
<td>3</td>
<td>6</td>
<td></td>
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<td>Accounting 1A</td>
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</tr>
<tr>
<td>3</td>
<td>Introduction to Business Information Systems OR</td>
<td>ISYS104 MATH123</td>
<td>Elective</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>Mathematics</td>
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<td></td>
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</tbody>
</table>

24
ITEM 9.3: PRIZE AWARDS

For ratification.
ITEM 9.3 MACQUARIE UNIVERSITY PRIZE AWARDS

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

1. FACULTY OF BUSINESS AND ECONOMICS

<table>
<thead>
<tr>
<th>Prize</th>
<th>for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG893 Research Methodology in Accounting</td>
<td>Not awarded</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG898 Research Project A</td>
<td>Not awarded</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG899 Research Project B</td>
<td>Not awarded</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG903 CPA - Global Strategy and Leadership</td>
<td>42347947</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG904 CPA - Assurance Services and Auditing</td>
<td>42075432</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG905 CPA - Financial Risk Management</td>
<td>42726387</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG907 CPA - Financial Reporting and Disclosure</td>
<td>30627389</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG908 CPA - Strategic Management Accounting</td>
<td>30627389 42713269</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG909 CPA - Taxation</td>
<td>42726387</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG913 CPA - Ethics and Governance</td>
<td>30627389</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG922 Accounting Information Systems</td>
<td>43038808 (S2 2013 - joint winner)</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit BUSL250, Business Law</td>
<td>41749030</td>
</tr>
<tr>
<td>Department of Economics Prize</td>
<td>for proficiency in ECON204 Macroeconomic Analysis</td>
<td>42474140</td>
</tr>
<tr>
<td>Department of Economics Prize</td>
<td>for proficiency in ECON241 Introductory Econometrics</td>
<td>43704506</td>
</tr>
<tr>
<td>Department of Economics Prize</td>
<td>for proficiency in ECON333 Econometric Methods</td>
<td>Nomination to be advised</td>
</tr>
<tr>
<td>Department of Economics Prize</td>
<td>for proficiency in ECON334 Financial Econometrics</td>
<td>41752066</td>
</tr>
<tr>
<td>Department of Economics Prize</td>
<td>for academic excellence in the unit ECON991 Economics for Actuaries</td>
<td>43490743</td>
</tr>
</tbody>
</table>

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

Deidre Anderson
REGISTRAR
ITEM 10.1: REPORT OF ACADEMIC STANDARDS AND QUALITY COMMITTEE

For noting.
ITEMS RECOMMENDED FOR APPROVAL

1. Schedule of Postgraduate Articulated Award Sets

Articulated awards are an approved set of postgraduate awards which are ‘nested’ and permit full credit transfer from one complete award in the set to one other award in the set. Where full credit transfer is not possible, proposals must state which set of units can be transferred.

The Committee considered the Schedule of Postgraduate Articulated Award Sets which had been prepared based on information provided by faculties in the 2015 curriculum renewal process (refer to the following link to the Agenda – reference item 4.2).

Recommendation:
The Schedule of Postgraduate Articulated Award Sets is RECOMMENDED FOR APPROVAL by Academic Senate.

2. ASQC membership

The Chair welcomed Dr Paul Hesse to his first meeting as the representative from the Faculty of Science.

Recommendation:
That the appointment of Dr Paul Hesse to ASQC is RECOMMENDED FOR APPROVAL by Academic Senate.

ITEMS FOR NOTING

The Committee considered quality assurance mechanisms which might feed into a future unit and program review cycle. The Chair highlighted this as a priority for the Committee, particularly in light of the recent transfer of unit approvals from Academic Senate to faculties, and flagged this for further discussion at the next meeting.

An ASQC Working Group was formed to review the General Coursework Rule. Proposed amendments from this review will be presented to Academic Senate on 4 November 2014 for consideration and recommendation to University Council on 4 December 2014 (refer to the following link to the Agenda – reference item 4.4).

The 2015 Course Transfer Procedure was approved (refer to the following link to the Agenda – reference Tabled Paper 4) and a number of 2015 Retrospective Changes to undergraduate programs were noted (refer to the following link to the Agenda – Tabled Paper 3).

The Committee noted the 2014/2015 changes to the Schedule of Programs, Majors or Specialisations and commented on the high volume of changes received (refer to the following link to the Agenda – reference item 4.1).

