ACADEMIC SENATE

A meeting of the Academic Senate will be held at 9.30 am on Tuesday 2 June 2015, in the Senate Room, Lincoln Building C8A, Level 3.

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

Members are requested to notify the Chair 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

★ 1. APOLOGIES / WELCOME / ACKNOWLEDGEMENT OF COUNTRY

2. ARRANGEMENT OF AGENDA

★ 2.1 Disclosure of Conflicts of Interest

★ 2.2 Adoption of Unstarred Items

To be circulated separately

★ 3. MINUTES OF PREVIOUS MEETING

Meeting held on 21 April 2015

★ 4. BUSINESS ARISING FROM THE MINUTES

(not dealt with elsewhere in the Agenda)

Page 4 to 5

4.1 Academic Senate items requiring action

Page 6

★ 4.2 Election of Chair and Deputy Chair of Academic Senate

Pages 7 to 10

5. REPORT FROM THE CHAIR

6. STRATEGY AND POLICY

Pages 11 to 23

★ 6.1 Update: Review of Disruptions to Studies Policy

Pages 24 to 26

★ 6.2 ICAC Report and Response

Pages 27 to 28

★ 6.3 MyMaster Recommendations to University Council

Pages 29 to 38

★ 6.4 Student Academic Code of Conduct

Presentation by Dr Tracey Bretag and Sonia Saddiqi

★ 7. PRESENTATION TOPIC – ACADEMIC INTEGRITY

8. QUESTIONS ON NOTICE

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

9. GENERAL BUSINESS

Pages 39 to 41

★ 9.1 Macquarie University International College Update and Terms of Reference for the MUIC Subcommittee of ASQC

Pages 42 to 51

9.2 Updated Terms of Reference

• Senate Learning and Teaching Committee (SLTC)

• Academic Standards and Quality Committee (ASQC)

• Quality Enhancement Committee (QEC)
Pages 52 to 53   *  9.3  Disestablishment of Curriculum Standards Framework Committee (CSFC)
Pages 54 to 59   *  9.4  Macquarie University Census Date
Pages 60 to 61   9.5  Election Results – Student Representatives to Academic Senate
Pages 62 to 63   *  9.6  Update: Animal Use for Scientific Purposes Policy
Pages 64 to 67   9.7  Implementation of the Policy Framework Policy

10.  ITEMS FOR APPROVAL FROM ASQC
Pages 68 to 80   10.1  Education Leadership and Leading Teaching - New specialisations
Pages 81 to 90   10.2  Graduate Certificate of Applied Finance Post-MAppFin - New Award
Pages 91 to 103  10.3  Proposal to change Postgraduate Program Titles
Pages 104 to 111 10.4  New Major in English as a Foreign Language
Pages 112 to 115 10.5  Master of Accounting (ACCA Extension) – Name Change
Page 116 to 120  10.6  Bachelor of Science and related double degrees – Program Change

11.  REPORTS FROM STANDING COMMITTEES
Pages 121 to 122  11.1  Academic Senate Standing Committee
                    Report of the meeting 5 May 2015.
Pages 123 to 124  11.2  Academic Standards and Quality Committee
                    Report of the meeting 28 April 2015.
Pages 125 to 126  11.3  Curriculum Standards Framework Committee
Pages 127 to 139  11.4  Higher Degree Research Committee
                    Report of the meetings 24 April and 20 May 2015
Pages 140 to 141  11.5  Quality Enhancement Committee
Pages 142 to 144  11.6  Senate Learning and Teaching Committee

12.  REPORTS FROM FACULTY BOARDS
Pages 145 to 146  12.1  Faculty of Business and Economics
                    Report of the meeting 14 April 2015.
Pages 147 to 148  12.2  Faculty of Science & Engineering

13.  OTHER BUSINESS

14.  CONSIDERATION OF CONFIDENTIAL ITEMS
14.1  University Discipline Committee
The minutes of the University Discipline Committees held on 8 April, 23 April, and 6 May 2015 will be tabled.

15.  NEXT MEETING
The next meeting of Academic Senate will be held on Tuesday 14 July 2015.
Agenda Items are due by Friday 3 July 2015.
ITEM 3 MINUTES OF PREVIOUS MEETING

To be circulated separately.
ITEM 4.1  ACADEMIC SENATE ITEMS REQUIRING ACTION

For information.
### ITEM 4.1: ACADEMIC SENATE ITEMS REQUIRING ACTION AS AT 2 JUNE 2015

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
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<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)</td>
<td>Clarification required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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></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>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>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>
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</table>
| 18/07/14        | 9.12        | The following action items were referred as a result of the issues raised by the Session 1 2014 Examination Reports from the Executive Deans:  
- Issues of lack of student engagement and attendance at lectures to be referred to the Senate Learning and Teaching Committee.  
- Refer consideration of a consistent University approach to the late submission of assignments to the Senate Learning and Teaching Committee.  
- Review of first session of the implementation of the new Disruption to Studies Policy to be referred to the Senate Learning and Teaching Committee.  
- The managing of expectations for non ATAR entry English language requirements referred to the Senate Learning and Teaching Committee.  
- The use of grade distributions in the University’s assessment practices to be referred for further clarification to the Senate Learning and Teaching Committee.  
- Post Session 1 examination results analysis referred to the Academic Standards and Quality Committee for consideration. A report on its findings to be provided to Academic Senate and Faculties for action.  
- Senate Learning and Teaching Committee to consider examination reports and to identify possible policy responses to issues identified.  
- The Deputy Registrar to provide a statistical report on the application of the Withdrawal Without Academic Penalty rule and to provide an update on the progress of the process review. | In progress |
| 7/10/14         | 4.2         | The Academic Senate to establish a Working Group to recommend criteria for the award of the University Medal and be provided criteria for members to consider before the end of 2014. | Ongoing |
| 3/3/15          | 8           | The Chair of Academic Senate to discuss ongoing Warawara representation on Academic Senate with the Executive Dean of Faculty of Arts. Academic Senate discussed and noted the question on notice. The Chair confirmed that he would respond directly to the authors of the letter. | In progress |
ITEM 4.2 ELECTION OF CHAIR AND DEPUTY CHAIR OF ACADEMIC SENATE
TERM OF OFFICE 1 JULY 2015 – 30 JUNE 2017

In accordance with the Macquarie University By-Law Schedule 1 Procedures for an election and the Academic Senate Rules 8 (11), on 19 May 2015 nominations were called for Chair and Deputy Chair of Academic Senate.

As at the close of nominations, at 9am 2 June 2015, the following nominations were received:

**Chair of Academic Senate**
Candidate: Professor Dominic Verity
Proposed by: A/Prof. David Coutts, Director, MQ Photonics Research Centre, Deputy Associate Dean Research, Faculty of Science and Engineering (Faculty Elected Member)

**Deputy Chair of Academic Senate**
Candidate 1: Professor Jacqueline Phillips
Department of Biomedical Sciences, Faculty of Medicine and Health Sciences
Proposed by: Professor Dominic Verity

Candidate 2: Dr Wylie Bradford
Senior Lecturer, Department of Economics, Faculty of Business and Economics
Proposed by: Dr Yvonne Breyer, Director of Learning and Teaching, Faculty of Business and Economics (Faculty Elected Member)

**Chair of Academic Senate**
As the number of nominees does not exceed the number of positions available an election will not be held.

Professor Verity is declared as elected as Chair of Academic Senate.

**Deputy Chair of Academic Senate**
As the number of nominees exceeds the number of positions available an election will be held. The election will be held by electronic ballot in accordance with the Macquarie University By-Law Schedule 1 Procedures for an election. Academic Senate members will receive additional information on the election via email.

Deidre Anderson, Deputy Vice-Chancellor Students and Registrar and Returning Officer

For enquiries contact:
Zoe Williams, Head Governance Services, x4322 Zoe.Williams@mq.edu.au
ITEM 5 REPORT FROM THE CHAIR

For noting.
Report from the Chair of Academic Senate
June 2015

Rapid Improvement Event – HDR termination and appeals process

I’ve been working closely with the Rapid Improvement Team, and Professor Nick Mansfield to further improve the way that the University handles HDR terminations and appeals. This rapid improvement event (RIE) builds on the work already completed by Professor Mansfield and his colleagues to ensure greater clarity around the termination and appeals procedures, and the transparency and consistency of decision-making.

This project will examine the full termination process, starting at the point at which a supervisor identifies a problem with candidature, to the point at which the candidate returns to study or leaves the University. This project aims to result in:

- Reduced time from show cause notification to appeal and decision,
- Fewer appeals,
- Reduction in Supervisor, Faculty and Academic Senate time spent on each termination or appeal,
- Increased transparency and consistency,
- Improved supervisor and candidate confidence in these processes, and
- More timely completions

The RIE is particularly timely, as the University draws close to completion of a major overhaul of its appeals policies and procedures. A revised Appeals Policy will be tabled for discussion and approval at Senate in the next couple of months.

Update on Research & Research Training Committee

A working party consisting of Professor Lesley Hughes, Ms Melanie Harris and myself has met to work on developing Terms of Reference for a Committee of Senate to assist it in discharging its responsibilities in regard to the University’s research activities.

Amongst matters that remain outstanding in the work of this group is the question of the relationship between the new Research Committee and the existing Higher Degree Research Committee of Senate. A survey of comparator institutions reveals that it is common to ensure strong alignment between these two activities by combining their governance functions into a single committee. This, however, raises the question of whether a single committee could be constructed to possess the deep expertise to advise Senate on its responsibilities in both of these areas.

At this stage this group is working to formulate a proposal and terms of reference for a single Committee, which would be named the Research and Research Training Committee. It would be responsible for advising Senate on all academic matters in relation research and research training and with overseeing the development, review and implementation of policy in regard to these matters. Once established and operating effectively we would then seek to authorise this Committee to discharge some of Senate’s specific delegations in regard to academic research matters. Finally, the Committee would be tasked with cultivating a culture of sustained
excellence, engagement and impact, in the University’s research activities and research training programs.

It has also been proposed that this Committee will have a Thesis Examination Subcommittee, which will be directly responsible and accountable to the Research and Research Training Committee for the exercise of its responsibilities. The Subcommittee will be responsible for the review of examiners’ reports, coordination of recommendations emerging from the examination process, assessment of higher degrees by research (HDR) theses, and ensuring best practice in the thesis examination processes.

The Terms of Reference of both Committees will be socialized and discussed with key stakeholders prior to their presentation for approval. At this stage, we are aiming to bring the Terms of References, along with a work plan for the Committee, to Senate for approval in July.

**Mentoring Academic Senate Student Representatives**

I am pleased to report that, for the first time in quite a few years, Senate almost has its full complement of student representatives. Unfortunately, the student who was elected from the Faculty of Human Sciences has recently withdrawn from the University. Under the Academic Senate rule this position has now been declared vacant, and I am currently taking advice on the technicalities of filling that casual vacancy. Ultimately, I will be working with the remaining student members to find an appropriate nominee to bring to the July Senate meeting for approval.

In past years, student representatives on Senate have rarely been supported to make an effective and influential contribution. So, following the governance workshops, I undertook to improve the level of genuine student engagement in academic governance.

One of the first measures identified to assist in rectifying this problem was to pair each student representative with an academic staff mentor drawn from the Senate membership. This initiative has been met with strong enthusiasm from potential mentors, and everyone I’ve approached has been very happy to be involved. I would like to warmly thank all of you for your assistance.

Mentors will be paired with mentees over the next few weeks and will be tasked with providing a certain amount of formal mentoring support. Most importantly, however, their most important role will be that of a friendly face to whom a student member can turn for advice.

That being said, each member of Senate has a responsibility to ensure that our students feel comfortable at meetings and are put in a position to engage effectively with the content of meetings. To help make this possible, I have organised to meet with the student Senators prior to each Senate meeting to explain the items on the agenda and assist them frame their thoughts on these matters. Later in the year, I also plan to introduce a “student driven business” item that will become a feature of many Senate meeting.

Students have attended an induction session, at which time they were briefed on their roles and responsibilities and on the major projects that Senate is working on over the next 12 months. Communication between student Senators and the student cohorts that they represent has been identified as a challenge, so we are currently collaborating to develop a communication and social media plan whose
implementation will be supported by myself, Governance Services and Senate’s Project Officer.

This is an important set of initiatives. I am particularly keen to ensure that students are better supported to contribute effectively and connect and communicate with their constituents.

**Senate work plan**

The Chairs of the Committees of Senate and I are in the process of finalising a schedule of work for Senate and its Committees for the next 12-month period. Following the governance workshops, the Standing Committee of Senate has set about planning and managing the business of Senate to ensure that it engages with the strategic academic policies and governance issues much more effectively. The goal is to identify a timetable of business for the year and to stage that out in a more predictable manner. As far as is practical, this work plan will also include a full schedule of the significant strategic discussions to be hosted at each meeting of Senate.

So far Senate’s major projects for 2015 include:
- Review of the Assessment, Grading and Examination Policy
- Development of a Progression Policy and associated procedures
- Appeals Framework
- Quality Assurance Framework
- Statement of Academic Freedom
- Academic Integrity Statement

This is by no means exhaustive and, in particular, as yet this list has not been informed by priorities in the Research and Research Training portfolios.
ITEM 6.1  UPDATE: REVIEW OF DISRUPTIONS TO STUDIES POLICY

For discussion.
ITEM 6.1 RECOMMENDATIONS – DISRUPTION TO STUDIES WORKING GROUP 2015

Issue

The Disruption to Study (DtS) working party was established by the Senate Learning and Teaching Committee to –

- Examine the implementation of the Disruption to Studies policy
- To identify opportunities for improvement to the current Disruption to Studies policy

The attached paper outlines the recommendations of the working party.

Consultation Process

Members of the working party included:

- Dr Con Korkofingas, Lecturer, Faculty of Business and Economics
- Dr Maryam Khalid, Lecturer, Faculty of Arts
- Dr Naomi Sweller, Lecturer, Faculty of Human Sciences
- Dr James Downes, Deputy Associate Dean L&T, Faculty of Science and Engineering
- Dr Melissa Norberg, Senior Lecturer, Faculty of Human Sciences
- Jennifer Martin, HDR Manager, Higher Degree Research Office
- Steve Bailey, Student Health and Wellbeing Emergency Manager, Campus Wellbeing
- Kathryn Whittingham – Student Administration Manager, Office of the Deputy Registrar
- Linda Maher, Student Administration Manager, Faculty of Human Sciences
- Neta Keyes, Student Administration Manager, Faculty of Business and Economics
- Jamie Gabriel, Student Administration Manager, Faculty of Science and Engineering
- Ian Robertson, Manager, Student Connect

Recommendation:

The DtS working party requests that:

1. The recommendations of the working party be discussed at Academic Senate;
2. SLTC undertake further consultation and develop policy amendments for approval at the 15th July meeting of Academic Senate; and
3. A project implementation plan be developed by the Office of the DVC (Students and Registrar) and presented to SLTC and Academic Senate for endorsement.

Operational Impact: All Faculties, Deputy Vice Chancellor (Students and Registrar)

Submitted by: Ian Robertson, Manager, Student Connect

For enquiries contact: Ian Robertson, Manager, Student Connect
Recommendations – Disruption to Studies Working Group, 2015

OBJECTIVES

The Disruption to Study (DtS) working party was endorsed by the Senate Learning and Teaching Committee to –

- Examine the implementation of the Disruption to Studies policy
- To identify opportunities for improvement to the current Disruption to Studies policy

This paper will outline the recommendations of the working party. The working party considered both stakeholder feedback and quantitative data in order to arrive at these recommendations.

DISCUSSION

The working party met a number of times to discuss the objectives, and all participants actively sought feedback from their stakeholder groups.

The following recommendations were endorsed by the working party to be presented to the next available meeting of Senate for consideration.

Draft versions of the policy and procedure will be required following these recommendations as part of the implementation, and tailored to whether recommendations are endorsed in part or as a whole.

In addition, consideration was made of the data presented from Disruption to Studies (DtS) student requests submitted in 2014. This data appears in Appendix A.

RECOMMENDATIONS

Recommendations of the working party as endorsed at the meeting of 20th May 2015 are:

Redraft Policy and Procedure for the notification of DtS to create a unified decision making and approval path with Withdrawal without Academic Penalty (WwAP) applicants

1) This would include using the same Serious and Unavoidable criteria and decision making path for situations where the current outcome is an application for WwAP. This would mean that for “In-session” DtS the aim would be to look for an alternative assessment remedy, however for “out of session” applicants the only viable outcome would be WwAP.

2) If an assessment remedy is sought (alternate assessment, time extension) then the notification should take place within a maximum of five days of the assessment event.
occurring with all relevant evidence that is possible. Notifications of DtS that are submitted after this time may not be able to proceed to an assessment remedy, and may only have WwAP as a viable outcome. This is dependant on the length of time and the assessment type in the individual situation.

3) Clear demonstration in Policy and Schedule of Outcomes that a Serious and Unavoidable DtS where a remedial assessment cannot be arranged is adequate grounds for WwAP.

4) “Out of session” DtS still requires demonstration through evidence that a disruption event took place that legitimately affected the student’s ability to complete assessable tasks. This evidence should also address why the student could not notify of the disruption within the timeframe where an assessment remedy could be arranged.

One Remedial/alternative assessment task to take place for students submitting DtS

1) Students can expect only one remedial assessment task for any single assessment activity in a unit due to further DtS events. If the same assessment is affected by more than one valid DtS notification, the only remedies that can reasonably be applied at that point would be –

   a) WwAP
   b) Extension of time, or agreement to sit the assessment task in the next available session for that unit (if appropriate.)
   c) Waiving the requirement may only be used for mandatory attendance – and only if appropriate given any external accreditation or governance body requirements.

It should be noted that discussion took place around the concept of using prior assessment evidence of the Learning Objectives to “waive” or the need for the student to partake in the assessment activity, or to “adjust the weighting” of assessments. However, it was agreed that this concept may prove difficult to build into a robust, defensible framework and should be considered in the context of the upcoming Assessment Review from Learning and Teaching.

“Fit to Sit” statements to be communicated to students at the time of attendance marking for exam and supplementary exam sittings, as well as other assessment tasks as applicable

1) Students often submit notifications of DtS for exams after sitting the exam or other type of assessment activity. Students should be encouraged to properly assess for themselves and acknowledge to the institution whether they are in fact in a “fit” state to sit the examination. This statement would then cover that, for most instances of medical DtS, notification should be received in advance of the examination. If DtS occurs during the examination, it should be reported to the exam supervisor and if medical in nature, an escort to a treating medical officer should be arranged

2) A DtS notification for an exam sitting where the “Fit to Sit” statement had been communicated should only be approved if evidence from a medical professional is sought that can clarify
   o that the condition was acute, not linked to or caused by any pre-existing condition
   o that it affected the student during the examination
   o That the student in all reasonable likelihood would have been unaware of the condition, and its impact on their ability to perform in the exam.
A student should only be notifying the institution of a DtS if they can directly link the DtS event to an impact on assessable activity

1) Currently there is confusion for students regarding notifying the institution of a DtS event occurring when there is no link to any particular assessable task. There is no defined process that results from this, so the working party recommends that the notification be for the sole purpose of seeking remedy to assessable activity.

Acceptance of Medical Certificates as evidence of medical disruption, with a preference for Professional Authority Forms (PAF)

1) The medical certificate must clearly state that the condition would have affected the ability of the student in the assessment activity and also clearly state the time period that the student would have been affected by this condition.

2) The PAF should remain and still be promoted to students as the best way to submit medical evidence, as it ensures that the above criteria is satisfied and a medical certificate may not always state these elements clearly.

The Professional Authority Form to be edited to emphasise that the important piece of information is the period of time that the student’s ability to study was affected

1. The current rating scale confuses medical professionals, students, and does not affect any outcomes against the policy or procedure and should be simplified in accordance. A revised PAF should be completed for implementation that removes the rating scale and emphasises the time period that the condition impacted.

Clearer guidance to Unit Convenors on available remedy options

1) For some units of study, it is not a simple matter to rearrange an assessment task, especially if it involves an external governing body. The Schedule of Outcomes to be reviewed to ensure it is clear that Unit Convenors are able to offer, in addition to an alternative assessment task -
   o WwAP,
   o Waiving of attendance or participation based requirements
   o Ability to take up the assessment in the next available session for the unit

The suggested new Schedule of Outcomes appears as Appendix B.

Support for the implementation of a Policy that covers students being “fit to study” in general

1) Students who make multiple DtS applications multiple times may not be well enough to continue to study and would benefit from a period of leave from University while they recover their health. The working party recommends a policy that enables or requires students who are not well enough to study to take leave, while continuing to receive assistance from University services, so that they can resume their studies when they are recovered.

WORKING PARTY

Members of the working party included:
• Dr Con Korkofingas, Lecturer, Faculty of Business and Economics
• Dr Maryam Khalid, Lecturer, Faculty of Arts
• Dr Naomi Sweller, Lecturer, Faculty of Human Sciences
• Dr James Downes, Deputy Associate Dean L&T, Faculty of Science and Engineering
• Dr Melissa Norberg, Senior Lecturer, Faculty of Human Sciences
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• Linda Maher, Student Administration Manager, Faculty of Human Sciences
• Neta Keyes, Student Administration Manager, Faculty of Business and Economics
• Jamie Gabriel, Student Administration Manager, Faculty of Science and Engineering
• Ian Robertson, Manager, Student Connect

RECOMMENDATION

That Academic Senate endorses the recommendations of the DtS working party and the creation of a team to communicate and implement the changes. The implementation team should determine the appropriate timeframe for the release of Policy and Procedure.

Appendix A

Notification of Disruption to Study – 2014 Overview

Volume of Notifications of Disruption

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Count</th>
<th>Percentage of Total Disruptions</th>
<th>Total Unit Enrolments</th>
<th>% Disruption to Unit Enrolments</th>
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<tbody>
<tr>
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<td>57358</td>
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<tr>
<td>Faculty of Business and Economics</td>
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<td>Faculty of Human Sciences</td>
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Arts by Department

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<table>
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Multiple Notifications of Disruption – Individual Students

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<th>Students with &gt;5 Disruptions per Faculty 2014</th>
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<td>Count</td>
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</tr>
<tr>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Faculty of Human Sciences</td>
</tr>
<tr>
<td>Faculty of Science</td>
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**Average time to close Notifications of Disruption**

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<tr>
<td>Faculty of Human Sciences</td>
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**Summary of Outcomes**

| Approved with Additional Assessable Work | 3117 | 5918 |
| Approved with Supplementary Exam       | 3758 | 2059 |
| Approved with no additional assessment | 18   | 18   |
| Approved with Time Extension           | 18   | 18   |
Closed Without Approval

- Coursework unsatisfactory
- Requirements not met
- Closed (Initial Review Rejection)

Incomplete

- Awaiting Approver (Incomplete)
- Awaiting Decision (Incomplete)
- Awaiting Documentation (Incomplete)
- Awaiting Initial Review (Incomplete)
- Incomplete

Outcomes – Notification of Disruptions

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<tr>
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<td>471</td>
<td>22%</td>
</tr>
<tr>
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Approved with Additional Assessable Work

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Approved with Supplementary Exam
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### Awaiting Documentation (Incomplete)

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<td>7%</td>
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<tr>
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### Awaiting Initial Review (Incomplete)

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### Closed (Initial Review Rejection)

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### Incomplete

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## Appendix B

### Purpose
To detail the Special Consideration outcomes that can be granted to a disruption to study that has met the criteria set out in the Disruption to Studies Policy.

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<tr>
<th>Schedule</th>
<th>Result of Disruption</th>
<th>Type of Assessment</th>
<th>Type of Disruption</th>
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<td>Absence</td>
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<tr>
<td></td>
<td>lecture, tutorial,</td>
<td>unavoidable</td>
<td>requirement, Withdrawal</td>
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</tr>
<tr>
<td></td>
<td>on-campus session,</td>
<td></td>
<td>without Academic Penalty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>field trip, practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absence</td>
<td>Graded Participation:</td>
<td>Serious and</td>
<td>Provision of an additional</td>
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</tr>
<tr>
<td></td>
<td>tutorial, class,</td>
<td>unavoidable</td>
<td>assessment task,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lecture</td>
<td></td>
<td>adjusting the weighting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of grade to remove</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>affected tutorial/class/lecture,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Withdrawal without</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Academic Penalty</td>
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<td>assessment task,</td>
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<td></td>
<td>lecture</td>
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<td>Withdrawal without</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Academic Penalty</td>
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<td>Serious and</td>
<td>Provision of an additional</td>
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<td>unavoidable</td>
<td>assessment task;</td>
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<td></td>
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<td>supplementary exam,</td>
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<td>Withdrawal without</td>
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<td></td>
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<td>Academic Penalty</td>
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<td>Serious and</td>
<td>Provision of an additional</td>
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<td>Withdrawal without</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Academic Penalty, Sit</td>
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<tr>
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<td>than final</td>
<td>unavoidable</td>
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<td></td>
<td>examination, other</td>
<td></td>
<td>Withdrawal without</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assessment task</td>
<td></td>
<td>Academic Penalty</td>
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<td>Final Examination</td>
<td>Serious and</td>
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<td>task; provision of an</td>
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<td>Withdrawal without</td>
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<td>Academic Penalty</td>
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<td>Any</td>
<td>Extension of time to</td>
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<td></td>
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<tr>
<td></td>
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<td>task; provision of an</td>
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</table>
ITEM 6.2  ICAC REPORT AND RESPONSE

Click on this link to access the full ICAC April 2015 Report.

For discussion.
INDEPENDENT COMMISSION AGAINST CORRUPTION NSW

MANAGING CORRUPTION RISKS ASSOCIATED WITH INTERNATIONAL STUDENTS AT UNIVERSITIES IN NSW

ISSUE

On 16 April 2015, the Independent Commission Against Corruption in New South Wales (ICAC) published a paper entitled *Learning the hard way: managing corruption risks associated with international students at universities in NSW*. On Monday 20 April 2015, the publication of this paper was followed by a report on the ABC’s Four Corners television program *Degrees of Deception*, in which a number of allegations were made of poor practice in universities to facilitate growth in international student numbers and fee revenue. The Executive Group, at a meeting held on 29 April 2015, considered a brief paper on this matter and:

- Noted the ICAC paper *Learning the hard way: managing corruption risks associated with international students at universities in NSW*;
- Endorsed the approach set out for consideration of the paper and proposed initiatives;
- Resolved to report on the matter to the meeting of the Audit and Risk Committee of Council to be held on 18 June 2015;
- Requested that a response be provided to the Executive Group prior to reporting to Audit and Risk Committee.

DISCUSSION

The ICAC paper set out the context of the growth of international fee paying student numbers in universities in NSW since the late 1980’s and raised concerns over pressure on academic standards and risks of corruption in the pursuit of international student fee revenue. The paper expressed concerns about universities’ operations in international marketing and the management of intermediaries (agents), partnerships and articulation pathways; as well as pressures on academic standards and English language requirements for entry, progression and the award of degrees to international students.

The paper concluded with 12 corruption prevention initiatives that the Commission recommended be considered by universities in NSW for adoption. The initiatives proposed in the paper spanned across the University in academic matters and professional services. A group of key staff was convened to consider the relevance of the proposed initiatives to the University in relation to existing quality controls, management and oversight and to make recommendations to the Executive Group for any response by the University. That group was co-sponsored by the Deputy Vice-Chancellor Students &
Registrar and the Deputy Vice-Chancellor International, convened by the Deputy Registrar and comprised:

- Chair of Academic Senate
- Pro-Vice-Chancellor Learning and Teaching
- Director, Macquarie International
- Associate Director, Macquarie International
- Director of Risk and Assurance
- Head of Governance Services
- Head of Student Administration

Individual meetings with members of the group were held in early May with the group meeting on 14 May 2015. A summary of more detailed analysis by the group has been presented to the Executive Group as set out in Appendix 1.

CONSULTATION PROCESS

The following office(s) have been consulted prior to the submission of this paper and have contributed to the recommendations:

- Office of the Vice-Chancellor and President
- Division of the DVC Academic
- Division of the DVC Students and Registrar
- Macquarie International
- Office of Risk and Compliance

RECOMMENDATION

That Academic Senate:

- Note the recommendations of the ICAC paper Learning the hard way: managing corruption risks associated with international students at universities in NSW;
- Consider any aspects of risk in relation to academic governance and referral of such matters to the relevant committee of the Senate.

Submitted by
Jonathan Wylie
Deputy Registrar

Approved by
Deidre Anderson
DVC Students & Registrar
ITEM 6.3 MYMASTER RECOMMENDATIONS TO UNIVERSITY COUNCIL

For discussion.
ITEM 6.3 RECOMMENDATIONS TO UNIVERSITY COUNCIL IN REGARD TO MYMASTER DISCIPLINE OUTCOMES

Issue

The MyMaster investigation and subsequent hearings by the University Discipline Committee, found that 36 students (of the 56 students taken to the University Discipline Committee) were responsible for submitting a 'ghost-written' assessment. Each student found responsible was awarded an F(o) grade for any unit in which any 'ghost-written' assessment was submitted. They have also all been required to complete a specially designed Academic and Workplace Ethics (AWE) module as a condition for graduation and have been placed on probation for the remainder of their time at Macquarie.

The application of F(o) grades resulted in 10 graduands being prevented from graduating as expected in the April 2015 ceremonies.

A further two 2014 Macquarie graduates were found responsible and each were given F(o) grades for units in which a 'ghost-written' assessment was submitted. As a result, these students do not meet the academic requirements of Macquarie Degrees that they have been awarded. The graduates were formally notified of the outcome on 7 May 2015 and had a 20 working day appeal period, which has now lapsed without appeal.

Academic Senate must now consider and make a specific recommendation to University Council in relation to the rescission of these awarded degrees on academic grounds. The advice of the General Counsel is that the University is at legal risk if those holding its degrees are seen to no longer satisfy their academic requirements as a result of an academic fraud.

An extract of the University Discipline Committee minutes, specific to these two cases, has been placed in the confidential folder should members want to access it.

Consultation Process

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

- Chair and Members of University Discipline Committee
- Academic Senate Standing Committee
- General Counsel
- Manager of Student Discipline and Grievances

Recommendations:

Senate is asked to:

(a) Recommend to University Council that the Macquarie University degrees awarded in 2014 to students 42312434 and 42408407 be rescinded;

(b) Establish a working party to develop a set of principles to govern the rescission of degrees in future cases, which would address matters such as: limitation periods and matters of currency, threshold conditions that should be placed on rescission of a degree, rules to govern the conditions under which students might return to University to complete rescinded degrees, and conditions under which it might be reasonable to rescind with permanent exclusion; and

(c) Work with the General Counsel of the University to develop amendments to the General Coursework Rule, and other rules of University where appropriate, in order to clearly articulate University Council’s powers to rescind awarded degrees.

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

For enquiries contact:

Adam Stepcich, Student Grievance and Disciplinary Manager adam.stepcich@mq.edu.au
Ainslee Harvey, Academic Senate Project Officer, Ainslee.harvey@mq.edu.au
ITEM 6.4 STUDENT ACADEMIC CODE OF CONDUCT

*For discussion.*
ITEM 6.4 STUDENT ACADEMIC CODE OF CONDUCT

Issue

In April 2014, the University Council approved the Student Discipline Rules to be implemented at a time to be determined by the Vice-Chancellor. Since that approval, the Student Discipline Procedure has been developed by the General Counsel to support the Student Discipline Rules.

The Student Discipline Rules (SDR) and Student Discipline Procedure (SDP) will become effective in Session 2, 2015.

The SDR and SDP provide a broad framework for handling and resolving alleged breaches of the expected standard of student behaviour.

The expected standard of student behaviour is communicated in:

- The Academic Honesty Policy; and
- The Student Code of Conduct (covering more general behaviour).

The upcoming introduction of the SDR and SDP prompted a review of the Academic Honesty Policy by the General Counsel.

Following this review, the General Counsel developed the Student Academic Code of Conduct to replace the current Academic Honesty Policy.

The proposed Student Academic Code of Conduct aims to better align the expected standards of academic conduct with the style of the more recent Student Code of Conduct and the upcoming SDR and SDP; whilst maintaining the academic integrity principles contained in the Academic Honesty Policy.

Consultation Process

The following offices have been consulted prior to the submission of this paper: General Counsel and University Solicitors, Research Ethics and Integrity and across divisions of the DVC Students and Registrar.

Recommendation:

That the Student Academic Code of Conduct be for discussion.

Operational Impact:

Faculties, DVC Academic, General Counsel, Research Ethics and Integrity and DVC Students and Registrar.

Submitted by:

Prof Dominic Verity
Chair, Academic Senate

For enquiries contact:

Adam Stepcich
Student Grievance and Disciplinary Manager, Governance Services #7325
STUDENT ACADEMIC CODE OF CONDUCT

1. DISCUSSION

To assist discussion, some key points of comparison between the Student Academic Code of Conduct and the current Academic Honesty Policy are highlighted below:

1.1 General Format

- The format of the Student Academic Code of Conduct reflects the more recent Student Code of Conduct. Specifically, the sections are similarly divided into ‘Purpose’, ‘Misconduct’ ‘Definitions and Interpretation’. This differs from the current Academic Honesty Policy which maintains a previous Policy format.

1.2 Scope

- The Student Academic Code of Conduct applies only to students. This is consistent with the Student Code of Conduct and it differs from the current Academic Honesty Policy which applies to staff and students.

1.3 Purpose and Key Principles

- The Student Academic Code of Conduct outlines its purpose and the key principles concisely within its ‘Purpose’ section. This differs to the current Academic Honesty Policy where the purpose and the key principles are laboured throughout separate sections of the document including ‘Overview’ and ‘Policy’.

- The ‘Purpose’ section of the Student Academic Code of Conduct contains statements regarding compliance by the student and the consequences for any breach. This is consistent with the more recent Student Code of Conduct and it differs from the current Academic Honesty Policy which has a separate ‘Compliance and Breaches’ section at the end of the document.

1.4 Definitions

- The Student Academic Code of Conduct includes more concise definitions of the key terms defined in the Academic Honesty Policy such as ‘Deception’, ‘Fabrication’, and ‘Plagiarism’.

- The Student Academic Code of Conduct does not include the specific reference to self-plagiarism contained within the definition of ‘plagiarism’ in the current Academic Honesty Policy.

- The Student Academic Code of Conduct does not include the term ‘Obstruction’ which is currently defined in the Academic Honesty Policy.

The definition of ‘Sabotage’ is expanded in the Student Academic Code of Conduct and effectively incorporates the concept of ‘Obstruction’.

- The Student Academic Code of Conduct includes definitions of ‘collusion’, ‘cheating’ and ‘impersonation’ not contained in the Academic Honesty Policy.

- The definitions included in the Student Academic Code of Conduct are consistent with those same terms in the Student Code of Conduct and/or the upcoming Student Discipline Procedure. For example, see the terms ‘academic exercise’, ‘reckless’, ‘student’ and ‘University’.
1.5 Interpretation

- The Student Academic Code of Conduct includes and explains the interpretation principles of ‘Broad Interpretation’ and ‘Inclusive wording’; which is consistent with their inclusion in the Student Code of Conduct. This differs to the current Academic Honesty Policy which does not include such principles.

1.6 Academic Honesty Procedure

The Student Discipline Procedure is to provide the broad framework for handling and resolving alleged breaches of the expected standards of student behaviour.

Consequently, the Student Academic Code of Conduct will not attach its own procedure. This is consistent with the Student Code of Conduct and it differs from the Academic Honesty Policy which attaches an Academic Honesty Procedure.

Procedural guidance on the handling and resolution of academic misconduct will be provided in mapping that will accompany the Student Discipline Procedure; and it is anticipated that this guidance will broadly follow the current procedure.

1.7 Schedule of Penalties

- The range of available sanctions for proven breaches of the Student Academic Code of Conduct and the Student Code of Conduct are collated as three Schedules to the Student Discipline Procedure.

Consequently, the Student Academic Code of Conduct will not attach its own Schedule of Penalties. This is consistent with the Student Code of Conduct and it differs from the current Academic Honesty Policy which attaches a Schedule of Penalties.

Guidance on the application of the sanctions contained in the three Schedules will be provided in the mapping that will accompany the Student Discipline Procedure.

As below, it is anticipated that the application of sanctions will broadly follow the current framework:

- Faculty Hearing Committees will determine alleged breaches of the Student Academic Code of Conduct that, if proven, would result in the application of any one or more sanctions listed in Schedule 1 of the Student Discipline Procedure (i.e. being mostly limited to a student reprimand / probation and amendment of a mark in an Academic Exercise).

- The University Hearing Committee will determine all general misconduct matters that allege breaches of the Student Code of Conduct and more serious alleged breaches of the Student Academic Code of Conduct (i.e. defined by the level of plagiarism, the purchase of submitted material, forged documentation and repeat offenders).

The University Hearing Committee has a broad range of sanctions available and can apply sanctions from Schedules 1, 2 or 3 of the Student Discipline Procedure.

In addition, the Student Discipline Procedure will provide some limited scope for a student to pre-accept responsibility and a prescribed sanction for some lower level alleged breaches (prior to a possible Hearing Committee determination). Guidance on the application of this ‘pre-acceptance’ mechanism will be provided in the ‘mapping’ that will accompany the Student Discipline Procedure.

The authority of the decision-making bodies (i.e. the Hearing Committees) in determining breaches and applying sanctions will be recognised in the Delegations of Authorities.
1.8 Other

- The general principles of engagement and education / training in relation to academic integrity, that are broadly articulated in the current Academic Honesty Policy (mostly in its ‘Policy’ section), are not contained in the Student Academic Code of Conduct and appear unsuited to the Code format as developed.

2. CONCLUSION

The format, scope, definitions and interpretation principles of the proposed Student Academic Code of Conduct better align with the more recent Student Code of Conduct and allow a consistent suite of documents to communicate the expected standards of student behaviour.

A concise outline of key terms and overall ‘Purpose’, together with the addition of other commonly used terms (i.e. ‘cheating’, ‘collusion’) give further clarity to the Student Academic Code of Conduct; whilst still maintaining the academic integrity principles contained in the current Academic Honesty Policy.

The approach to procedures and sanctions (i.e. removing their direct attachment to the expected standard of academic behaviour) aligns the Student Academic Code of Conduct with the more recent Student Code of Conduct and allows for the collation of disciplinary procedures and sanctions under the Student Discipline Procedure.
# MACQUARIE UNIVERSITY
## STUDENT ACADEMIC CODE OF CONDUCT

### Purpose

The purpose of this code of conduct is to:

(a) promote an environment at the University that supports the purposes of the University, that is, higher education instruction, advancing knowledge through scholarship and research and providing services to the community; and

(b) encourage high standards of individual and group behaviour at the University.

This code of academic conduct is published in order to give students notice of academic conduct which is prohibited. It is not an exhaustive list of misconduct. For example, University by-laws, rules, policies and other codes of conduct may specify other behaviour which will be misconduct.

Students are accountable for their academic misconduct. Any academic misconduct may be subject to disciplinary action by the University under University regulations dealing with student disciplinary matters.

Compliance with this code of academic conduct is required by the Student Discipline Rules 2014. It is binding on all students.

<table>
<thead>
<tr>
<th>Academic Misconduct</th>
<th>Academic misconduct</th>
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<tr>
<td>A student must not intentionally or recklessly:</td>
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<tr>
<td>(a) cheat, plagiarise, fabricate, sabotage, deceive or commit any other form of academic dishonesty in relation to a program or unit of study or research at the University;</td>
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<td>(b) allow any other person to undertake an academic exercise or research for the student relating to a program or unit of study or research at the University;</td>
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<td>(c) undertake an academic exercise for another student including by impersonating that student;</td>
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<td>(d) forge or falsify any University testamur, certificate or other document or record or make any false or misleading statement concerning academic standing or results obtained in any academic exercise; or</td>
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<td>(e) engage in any conduct which has the effect of a student gaining for himself or herself or for any other person, any academic advantage or</td>
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advancement to which he or she or that other person is not entitled including forging or falsifying academic results or providing or misleading information for enrolment in a program or unit of study or research at the University.

(f) incite, persuade, agree with, conspire with or assist any other person to engage in any academic misconduct;

(g) attempt to do anything which is academic misconduct;

(h) be party to any cover-up of academic misconduct or the destruction, concealment, alteration or withholding of any evidence of academic misconduct;

(i) publish or display material which could reasonably be understood as indicating that any person intends to engage in academic misconduct.

**Provisions independent**
Each of the provisions set out above must be read separately and none of those provisions is limited by reference to or inference from any other of those provisions or any other University regulation.

<table>
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<tr>
<th>Definitions and Interpretation</th>
<th>In this code of conduct the following definitions apply.</th>
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<tr>
<td><strong>“academic exercise”</strong> means:</td>
<td><strong>“academic exercise”</strong> means:</td>
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<tr>
<td>(a) an examination, that is, a time limited assessment task conducted under invigilation including tests, practical assessments and final examinations; and</td>
<td>(a) an examination, that is, a time limited assessment task conducted under invigilation including tests, practical assessments and final examinations; and</td>
</tr>
<tr>
<td>(b) the submission and assessment of a thesis, dissertation, essay, practical work or other coursework and any other exercise (including in the case of graduate students transfer and confirmation of status exercises) which is not undertaken in formal examination conditions but counts towards or constitutes the work for an academic award and includes related research;</td>
<td>(b) the submission and assessment of a thesis, dissertation, essay, practical work or other coursework and any other exercise (including in the case of graduate students transfer and confirmation of status exercises) which is not undertaken in formal examination conditions but counts towards or constitutes the work for an academic award and includes related research;</td>
</tr>
</tbody>
</table>

| **“academic misconduct”** means any conduct which is prohibited under this code of conduct; | **“academic misconduct”** means any conduct which is prohibited under this code of conduct; |

| **“cheating”** means any attempt to dishonestly give or obtain assistance from another person in an academic exercise; | **“cheating”** means any attempt to dishonestly give or obtain assistance from another person in an academic exercise; |

| **“collusion”** means assisting or obtaining or soliciting the assistance of another person in an academic exercise without the express requirement, consent or knowledge of the person assessing that academic exercise and includes [ ]; | **“collusion”** means assisting or obtaining or soliciting the assistance of another person in an academic exercise without the express requirement, consent or knowledge of the person assessing that academic exercise and includes [ ]; |

| **“deception”** means providing false or misleading information to a University representative or an assessor of an academic exercise in relation to that | **“deception”** means providing false or misleading information to a University representative or an assessor of an academic exercise in relation to that |
academic exercise including by giving a false excuse for missing a deadline or falsely claiming to have submitted work;

“dishonesty” means:
(a) dishonest or unethical according to the standards of ordinary people in Australia; and
(b) known or ought to be known by the person to be dishonest or unethical according to those standards.