The Committee approved some minor amendments to the People and Planet criteria, replacing all references to ‘Credit for Previous Study’ with ‘Recognition of Prior Learning’.

The Committee considered a proposal from the Faculty of Science to co-teach a range of 600-level units with undergraduate units. Units were either approved to be co-taught for the 2015 academic year, approved in principle subject to the provision of information on the differentiation of learning outcomes and assessments, or not approved and returned to the faculty with recommendations for improvement. The Committee requested an interim report from the faculty following Session 1 2015.

Proposal to add existing units to the Schedule of Capstone Units for 2015

The following units were added to the Schedule of Capstone units effective 2015:

- ABST302 – Indigenous Research Matters
- LAWS305 – Advanced Policy Development and Advocacy

The Committee identified the need to revisit the Capstone Unit proposal process and formed a Working Group which is tasked with reviewing the clarity of the definition and associated pro-forma. The Working Group will provide recommendations for improvement at the 25 November 2014 meeting of ASQC.

The next meeting of ASQC will be held on Tuesday 25 November 2014; agenda items are due Friday 14 November 2014.

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

A/Professor Pamela Coutts
CHAIR
ITEM 10.2: REPORT OF CURRICULUM STANDARDS FRAMEWORK COMMITTEE

For noting.
ITEMS RECOMMENDED FOR APPROVAL

Undergraduate Diploma Principles – Concurrency
The Committee considered a request for clarification on enrolments in an undergraduate diploma program. The Committee determined that enrolments would be permitted either concurrent with, or additional to a bachelor degree. The Committee resolved to recommend for approval by Academic Senate slight amendments to the paper Academic Program Structure Statement: Undergraduate Diploma Programs (originally approved by Academic Senate on 18 July 2014), as proposed in the Undergraduate Diploma Principles – Concurrency (Item 6.1) (attached).

ITEMS FOR NOTING

Principles for handling students transitioning from pre-2015 programs to new 2015 AQF programs
The Committee endorsed the principles concerning permissions for moving between postgraduate courses and the treatment of RPL for pre-2014 postgraduate students, as presented in the paper Options for Transition to AQF Programs (Item 7.1). The Committee suggested minor revisions to the wording of Principle 2 which would be followed up by Student Administration.

Recognition of Prior Learning
The Committee noted the document Recognition of Prior Informal and Non-Formal Learning, Guidance and Instructions and the online RPL for entry and RPL for credit forms had been made available to Faculties. FSQCs will be able to approve plans as submitted by Program Directors.

The Committee endorsed an amendment to the 2015 RPL Policy to include reference to a RPL Relative Equivalencies 2015 Schedule.

Ratification of Results and Moderation
The Committee determined that it would be sensible for moderation to be incorporated into the Assessment Policy and for it to feed into program and unit reviews.

Individual Student Cases
The Committee considered an issues paper on Saving and Deeming Individual Student Cases and agreed that further discussions will take place regarding guidance for the provision and application of Saving and Deeming rules.

Program and Unit Review Cycle
Peer Review of Assessment and Teaching Practice
The Committee determined to prioritise work in the above areas.

The next meeting of CSFC will be held on Wednesday, 15 October 2014. Agenda items are due 3 October 2014.

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

Professor Dominic Verity
CHAIR
ITEM 6.1: Undergraduate Diploma Programs Structure Statement – Concurrency (FOR DISCUSSION)

Background

The attached paper for UG Diploma Program structures was considered at CSFC on 18 June 2014. The paper was endorsed and submitted to, and approved by, Academic Senate on 18 July 2014.

The Department of International Studies has asked CSFC to clarify whether enrolments can only be made concurrent with enrolment on a bachelor program. It has been reported that if this was the case this would not be in keeping with the general practice of other universities who offered UG Diplomas in languages to students who had also completed a Bachelor Degree.

CSFC has been asked to clarify the understanding of “concurrency” in this situation and determine whether the UG Diploma Program Structure Statement should be amended.

The Paper

The first 2 bullet points of Section 2.1 appear relevant. The wording of the first bullet appears to provide for enrolments to be “either concurrent with, or additional to” a bachelor degree.

The rationale for these bullets was that new UG Diplomas would not be pathway programs, and should have a distinct strategic rationale that was complementary to a Bachelor award. It may be the wording of the second bullet should be changed to include reference to “additional to” a bachelor degree.