“fabricate” means to falsify or invent any information or citation in an academic exercise or to falsify or report false or misleading, results or conclusions of any research;

“impersonation” means pretending to be a student or assuming a student’s identity for the purposes of providing an advantage for the student or any other person;

“plagiarism” means the adoption or reproduction in an academic exercise of the words or ideas of another person without proper acknowledgment and includes [ ];

“reckless” means in relation to any act by a person doing that act despite the fact that the person foresees or a reasonable person would foresee, the possible consequences of that act;

“sabotage” means acting to prevent or hinder another person from completing an academic exercise to the best of their abilities including by making information or material unavailable to others for an improper purpose or disrupting or interfering with an academic exercise or the experiments, research or other academic work of any other person;

“student” includes:
(a) a person who has been admitted as a student of the University but who has not yet enrolled in any program or unit of study or research; and
(b) a person who is enrolled in or auditing a program or unit of study or research provided by the University; and
(c) a person who is enrolled in a program or unit of study or research at or offered by an educational institution affiliated with the University which is approved as an award program or a unit of study or research by the University; and
(d) a person who has completed a program or unit of study or research at the University but has not yet been awarded the applicable academic award; and
(e) a person who became admitted or enrolled as a student of the University because of misleading or dishonest conduct by any person; and
(f) a person who is awarded an academic or non-academic award by the University because of misleading or dishonest conduct by any person; and
(g) any person who has been suspended from a program or unit of study or research at the University; and
(h) a person who is on leave of absence from or who has deferred enrolment in a program or unit of study or research offered by the University or by an affiliated educational institution which is approved as an award program or unit of study or research by the University; and

(i) any person who undertakes any academic exercise which is part of a program or unit of study or research provided, supervised or assessed by the University,

and includes a former student;

“University” means Macquarie University and where the context permits includes any one or more of the following:

(a) its controlled entities; and

(b) any institution affiliated with Macquarie University or any of its controlled entities; and

(c) any college of Macquarie University, residential premises of Macquarie University or residential premises primarily intended to be used as student residences (including Macquarie University Village or any similar premises) whether or not they are owned, operated or managed by Macquarie University; and

(d) any educational institution located on premises of Macquarie University;

“University regulations” means the by-laws, rules, codes of conduct, policies, procedures and directions from time to time of the University and includes this policy;

“University representative” means any officer, employee, contractor or agent of the University or any employer or subcontractor of a contractor to the University.

Broad interpretation

(a) This code of conduct must be interpreted broadly and as operating to the full extent of, but so as not to exceed, the powers of the University.

(b) If any part of this code of conduct or the application of any part to any person, subject matter or circumstance, would, but for this provision, be interpreted as exceeding the powers of the University:

(i) it will be a valid provision to the extent to which it does not exceed that power; and

(ii) the remainder of this code of conduct and the application of the provision to other persons, subject matters or circumstances, will not be affected.

Inclusive wording
In this code of conduct:

(a) the mention of anything after the word “include” or any derivative of it
does not limit the nature or class of things included; and (b) a reference to anything includes a part of it.

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<tr>
<th>Contact Officer</th>
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<tr>
<td>Date Approved</td>
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<td>Approval Authority</td>
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<td>Date of Commencement</td>
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ITEM 9.1  MACQUARIE UNIVERSITY INTERNATIONAL COLLEGE

For discussion.
Macquarie University International College Subcommittee
Terms of Reference

The Macquarie University International College Subcommittee (the Subcommittee) was established by the Academic Senate of Macquarie University (the University) in June 2015 under Rule 9(4)(c) of the Academic Senate Rules 2015, and is directly responsible and accountable to the Academic Standards and Quality Committee for the exercise of its responsibilities.

This Terms of Reference sets out the objective, role and responsibilities, membership, tenure, authorisations and rules of operation of the Subcommittee.

1. Objective

The Subcommittee is to ensure the integrity and quality of the academic programs and processes of the Macquarie University International College (the College).

2. Role and responsibilities

The Subcommittee is to:

(1) Advise Academic Senate and the Director of the College on:

(a) Matters relating to the College’s educational programs and activities;

(b) The schedule of academic programs and units offered by the College;

(c) Academic standards and quality, and teaching effectiveness in programs delivered by the College; and

(d) Academic priorities of the College.

(2) Develop proposals to introduce or disestablish courses and programs of study to be delivered by the College, and recommend such proposals to the Academic Standards and Quality Committee for consideration;

(3) Develop proposals to amend courses and programs of study to be delivered by the College, including plans to modify structure, content, method of delivery, naming, admission or completion requirements, and recommend such proposals to the Academic Standards and Quality Committee for consideration;

(4) Regularly review the University’s policies, procedures and frameworks governing the academic activities of the College and recommend any necessary amendments to the Senate Learning and Teaching Committee for consideration;

(5) Identify the need for the development of new policies, procedures and frameworks to govern the academic activities of the College, and contribute to their development;

(6) Monitor and ensure that the College’s programs comply with the University’s policies pertaining to learning and teaching, and academic standards and quality;
(7) Establish and implement a regular cycle of reviews of the College's units of study and respond to recommendations arising from such reviews;

(8) Oversee the conduct of reaccreditation reviews of the College’s courses and programs of study as instructed by the Academic Standards and Quality Committee, and advise that Committee on recommendations arising from such reviews;

(9) Contribute to the development and maintenance of those aspects of the University’s academic risk register that relate to academic activities of the College; and

(10) Consider and report on any matters referred to it by Academic Senate, from time to time, as required.

3. Membership

The composition of this Subcommittee shall be as follows:

(1) The Chair appointed by Chair of Academic Senate
(2) Director of the College
(3) Pro-Vice Chancellor (Learning and Teaching)
(4) Director of the English Language Centre
(5) Up to five academic staff members appointed by Academic Senate
(6) At least one student member, drawn from the cohort of the College

4. Tenure

(1) The term of appointment of all appointed members, excluding student representative shall be two (2) years.
(2) The term of appointment of student representatives shall be one (1) year.
(3) The Chair of Academic Senate may renew any such term of appointment.

5. Authorisations

The Academic Senate shall, from time to time, resolve to grant the Subcommittee specific authorisations to discharge its delegated responsibilities. The Subcommittee may request the granting of such authorisations as it sees fit. All such authorisations shall be documented here.

(1) Approve the College’s unit offerings, including the approval of new units and the amendment, renewal or disestablishment of existing units;

(2) Ratify examination results for the College’s units in accordance with the relevant academic rules and quality assurance frameworks prescribed by Academic Senate.

6. Rules of operation

The Subcommittee shall conduct its business subject to the general provisions Standing Orders for Committees of Academic Senate.
ITEM 9.2 UPDATED TERMS OF REFERENCE

- Senate Learning and Teaching Committee (SLTC)
- Academic Standards and Quality Committee (ASQC)
- Quality Enhancement Committee (QEC)

For approval.
Senate Learning and Teaching Committee
Terms of Reference

The Senate Learning and Teaching Committee (SLTC – the Committee) was established by the Academic Senate of Macquarie University (the University) in May 2007 under Rule 1(3) of the Academic Senate Rules 2007, and is directly responsible and accountable to Academic Senate for the exercise of its responsibilities.

This Terms of Reference sets out the objective, role and responsibilities, tenure, authorisations and rules of operation of the Committee.

1. Objective

The Committee is responsible for advising and assisting Academic Senate in regard to the University's strategic directions, priorities, policies, and quality assurance processes for learning and teaching. The Committee is tasked with promoting an academic culture of excellence in which teaching matters and students are actively engaged in their learning. This includes establishing principles of student selection and admission, progression, retention, assessment, academic integrity, the learning and teaching environment, and academic aspects of the student experience. Its activities serve to foster and evaluate the development and implementation of research-inspired, evidence-based and student-focused learning and teaching practices throughout the University.

2. Role and responsibilities

The Committee is to:

(1) Advise Academic Senate and the Deputy Vice-Chancellor (Academic) on:

   (a) Matters relating to the University's educational programs and activities;
   (b) Activities of bodies established within the University to support learning and teaching;
   (c) Strategic planning and quality enhancement in learning and teaching, most particularly by providing input into the University's strategic plans as they relate to learning and teaching;
   (d) Developments in learning and teaching, including the implications of changes in educational technology, and on emerging educational challenges (both internal and external);
   (e) External regulatory requirements, such as the Higher Education Standards Framework, and on their alignment with the University’s policies and procedures in learning and teaching.

(2) Regularly review the University's policies, procedures and frameworks governing learning and teaching and recommend any necessary amendments to Academic Senate for approval\footnote{under Academic Senate rule 11(1)};

\footnote{under Academic Senate rule 11(1)}
(3) Identify the need for the development of new policies, procedures and frameworks to govern learning and teaching, oversee their development, and recommend their introduction to Academic Senate for approval;

(4) Monitor and review key performance indicators in learning and teaching, with reference to both internal and external benchmarks;

(5) Monitor, provide advice, and make recommendations to Academic Senate on the implementation and effectiveness of policies and procedures in learning and teaching, and ensure alignment with external regulatory requirements;

(6) Receive regular reports from, and provide advice to, the Faculties, Learning and Teaching Centre, University Library, Centre for Open Education, Macquarie University International College, and the PACE unit in regard to learning and teaching matters;

(7) Promote pedagogical excellence and adoption of good practice in scholarly learning and teaching across the University;

(8) Receive, consider, and decide upon matters referred to it by its Learning Technologies Subcommittee;

(9) Contribute to the development and maintenance of those aspects of the University’s academic risk register that relate to learning and teaching;

(10) Request the Faculties or Offices of the University to report on their activities as they relate to the responsibilities of the Committee;

(11) Consider and report on any matters referred to it by Academic Senate, from time to time, as required.

3. Tenure

(1) The term of appointment of all appointed members, excluding student representative and co-opted members, shall be two (2) years.

(2) The term of appointment of all appointed student representative and co-opted members shall be one (1) year.

(3) The Chair of Academic Senate may renew any such term of appointment.

4. Authorisations

The Academic Senate shall, from time to time, resolve to grant the Committee specific authorisations to discharge its delegated responsibilities. The Committee may request the granting of such authorisations as it sees fit. All such authorisations shall be documented here.
5. Rules of operation

The Committee shall conduct its business subject to the Standing Orders for Committees of Academic Senate.
Academic Standards & Quality Committee
Terms of Reference

The Academic Standards and Quality Committee (ASQC – the Committee) (formerly known as the Academic Program Committee prior to April 2010) was established by the Academic Senate of Macquarie University (the University) in December 1987 under Rule 23A(b) of the Act of Incorporation, Macquarie University Calendar 1987, and is directly responsible and accountable to Academic Senate for the exercise of its responsibilities.

This Terms of Reference sets out the objective, role and responsibilities, membership, tenure, authorisations and rules of operation of the Committee.

1. Objective

The Committee is to promote high quality teaching practice and program delivery across the University. The Committee is tasked with monitoring and ensuring that the structure and delivery of all coursework\(^1\) programs, at Undergraduate and Postgraduate levels, meet the standards laid out in the Higher Education Standards Framework and align with the University’s quality assurance principles.

2. Role and responsibilities

The Committee is to:

(1) Advise Academic Senate and the Deputy Vice-Chancellor (Academic) on:

(a) The activities of Faculties and Offices established within the University that support curriculum development, design, approval and delivery;

(b) External regulatory requirements, particularly those of the *Tertiary Education Quality and Standards Agency Act 2011* (including the Australian Qualifications Framework and the Higher Education Standards Framework) and the *Education Services for Overseas Students Act 2000* (including the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007); and

(c) The evolving risk profile of the University’s academic programs and on measures to effectively manage those risks.

(2) Appoint working groups to support and collaborate with Faculties, and where relevant offices and wholly owned entities, in developing proposals for new and revised coursework programs;

(3) Consider proposals for new coursework programs and advise on the academic case for their adoption to Academic Senate for approval\(^2\);

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\(^1\) For the purposes of this document, a *coursework program* refers to a coursework award of the University, or a coursework component of some other award or offering of the University.

\(^2\) under Academic Senate Rule 11(2)
4. Tenure

(1) The term of appointment of all appointed members, excluding student representative and co-opted members, shall be two (2) years.

(2) The term of appointment of appointed student representative and co-opted members shall be one (1) year.

(3) The Chair of Academic Senate may renew any such term of appointment.

5. Authorisations

The Academic Senate shall, from time to time, resolve to grant the Committee specific authorisations to discharge its delegated responsibilities. The Committee may request the
granting of such authorisations as it sees fit. All such authorisations shall be documented here:

(1) Approve amendments to, or the retirement/resting of, the University’s coursework programs;

(2) Approve amendments to the schedule of People, Planet, PACE and Capstone units;

(3) Approve new majors provided that the Executive Dean of the Faculty has signed off on a supporting business case;

(4) Approve the reaccreditation of coursework programs under the University’s regular cycle of program review;

6. Rules of operation

The Committee shall conduct its business subject to the Standing Orders for Committees of Academic Senate.
Quality Enhancement Committee
Terms of Reference

The Quality Enhancement Committee (the Committee) was established by the Academic Senate of Macquarie University (the University) on 4 November 2014 under Rule 9(4)(c) of the Academic Senate Rules 2014 and is directly responsible and accountable to Academic Senate for the exercise of its responsibilities.

This Terms of Reference sets out the objective, role and responsibilities, membership, tenure, authorisations and rules of operation of the Committee.

1. Objective

The Quality Enhancement Committee (QEC) is responsible for advising on and assisting Academic Senate with the maintenance of the highest standards in the pursuit of the University’s core academic missions of learning and teaching, research, and scholarship. It is responsible for framing and overseeing the University’s quality assurance frameworks as they relate to academic matters.

2. Role and responsibilities

The Committee is to:

(1) Advise Academic Senate and the University Executive on:

   (a) strategy as it relates to quality assurance and quality enhancement across the academic enterprise;

   (b) external regulatory requirements, such as the Higher Education Standards Framework and the Australian Qualifications Framework, and on their alignment with the University’s policies and procedures in academic matters;

   (c) the evolving risk profile of the University’s academic activities and on measures to effectively manage those risks; and

   (d) policies concerning academic aspects of the conditions of appointment and employment of academic staff.

(2) Develop, and monitor the operation of, the University’s internal Quality Enhancement and Assurance methodology and advise on alignment with external regulatory requirements;

(3) Establish, and co-ordinate the implementation of a regular program of independent reviews of academic organisational units;

(4) Identify the need for, and establish, ad-hoc reviews of academic processes or organisational units on the basis of emerging risk, significant internal or external change, or identified performance issues;

(5) Advise Academic Senate on quality management themes arising out of reviews and recommend consequent policy and procedure amendments;
(6) Work with the University Executive to monitor the implementation of agreed recommendations arising out of process and organisational unit reviews, and receive reports on such activities;

(7) Regularly review the University’s policies, procedures and frameworks governing its academic quality assurance and enhancement processes, and recommend any necessary amendments to Academic Senate for approval;

(8) Identify the need for the development of new policies, procedures and frameworks to govern the academic quality assurance and enhancement processes of the University, oversee their development, and recommend their introduction to Academic Senate for approval;

(9) Develop and promote mechanisms for the dissemination of best practice across the university;

(10) Oversee the development of Academic Senate’s responses to regulatory requirements and requests as they arise from time to time; and

(11) Oversee the development and maintenance of the University's academic risk register, and work in collaboration with the other Committees of Academic Senate to monitor and address those risks.

(12) Require the Faculties and Offices of the University to report on their activities as they relate to the role and responsibilities of the Committee.

(13) Consider and report on any matters referred to it by Academic Senate, from time to time, as required.

3. Tenure

(1) The term of appointment of all appointed members, excluding student representative and co-opted members, shall be two (2) years.

(2) The term of appointment of all appointed student representative and co-opted members shall be one (1) year.

(3) The Chair of Academic Senate may renew any such term of appointment.

4. Authorisations

The Academic Senate shall, from time to time, resolve to grant the Committee specific authorisations to discharge its delegated responsibilities. The Committee may request the granting of such authorisations as it sees fit. All such authorisations shall be documented here.

5. Rules of operation

1 under Academic Senate rule 11(1)
The Committee shall conduct its business subject to the Standing Orders for Committees of Academic Senate.
ITEM 9.3  DISESTABLISHMENT OF THE CURRICULUM STANDARDS FRAMEWORK COMMITTEE (CSFC)

For discussion
ITEM 9.3

DISESTABLISHMENT OF THE CURRICULUM STANDARDS FRAMEWORK COMMITTEE (CSFC)

Issue

The transfer of the Quality Enhancement Committee from an Executive Committee to a Committee of Academic Senate, and the expected creation of the Research Committee have provided a timely opportunity to rationalise and re-distribute responsibilities between all Committees of Senate.

As a result, the Committees of Senate are undergoing a process of review to: (a) update terms of reference to clearly define ongoing roles and responsibilities; (b) determine inter-relationships that exist between Committees; and (c) ensure appropriate governance of all Senate’s areas of responsibility.

When CSFC was established, it was tasked with researching and developing the University’s Curriculum Quality Standards Framework. This Framework was to articulate and govern: standards in curriculum design and delivery; processes for program approval and benchmarking of units; audit and review processes; reporting standards that apply to faculties and departments; and relationships between internal quality assurance processes and external regulatory requirements.

This was, and still is, a very important piece of work, which the University must continue to engage with, not least in the lead up to TEQSA re-registration in 2016. However, it is now clear that a Committee of Senate is not the most appropriate mechanism for the effective carriage of this particular piece of work.

As a result, it is proposed that this framework be developed and project managed by the Learning and Teaching Centre (LTC) and that a that its work will be overseen by a steering group comprising the Associate Deans (Quality and Standards), the Director of the LTC and members of SLTC and ASQC as appropriate. The Steering Group will regularly report on its activities to the Senate Learning and Teaching Committee, which will act as the conduit for the approval and adoption of components of this framework.

All other responsibilities of the CSFC will be redistributed to the other Committees of Academic Senate as part of its overall Committee review

Consultation Process

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

- Members of Curriculum Standards Framework Committee
- Associate Deans (Standards & Quality)
- Pro-Vice Chancellor (Learning and Teaching)
- Director of Learning and Teaching Centre

Recommendation:

Senate is asked to:

1. Approve the disestablishment of the Curriculum Standards Framework Committee;

2. Endorse the continuation of the development of the Curriculum Standards Framework as led by the Learning and Teaching Centre & Steering Committee as described above.

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

For enquiries contact: Ainslee Harvey, Academic Senate Project Officer, Ainslee.harvey@mq.edu.au
ITEM 9.4  MACQUARIE UNIVERSITY CENSUS DATE

For discussion.
ITEM 9.4  MACQUARIE UNIVERSITY CENSUS DATE (North Ryde – S1/S2)

Under the HESA 2003 legislation, census date must be no earlier than 20 per cent of the way through a study period (with our current session dates, this is 25 days) in which the unit of study is undertaken. Since 2005, the two main census dates at Macquarie University (North Ryde) have been scheduled on 31st of March and 31st of August respectively for Session 1 and Session 2, irrespective of session commencement. In 2015 the gap between term start and census dates has grown to 36 days, giving rise to rotational unit selection behaviour which has lead to student withdrawals (Ref: Part A “Student Withdrawal Analysis and Insights”).

On the 4th March 2015, the Executive Group approved the formation of a project team to investigate and address this issue. The project team is proposing to shift census date to 26th March (Session 1) and 26th August (Session 2) for the academic years of 2016 to 2018, reducing the gap between term start and census date to 25 days. Thereby, positioning the University to:

- Develop and implement a communication strategy to engage with withdrawing students.
- Save resources and effort on students who are just trialling different units before withdrawing.
- Bring forward the University’s financial debt management process by 5 days.

For Discussion:
The proposed shift of census date to 26th March (Session 1) and 26th August (Session 2) may impact the academic operations of the University. Shifting the census date will mean that students will have less time before they have to withdraw from a unit without academic penalty. The current assessment policy includes the requirement to provide feedback to students on an early task (whether assessed or not) within the first third (42 days) of the study period for 100 and 200 level units. This feedback is designed to provide guidance to students around their progress and enable them to withdraw if necessary. Having an earlier census date may impact on the ability to provide that timely guidance. (Reference Appendix Part A “Student Withdrawal Analysis and Insights”)

There are also concerns about how best to communicate these proposed changes to students.

Recommendations:
It is recommended that Senate endorse:
(i) The proposed census dates for North Ryde Campus (Appendix Part B)
(ii) The implementation of census date changes to be effective from S1/2016

Consultation Process
The following offices have been consulted prior to the submission of this paper:
Prof. John Simons, DVC Academic Prof. Sherman Young, PVC Academic
Mr Jonathan Wylie, Deputy Registrar Dr Neil Fraser, Strategic Planning and Information

*University staff members, reference impact assessment summary (Appendix Part C)

Operational Impact:
Reference appendix Part C
Submitted by: Prof. John Simons, DVC Academic; John.Simons@mq.edu.au (ext. 4891)
For enquiries contact: Jim Phaboutdy, Project Manager; Jim.Phaboutdy@mq.edu.au (ext. 4742)
Student Withdrawal Analysis & Insights

Part A. Analysis of student withdrawal patterns prior to census date

1. The cumulative dropout rate prior to March 31 2015 census is depicted in the graph below and represents 3.4% of total session 1 students.

![Cumulative Dropout Graph]

2. Students who withdrew followed a certain behaviour pattern with 17% changing their units compared to only 2% in the general population in the run up to census date. This correlation between higher frequency of unit change before census date and withdrawal has been identified at other Universities in Sydney as well (source UWS). Having an extended time period for students to change units allows for this behaviour to grow and other Universities actively intervene.

3. The 1215 students who withdrew were not over-represented in 100 or 200 level units

<table>
<thead>
<tr>
<th>100 level units</th>
<th>200 level units</th>
</tr>
</thead>
<tbody>
<tr>
<td>582 students withdrew (3.6% of total population)</td>
<td>353 students withdrew (2.6% of total population)</td>
</tr>
</tbody>
</table>

4. Further analysis on the 1215 students who withdrew in 2015 prior to March 31 census date shows that they have lower study loads (3 compared to 4 units enrolled per session for an average student).
## Census Date Calendar (2016-2018)

### Part B. Proposed Census Date for North Ryde and Sydney City Campus

The following table lists the calculated census date based on the HESA 2003 legislation for Macquarie University (North Ryde) and Sydney City Campus. It’s recommended that census date be set on 26\textsuperscript{th} of March (Session 1) and 26\textsuperscript{th} of August (Session 2) for 2016-2018.