Recommendation

CSFC is asked to consider whether an amendment to section 2.1 is necessary. If required suggested wording with the change underlined is as follows:

- Undergraduate Diplomas are not permitted to be pathway awards. Enrolments must be either concurrent with, or additional to an existing bachelor degree. Withdrawal from a concurrent bachelor program will result in automatic withdrawal from the diploma.
- In order to offer any Undergraduate Diploma program a specific strategic rationale must be put forward which identifies what value the Undergraduate Diploma will bring to the concurrent (or existing) Bachelor degree and the University. This must include evidence concerning how the learning outcomes of the diploma will complement the learning outcomes of the concurrent (or existing) Bachelor program and add innate strategic value. This must also include evidence of a sufficient demand for the program.
1. Preamble
   1.1 Purpose and Scope
   This document outlines the structure of Macquarie University’s undergraduate diploma programs leading to the award of Undergraduate Diploma. The provisions of this document will apply to the approval of all new programs and to the revision of existing programs.

   1.2 Definitions
   Definitions are consistent with the Macquarie University Glossary: [www.my.edu.au/glossary](http://www.my.edu.au/glossary)

   1.3 Requirements
   The requirements set out in this statement are established as *minimum* requirements and are consistent with the Australian Qualifications Framework (AQF): [www.aqf.edu.au](http://www.aqf.edu.au). From January 2015, all programs leading to a Macquarie accredited qualification of AQF Level 5 Undergraduate Diploma, excepting those granted the explicit exemption of Academic Senate, will conform to the minimum requirements laid out here.

   1.4 Reference points
   This statement should be read in conjunction with the University’s policy in regard to the Recognition of Prior Learning (RPL)¹ and Australian Qualifications Framework Second Edition January 2013.² In particular, pages 38-40 of that document describe its provisions in regard to Undergraduate Diploma and pages 77-80 lay out its provisions in regard to the recognition of prior learning.

2. Principles of design for Macquarie University Undergraduate Diploma programs
   2.1 Overarching principles of design
   All of Macquarie’s academic programs are designed, structured and implemented according to an outcomes based model of educational practice. This places emphasis on the clear articulation of program and unit level learning outcomes, on their mapping to each other and to the University’s graduate capabilities, and on the assessment practices that objectively demonstrate each student’s attainment of those outcomes. Other factors, such as nominal required volumes of learning, play a secondary role and Academic Senate may consider their variation on the basis of compelling, academically defensible argument.

   The following specific principles of design apply to Macquarie University Undergraduate Diploma programs at AQF level 5:

   - **Undergraduate Diplomas** are not permitted to be pathway awards. Enrolments must be either concurrent with, or additional to a bachelor degree. Withdrawal from a concurrent bachelor program will result in automatic withdrawal from the diploma.
   - In order to offer any Undergraduate Diploma program a specific strategic rationale must be put forward which identifies what value the Undergraduate Diploma will bring to the concurrent Bachelor degree and the University. This must include evidence concerning how the learning outcomes of the diploma will complement the learning outcomes of the concurrent Bachelor program and add innate strategic value. This must also include evidence of a sufficient demand for the program.

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1 Available at: [www.mq.edu.au/policy/docs/rpl/policy.pdf](http://www.mq.edu.au/policy/docs/rpl/policy.pdf)
• *Undergraduate Diplomas* must have AQF level 5 program learning outcomes with a one year Full Time study load of 24 credit points.

• The 24 credit points must be made up of undergraduate units from 100-400 level. A minimum of 12 credit points must be at 200 level or above.

• The structure of the *Undergraduate Diploma* should provide opportunities for students to progress through structured learning pathways with sequential progression mediated by unit pre-requisites. Ideally this could accommodate the possibility of students starting at different levels within the 100-400 levels depending on the student’s capabilities and interests.

• Program documentation will specify program learning outcomes (knowledge, skills and the application of knowledge and skills) that are appropriate to the qualification level and discipline, and align with the Macquarie University graduate capabilities and discipline standards. *The Learning and Teaching Centre* and the Associate Deans of Faculty can provide support in the development of program learning outcomes.

• Program documentation will specify the Recognition of Prior Learning (RPL) options available to the program, including details on how this will be assessed, where applicable.

3. **Recognition of Prior Learning**

Macquarie University’s Recognition of Prior Learning Policy allows for the recognition of formal, non-formal and informal learning both for entry into and for credit towards programs of study. So it is possible for programs to recognise learning granted through work experience, training programs, industry accredited qualifications and so forth. The granting of RPL credit of this form may contribute materially to reducing the required volumes of learning for some students.