<table>
<thead>
<tr>
<th>Year</th>
<th>Study Period</th>
<th>Study Period (Start)</th>
<th>Study Period (End)</th>
<th>No of Days into course Rounded up to nearest day</th>
<th>Census Date at 20% (minimum within HESA requirement)</th>
<th>Recommended Census Date*</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHFYR 2016</td>
<td>Session 1</td>
<td>29/02/16</td>
<td>1/07/16</td>
<td>124</td>
<td>25/03/16</td>
<td>26/03/16</td>
</tr>
<tr>
<td>SHFYR 2016</td>
<td>Session 2</td>
<td>1/08/16</td>
<td>2/12/16</td>
<td>124</td>
<td>26/08/16</td>
<td>26/08/16</td>
</tr>
<tr>
<td>FHFYR 2017</td>
<td>Session 1</td>
<td>27/02/17</td>
<td>30/06/17</td>
<td>124</td>
<td>24/03/17</td>
<td>26/03/17</td>
</tr>
<tr>
<td>SHFYR 2017</td>
<td>Session 2</td>
<td>31/07/17</td>
<td>1/12/17</td>
<td>124</td>
<td>25/08/17</td>
<td>26/08/17</td>
</tr>
<tr>
<td>FHFYR 2018</td>
<td>Session 1</td>
<td>26/02/18</td>
<td>29/06/18</td>
<td>124</td>
<td>23/03/18</td>
<td>26/03/18</td>
</tr>
<tr>
<td>SHFYR 2018</td>
<td>Session 2</td>
<td>30/07/18</td>
<td>30/11/18</td>
<td>124</td>
<td>24/08/18</td>
<td>26/08/18</td>
</tr>
</tbody>
</table>

### Notes:

(i) The recommended census date can fall on weekends and public holidays

(ii) Session start dates and end dates have been sourced from the approved academic 2016-2018 year plan.

(iii) Census date for affiliated organisations, faculties and entities who operate under different study periods remain unchanged (MGSM, AFC, ASAM, HDRO, OUA, MUIC, Facility of Health and Medicine Science)
# Impact Assessment Summary

## Part C. High-level Operational Impacts

The following is a high-level summary of the operational impacts census date change will have on the University

<table>
<thead>
<tr>
<th>#</th>
<th>Division / Faculty</th>
<th>Offices/Department</th>
<th>Engaged Resource(s)</th>
<th>Impact (Yes/No)</th>
<th>Likelihood</th>
<th>Change Complexity</th>
<th>Explanation of Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Faculty of Medicine and Health Sciences</td>
<td></td>
<td>Natalie Sequeira, Hayley Harris, Catherine Dean</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2.0</td>
<td>FHS</td>
<td></td>
<td>Mitch Parsell, Linda Schofield</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>3.0</td>
<td>FBE</td>
<td></td>
<td>Leigh Wood, Ann Goldwater</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>4.0</td>
<td>Faculty of Science</td>
<td></td>
<td>Jenny Donald, Imtiaz Bhayat</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>5.0</td>
<td>Faculty of Arts</td>
<td></td>
<td>Peter Keegan, Neil Durrant</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>6.0</td>
<td>COO</td>
<td>Information Technology</td>
<td>Dale Griffin, Grant Sayer, P Sandhu</td>
<td>Impacted</td>
<td>Likely</td>
<td>Easy</td>
<td>(i) AMIS – manual clean up of pre-existing data and configuration of new census date.</td>
</tr>
<tr>
<td>6.2</td>
<td>Strategic Planning and Information</td>
<td></td>
<td>Neil Fraser, B Pradhan, A Bradshaw</td>
<td>Impacted</td>
<td>Likely</td>
<td>Medium</td>
<td>(i) Data-mart – remediation of reports (ii) Statutory reporting (inform Govt)</td>
</tr>
<tr>
<td>7.0</td>
<td>DVC S&amp;R</td>
<td></td>
<td>J Wylie, Ian Robertson, Brad Windon, Tanya Kysa, Sandy Wehbe, K. Whittingham, Zoe Williams</td>
<td>Impacted</td>
<td>Unknown</td>
<td>Medium</td>
<td>Potential increase volumes of enquiries to: (i) Student Connect (ii) Student Lifecycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Likely</td>
<td>Medium</td>
<td>Clean up publication of census date on ask.mq and tracker.</td>
</tr>
<tr>
<td>Section</td>
<td>Area</td>
<td>Contact Person(s)</td>
<td>Impact</td>
<td>Likelihood</td>
<td>Complexity</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td>------------------------------------</td>
<td>--------</td>
<td>------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7.1</td>
<td>Campus Life</td>
<td>Craig Oliver, A Voerman Jean Posthoorn</td>
<td>Impacted Unknown Medium</td>
<td>Unknown</td>
<td>Medium</td>
<td>Potential increase volume of enquiries to: (i) Campus Engagement for support services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Impacted Likely Easy</td>
<td>Unknown</td>
<td>Medium</td>
<td>Publication of student diary needs to reflect new census date</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Campus Well-being</td>
<td>Darren Peters, Kim Carmody</td>
<td>Impacted Unknown Medium</td>
<td>Unknown</td>
<td>Medium</td>
<td>Potential increase requests for student support services (i) Student Advocacy and Support</td>
<td></td>
</tr>
<tr>
<td>8.0</td>
<td>DVCA Operations</td>
<td>Dominic Verity</td>
<td>Impacted Unknown Medium</td>
<td>Unknown</td>
<td>Medium</td>
<td>The intent of the Assessment Policy is to provide students with early feedback before census date. Not all units provide assessment feedback before census date.</td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Learning and Teaching</td>
<td>Sherman Young, Jan Solomonides Lindie Clark, Lyn Negus</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.0</td>
<td>DVCR HDRO</td>
<td>Lanna Leung</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.0</td>
<td>DVCI Operations</td>
<td>K. Humphrey, A Hough, J Chhabra</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td>Publication of international course guide to reflect new census date</td>
<td></td>
</tr>
<tr>
<td>10.1</td>
<td>MUIC</td>
<td>Jake Garman</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td>Assumption only - MUIC is still in the development phase of our programs. If the study periods align to North Ryde campus, the new census dates will be implemented.</td>
<td></td>
</tr>
<tr>
<td>11.0</td>
<td>DVCEA Marketing</td>
<td>Fiona Rooney, Billy Lee</td>
<td>Impacted Likely Medium</td>
<td>NA</td>
<td>NA</td>
<td>Clean up of existing website content to adopt the publication standards for census date.</td>
<td></td>
</tr>
<tr>
<td>12.0</td>
<td>Library</td>
<td>JoAnne Sparks, Susan Vickery</td>
<td>Impacted Likely Easy</td>
<td>NA</td>
<td>NA</td>
<td>Minor changes to the library system to be updated to reflect the new census date.</td>
<td></td>
</tr>
<tr>
<td>13.0</td>
<td>Sydney City Campus</td>
<td>JoAnne Page, Leigh Wood</td>
<td>Impacted Low Medium</td>
<td>NA</td>
<td>NA</td>
<td>MQC students will need a single workaround to align the two timetables in S1. FBE will plan student workloads to enable the alignment during S1, 2016.</td>
<td></td>
</tr>
<tr>
<td>14.0</td>
<td>MGSM</td>
<td>Michelle Wood, Anne Scrutton</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.0</td>
<td>AFC</td>
<td>Kevin Jamison, Anne Cooper</td>
<td>Not Impacted</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ITEM 9.5 ELECTION RESULTS – STUDENTS REPRESENTATIVES TO ACADEMIC SENATE

For noting
item 9.4  election results – student representatives to academic senate

the following students have been elected to academic senate for the term 1 june 2015 – 31 may 2016.

i ask that academic senate members join me in congratulating all students on their appointment.

one undergraduate student representative to academic senate from the faculty of arts

successful candidate: anna glen

one undergraduate student representative to academic senate from the faculty of business and economics

successful candidate: gabrielle hardy

one postgraduate student representative to academic senate from the faculty of medicine and health sciences

successful candidate: jeremey gunter

one undergraduate student representative to academic senate from the faculty of science and engineering

successful candidate: simon populin

two postgraduate student representatives to academic senate

successful candidates: jinji kong (mgsm) and truong giang dang (fhs)

one higher degree research student representative to academic senate

successful candidate: cheryl ware (arts)

recommendation

for noting.

submitted by: deidre anderson, dvc, students and registrar

for enquiries contact: zoe williams, head, governance services, x4322
ITEM 9.6 UPDATE: ANIMAL USE FOR SCIENTIFIC PURPOSES POLICY

For discussion.
ITEM 9.6 DISCUSSION RE UNIVERSITY ANIMAL USE FOR SCIENTIFIC PURPOSES POLICY

Issue

Consultation is currently taking place aimed at updating the former Animal Ethics Policy, now retitled the Animal Use for Scientific Purposes Policy. The purpose of this policy is to outline how the University fulfils its responsibilities relating to the ethical and humane use of animals for scientific purposes. The implementation of this policy and its related procedures and guidelines will facilitate compliance with relevant legislation, minimising risk to the University while promoting high quality research and teaching.

Discussion around this policy has been, in part, triggered by recent discussions amongst the animal researchers at the University following publication of the report titled “Normalising the Unthinkable” in March, coauthored by the Deputy Vice Chancellor Academic, Professor John Simons.

Consultation Process

Dr Karolyn White, Director, Research Ethics and Integrity
Dr Justin Clarke, Animal Welfare officer
Dr Robyn Gentle, Head of Animal Facilities
Prof. Mark Connor, Chair of Animal Ethics Committee
Members of the Animal Ethics Committee
Members of the Research Animal Services Advisory Committee
Members of the Rodent Users Group
Animal researchers in the Faculties of Science & Engineering, Human Sciences, and Medicine and Health Sciences

Recommendation: Item for noting with short discussion

Operational Impact: NA

Submitted by: Prof. Lesley Hughes, Pro Vice-Chancellor (Research Integrity & Development).

For enquiries contact: Lesley Hughes, Lesley.hughes@mq.edu.au, X8195, 0415 527 275
ITEM 9.7 IMPLEMENTATION OF THE POLICY FRAMEWORK POLICY

For noting.
ITEM 9.7 NEW POLICY FRAMEWORK

Issue

The University’s first Policy Framework was approved by the Executive in 2009. The growth and development of the institution since then resulted in the need to review the University’s approach to policy, to ensure that policy could support and enable the achievement of the University’s strategic priorities. An external consultant undertook the review in 2014.

Extensive consultation with close to 100 stakeholders from across the University occurred during the review. During development of the final approach to be adopted, a smaller Review Advisory Group was consulted. This group included the Chair and Deputy Chair of Senate and the University Librarian. Relevant recommendations from the review have now been endorsed by the Executive and formally approved by the Vice-Chancellor and the University Council.

The roll-out of the new Policy Framework began in April. Key improvements from the previous process are:

- Alignment of Approval Authorities for policy documents with the Delegations of Authority to streamline approval processes and deliver greater responsiveness in approval timeframes;
- Enhanced consultation through the replacement of the University Policy Reference Group with the establishment of a University-wide Policy Network to facilitate staff engagement with the Policy Framework;
- Introduction of an Approval to Proceed checklist to support rationalisation and consistency between policy documents;
- Acknowledgement of the need to have co-approvers for policy documents that overlap functional areas;
- Provision of authority for minor amendments that do not impact on the scope, intent or application of the policy to be effected without the need for seeking of formal approval;
- Inclusion of a new role of “Implementation Officer” for each policy document, with day-to-day operational responsibility for promulgation and implementation allocated to this role;
- Introduction of a requirement that definitions used in Policy Documents must align with the official University Glossary; and
- A flowchart-based format for Procedures.

The new Policy Framework Policy and Procedure, as well as Templates and a Toolkit, are available on Policy Central.

The Academic Senate Policy Development and Approval Process which was approved at the Academic Senate meeting of 3 March 2015 (Item 7.4 – attached), is consistent with the University’s new Policy Framework.

Consultation Process

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

Governance Services, Policy Unit
Chair of Academic Senate

Recommendation: For noting.

Operational Impact: Academic Senate and Committees of Academic Senate. Governance Services, Policy Unit

Submitted by: Deputy Vice-Chancellor (Students and Registrar)

For enquiries contact: Zoe Williams, Head Governance Services, zoe.williams@mq.edu.au or ext 4322.
ITEM 7.4  ACADEMIC SENATE POLICY DEVELOPMENT AND APPROVAL PROCESS

Issue

Academic Senate should be focussed on determining the academic strategy and policy of the University. Under the Policy Framework Policy, Academic Senate is the approval authority for all Policy Documents, which include policies, codes, schedules, procedures and associated instructions, relating to academic matters.

The way that Senate has developed and approved academic policy to date, has tended to relegate Senate to a ceremonial approval role at the very end of the policy process. As a result, Senate has very little opportunity to debate policy drivers and set the agenda for academic policy at the start of a development or review process. The proposed policy development and approval process enables Senate to set the strategic direction and to have trust in its sub-committees to deliver on the detail.

Consultation Process

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

- Academic Governance Workshop participants
- Governance Services
- Policy Manager

Recommendation

For approval

Operational Impact: Committees of Academic Senate, Policy Unit

Submitted by: Professor Dominic Verity, Chair of Academic Senate

For enquiries contact: Ainslee Harvey, Project Officer Academic Senate
Academic Senate - Policy Document Development and Approval Process

Under the Policy Framework Policy and consistent with the Delegations of Authority, Academic Senate is the approval authority for all **Policy Documents** (defined by the Policy Framework Policy to include policies, codes, schedules, procedures and associated instructions) relating to Academic Matters.

A Committee of Academic Senate (the “responsible Committee”) identifies a need for policy document review or development

Responsible Committee seeks **approval to proceed** from Academic Senate. Academic Senate considers **Approval to Proceed Checklist** submitted by sub-committee.

- Approval to proceed granted
- Approval to proceed refused

**Academic Senate provides overarching principles and direction to the responsible Committee to guide policy document review or development.**

Responsible Committee co-ordinates drafting of policy documents in accordance with Senate’s directions and the **Policy Development Toolkit**

**Academic Senate provides detailed feedback and comment on draft policy documents and considers whether original intentions have been observed**

If satisfied, Senate authorises the Academic Senate Standing Committee to approve the adoption of policy documents once completed

**Academic Senate Standing Committee approves policy documents following review of Document Approval Checklist**

**Academic Senate may request further information and/or provide further direction to the responsible Committee**

**Responsible Committee must not proceed with policy document review or development. Consider feedback provided by Academic Senate.**
ITEM 10.1  EDUCATIONAL LEADERSHIP AND LEADING TEACHING
NEW SPECIALISATIONS

This item was considered and recommended for approval by Academic Senate at the Academic Standards and Quality Committee held on 28 April 2015.

For approval.
### General

<table>
<thead>
<tr>
<th>Name of Specialisation</th>
<th>Educational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this specialisation an exit specialisation only (i.e. not available for admission)? No</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
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<td>Location</td>
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<td>Owning Department</td>
<td>Department of Education</td>
</tr>
<tr>
<td>Implementation Timeframe</td>
<td>Implement for 2015</td>
</tr>
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</table>

### Details

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Admission Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines</td>
<td>Published in Handbook, Coursefinder and UAC</td>
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<tr>
<td>Required Supporting Documents</td>
<td>(e.g. Portfolio or CV) Published in Handbook, Coursefinder and UAC</td>
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**Threshold Admission Criteria**

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

<table>
<thead>
<tr>
<th>English Language Requirements</th>
<th>Overall: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language requirements are expressed as an &quot;IELTS or IELTS equivalent&quot; across five categories. Provide IELTS scores against the listed categories. Refer to English Language Requirements</td>
<td>Speaking: 7</td>
</tr>
<tr>
<td></td>
<td>Listening: 7</td>
</tr>
<tr>
<td></td>
<td>Writing: 7</td>
</tr>
<tr>
<td></td>
<td>Reading: 7</td>
</tr>
</tbody>
</table>

**Awards**

- Award(s) to which this specialisation belongs
  - Master of Education

### Requirements

- Upload Specialisation template. Templates are available from [here](#).
- Requirements file has been uploaded. To view the requirements download the file [FHS PG S EduLea ID113-1.xlsx](#)
- Does this specialisation belong to a level 9 Masters? Yes
  - Capstone or Professional-practice
  - EDCN851 Innovation and Change in Educational Organisations
**Specification**

**Overview and Aims of the Program**

Short introduction to the program and its context, important and distinctive features, and educational aims. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

This specialisation invites students to enhance their knowledge, skill and understanding of the theory and practice of educational leadership in educational institutions, systems and jurisdictions in contemporary society. Students will be exposed to the most recent developments in the scholarship and research in Educational Leadership, and the tasks they complete will enable them to apply this to their own educational context. The critical thinking, knowledge management and communicative capacities students will develop can serve to not only enhance the contribution to the agility of their educational institution, but also the learning of those they teach, the capacities of their professional community, and lay the foundation for their own lifelong learning.

**Program Learning Outcomes**

Provide Program Learning Outcomes under the categories shown. The Graduate Capabilities should be referenced against each relevant Program Learning Outcome. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

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

- Demonstrate an advanced, specialised and integrated knowledge and scholarly understanding of the theory, policy and practice of educational leadership. (k)
- Synthesise, review and analyse a specialist body of knowledge covering contemporary developments in education at an advanced level relevant to educational leadership. (k, t, j)
- Investigate complex ideas, concepts, problems and theories when working in diverse educational contexts by applying high-order analytical and integrative thinking skills. (k, t, p, j)
- Demonstrate capability in creative questioning, problem finding and problem solving in relation to the practice of educational leadership. (t, p, e)
- Design, implement and evaluate innovations in educational leadership in diverse educational settings and related community contexts. (t, p, c, e, j)
- Demonstrate an understanding of research methodologies in education settings. (k, p, e)
- Apply educational expertise with a high level of personal autonomy, accountability and initiative in undertaking research, policy or program development in a wide variety of educational contexts. (t, p, c, e, j)
- Use a range of communication strategies, media and technologies effectively in designing, implementing or evaluating innovations within educational contexts. (c, e, j)
- Apply knowledge, skills, expert judgment, adaptability and responsibility as an educational leader to develop confident, transformative action in relation to professional responsibilities for justice, inclusion and connectedness to the wider community. (c, j)
- The number of PLOs that a program should have is not specified. As a guide, between eight and twelve PLOs would be a reasonable number.
- PLOs are made publicly available and so will be read by a wide audience. When writing PLOs it is useful to ask "is this written in a way which would be intelligible, accessible and meaningful to our students and prospective students?". Generally speaking, learning outcomes should be expressed in a form that includes action verbs, describing something your students can actually do, and can be assessed to have successfully done, like "identify", "describe" or "differentiate".
- The AQF asks that PLOs should address the areas of Knowledge and Understanding, Skills and Capabilities, and the Application of Knowledge and Skills. It isn’t necessary for each PLO to be classified under one of these headings. However it is important for the overall collection of PLOs for a program to clearly address all of these factors.
- Each program learning outcome should be mapped to the graduate capabilities it fosters, using the standard letter codes given.

**Learning and Teaching Methods**

Describe the mix of learning and teaching methods used in the program. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

Students will be encouraged and supported in this program to develop their knowledge, skills and understandings of educational leadership through a variety of collaborative and individual activities.
- The formation of learning communities within the teaching and learning program enables students to draw on the expertise of both course leaders and practising professionals in identifying key issues and working towards evidence-based solutions relevant to a diversity of contexts.
- We explore the international educational research and literature utilising the Macquarie University library’s state-of-the-art electronic databases and other resources to inform and improve students’ local practice. Discussion groups explore the significant issues in education today.
- The learning and teaching activities are also designed to assist students in addressing professional standards for leadership that are made available in Australian education and in other jurisdictions.
- Students’ learning in the program will take place through acquisition of new knowledge, inquiry, collaboration and discussion and their application to self-identified workplace challenges.

**Assessment**

Describe the assessment methods that will be used to assess the learning outcomes. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

Assessment is on the basis of submission of individual or group work in a number of formats that may include:
- contributions to the learning of others in discussion groups and seminars
- development of reflective journals and papers
- individual projects integrated with workplace initiatives
- literature reviews to identify research trends and focus
- the development of individual or group presentations
- written tests comprising short answer and multiple choice questions
- online discussions, blogs and twitter
- peer-assessed work in progress reports
- essays and case studies
- independent investigations supported by an academic
- professional or research conference attendance and written critique
- preparation of papers for a professional publication.

Learning activities are designed to scaffold assessment tasks. The program incorporates both formative and summative feedback on the assessment tasks which are designed to support students in achieving a high standard of professional writing appropriate to the educational leader's role. A capstone unit enables students to draw their learning together across the program.

### Graduate Destinations and Employability

Describe the career opportunities for graduates of this program. Describe how students are prepared for the world of work, training and/or further study. Refer to senate.mq.edu.au/apc/resources.html.

### Assessment Regulations

Identify any approved dispensation at the specialisation level from the assessment regulations that applicants are likely to need to know about or any special features of the regulations, which have not been identified at the program level such as accrediting body requirements. Refer to senate.mq.edu.au/apc/resources.html.

### Mapping of Program Learning Outcomes to Units

Formal qualifications, RPL (where offered). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

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

To view the requirements download the file Map FHS PG S EduLea ID113-2.xlsx

### RPL

#### Recognition of Prior Learning

(if relevant)

Describe how the recognition of prior learning will be applied for admission to this program and/or for the granting of credit. Only list that information of specific relevance to this program, information of a more general nature should be provided in the Departmental RPL plan. Refer to senate.mq.edu.au/apc/resources.html.

Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of granting credit towards, or admission into, a program. The recognition of these forms of learning is enabled by the University’s Recognition of Prior Learning (RPL) Policy and its associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer to the Departmental RPL Plan, which describes the evidential requirements and approval processes for recognising prior learning for entry or credit in this program.

### Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Robertson</td>
<td>9849</td>
<td><a href="mailto:greg.robertson@mq.edu.au">greg.robertson@mq.edu.au</a></td>
<td>Mon - 16/2/15</td>
<td>Director</td>
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<tr>
<td>Lori Lockyer</td>
<td>9816</td>
<td><a href="mailto:lori.lockyer@mq.edu.au">lori.lockyer@mq.edu.au</a></td>
<td>Tue - 17/2/15</td>
<td>Head of Department</td>
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<tr>
<td>Lia Saunders</td>
<td>7962</td>
<td><a href="mailto:lia.saunders@mq.edu.au">lia.saunders@mq.edu.au</a></td>
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<td>FSQC</td>
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<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:Pamela.coutts@mq.edu.au">Pamela.coutts@mq.edu.au</a></td>
<td>Thu - 19/2/15</td>
<td>Faculty Board</td>
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</table>
**AWARD NAME:** Master of Education

**Handbook code (for renewals):** EDUC12M

**General requirements:**
- Minimum number of credit points: 48
- Minimum number of credit points at 800 level or above with EDCN or EDUC prefix: 40
- Completion of other specific minimum requirements as set out below

**Specific minimum requirements:**

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<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit CP</th>
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<th>Total</th>
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<tbody>
<tr>
<td>Required</td>
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<td>EDCN800</td>
<td>Introduction to Educational Research</td>
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<td>Required</td>
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<td>EDCN851</td>
<td>Innovation and Change in Educational Organisations</td>
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<tr>
<td>Required</td>
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<tr>
<td>Required</td>
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<td>EDCN812</td>
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<td>Required</td>
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<td>Learning Technologies: Contexts and Future</td>
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<td>EDCN841</td>
<td>Educational Institutions as Organisations</td>
<td>4</td>
<td>12</td>
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<tr>
<td>or</td>
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<td>EDUC869</td>
<td>Higher Education Contexts and Futures</td>
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<tr>
<td>Required</td>
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<td>EDCN871</td>
<td>Learning and Teaching in Higher Education</td>
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<tr>
<td>Required</td>
<td></td>
<td>EDCN843</td>
<td>Quality, Performance and Regulation in Higher Education</td>
<td>4</td>
<td>12</td>
<td>12</td>
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<td>one of</td>
<td>1 specialisation and 12cp</td>
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<td>2 specialisations</td>
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</table>

**TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM**

48


Postgraduate Specialisation Template

SPECIALISATION NAME:
Educational Leadership

Awards to which this specialisation belongs:
Master of Education EDUC12M

Handbook code (for renewals only):

Requirements for the Specialisation:
Completion of a minimum of 12 credit points including the following prescribed units:

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
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<tr>
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<td>12cp from</td>
<td>EDCN842</td>
<td>Leadership for Learning</td>
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<td></td>
<td>EDCN847</td>
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<td>Human Resource Management in Education</td>
<td>4</td>
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<td>EDCN844</td>
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<td>Organisation of School Education</td>
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<td>EDCN831</td>
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<td>Leading the Learning of New Teachers</td>
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<tr>
<td></td>
<td>either</td>
<td>EDCN806</td>
<td>Individual Education Project 1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>EDCN807</td>
<td>Individual Education Project 2</td>
<td>4</td>
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TOTAL CREDIT POINTS REQUIRED TO SATISFY THIS SPECIALISATION

12

as at 28/04/2015
<table>
<thead>
<tr>
<th>Program learning outcomes (and postgraduate capabilities)</th>
<th>EDCN800</th>
<th>EDCN851</th>
<th>EDCN804</th>
<th>EDCN812</th>
<th>EDCN841</th>
<th>EDCN861</th>
<th>EDCN842</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an advanced, specialised and integrated knowledge and scholarly understanding of the theory, policy and practice of educational leadership. (k)</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>Investigate complex ideas, concepts, problems and theories when working in diverse educational contexts by applying high-order analytical and integrative thinking skills. (k, t, p, j)</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>Demonstrate capability in creative questioning, problem finding and problem solving in relation to the practice of educational leadership. (t, p, e)</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>Design, implement and evaluate innovations in educational leadership in diverse educational settings and related community contexts. (t, p, c, e, j)</td>
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<td>Demonstrate an understanding of research methodologies in education settings. (k, p, e)</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>Use a range of communication strategies, media and technologies effectively in designing, implementing or evaluating innovations within educational contexts. (c, e, j)</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>Option set</td>
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<td>EDCN831</td>
<td>EDCN806</td>
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- Speaking: 7
- Listening: 7
- Writing: 7
- Reading: 7

#### Awards

- Graduate Certificate of Education Studies

#### Requirements

- Requirements file has been uploaded.
- To view the requirements download the file FHS PG S LeaTea ID180-2.xlsx

#### Level 9 Masters

- Does this specialisation belong to a level 9 Masters? No

#### New Unit Requirements

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

Overview and Aims of the Program
Short introduction to the program and its context, important and distinctive features, and educational aims. Refer to senate.mq.edu.au/apc/resources.html.

Program Learning Outcomes
Provide Program Learning Outcomes under the categories shown. The Graduate Capabilities should be referenced against each relevant Program Learning Outcome. Refer to senate.mq.edu.au/apc/resources.html.

Learning and Teaching Methods
Describe the mix of learning and teaching methods used in the program. Refer to senate.mq.edu.au/apc/resources.html.

Assessment
Describe the assessment methods that will be used to assess the learning outcomes. Refer to senate.mq.edu.au/apc/resources.html.

Graduate Destinations and Employability
Describe the career opportunities for graduates of this program. Describe how students are prepared for the world of work, training and/or further study. Refer to senate.mq.edu.au/apc/resources.html.

Assessment Regulations
Identify any approved dispensation at the specialisation level from the assessment regulations that applicants are likely to need to know about or any special features of the regulations, which have not been identified at the program level such as accrediting body requirements. Refer to senate.mq.edu.au/apc/resources.html.

Professional Accreditation
(If relevant)
Provide details of the professional body and timeframe.

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

This specialisation is designed to prepare teachers for Lead Teaching positions in Australian schools. There is an emphasis on: using student assessment data to evaluate existing educational programs; drawing upon current educational research and scholarship to identify potential solutions to weaknesses in those programs; leading initiatives to improve student learning; and mentoring and coaching teachers to enhance their knowledge, practice and engagement with the school's learning community.

By the end of this program it is anticipated you should be able to:
- use student assessment data to identify strengths and weaknesses of existing educational programs
- analyse, synthesise and critically review current scholarship and research on effective teaching and learning in a non-technical way
- initiate and lead activities that focus on improving educational opportunities for students from diverse linguistic, cultural, religious and socio-economic backgrounds
- understand how to mentor and coach teachers in order to enhance their knowledge, practice and engagement in their school’s learning community

The number of PLOs that a program should have is not specified. As a guide, between eight and twelve PLOs would be a reasonable number.

PLOs are made publicly available and so will be read by a wide audience. When writing PLOs it is useful to ask "is this written in a way which would be intelligible, accessible and meaningful to our students and prospective students?". Generally speaking, learning outcomes should be expressed in a form that includes action verbs, describing something your students can actually do, and can be assessed to have successfully done, like "identify", "describe" or "differentiate".

The AQF asks that PLOs should address the areas of Knowledge and Understanding, Skills and Capabilities, and the Application of Knowledge and Skills. It isn’t necessary for each PLO to be classified under one of these headings. However it is important for the overall collection of PLOs for a program to clearly address all of these factors.

Each program learning outcome should be mapped to the graduate capabilities it fosters, using the standard letter codes given.

You will be encouraged in this program to acquire relevant skills, knowledge and understanding through a range of independent and collaborative activities. You will read widely from documents including scholarly literature, reports and government policy documents, and you will be expected to draw upon your own professional experiences and reflect upon these in the context of relevant theories and scholarship. Based on the theoretical study and your understandings from the literature, as well as your experiences and your particular educational situation, you will participate in discussions (real and/or virtual) where you will be able to challenge and learn from the ideas and views of others.

All students are expected to be active participants in a range of online activities, which may include participating in or leading group discussions; peer review of the work of other students; and presentations to your fellow students. Online activities use a variety of stimuli and approaches that take advantage of the online medium.

Assessment is made on the submission of individual coursework and may include components which reflect your participation in online work. Many assessment tasks will encourage you to relate your new learning to your own particular educational and working context.

Clear standards and criteria for coursework, what is assessed, and how it is assessed, are included in each unit guide. The coursework is designed to develop and assess your ability to appraise and apply theory, policy and practice to higher education contexts. The program incorporates formative and summative feedback. Both forms of feedback are extremely important and provide you with information and guidance on your development and progress. Feedback may be provided in written form or in discussion with peers and teachers.

The Leading Teaching specialisation is designed to prepare teachers for Lead Teacher positions in Australian schools. Those who wish to extend and expand their knowledge of Advanced Practices in Learning and Teaching, Information and Communication Technologies in Education, and Educational Leadership can articulate into either the Master of Education or the Master of Educational Leadership degrees.

This program is subject to Macquarie University regulations, including but not limited to those specified in the Assessment Policy, Academic Honesty Policy, the Final Examination Policy and relevant University Rules. For all approved University policies, procedures, guidelines and schedules, visit: mq.edu.au/policy.
Mapping of Program Learning Outcomes to Units

Formal qualifications, RPL (where offered). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

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

To view the requirements download the file Map FHS PG S LeaTea JD180-4.xlsx

RPL

Recognition of Prior Learning
(if relevant)

Describe how the recognition of prior learning will be applied for admission to this program and/or for the granting of credit. Only list that information of specific relevance to this program, information of a more general nature should be provided in the Departmental RPL plan. Refer to senate.mq.edu.au/apc/resources.html.

Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of granting credit towards, or admission into, a program. The recognition of these forms of learning is enabled by the University’s Recognition of Prior Learning (RPL) Policy and its associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer to the Departmental RPL Plan, which describes the evidential requirements and approval processes for recognising prior learning for entry or credit in this program.

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext.</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Robertson</td>
<td>9849</td>
<td><a href="mailto:greg.robertson@mq.edu.au">greg.robertson@mq.edu.au</a></td>
<td>Wed - 18/3/15</td>
<td>Director</td>
</tr>
<tr>
<td>Lori Lockyer</td>
<td>9816</td>
<td><a href="mailto:lori.lockyer@mq.edu.au">lori.lockyer@mq.edu.au</a></td>
<td>Wed - 18/3/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
<td>Thu - 19/3/15</td>
<td>FSQC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Returned for modifications discussed at FSQC</td>
</tr>
<tr>
<td>Greg Robertson</td>
<td>9849</td>
<td><a href="mailto:greg.robertson@mq.edu.au">greg.robertson@mq.edu.au</a></td>
<td>Thu - 19/3/15</td>
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<tr>
<td>Lori Lockyer</td>
<td>9816</td>
<td><a href="mailto:lori.lockyer@mq.edu.au">lori.lockyer@mq.edu.au</a></td>
<td>Thu - 19/3/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
<td>Tue - 31/3/15</td>
<td>FSQC</td>
</tr>
<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
<td>Wed - 8/4/15</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

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

**SPECIALISATION NAME:** Leading Teaching

**Awards to which this specialisation belongs:** Graduate Certificate of Education Studies EDST32C

**Handbook code (for renewals only):**

### Requirements for the Specialisation:
Completion of a minimum of 16 credit points including the following prescribed units:

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>EDCN804</td>
<td>Current Topics in Education 1</td>
<td>4  4  4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EDCN814</td>
<td>Assessment Issues</td>
<td>4  4  4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EDCN831</td>
<td>Leading the Learning of New Teachers</td>
<td>4  4  4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EDCN806</td>
<td>Individual Education Project 1</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EDCN812</td>
<td>Curriculum Studies</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EDCN813</td>
<td>Advanced Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EDCN842</td>
<td>Leadership for Learning</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EDCN862</td>
<td>Designing Technology-based Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EDCN865</td>
<td>Learning Technologies in Practice</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EDCN873</td>
<td>Reflective Practice in Education</td>
<td>4  4  4</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT POINTS REQUIRED TO SATISFY THIS SPECIALISATION** 16
### Mapping of Program Learning Outcomes (PLOs) to Units

**Name of Award:** Graduate Certificate of Education Studies  
**Name of Major/Specialisation:** Leading Teaching

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Postgraduate Capabilities*</th>
<th>Required Units</th>
<th>Electives (one of)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use student assessment data to identify strengths and weaknesses of existing educational programs</td>
<td>X, T, P, I, C, J, L</td>
<td>EDCN804</td>
<td>EDCN814 EDCN831 EDCN806 EDCN812 EDCN813 EDCN842 EDCN862 EDCN865 EDCN873</td>
</tr>
<tr>
<td>Analyse, synthesise and critically review current scholarship and research on effective teaching and learning in a non-technical way</td>
<td>X, T, P, I, C, J, L</td>
<td>EDCN804</td>
<td>EDCN814 EDCN831 EDCN806 EDCN812 EDCN813 EDCN842 EDCN862 EDCN865 EDCN873</td>
</tr>
<tr>
<td>Initiate and lead activities that focus on improving educational opportunities for students from diverse linguistic, cultural, religious and socio-economic backgrounds</td>
<td>X, T, P, I, C, J, L</td>
<td>EDCN804</td>
<td>EDCN814 EDCN831 EDCN806 EDCN812 EDCN813 EDCN842 EDCN862 EDCN865 EDCN873</td>
</tr>
<tr>
<td>Understand how to mentor and coach teachers in order to enhance their knowledge, practice and engagement in their school’s learning community</td>
<td>X, T, P, I, C, J, L</td>
<td>EDCN804</td>
<td>EDCN814 EDCN831 EDCN806 EDCN812 EDCN813 EDCN842 EDCN862 EDCN865 EDCN873</td>
</tr>
</tbody>
</table>

**Contribution to achievement of PLO**

- **✓** pre-requisite or small contribution to PLO
- **✓✓** moderate contribution to PLO
- **✓✓✓** major contribution to PLO

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

### Comments

1. It is expected that each unit will be mapped to a subset of PLOs and Graduate Capabilities, not routinely to all.
2. Any pathway through an award must be able to satisfy all PLOs, i.e., if one PLO is met by units in one option set only, all units within the option set must include that mapping.
3. Option sets MUST be included if they are needed for coverage of any PLO.
4. Option sets MAY be omitted if they do not make any unique contribution to PLO coverage.
5. Additional option sets should be added as needed.

---

**Macquarie University Graduate Capabilities**

**Cognitive capabilities**
- (K) discipline-specific knowledge and skills
- (T) critical, analytical and integrative thinking
- (P) problem-solving and research capability
- (I) creative and innovative

**Interpersonal or social capabilities**
- (C) effective communication
- (E) engaged and ethical local and global citizens
- (A) socially and environmentally active and responsible

**Personal capabilities**
- (J) capable of professional and personal judgement and initiative
- (L) commitment to continuous learning
ITEM 10.2  GRADUATE CERTIFICATE OF APPLIED FINANCE Post–MAppFin NEW AWARD

This item was considered and recommended for approval by Academic Senate at the Academic Standards and Quality Committee held on 28 April 2015.

For approval.
Currently logged in:
Rebecca Ball

General

The Education Services for Overseas Students (ESOS) Act 2000, and The National Code of Practice govern the delivery of courses to International students. All programs of study offered to International students studying in Australia on a student visa must have a CRICOS code and comply with these provisions. This includes the requirement that holders of an international student visa maintain full-time enrolment. Therefore, consultation with Macquarie International will be required prior to submission.

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Graduate Certificate of Applied Finance Post-MAppFin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this award an exit award only (i.e., not available for admission)? No</td>
</tr>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 8 Graduate Certificate</td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>6 months FTE</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde, Sydney CBD</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>If other, provide details AFC Terms 1, 2, 3 and 4</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Applied Finance Centre</td>
</tr>
<tr>
<td>Implementation Timeframe</td>
<td>Implement for 2015</td>
</tr>
<tr>
<td>Rationale</td>
<td>To provide a 2 year FT option for full-time students in conjunction with the existing 1.5 year FT Master of Applied Finance (MAppFin). Admission to this program requires successful completion of Macquarie University’s MAppFin. It will consist of 16 credit points drawn from the existing roster of electives which the student has not already completed in the MAppFin. International Office believe that a two year option will greatly enhance their ability to recruit international students into the MAppFin program. By taking additional electives the students will be able to broaden their areas of in-depth specialisation, which together with the professional work experience required to enter the MAppFin program should make these international graduates significantly more attractive to employers. The proposed name, prerequisites and structure of the award essentially mirror the MGSM’s existing Graduate Certificate of Management Post-MBA award.</td>
</tr>
<tr>
<td>Replacement</td>
<td>Does the proposed award replace an existing award? No</td>
</tr>
</tbody>
</table>

Details

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Admission Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines) Published in Handbook, Coursefinder and UAC</td>
</tr>
</tbody>
</table>
Successful completion of the requirements for Macquarie University's Master of Applied Finance degree

**Required Supporting Documents**
(e.g. Portfolio or CV)
Published in Handbook, Coursefinder and UAC
N/A

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

<table>
<thead>
<tr>
<th>English Language Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language requirements are expressed as an “IELTS or IELTS equivalent” across five categories. Provide IELTS scores against the listed categories. Refer to English Language Requirements</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the award structured on Specialisations? No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload Program Structure template. Templates are available from here. Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document</td>
</tr>
</tbody>
</table>

Requirements file has been uploaded. To view the requirements download the file FBE PG A GraAppFinPostMap ID156-1.xlsx

<table>
<thead>
<tr>
<th>New Unit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will new units be required for the program structure? No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Award Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a professional named award (accredited award)? No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Accreditation (if relevant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide details of the professional body and timeframe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Articulated/Nested Award Arrangements (if relevant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this award have Articulated/Nested Award Arrangements? No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to Section 1 of the CRICOS Application Guide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working with Children Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students require a working with Children Check? No</td>
</tr>
</tbody>
</table>

---

### Specification

**Overview and Aims of the Program**
Short introduction to the program and its context, important and distinctive features, and educational aims. Refer to senate.mq.edu.au/apc/resources.html.

The Graduate Certificate of Applied Finance Post-MAppFin provides students who have successfully completed all the requirements of the Master of Applied Finance award an opportunity to study further, broadening their areas of in-depth specialisation. Successful completion of the additional elective units incorporated into this program, together with the professional work experience required to enter the Master of Applied Finance program, will significantly enhance these students’ attractiveness to employers.

**Program Learning Outcomes**
Provide Program Learning Outcomes under the categories shown. The Graduate Capabilities should be referenced against each relevant Program Learning Outcome. Refer to senate.mq.edu.au/apc/resources.html.

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

1. Demonstrate specialised knowledge of the key theories, concepts, practices and recent developments in applied finance (K).
2. Demonstrate specialised technical skills in applied finance (K).
3. Evaluate established knowledge and analyse issues in applied finance (T).
4. Apply solutions to problems in applied finance using professional judgment (P & J).
5. Effectively communicate to diverse audiences (C).
6. Identify contemporary industry challenges and ethical issues in a global applied financial context (E & J).

The number of PLOs that a program should have is not specified. As a guide, between eight and twelve PLOs would be a reasonable number. PLOs are made publicly available and so will be read by a wide audience. When writing PLOs it is useful to ask “is this written in a way which would be intelligible, accessible and meaningful to our students and prospective students?”. Generally speaking, learning outcomes should be expressed in a form that includes action verbs, describing something your students can actually do, and can be assessed to have successfully done, like “identify”, “describe” or “differentiate”.

The AQF asks that PLOs should address the areas of Knowledge and Understanding, Skills and Capabilities, and the Application of Knowledge and Skills. It isn’t necessary for each PLO to be classified under one of these headings. However it is important for the overall collection of PLOs for a program to clearly address all of these factors.
Each program learning outcome should be mapped to the graduate capabilities it fosters, using the standard letter codes given.

**Learning and Teaching Methods**

Describe the mix of learning and teaching methods used in the program. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

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

The units in this program are all elective units from our Master of Applied Finance (MAppFin) which emphasises face-to-face learning in real time and is recognised by industry for the applied nature of the learning environment. We cater to a variety of learning styles. You will join with the MAppFin students and have the opportunity to learn through independent and collaborative study, peer discussion, reflective practice, and self-directed methods.

Our learning and teaching strategies include:

- **“Applied” Focus:** The MAppFin is a practitioner-oriented program. While academically rigorous, it has a strong practical emphasis with a strong focus on “real world” issues. It focuses directly on how finance is practiced today and provides the conceptual framework to allow you to understand and influence what happens tomorrow.

- **Quality Teaching Faculty:** All our faculty members have hands-on industry experience, adding a uniquely practical edge to their teaching.

- **Focus on Real World Finance:** We are committed to making sure that students gain knowledge and skills that are relevant in today’s financial environment. Our course structure and program content have been designed to ensure that you learn how finance works in the world, not just in theory. Our teaching faculty share insights from their own careers and use a range of case studies to highlight important concepts.

- **Student Experience:** MAppFin students are industry professionals from across many sectors, meaning that you learn from each other’s experiences as well as those of the teaching faculty. We only accept students who are able to add value to the group and contribute generously to discussions.

- **Content:** Our program combines depth of content and breadth of subject areas, meaning that you learn from each other’s experiences as well as those of the teaching faculty. We only accept students who are able to add value to the group and contribute generously to discussions.