Programs wishing to recognise prior informal or non-formal learning should document how that learning will be assessed and how it will be shown to be equivalent to the attainment of the corresponding learning outcomes of that program. This assessment may be made on the basis of a variety of mechanisms including, but not restricted to, portfolios and e-portfolios, interview, challenge examination, essay assessment and so forth.

Further information in regard to general conditions and caps that apply to the granting of RPL may be found in the University’s RPL Policy³

³ Available at: www.mq.edu.au/policy/docs/rpl/policy.pdf
ITEMS FOR NOTING

RPL Relative Equivalencies 2015 Schedule
The Committee noted that Student Administration would be undertaking further review of existing credit arrangements in order to determine the required principles.

Framework for Approval Process of Pathways with Institutions Abroad
The Committee agreed on the need to develop a framework for the approval process of pathways with institutions abroad including basic protocols to ensure managed governance.

Checklist for Disestablishment of Academic Programs
The Committee approved the Checklist for Disestablishment of Academic Programs (Item 6.1), subject to minor amendments and clarification of the submission timeframe.

Moderation of Assessment
The Committee considered the Moderation of Assessment – Discussion Paper (Item 7.1) and would be continuing work in the development of moderation principles and guidance, which will form part of the Curriculum Standards Framework, required as part of the transition of the responsibility of ratification of unit results to Faculties in Semester 1, 2015.

Program and Unit Review Cycles
The Committee agreed that a framework would need to be developed to enable the review cycle undertaken by ASQC and Faculty Boards to feed into the Quality Enhancement Committee process.

The next meeting of CSFC will be held on Tuesday, 18 November 2014. Agenda items are due 7 November 2014.

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

Professor Dominic Verity
CHAIR
ITEM 10.3: REPORT OF SENATE LEARNING AND TEACHING COMMITTEE

For noting.
ITEMS FOR APPROVAL

1. **English Language Policy**
   
   That the **English Language Policy**; subject to minor amendment, is recommended for approval by Academic Senate. (Refer to link to Agenda, Item 6.3)

2. **2015 Course Transfer Policy**
   
   That the **Course Transfer (Coursework) Policy**; subject to minor amendments, is recommended for approval by Academic Senate. (Refer to link to Agenda, Item 7.3)

ITEMS FOR NOTING

**Chair’s report**

The Chair provided an oral report on the following matters:

- Learning and Teaching Strategy – Following on from the discussion initiated at Learning and Teaching Week, broader consultation is underway occur with Faculties and other stakeholders.
- Learning and Teaching Week – Congratulations to all participants and the Chair noted that the highest ever attendance of LTC week had been achieved.
- Announcement of New Orientation Officer – Cassie Khamis to start in this new role.

**Deputy Vice-Chancellor Academic’s report**

The Deputy Vice-Chancellor Academic was an apology to this meeting and therefore no report was provided.

**General Business**

The Review of the Assessment and Grading Policies discussion paper introduced by the Chair of Academic Senate and discussed for the majority of the SLTC meeting. The discussion initially focused on the purpose of the working party - to review four related policies (Assessment, Grading, Unit Guide and Final Examination) that had been introduced over time and to consider any gaps or issues that have arisen.

The Committee was advised that targeted consultation had occurred within the University. A number of common issues arose during the initial consultation period and included a greater focus on assessment practices at a program level, weightings of assessments, and hurdle assessments. The Committee then went on to specifically discuss Program level assessment, the specification of minimum numbers and weighting of assessments and hurdle / threshold assessments. A range of views were expressed during the meeting and further discussion on the review of these policies was planned for the next SLTC meeting on 17 November 2014. The Chair also encouraged consultation and discussion of these topics at Faculty Learning and Teaching Committees.

The English Language Policy/ Procedure/ Guideline/ Schedule were discussed and the Policy was recommended for approval to Academic Senate subject to minor amendment. The Procedure, Guideline and Scheduled will return to the next SLTC meeting with the amendments suggested at this SLTC meeting. Due to time constraints the 6 x 6 proposal was not discussed but was flagged for discussion at the next SLTC meeting.

The Course Transfer Policy was discussed and subject to some minor amendments was recommended for approval by Academic Senate.

The next meeting of the Senate Learning and Teaching Committee will be held on Monday 17 November at 10:00am in the Senate Room, Building C8A, Level 3.

*The full minutes summarised in this report can be accessed via this link.*