These strategies are applied utilising the following key teaching methods:

- **Lectures:** The MAppFin is taught in modern classrooms utilising interactive technologies. You are encouraged to “BYOD” (Bring Your Own Device) which supports real-time teaching aids using technology, when solving problems or understanding models. Case study analysis is a key component of the curriculum, as you genuinely apply your understanding of finance to real-world issues.

- **On-line Media:** You will have access to a variety of on-line resources to facilitate and enrich your learning process. Units in this program make use of on-line resources such as lecture notes, learning activities, spreadsheet models, discussion forums, readings, video clips, links to external resources and sample exams.

- **Independent Learning:** You will have the opportunity to engage in a variety of self-directed study projects.

- **Group Learning:** You will have the opportunity to engage in on-line discussion forums, peer review and reflective exercises. Selected tasks may involve group work, enabling collaborative and creative approaches to deconstructing and solving problems.

- **Feedback:** You will receive formative feedback from lecturers to monitor performance and indicate improvements necessary.

**Assessment**

Describe the assessment methods that will be used to assess the learning outcomes. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

**NOTE:** If this award is structured on specialisations, the Assessment details should be provided via the relevant Specialisation form.

Assessment for this program is predominantly based on a student’s individual performance.

Various tasks are used to assess your cognitive, integrative and professional capabilities. Assessment tasks may include:

- Written assignments within traditional academic forms and / or pertinent to simulation of relevant industry application;

- On-line quizzes;

- Reflective journal. You are encouraged to reflect on your learning throughout the course;

- Group work to assess the learning outcomes of collaborative and communication skills;

- Engagement in discussions, including oral presentations in professional contexts; and

- Final examinations.

Clear standards and criteria for what is assessed and how it is assessed, are contained in each unit guide. Students are given formative feedback following each assessment task.

**Support for Learning**

Describe how learners are supported in the program. This might include descriptions of induction, staff expertise or standing, pastoral and academic support, academic advising, resources etc. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

Macquarie University aspires to be an inclusive and supportive community of learners where all students are given the opportunity to meet their academic and personal goals. The University offers a comprehensive range of free and accessible student support services which include academic advice, counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk billing medical service located on campus.

Further information can be found at [www.students.mq.edu.au/support](http://www.students.mq.edu.au/support).

Campus Wellbeing contact details:
- Phone: +61 2 9850 7497
- Email: campuswellbeing@mq.edu.au
- www.students.mq.edu.au/support/health_and_wellbeing/contact_us

**Program Standards and Quality**

Describe the principal mechanisms by which the standards and quality of provision are maintained, assured and enhanced. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

The program is subject to an ongoing comprehensive process of quality review in accordance with a pre-determined schedule that complies with the Higher Education Standards Framework. The review is overseen by Macquarie University’s peak academic governance body, the Academic Senate and takes into account feedback received from students, staff and external stakeholders.
In addition, at Macquarie Applied Finance Centre, we believe that active industry partnerships are crucial to the ongoing strength and relevance of our program. We regularly engage and consult with industry bodies and finance professionals to ensure that our services remain at the forefront of financial education in both Australia and throughout the Asia Pacific region. This means that we continue to create the best possible career outcomes for our graduates, as well as enhancing the reputation of the MAppFin qualification.

**Graduate Destinations and Employability**

Describe the career opportunities for graduates of this program. Describe how students are prepared for the world of work, training and/or further study. Refer to senate.mq.edu.au/apc/resources.html.

There is a wide variety of career opportunities for successful graduates with roles within the finance industry and the corporate world both in Australia and overseas.

Potential employers include banks, investment banks, corporates, insurance companies, investment managers, superannuation managers, brokers, venture capital firms, project finance companies, risk management firms, and advisory and consulting firms.

**Assessment Regulations**

Identify any approved dispensation from the assessment regulations that applicants are likely to need to know about or any special features of the regulations, such as accrediting body requirements. Refer to senate.mq.edu.au/apc/resources.html.

This program is subject to Macquarie University regulations, including but not limited to those specified in the Assessment Policy, Academic Honesty Policy, the Final Examination Policy and relevant University Rules. For all approved University policies, procedures, guidelines and schedules, visit: mq.edu.au/policy/

**Mapping of Program Learning Outcomes to Units**

Formal qualifications, RPL (where offered). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

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

To view the requirements download the file Map FBE PG A GraAppFinPosMap ID156-1.xlsx

**RPL**

**Recognition of Prior Learning**

(if relevant)

Describe how the recognition of prior learning will be applied for admission to this program and/or for the granting of credit. Only list that information of specific relevance to this program, information of a more general nature should be provided in the Departmental RPL plan. Refer to senate.mq.edu.au/apc/resources.html.

Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of granting credit towards, or admission into, a program. The recognition of these forms of learning is enabled by the University’s Recognition of Prior Learning (RPL) Policy and its associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer to the Departmental RPL Plan, which describes the evidential requirements and approval processes for recognising prior learning for entry or credit in this program.

No RPL will be recognised for units already taken in the pre-requisite MAppFin program.

**Justification**

**Market Analysis**

Explain how the proposed new award fits with the Faculty’s Learning and Teaching Plan providing specific examples. Demonstrate how this is consistent with the University’s Academic Plan. Refer to http://mq.edu.au/about/strategy/academicplan.html

For awards which will be offered to the International market, explain why this award will be attractive to International students.

For assistance please contact Nicola Bate, Associate Director, Business Development, Macquarie International (ext 1190).

Domestic Market

The award provides an opportunity for graduates and graduands of the Master of Applied Finance (MAppFin) to broaden their areas of in-depth specialisation. Together with the professional work experience required to enter their pre-requisite MAppFin program, this will significantly enhance their attractiveness to employers.

No additional units are needed to offer this award - they are all electives within the Master of Applied Finance.

International Market (if relevant)

To provide a 2 year FT option for international full-time students in conjunction with the existing 1.5 year FT Master of Applied Finance (MAppFin).

International Office believe that a two year option will greatly enhance their ability to recruit international students into the MAppFin program. By taking additional electives the students will be able to broaden their areas of in-depth specialisation, which together with the professional work experience required to enter the MAppFin program should make these international graduates significantly more attractive to employers.

**Macquarie Advantages**

If an established need is recognised for the proposed award, explain how Macquarie University provides a desirable or unique opportunity for the successful establishment of the proposed award. Determine in what way your proposal is different from similar awards offered by competitors.

N/A

<table>
<thead>
<tr>
<th>Competitive Offerings</th>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### Consultation

**Library Consultation:** Address whether library resources and services are available to support the proposed new unit. If new library resources, services or staffing are required, detail these and give an estimate of the initial start-up cost and ongoing annual cost.

**Research Librarian:** Phanh Oudomlith  **Date:** 27 March 2015

**Summary Impact Information**

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

---

### Stakeholder Consultation

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

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td>No new units, part of a suite of offerings by AFC</td>
</tr>
</tbody>
</table>

---

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

Please address:

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

All the units available under this award are elective units within the Master of Applied Finance. Students from both programs will sit in the same classes. No additional resources will be required.

---

### Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Full-time and Part-time Students</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated number of Full-time students</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award: 9
Number of domestic students expected to enrol in this award: 1

---

### Library and LTC Staff Consultation

The below sections need to be filled in by Library and LTC staff respectively prior to submission to your Head of Department. Relevant staff members can be found as follows:

**Library:** view a list of Research Librarians at [www.mq.edu.au/on_campus/library/research/research_librarians](http://www.mq.edu.au/on_campus/library/research/research_librarians)

**Learning and Teaching Centre:** view a list of faculty Educational Developers at [www.mq.edu.au/about_us/offices_and_units/lte/lte_contacts#eddev](http://www.mq.edu.au/about_us/offices_and_units/lte/lte_contacts#eddev) or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:

1. The name and unit code for this unit

They should already have an account to access the system, but if not, they can contact the Curriculum and Planning team for assistance in creating one (email: curriculum@mq.edu.au).

You can proceed to any other part of this webform, but should only submit for approval when these sections have been completed.
International

All new awards offered to International Students must comply with the ESOS Act (2000), the National Code of Practice, and have a CRICOS Code. The following provisions are mandatory for CRICOS registration:

- Providers may only offer courses to International students on a full-time basis (Part C.S.7.1)
- International students may take no more than 25 per cent of their course online or by distance education (Part C.S.9)
- International students must be enrolled in at least one face-to-face subject in each compulsory teaching period (Part C.S.9)

Certification

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department. Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

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

Name of MI representative: Helen McConachie Date: 09/04/2015

Comments
Based on the above responses, this program would meet the requirements for international students.

Other

Student Liability Category
Fee Paying

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

External Benchmarks
Since all the units in the Graduate Certificate of Applied Finance Post-MAppFin are elective units in the MAppFin, external benchmarking of the program will be undertaken, to the extent possible, concurrently with the MAppFin program.

The MAppFin program is benchmarked informally:
- Through the Macquarie Applied Finance Centre (MAFC) Advisory Committee: The MAFC uses the Advisory Committee’s advice on industry needs and emerging trends in order to remain relevant and
### Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rob Trevor</td>
<td>8447</td>
<td><a href="mailto:rob.trevor@mafc.mq.edu.au">rob.trevor@mafc.mq.edu.au</a></td>
<td>Tue - 17/2/15</td>
<td>Director</td>
</tr>
<tr>
<td>Joanna Sabri</td>
<td>1157</td>
<td><a href="mailto:joanna.sabri@mq.edu.au">joanna.sabri@mq.edu.au</a></td>
<td>Fri - 6/3/15</td>
<td>Faculty Board, Supported in principle at 6/03/2015 Faculty Board meeting, pending name change.</td>
</tr>
<tr>
<td>Joanna Sabri</td>
<td>1157</td>
<td><a href="mailto:joanna.sabri@mq.edu.au">joanna.sabri@mq.edu.au</a></td>
<td>Tue - 10/3/15</td>
<td>Director, Argument noted regarding the analogue of name based on previous ASQC discussion</td>
</tr>
<tr>
<td>Rob Trevor</td>
<td>8447</td>
<td><a href="mailto:rob.trevor@mafc.mq.edu.au">rob.trevor@mafc.mq.edu.au</a></td>
<td>Thu - 9/4/15</td>
<td>Director, Amendments as per advice from FSQC and ASQC's &quot;critical friend&quot;</td>
</tr>
<tr>
<td>Kevin Jameson</td>
<td>9443</td>
<td><a href="mailto:kevin.jameson@mq.edu.au">kevin.jameson@mq.edu.au</a></td>
<td>Thu - 9/4/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Helen Boneham</td>
<td>4813</td>
<td><a href="mailto:helen.boneham@mq.edu.au">helen.boneham@mq.edu.au</a></td>
<td>Thu - 16/4/15</td>
<td>FSQC, Returned for amendments as advised by FSQC.</td>
</tr>
<tr>
<td>Rob Trevor</td>
<td>8447</td>
<td><a href="mailto:rob.trevor@mafc.mq.edu.au">rob.trevor@mafc.mq.edu.au</a></td>
<td>Thu - 16/4/15</td>
<td>Director, Amendments as per advice from FSQC and ASQC's &quot;critical friend&quot;</td>
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<tr>
<td>Anne Cooper</td>
<td>7073</td>
<td><a href="mailto:anne.cooper@mafc.mq.edu.au">anne.cooper@mafc.mq.edu.au</a></td>
<td>Thu - 16/4/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Anne Ross-Smith</td>
<td>1149</td>
<td><a href="mailto:anne.ross-smith@mq.edu.au">anne.ross-smith@mq.edu.au</a></td>
<td>Thu - 16/4/15</td>
<td>FSQC</td>
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<tr>
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<td>1149</td>
<td><a href="mailto:anne.ross-smith@mq.edu.au">anne.ross-smith@mq.edu.au</a></td>
<td>Thu - 16/4/15</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

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If you experience problems with this site, please email curriculum@mq.edu.au
AWARD NAME: Graduate Certificate of Applied Finance Post-MAppFin

General requirements:
- Minimum number of credit points: 16
- Minimum number of credit points at 600 level: 0
- Minimum number of credit points at 800 level or above: 16
- Completion of other specific minimum requirements as set out below

Specific minimum requirements:

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<thead>
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<td></td>
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<td>AFCP856</td>
<td>Credit and Lending Decisions</td>
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<td>AFCP859</td>
<td>Advanced Valuation for Corporate Finance</td>
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<td>AFCP860</td>
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<td>AFCP861</td>
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<td></td>
<td></td>
<td>AFCP862</td>
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<td>ECFS850</td>
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<td>ECFS871</td>
<td>Risk and Portfolio Construction</td>
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<td>ECFS877</td>
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<td>Debt Capital Markets</td>
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<td>Economics of Financial Markets</td>
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<td>ECFS902</td>
<td>Resources Industry Investment Analysis</td>
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<td>ECFS906</td>
<td>Private Wealth Management</td>
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<td>ECFS992</td>
<td>Hedge Funds</td>
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</tr>
</tbody>
</table>

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM: 16
Demonstrate specialised knowledge of the key theories, concepts, practices and recent developments in applied finance.

Demonstrate specialised technical skills in applied finance.

Evaluate established knowledge and solve issues in applied finance.

Apply solutions to problems in applied finance using professional judgment.

Effectively communicate to diverse audiences.

Identify contemporary industry challenges and ethical issues in a global applied financial context.

Graduate Certificate of Applied Finance Post-MAppFin

**PROGRAM LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Name of Award:</th>
<th>Graduate Certificate of Applied Finance Post-MAppFin</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>ECFS907</th>
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<th>ECFS871</th>
<th>AFCP854</th>
<th>AFCP855</th>
<th>AFCP856</th>
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</table>

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<th>AFCP862</th>
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<th>ECFS908</th>
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</table>

<table>
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<th>ECFS991</th>
<th>ECFS888</th>
<th>ECFS881</th>
<th>ECFS886</th>
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</thead>
</table>

<table>
<thead>
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<th>ECFS896</th>
<th>ECFS850</th>
<th>ECFS879</th>
<th>ECFS845</th>
<th>AFCP849</th>
<th>AFCP853</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><em>Macquarie University Graduate Capabilities</em></th>
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</thead>
<tbody>
<tr>
<td>Cognitive capabilities</td>
</tr>
<tr>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
</tr>
<tr>
<td>(P) problem solving and research capability</td>
</tr>
<tr>
<td>(I) creative and innovative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal or social capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓✓</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>(A) socially and environmentally active and responsible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal capabilities</th>
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</thead>
<tbody>
<tr>
<td>✓</td>
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<tr>
<td>✓</td>
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<table>
<thead>
<tr>
<th>MAPPING OF PROGRAM LEARNING OUTCOMES (PLOs) TO UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Learning Outcomes (PLOs)</strong></td>
</tr>
<tr>
<td>(P)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribution to achievement of PLO*</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any pathway through an award must be able to satisfy all PLOs and Graduate Capabilities, not necessarily all.</td>
</tr>
</tbody>
</table>

| 1. | It is expected that each unit will be mapped to a subset of PLOs and Graduate Capabilities, not routinely to all. |
| 2. | Any pathway through an award must be able to satisfy all PLOs, if at least PLO is met by units in one option set only, all units within the option set must include that mapping. |

| 4. | Option sets MAY be omitted if they do not make any unique contribution to PLO coverage. |

| 5. | Option sets must be included if they do not make any unique contribution to PLO coverage. |

90
ITEM 10.3  PROPOSAL TO CHANGE POSTGRADUATE PROGRAM TITLES

This item was considered and recommended for approval by Academic Senate at the Academic Standards and Quality Committee held on 28 April 2015.

For approval.
ITEM 5.10(i)  PROPOSAL TO CHANGE POSTGRADUATE PROGRAM TITLE

Recommendation:
Change the Masters of Global Health and Development Studies (GLHD11M) to Masters of Development Studies & Global Health

Change the Graduate Certificate in Global Health and Development Studies (GLHD31C) to the Graduate Certificate in Development Studies & Global Health

Justification:
The previous title may have discouraged students interested in taking Development Studies from taking the degree, as it might have appeared that the degree was primarily in Global Health (which is a smaller student population than that interested in Development Studies). Initial feedback from students has suggested that they saw the ‘Development Studies’ as an add-on to the degree in Global Health, rather than the core competency of the program. The name has been identified as a barrier to marketing and enrolment, especially by international students.

The Program Outcomes are Unchanged.

However, the Overview and Aims of the program have been changed (SEE ATTACHED DOCUMENT) to reflect the new title and all other relevant changes.

Consultation Process:
The following offices have been consulted prior to the submission of this paper:
ADL&T, FoA

Recommendations:

Operational Impact:
Arts, Student Services team
Arts, Teaching Support
Curriculum and Planning Team, Macquarie University

Submitted by:
Greg Downey, Head of the Department of Anthropology

For enquiries contact:
Greg Downey, Head of the Department of Anthropology extn: 8079
Overview and Aims of the Program
The Master in Development Studies and Global Health at Macquarie University provides students with a unique opportunity to gain valuable skills and training in the fields of development or global health. Committed to research and teaching at the intersections of anthropology, development studies, human geography and global health, our goal is to train and equip scholars and practitioners with the knowledge and innovative skills needed to address development and health related issues in our globalized world. The Master of Development Studies and Global Health program replaces the Master of Applied Anthropology and the Master of Development Studies and Culture Change programs.

Our approach is characterized by an emphasis on the interactions between the larger global forces shaping health and development and the community and individual experiences and responses to these forces. We thus offer a space for students to theoretically frame and practically address the social, cultural and political-economic dynamics within development, humanitarian and global health practice and how these dynamics coalesce and affect people's lives.

Students take foundational classes in development, research methodology, medical anthropology and applied anthropology. Students choose a specialisation in Development Studies or Global Health (see specialization descriptions), complete a comprehensive coursework program and have the option to engage in an applied, research driven project. The program enables students to gain valuable analytic skills and hands-on experience in ethnographic or social impact assessment methodologies, both increasingly sought after skills in global health and development careers within government, NGOs, the private sector, research and multilateral organizations.

The Master in Development Studies and Global Health is designed for students coming from a variety of academic and professional backgrounds. Graduates from the social sciences, behavioral or health science graduates with some social science background or those with work experience as a development professional, social worker or health professional, for example, would be successful in immersing themselves within our cross-disciplinary dialogue, practice-based learning, and application of theory to development and health challenges.

Program Learning Outcomes

Learning and Teaching Methods

Assessment

Recognition of Prior Learning
Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of granting credit towards, or admission into, a program. The recognition of these forms of learning is enabled by the University’s Recognition of Prior Learning (RPL) Policy and its associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer
to the relevant RPL Plan, which describes the evidential requirements and approval processes for recognizing prior learning for entry or credit in this program. [Links are also provided]

Support for Learning
Macquarie University aspires to be an inclusive and supportive community of learners where all students are given the opportunity to meet their academic and personal goals. The University offers a comprehensive range of free and accessible student support services which include academic advice, counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk billing medical service located on campus. [Contact details are also provided]

Program Standards and Quality
The program is subject to an ongoing comprehensive process of quality review in accordance with a pre-determined schedule that complies with the Higher Education Standards Framework. The review is overseen by Macquarie University's peak academic governance body, the Academic Senate and takes into account feedback received from students, staff and external stakeholders.

Graduate Destinations and Employability
Graduates of the Development Studies and Global Health program are qualified to work in government, non-governmental, humanitarian, disaster relief and multilateral aid organizations or other groups concerned with human rights, indigenous issues, migration and women’s development programs, for example. Graduates are qualified to provide analysis and recommendations regarding community and development projects, feasibility studies, reviews, evaluations and social impact studies for development projects both in Australia and abroad. They are also qualified to participate directly in field research, development, humanitarian and human rights field projects. Program graduates might serve as in-country field consultants, immigrant or refugee assistance organizations and lending agencies that do work in developing countries. Some development specialists work as private consultants to Aboriginal Land Councils and contribute to policy development and shaping interventions. They are also qualified to work in specialist teaching, social work and welfare professions. Global health specialists can find employment in many of the above areas as well as health research, policy, medical services, maternal and child health services, public nutrition and food security programs, research and evaluation. The demand for qualified individuals is increasing and new programs and initiatives are constantly being created through various organizations, ranging from HIV/AIDS prevention to programs addressing violence against women. In the global health and development fields, employment opportunities increase for those that possess at least a graduate degree and field experience (work and/or research) and have a region and topic of focus.

Assessment Regulations
This program is subject to Macquarie University regulations, including but not limited to those specified in the Assessment Policy, Academic Honesty Policy, the Final Examination Policy and relevant University Rules. For all approved University policies, procedures, guidelines and schedules visit www.mq.edu.au/policy.

Accreditation
This is an Australian Qualifications Framework (AQF) accredited qualification.
External Benchmarks

Additional Notes for Specifications (if required)
Master of Development Studies and Global Health GLHD11M

Faculty: Faculty of Arts
Award: Master of Development Studies and Global Health (new code)

Admission requirements:
- Australian level 7 bachelor’s qualification or recognised equivalent in social sciences, behavioural or health sciences (with a social science background), or a related discipline
- A GPA of at least 2.70 (out of 4.0)

English language proficiency: IELTS of 6.5 overall with minimum of 6.0 in each band.

Candidature length: 1 year - 1.5 years depending on RPL granted (full time)
Attendance modes: Internal
Study period offerings: Session 1 (February), Session 2 (July)
Study modes: Full-time, Part-time

General Requirements:

Minimum number of credit points at 800 level or above 48
Completion of other specific minimum requirements as set out below

Specific minimum requirements:

800 level or above
Required ANTH800 Applied Anthropology: Why Does Culture Matter? (4) 4
Required ANTH815 Development Theory and Practice (4) 4
Required ANTH816 Culture, Health and Disease (4) 4
Required either ANTH801 Research Methods in Anthropology (4)
  or HGE0802 Social Impact Assessment and Cross Cultural Negotiation (4) 4
Required either ANTH828 Short Research Project (4)
  or HGE0810 Special Topic in Environment and Geography A (4) 4
Required 1 specialisation 28

Specialisations:

Code Specialisation
DES11S Development Studies
GLH11S Global Health

Development Studies DES11S

Faculty: Faculty of Arts
Department: Department of Anthropology
Admission requirements: Admission to Master of Development Studies and Global Health

Attendance modes: Internal
Study period offerings: Session 1 (February), Session 2 (July)
Study modes: Full-time, Part-time

Requirements for the Specialisation: Completion of a minimum of 28 credit points including the following prescribed units:

800 level or above
Required HGEO809 Globalisation and Sustainable Development (4) 4
Required 24cp from ANTH801 Research Methods in Anthropology (4)

ANTH8xx: The Anthropology of Religion
ANTH805 Race, Nation and Ethnicity (4)

ANTH808 Urban Anthropology: Multiculture City (4)
ANTH811 Culture, Media and Ethnographic Practice (4)
ANTH818 Anthropology of Human Rights and Intervention (4)
ANTH821 Indigenous Interests and Identities (4)

ANTH825 Research (8cp)
ANTH826 Social Movements, Knowledge and Development (4)
ANTH831 Culture, Commodities and Consumption: Anthropological Approaches to Economic Life (4)

ANTH832 Global Health (4)
ANTH841 Regulating Intimacy: Sexual and Reproductive Health in a Global Context (4)
ECON857 Economic Development and World Economic Order (4)
GSE819 Environmental Health (4)
GSE825 Sustainable Development: Introductory Principles and Practices (4)
GSE827 Education for Sustainable Development (4)
GSE830 Sustainable Urban Regions (4)
HGEO802 Social Impact Assessment and Cross Cultural Negotiation (4)
HGEO808 Heritage and its Management (4)
HGEO812 Urban Social Impact Assessment (4)
IRPG830 The Politics of International Human Rights Law (4)
IRPG840 The International System (4)
IRPG844 The Asian-Pacific Region and Australia (4)
IRPG855 Globalisation and the North-South Relationship (4)
LAW866 Indigenous Law (4)
LAW869 Law, Globalisation and Cultural Transformations (4)
LING903 Languages and Cultures in Contact (4)
SOC810 Developing Social Policy (4)
SOC825 Activism and Policy Design (4)
SOC863 Social Care and Human Services (4) 16

TOTAL CREDIT POINTS REQUIRED TO SATISFY THIS SPECIALISATION 28

Global Health GLH11S
Faculty: Faculty of Arts
Department: Department of Anthropology

Admission requirements: Admission to Master of Development Studies and Global Health

Attendance modes: Internal
Study period offerings: Session 1 (February), Session 2 (July)
Study modes: Full-time, Part-time

Requirements for the Specialisation: Completion of a minimum of 28 credit points including the following prescribed units:

800 level or above
Required ANTH832 Global Health (4) 4
Required POL825 Health Policy (4) 4
Required 20cp from ANTH801 Research Methods in Anthropology (4)
ANTH8xx The Anthropology of Religion (new unit) (4)
  ANTH805 Race, Nation and Ethnicity (4)
  ANTH808 Urban Anthropology: Multiculture City (4)
  ANTH811 Culture, Media and Ethnographic Practice (4)
  ANTH818 Anthropology of Human Rights and Intervention (4)
  ANTH821 Indigenous Interests and Identities (4)
  ANTH826 Social Movements, Knowledge and Development (4)
ANTH825: Research (8cp)
  ANTH831 Culture, Commodities and Consumption: Anthropological Approaches to Economic Life (4)
ANTH841: Regulating Intimacy: Sexual and Reproductive Health in a Global Context(4)
  GSE819 Environmental Health (4)
GSE825: Sustainable Development: Introductory Principles and Practices (4)
  HGE802 Social Impact Assessment and Cross Cultural Negotiation (4)
  HGE801 Urban Social Impact Assessment (4)
IRPG830: The Politics of International Human Rights Law (4)
SOC810: Developing Social Policy (4)
  SOC825 Activism and Policy Design (4)
  SOC863 Social Care and Human Services (4)
  STAT818 Epidemiological Methods (4) 8
TOTAL CREDIT POINTS REQUIRED TO SATISFY THIS SPECIALISATION 28

Required ANTH841 Regulating Intimacy: Sexual and Reproductive Health in a Global Context (4)
Overview and Aims of the Program
The certificate program in Development Studies and Global Health is for a range of professionals and recent graduates looking to learn more about the intersections between health and development. One of the only certificate programs of its kind in Australia, graduates will gain the knowledge and skills necessary to apply development or global health principals to practical problems in a variety of contexts domestically or internationally. Students might even be inspired to further their studies in this area. The certificate is grounded upon the principals within the Master of Development Studies and Global Health program, offering core units in health and development and the opportunity to focus on an area of interest. You can complete the program full-time in one semester (only possible with a semester one entry only) or over multiple semesters (semester one and two entry).

Program Learning Outcomes
By the end of this program it is anticipated you should be able to:
1. identify and evaluate the central issues in global health and development studies, including historical and contemporary trends, determinates, methods and theories
2. appraise the role of anthropological methods and theory as applied to social transformation in the post-colonial world and apply theories and insights to practical issues
3. critically analyze the current literature, evaluate the evidence, synthesize findings, draw inferences, and apply theoretical and conceptual models from a range of relevant disciplines
4. interpret the role that cultural, social and political-economic processes play in shaping development and global health outcomes and critically examine the role of power, gender, poverty, inequality and changing identities, for example, across sociocultural and geographic contexts
5. explain and apply ethical principals in the design, implementation and dissemination of global health and development research and programs
6. assess and critically reflect on one's social and cultural identity to identify the biases and assumptions that underline representations (including one's own) of, for example, culture, social phenomena, vulnerability, development, globalization and poverty
7. describe the relationship between poverty, inequality, health and development.

Learning and Teaching Methods
Learning and teaching in the Anthropology Department takes place through a variety of methods and styles. Lectures, seminars, and a range of assignments are designed to be lively, participative, interactive, and encourage you to challenge your assumptions, beliefs, and ideas. The Department caters to a variety of learning styles and students will have the opportunity to learn through individual and collaborative study, discussion, debate, research, practical application, and self-directed methods.

Common strategies include:
Using learning activities that encourage students to draw upon personal knowledge of various issues and themes under scrutiny, thus connecting anthropological theory and ideas to familiar experiences.

Employing a variety of teaching and assessment formats that engage diverse learning styles and encourage student participation, discussion, and collaboration.

Developing and presenting learning materials in written, oral and digital formats to support key concepts and knowledge.

Facilitating inquiry and research-based assignments where students practice skills and apply knowledge to practical problems and contexts.

Drawing upon the experience and expertise of Department staff and visiting scholars.

Developing collaborative projects for students.

Offering frequent assessments and feedback that identify student strengths and weaknesses and offer suggestions for improvement and further learning opportunities.

The Department will enact these strategies through the following teaching methods:

Lectures: staff and invited guest lecturers deliver information and other unit material, provide demonstrations, and offer invaluable information that is used to further individual and group study. Lecturers are frequently interactive, integrate multimedia and allow students to ask questions and offer their own examples.

Seminars: seminars allow for more interactive discussion of topics, material, student research and projects, and assigned readings. They provide an opportunity to discuss or debate a topic usually following an introduction by the tutor or by one or more students. In addition to their units, students have the opportunity to attend Department seminars and events. During research seminars, students will be exposed to innovative new research and ideas. Professionalization seminars are held to assist with career preparation, postgraduate study opportunities, networking, and familiarizing students with employment strategies and opportunities.

Independent Learning: students will have the opportunity to engage in a variety self-directed study and research projects. Students will also have the opportunity to participate in University programs that facilitate practical learning opportunities and study abroad.

Group Learning: students will work within small teams or study groups on selected assignments and class projects. Group work enables students to develop valuable team working skills, peer networks, and experience working with individuals holding diverse perspectives.

Online Media: students will have access to a variety of on-line resources to facilitate and enrich their learning process. For example, study and tutorial aids, case studies, videos, discussion forums, and supplementary on-line readings and other materials are used.

Assessment

Students will be assessed through a diverse set of tools that take into account a range of learning styles. For example:

- subjective examination methods (essays)
- self-assessment activities that help the student check to see if they mastered a topic
- individual or group presentations
- take-home essays ranging from short 250 word responses to 4000 word papers.
- portfolios and digital media projects that showcase student research and work over the course of a project
- fieldwork projects applying anthropological methods within the community, analysing the data and writing up or presenting the results
o recording of field-notes and reflective journaling
o interview projects wherein students conduct one or more interviews with willing participants and analyse the interview
o participation and observation exercises where students apply ethnographic skills.

Recognition of Prior Learning
Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of granting credit towards, or admission into, a program. The recognition of these forms of learning is enabled by the University’s Recognition of Prior Learning (RPL) Policy and its associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer to the relevant RPL Plan, which describes the evidential requirements and approval processes for recognising prior learning for entry or credit in this program. [Links are also provided]

Support for Learning
Macquarie University aspires to be an inclusive and supportive community of learners where all students are given the opportunity to meet their academic and personal goals. The University offers a comprehensive range of free and accessible student support services which include academic advice, counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk billing medical service located on campus. [Contact details are also provided]

Program Standards and Quality
The program is subject to an ongoing comprehensive process of quality review in accordance with a pre-determined schedule that complies with the Higher Education Standards Framework. The review is overseen by Macquarie University's peak academic governance body, the Academic Senate and takes into account feedback received from students, staff and external stakeholders.

Graduate Destinations and Employability
Graduates of the Development Studies and Global Health program are qualified to work in government, non-governmental, humanitarian, disaster relief and multilateral aid organizations or other groups concerned with human rights, indigenous issues, migration and women's development programs, for example. Graduates are qualified to provide analysis and recommendations regarding community and development projects, feasibility studies, reviews, evaluations and social impact studies for development projects both in Australia and abroad. They are also qualified to participate directly in field research, development, humanitarian and human rights field projects. Program graduates might serve as in-country field consultants, immigrant or refugee assistance organizations and lending agencies that do work in developing countries. Some development specialists work as private consultants to Aboriginal Land Councils and contribute to policy development and shaping interventions. They are also qualified to work in specialist teaching, social work and welfare professions. Global health specialists can find employment in many of the above areas as well as health research, policy, medical services, maternal and child health services, public nutrition and food security programs, research and evaluation. The demand for qualified individuals is increasing and new programs and initiatives are constantly being created through various organizations, ranging from HIV/AIDS prevention to programs addressing violence against women. In the global health and development fields, employment opportunities increase for those that
possess at least a graduate degree and field experience (work and/or research) and have a region and topic of focus.

Assessment Regulations
This program is subject to Macquarie University regulations, including but not limited to those specified in the Assessment Policy, Academic Honesty Policy, the Final Examination Policy and relevant University Rules. For all approved University policies, procedures, guidelines and schedules visit www.mq.edu.au/policy.

Accreditation
This is an Australian Qualifications Framework (AQF) accredited qualification.

External Benchmarks
- The Australian Anthropological Society (http://www.aas.asn.au/)

Additional Notes for Specifications (if required)
Graduate Certificate of Development Studies and Global Health GLHD31C

Faculty: Faculty of Arts
Award: Graduate Certificate of Development Studies and Global Health (GradCertGlobalHlthDevStud) (new code?)

Admission requirements:
• Australian level 7 bachelor’s qualification or recognised equivalent in social sciences, behavioural or health sciences (with a social science background), or a related discipline
• A GPA of at least 2.70 (out of 4.0)

English language proficiency: IELTS of 6.5 overall with minimum of 6.0 in all other bands

Candidature length: 0.5 years (full time)
Attendance modes: Internal
Study period offerings: Session 1 (February), Session 2 (July)
Study modes: Full-time, Part-time

General Requirements:

Minimum number of credit points at 800 level or above 16
Completion of other specific minimum requirements as set out below

Specific minimum requirements:

800 level or above
Required ANTH815 Development Theory and Practice (4) 4
Required ANTH816 Culture, Health and Disease (4) 4
Required 8cp from ANTH801 Research Methods in Anthropology (4)
ANTH800 Applied Anthropology (4)
  ANTH811 Culture, Media and Ethnographic Practice (4)
  ANTH818 Anthropology of Human Rights and Intervention (4)
  ANTH821 Indigenous Interests and Identities (4)
  ANTH826 Social Movements, Knowledge and Development (4)
  ANTH832 Global Health (4)
  ANTH841 Regulating Intimacy: Sexual and Reproductive Health in a Global Context (4)
  GSE819 Environmental Health (4)
GSE825: Sustainable Development: Introductory Principles and Practices (4)
  HGEO802 Social Impact Assessment and Cross Cultural Negotiation (4)
  HGEO809 Globalisation and Sustainable Development (4)

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM 16
ITEM 10.4  NEW MAJOR IN ENGLISH AS A FOREIGN LANGUAGE

The proposal for a new Major in English as a Foreign Language was discussed at the 28 April 2015 ASQC Meeting at which time more information regarding native English Speakers was requested.

Associate Professor Estela Valverde and Dr Jane Hanley provided more information to the Committee on 18 May 2015 about the proposed new Major in English as a Foreign Language as requested at ASQC 28 April 2105.

RESOLUTION

The Committee RESOLVED TO RECOMMEND TO ACADEMIC SENATE the academic case for the new Major in English as a Foreign Language, effective 1 January 2016.
ITEM 5.2 MAJOR IN ENGLISH AS A FOREIGN LANGUAGE

Major in English as a Foreign Language, for consideration ASQC April meeting

Proposal to Introduce New Unit Prefix "EFLA"

As this is a new area for Macquarie which has not, to our knowledge, been offered before, it requires the introduction of a new unit prefix. A prefix including "EFL" is the clearest option, to distinguish English language teaching from English literature, as EFL is a widely-recognised acronym. "EFL" would be ideal, however it is our understanding that we are moving across the board towards 4 letter prefixes, hence EFLA. However, if the curriculum team has an alternative suggestion that better fits Macquarie unit naming conventions the Department of International Studies is open to their advice.

Management of Varying Levels of English Proficiency at Commencement

It is very pertinent to consider carefully a flexible major structure with appropriate pathways for students with different levels of English proficiency. However, while Macquarie is situated in a primarily English-speaking community, this issue is not unique to English. The Department of International Studies has substantial experience working with students with a wide range of language backgrounds, and International Studies staff have protocols for early intervention to ensure that students are not taking language units that are not appropriate for them based on their previous knowledge.

English does have particular features that other languages do not (i.e. all students have IELTS 6.5 minimum at commencement but some may have significantly higher proficiency and they are studying in a language-immersion environment). Recognising that context, we have amended the program structure to provide a more flexible progression that will allow a wider range of students to demonstrate learning outcomes within this major. The primary features are as follows:

- No required 100 level units, but with a pre-requisite requirement of Permission of Executive Dean on the EFLA-coded 100 level units in the 100 level option set. This follows the model of Chinese Studies, which is the discipline with the most complex combinations of prior language knowledge in their student cohort. All Chinese Studies students submit a language biography prior to enrolment in their first language unit and are advised of an appropriate enrolment pattern on that basis.
- Inclusion of LING and ICOM units in the 100 level option set. EFL students would receive clear learning benefits from additional studies in these areas. However, this program design also facilitates rare students who may have nominated EFL as a major at enrolment without fully understanding its purpose (though every effort will be made to disseminate program information to avoid this outcome) to access alternative majors while in no way delaying their progress through their degree.
- Additionally, we have added EDUC373 Literacy in a Multicultural Society, both to assist students with taking a more reflective approach to their own learning practices, and to broaden offerings at 300 level to allow students with more Recognition of Prior Learning in EFL to complete the major.

Resourcing

This proposed major was identified as a strategic priority by the Faculty of Arts in 2014. The Faculty General Manager is working to finalise the documentation of the business case, and the Executive Dean supports the proposal of the appointment of one new full-time academic staff member in 2015 to act as program director, coordinate with stakeholders across the university, and prepare the new unit offerings for delivery.

17 April 2015
A/Prof Estela Valverde   Dr Jane Hanley
HoD, International Studies   Director L&T, International Studies
Currently logged in:
Rebecca Ball

Faculty: Faculty of Arts
Department: Department of International Studies
Major Name: English as a Foreign Language

**General**

<table>
<thead>
<tr>
<th>Name of Major</th>
<th>English as a Foreign Language</th>
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<tbody>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal + External</td>
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<td>Location</td>
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<td>Study Period Offerings</td>
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<tr>
<td>Owning Department</td>
<td>Department of International Studies</td>
</tr>
<tr>
<td>Implementation Timeframe</td>
<td>Implement for 2015</td>
</tr>
</tbody>
</table>

**Details**

**Awards**
Award(s) for which this major is a qualifying major
Bachelor of Arts; Bachelor of Arts with the degree of Bachelor of Commerce; Bachelor of Arts with the degree of Bachelor of Education (Primary); Bachelor of Arts with the degree of Bachelor of Education (Secondary); Bachelor of Arts with the degree of Bachelor of Laws; Bachelor of Arts with the degree of Bachelor of Science; Bachelor of Business Administration with the degree of Bachelor of Arts; Bachelor of Engineering with the degree of Bachelor of Arts; Bachelor of Global Business

**Requirements**
Upload Major template. Templates are available from here. Refer to Academic Senate Resolutions: Undergraduate.
Requirements file has been uploaded.
To view the requirements download the file FOA UG M EngAsAForlan ID119-2.xlsx

**New Unit Requirements**
Will new units be required for the program structure? Yes
If yes, what year will the units be introduced? 2016 and 2017

**Professional Accreditation**
Provide details of the professional body and timeframe

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

**Specification**

**Overview and Aims of the Program**
Short introduction to the program and its context, important and distinctive features, and educational aims. Refer to senate.mq.edu.au/apc/resources.html.
This undergraduate major is designed for international and domestic students from non-English speaking backgrounds (students who have completed their secondary education in an educational setting where English is not the main medium of instruction). Students meet entry requirements for study at Macquarie, but want further development of their English language skills in order to meet their academic and career goals, with the emphasis on offering high level English development for students completing a full major in EFL. It is expected that commencing students who have shown a strong interest and achievement in English language studies in the past will complete a full major as their primary qualifying major within a Bachelor of Arts, combined Bachelor of Arts or Bachelor of Global Business. However, this program should also hold appeal as a second major option for students in a wide range of courses needing ongoing development of high level English skills for their
career. A minor or individual elective units in EFL will be of interest to international, exchange and study abroad students from non-English speaking countries who need some ongoing English language learning, including students for whom it is a professional requirement or part of their program at their home university. The major will cover fundamental areas of cross-cultural communication strategies and exploration of language differences in the English-speaking world, structural properties of the English language and aspects of its variation and change, analysis of the language in use and the application of English-language communication skills in professional, academic and social situations.

**Program Learning Outcomes**

Provide Program Learning Outcomes under the categories shown. The Graduate Capabilities should be referenced against each relevant Program Learning Outcome. Refer to senate.mq.edu.au/apc/resources.html.

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

**KNOWLEDGE**

1. Describe the role of culture in communication and demonstrate this knowledge in a variety of cross-cultural settings. (k,c)
2. Define concepts of cross-cultural communication, explore cultural difference/s and demonstrate respect for them. (k,e,a,c)
3. Identify the role of the English language in its cultural and socio-historical setting and discuss past and present cultural productions of English-speaking regions and communities. (k,t,p)
4. Recognise structural properties of the English language and aspects of its variation and change. (k,c)

**SKILLS**

1. Evaluate and analyze ideas and information in regional studies, intercultural communication, language studies/linguistics, globalization, identity, culture transition/transmission, or diaspora studies. (k,t,e,l)
2. Examine the role of the English language in its cultural and societal setting, and evaluate this role in local and global situations. (k,t,i)
3. Employ context-appropriate modes of communication including electronic, written, graphic, oral and aural forms. (k,t,p,i,c,l)

**APPLICATION**

1. Examine a variety of English texts, spoken and written, and interpret implicit meaning, and compose clear, well-structured, detailed text in English on complex subjects. (k,t,p,i,c,j)
2. Express ideas fluently and spontaneously in English and employ the English language flexibly for social, academic and professional purposes across a range of forms and in different contexts including local, international and cross-cultural contexts. (k,t,p,i,c,l)
3. Demonstrate independent management of language and critical thinking skills in lifelong learning of languages and cross-cultural-communication, including locating and critically examining English language resources. (k,p,i,c,l)

The number of PLOs that a program should have is not specified. As a guide, between eight and twelve PLOs would be a reasonable number. PLOs are made publicly available and so will be read by a wide audience. When writing PLOs it is useful to ask "is this written in a way which would be accessible, interpretable and meaningful to our students and prospective students?". Generally speaking, learning outcomes should be expressed in a form that includes action verbs, describing something your students can actually do, and can be assessed to have successfully done, like "identify", "describe" or "demonstrate".

The AQF asks that PLOs should address the areas of Knowledge and Understanding, Skills and Capabilities, and the Application of Knowledge and Skills. It is not necessary for each PLO to be classified under one of these headings. However it is important for the overall collection of PLOs for a program to clearly address all of these factors.

Each program learning outcome should be mapped to the graduate capabilities it fosters, using the standard letter codes given.

**Learning and Teaching Methods**

Describe the mix of learning and teaching methods used in the program. Refer to senate.mq.edu.au/apc/resources.html.

Learning and teaching in English as a Foreign Language incorporates a range of methods to enable students to gradually develop the knowledge and skills and take opportunities to apply knowledge and skills described in the program outcomes. Language units take a communicative approach in the classroom environment with additional audio and written material and activities to be worked on at home. The emphasis inside and outside of the classroom is on meaningful interaction and tasks, and the creation of a low anxiety environment which fosters the development of a learning community in which students can practice English language and discuss the English-speaking world. This is supported by a range of comprehensible inputs targeted at the students' developing language level, both from teaching staff and support materials (principally online), and constant opportunities for students to apply their developing knowledge to meaningful tasks. These include reading and listening to authentic cultural materials, in which students are guided to develop comprehension strategies that can be applied to any situation, and to acquire vocabulary in context. In support of the communicative goals, students also review key grammatical concepts to build their confidence and capacity to evaluate their own progress in the discipline. As students progress into 200 and 300 level units, they also engage in tasks and enrol in units with a stronger emphasis on cognitive and analytical skills in addition to language proficiency, including conducting research, i.e., language and culture in the English-speaking world and presenting it in a variety of formats such as oral presentations and written and spoken discussions, essays, debates, and audio-visual recordings. Teaching models include: practicals, seminars, lectures, tutorials, and supervised independent study. The core units will be taught in blended mode with a strong online component and four contact hours on campus per week, in line with other languages offered by the Department of International Studies. Additional components for planned options sets are drawn from existing units from International Studies and other Departments allowing students to contextualise their EFL knowledge and skills via a diversified focus on culture, communications environments, and linguistic concepts. Students of English as a Foreign Language have opportunities to include in-country studies such as semester exchange as well as PACE activities in their degree.

**Assessment**

Describe the assessment methods that will be used to assess the learning outcomes. Refer to senate.mq.edu.au/apc.

Units will include a range of learning activities and assessment tasks focusing on meaningful outcomes and gaining appreciation of the English language in use in a range of settings including Australian academic and professional contexts. They will foster language skills in the receptive (listening and reading) as well as the productive (speaking and writing) realms, in addition to
teaching intercultural awareness, with staged training in writing skills and further skill training in phonology and prosody.

Assessment in English as a Foreign Language units is based on a progressive continuous assessment model, which ensures compliance with Macquarie’s policy of early, low-risk assessment and feedback and a variety of different types of task. The diversity of assessment tasks strives to create a balance for students with different learning styles and opportunities for students to develop their skills across the four language learning areas of listening, reading, writing and speaking. Students are given multiple opportunities in each unit throughout the Major to develop comprehension and communication strategies that will assist them in attaining the overall program learning outcomes. Depending on their language proficiency and the level of the unit, assessment tasks require students to engage with speech and writing in English and express themselves appropriately according to the context and medium, while demonstrating their growing knowledge of the structural aspects of the language and the cultural contexts in which communication occurs in the English-speaking world. The emphasis is on formative tasks with meaningful applications, such as spoken and written tasks relating to students’ lives, opinions and their engagement with the English-speaking world, however some summative tasks such as grammar and vocabulary quizzes are incorporated, particularly at 100 and 200 levels, so that students can confirm minimum attainment of key structural aspects of the language. All student work is evaluated according to standards that are clearly articulated within the unit, and no norm-referencing is used. English as a Foreign Language employs moderation procedures between multiple markers involved in a single unit and external moderation for units with a single marker, and incorporates some machine-marked activities.

Examples of assessment types may include:
• Quiz
• Oral assignment – individual and group (e.g. advertisements, dialogues, monologues, interviews)
• Written composition
• Oral examination
• Debate
• Essay
• Video/audio recording
• Online discussion – written and spoken
• Review
• Editorial
• Participation
• Homework (e.g. grammar exercises, reading and listening comprehension)
• Literature review
• Presentation

Graduate Destinations and Employability
Describe the career opportunities for graduates of this program. Describe how students are prepared for the world of work, training and/or further study. Refer to senate.mq.edu.au/apc/resources.html.

Assessment Regulations
Identify any approved dispensation at the major level from the assessment regulations that applicants are likely to need to know about or any special features of the regulations, which have not been identified at the program level such as accrediting body requirements. Refer to senate.mq.edu.au/apc/resources.html.

Mapping of Program Learning Outcomes to Units
Formal qualifications, RPL (where offered). Refer to senate.mq.edu.au/apc/resources.html. Templates are available from here.

RPL
Recognition of Prior Learning (if relevant)
Describe how the recognition of prior learning will be applied for admission to this

Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of granting credit towards, or admission into, a program. The recognition of these forms of learning is enabled by the University’s Recognition of Prior Learning (RPL) Policy and its associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer to the Departmental RPL Plan, which describes any special evidential requirements and approval processes...
Approvals

Name: Estela Valverde  Ext: 6882  Email: estela.valverde@mq.edu.au  Date: Mon - 9/2/15  Director
Comment: I am anticipating this program will be very successful in attracting student numbers.

Name: Jane Hanley  Ext: 6885  Email: jane.hanley@mq.edu.au  Date: Fri - 27/2/15  Director
Comment: Please note that consultation with MMCCS staff regarding ICOM units and required knowledge for EFLA students to participate in 300 level ICOM, as well as consultation with Linguistics staff regarding Linguistics units and their contribution to the program is still ongoing. Staff from both areas have given tentative approval for using some of their units in this program, and we will work with them to ensure that the contribution of each unit to the program is clear and that any EFLA students are adequately prepared for enrolment in the relevant ICOM and LING units. Since this consultation is ongoing, the PLO mapping template is currently blank for these units subject to more detailed program planning with all stakeholders. The submission is framed such that the core EFLA units will be designed to give students opportunities to demonstrate achievement of program learning outcomes. However, students in this area would benefit greatly from the alternative perspectives provided by collaboration with the Departments of MMCCS and Linguistics. This will also give students a chance to demonstrate PLOs in a wider range of domains and broader exposure to diverse study experiences across the university.

Please note also that as a result of further consultation with colleagues in International Studies and Linguistics the unit names of 100 level EFLA units have been amended from those put forth in the initial EOIs to make it clearer that they need not necessarily be taken in sequence by all students and that one is part of an option set.

Name: Estela Valverde  Ext: 6882  Email: estela.valverde@mq.edu.au  Date: Fri - 27/2/15  Head of Department
Comment: I see RPL as the main difficulty of this program. Although we have established guidelines in our Department we need to be extremely careful in its implementation in English.

Name: Trudy Ambler  Ext: 7938  Email: trudy.ambler@mq.edu.au  Date: Thu - 5/3/15  FSQC
Comment:

Name: Trudy Ambler  Ext: 7938  Email: trudy.ambler@mq.edu.au  Date: Thu - 5/3/15  Faculty Board
Comment: Endorsed by Faculty Board on 24/2/2015 - please see above comments regarding consultation process.

Name: Kylie Shorrock  Ext: 4262  Email: kylie.shorrock@mq.edu.au  Date: Mon - 30/3/15  ASQC
Comment: Returned following discussions with Sue Spinks (on behalf of ASQC). Please note that a paper is also required for the introduction of a new unit prefix EFLA to ASQC. Submissions for next agenda should be received by 17 April 2015.

Name: Jane Hanley  Ext: 6885  Email: jane.hanley@mq.edu.au  Date: Fri - 17/4/15  Director
Comment: Amended program structure and amended PLO mapping. Memo submitted to Kylie Shorrock for consideration at ASQC re: prefix, program structure, and resourcing.

Name: Estela Valverde  Ext: 6882  Email: estela.valverde@mq.edu.au  Date: Fri - 17/4/15  Head of Department
Comment: Having discussed and amended the difficulties anticipated with RPL I am confident now that this program will cater for a much needed EFL strand in our Faculty.

If you experience problems with this site, please email curriculum@mq.edu.au
Undergraduate Major Template

**MAJOR NAME:** English as a Foreign Language

**Award(s) for which this major is a qualifiable Bachelor of Arts; Bachelor of Arts with the degree of Bachelor of Commerce; Bachelor of Arts with the degree of Bachelor of Education (Primary); Bachelor of Arts with the degree of Bachelor of Education (Secondary); Bachelor of Arts with the degree of Bachelor of Laws; Bachelor of Arts with the degree of Bachelor of Science; Bachelor of Business Administration with the degree of Bachelor of Arts; Bachelor of Engineering with the degree of Bachelor of Global Business

**Requirements for the Major:** Completion of a minimum of 24 credit points including the following prescribed units:

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>100 LEVEL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>6cp from</td>
<td>EFLA110</td>
<td>English as a Foreign Language Consolidation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EFLA100</td>
<td>English as a Foreign Language in Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICOM100</td>
<td>Introduction to International Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTS100</td>
<td>Cross-cultural Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LING120</td>
<td>Exploring English</td>
<td>3</td>
</tr>
<tr>
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<td>6</td>
</tr>
<tr>
<td><strong>200 LEVEL</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EFLA201</td>
<td>English as a Foreign Language Expansion I</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EFLA202</td>
<td>English as a Foreign Language Expansion II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>300 LEVEL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td>EFLA302</td>
<td>English as a Foreign Language Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>EFLA301</td>
<td>English as a Foreign Language Mastery</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>6cp from</td>
<td>ICOM301</td>
<td>Global Knowledge Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICOM303</td>
<td>Writing for International Business and Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LING332</td>
<td>Culture and language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LING324</td>
<td>Bilingualism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC373</td>
<td>Literacy in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT POINTS REQUIRED TO SATISFY THIS MAJOR**

24
## MAPPING OF PROGRAM LEARNING OUTCOMES (PLOs) TO UNITS

**Name of Major/Specialisation:** English as a Foreign Language (UG Major)

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Graduate Capabilities*</th>
<th>Required Units</th>
<th>Option Set:</th>
<th>Option Set:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contribution to achievement of PLO</strong></td>
<td><strong>required</strong></td>
<td><strong>required</strong></td>
<td><strong>required</strong></td>
<td><strong>required</strong></td>
</tr>
<tr>
<td>1. Describe the role of culture in communication and demonstrate this knowledge in a variety of cross-cultural settings.</td>
<td>k,e,a,l</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>2. Define concepts of cross-cultural communication, explore cultural differences and demonstrate respect for them.</td>
<td>k,e,a,c,j</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>3. Identify the role of the English language in its cultural and socio-historical setting and discuss past and present cultural productions of English-speaking regions and communities.</td>
<td>k,t,p</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4. Recognise structural properties of the English language and aspects of its variation and change.</td>
<td>k,c</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5. Evaluate and analyze ideas and information in regional studies, intercultural communication, language studies/linguistics, globalization, identity, culture transition/transmission, or diaspora studies.</td>
<td>k,e,a,l</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>6. Examine the role of the English language in its cultural and societal setting, and evaluate this role in local and global situations.</td>
<td>k,t,i,a</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>7. Employ context-appropriate modes of communication including electronic, written, graphic, oral and aural forms.</td>
<td>k,t,p,i,c,j</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>8. Examine a variety of English texts, spoken and written, and interpret implicit meaning, and compose clear, well-structured, detailed text in English on complex subjects.</td>
<td>k,t,p,j,i,c</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>9. Express ideas fluently and spontaneously in English and employ the English language flexibly for social, academic and professional purposes across a range of forms and in different contexts including local, international and cross-cultural contexts.</td>
<td>k,t,p,i,c,j</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>10. Demonstrate independent management of language learning and practice skills in lifelong learning of languages and cross-cultural communication, including locating and critically examining English language resources.</td>
<td>k,a,i,j</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>

### Macquarie University Graduate Capabilities

#### Cognitive capabilities
- (K) discipline specific knowledge and skills
- (T) critical, analytical and integrative thinking
- (P) problem solving and research capability
- (I) creative and innovative

#### Interpersonal or social capabilities
- (E) effective communication
- (I) engaged and ethical local and global citizens
- (R) socially and environmentally active and responsible

#### Personal capabilities
- (D) capable of professional and personal judgement and initiative
- (L) commitment to continuous learning

**Comments**

1. It is expected that each unit will be mapped to a subset of PLOs and Graduate Capabilities, not routinely to all.
2. Any pathway through an award must be able to satisfy all PLOs, ie if one PLO is met by units in one option set only, all units within the option set must include that mapping.
3. Option sets MUST be included if they are needed for coverage of any PLO.
4. Option sets MAY be omitted if they do not make any unique contribution to PLO coverage.
5. Additional option sets should be added as needed.
ITEM 10.5  MASTER OF ACCOUNTING (ACCA EXTENSION) NAME CHANGE

At its 28 April meeting ASQC requested more information be provided regarding the name change from the Master of Accounting (ACCA Extension) to the Master of International Accounting.

The proposed change is based on the recognition that this degree will appeal to a variety of students wishing to complete a postgraduate qualification that has an international focus using ACCA as a basis for a number of units. Overall it was thought the new program name is more appropriate.

RESOLUTION

The Committee RESOLVED TO RECOMMEND TO ACADEMIC SENATE that the Master of Accounting (ACCA Extension) be renamed to the Master of International Accounting, effective 1 January 2016.
ITEM 5.3 PROPOSAL FOR THE CHANGE IN NAME OF THE MASTER OF ACCOUNTING (ACCA EXTENSION)(ACCA11M) TO MASTER OF INTERNATIONAL ACCOUNTING – EFFECTIVE SESSION 1 2016 (PROGRAM HAS NOT PREVIOUSLY BEEN OFFERED)

Set out below is the additional information requested concerning the proposed change in the name of the Master of Accounting (ACCA Extension), including a modified program learning outcome and an expanded rationale as well as the changed study pattern (attached). This program has not yet been offered to students and the first offering will be for Session 1 2016.

The proposed change in the name of the Master of Accounting (ACCA Extension) program to the Master of International Accounting is based on the recognition that this degree will appeal to a variety of domestic and international students wishing to complete a postgraduate qualification in accounting that has an international focus, using the international accounting qualification, ACCA as basis for the content in a number of units.

Students who enrol in this program may complete the ACCA professional qualification at the same time or at a later date or not complete the ACCA professional qualification at all. Accordingly it is appropriate to change the name of the program to better reflect the outcomes of the student’s completing this program and remove the reference to ‘ACCA’ in the name of the program.

The only change in the structure of the program is to change one unit, ACCG835 International Accounting from an elective to a required unit (details of the changed study pattern is attached). As a consequence students will complete one elective rather than two electives as originally proposed.

Of the nine learning outcomes for the program only one will change (as highlighted below) and this change to the learning outcome better reflects this program’s outcomes.
**Program Learning Outcomes prior to name change**

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

1. demonstrate advanced and integrated theoretical and technical knowledge related to the core disciplines of professional accounting (K)
2. apply expert and specialised technical skills in the core disciplines of professional accounting (K)
3. demonstrate knowledge of research principles and methods as used in professional accounting practice (K)
4. fulfill the educational requirements for professional membership of the Association of Chartered Certified Accountants (ACCA) (K)
5. effectively interpret and appraise recent developments in accounting (T)
6. execute independent research and exercise professional judgement in solving complex accounting problems (P, J)
7. demonstrate communication skills relevant to an appropriate professional environment
8. demonstrate an awareness of emerging social, ethical and regulatory issues relevant to an accounting practitioner (E)
9. apply teamwork knowledge and skills for effective collaboration to achieve diverse purposes in a range of contexts (E)

**Program Learning Outcomes post name change to Master of International Accounting**

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

1. demonstrate advanced and integrated theoretical and technical knowledge related to the core disciplines of professional accounting (K)
2. apply expert and specialised technical skills in the core disciplines of professional accounting (K)
3. demonstrate knowledge of research principles and methods as used in professional accounting practice (K)
4. demonstrate knowledge of key international issues that relate to professional accounting (K)
5. effectively interpret and appraise recent developments in accounting (T)
6. execute independent research and exercise professional judgement in solving complex accounting problems (P, J)
7. demonstrate communication skills relevant to an appropriate professional environment
8. demonstrate an awareness of emerging social, ethical and regulatory issues relevant to an accounting practitioner (E)
9. apply teamwork knowledge and skills for effective collaboration to achieve diverse purposes in a range of contexts (E)
### General requirements:

- Minimum number of credit points: 80
- Minimum number of credit points at 600 level: 16
- Minimum number of credit points at 800 level or above: 64
- Completion of other specific minimum requirements as set out below

### Specific minimum requirements:

<table>
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<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit CP</th>
<th>Select</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>ACCG611</td>
<td>ACCG611</td>
<td>Principles of Accounting</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Required</td>
<td>ACCG614</td>
<td>ACCG614</td>
<td>Business and Corporation Law</td>
<td>4</td>
<td>4</td>
<td>16</td>
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<tr>
<td>Required</td>
<td>ACCG615</td>
<td>ACCG615</td>
<td>Quantitative Methods</td>
<td>4</td>
<td>4</td>
<td>16</td>
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<tr>
<td>Required</td>
<td>ECON649</td>
<td>ECON649</td>
<td>Economic Analysis</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>
ITEM 10.6  BACHELOR OF SCIENCE AND RELATED DOUBLE DEGREES – PROGRAM CHANGE

At its 19 May meeting ASQC considered the proposed changes to the Bachelor of Science minimum requirements.

The proposal is to add Foundation option sets to the Bachelor of Science so students are required to do a quantitative unit, MATH111 Quantitative Methods for Science. Following discussion and acknowledgement of some existing majors in the Bachelor of Science that are heavily quantitative, the Committee approved the option set 3cp units.

The Committee supported the proposal that Human Biology be a qualifying major for the Bachelor of Arts.

The Committee did not approve PSYC104 – Introduction to Psychology I or PSYC105 – Introduction to Psychology II as Foundation Units to the Bachelor of Science.

The Committee did not support the proposal that STAT170 remains an eligible Planet Unit and did not support the proposal that the major Environmental Geology be a qualifying major for the Bachelor of Arts.

The Committee RESOLVED TO RECOMMEND TO ACADEMIC SENATE the introduction of a Foundation requirement that is 3 credit points from the following units:

- MATH111 Quantitative Methods for Science (3)
- MATH132 Mathematics 1A (Advanced) (3)
- MATH135 Mathematics 1A (3)
- DMTH137 Discrete Mathematics 1 (3)
- STAT170 Introductory Statistics (3)
- STAT171 Statistical Data Analysis (3)

to apply to the following programs:

- Bachelor of Arts with the degree of Bachelor of Science
- Bachelor of Science with the degree of Bachelor of Laws
- Bachelor of Science with the degree of Bachelor of Laws (With Honours)
- Bachelor of Actuarial Studies with the degree of Bachelor of Science
- Bachelor of Commerce with the degree of Bachelor of Science
- Bachelor of Engineering with the degree of Bachelor of Science
- Bachelor of Engineering (With Honours) with the degree of Bachelor of Science

effective from 1 January 2016.
ITEM 5.1 PROGRAM UPDATE NEW UNIT MATH111 QUANTITATIVE METHODS FOR SCIENCE AND CHANGE TO BACHELOR OF SCIENCE REQUIREMENTS

Issue:
MATH111 Quantitative Methods for Science and changes to Bachelor of Science requirements

Consultation Process:
Consultation with
- Department of Mathematics
- Department of Statistics
- Department of Biological Sciences
- Department of Environmental Sciences
- Department of Chemistry and Biomolecular Sciences
- Department of Earth and Planetary Sciences
- Trudy Ambler, AD Q&S, FoA
- Pamela Coutts, AD Q&S, FoHS

Recommendation:
Approve measures proposed in accompanying memo

Operational Impact:
Change to structure of Bachelor of Science and the following associated programs
  Bachelor of Arts with the degree of Bachelor of Science
  Bachelor of Science with the degree of Bachelor of Education (Secondary)
  Bachelor of Science with the degree of Bachelor of Laws

Submitted by:
Michael Hitchens, Associate Dean Q&S FoSE, michael.hitchens@mq.edu.au, x9538

For enquiries contact:
Michael Hitchens, Associate Dean Q&S FoSE, michael.hitchens@mq.edu.au, x9538
Dear ASQC

The Faculty of Science and Engineering has observed issues with the Quantitative skills of students across a range of its programs. While this can be handled within existing structures for those programs which include an explicit early requirement for quantitative study, it is less easily handled in programs which do not include such requirements, and cannot introduce it within the structures of majors due to the limit of 24cp on their size. This particularly applied to the Bachelor of Science and many of its majors.

To address this issue the Faculty of Science and Engineering is introducing a new unit, MATH111 Quantitative Methods for Science
The delivery of which will be shared by the Departments of Mathematics and Statistics. This unit will markedly improve students’ quantitative skills and assist them in the study of units within their discipline area. More generally the associated change requested for the Bachelor of Science will ensure that all graduates of the Bachelor of Science from Macquarie University possess basic skills in this area, either from MATH111 or other required study in their program. For reference the proposed unit learning outcomes for MATH111 are:

1. Able to demonstrate knowledge of basic principles and concepts of fundamental mathematical and statistical techniques
2. Apply introductory statistical/mathematical concepts to problems in multiple science disciplines
3. Identify the mathematical/statistical principles underlying basic discipline-specific problems
4. Able to model and interpret scientific data at an introductory level
5. Extract and present qualitative information from a model and/or data set, including the use of graphical methods and appropriate software
6. Able to present and explain simple examples of the role of mathematics/statistics in multiple science disciplines

To ensure that students take undertake some quantitative study we are requesting the following addition to the requirements of the Bachelor of Science:

Specific minimum requirements:
100 level
Required one of
MATH111 Quantitative Methods for Science (3)
MATH132 Mathematics 1A (Advanced) (3)
MATH135 Mathematics 1A (3)
DMTH137 Discrete Mathematics 1 (3)
STAT170 Introductory Statistics (3)
STAT171 Statistical Data Analysis (3)
(both PSYC104 Introduction to Psychology I (3) and PSYC105 Introduction to Psychology II (3))

This is similar in principle to the required units in the Bachelor of Commerce, but is only one unit instead of six.

Unfortunately this is not simply adding a requirement for MATH111. As noted above the requirement for this unit cannot be included in the relevant majors. A requirement at the degree level is the only other option. However, many qualifying majors in the Bachelor of Science have an existing quantitative requirement and making the students undertaking those majors study the new unit as well is unnecessary. The other units in the above list cover those majors.

We also request that the same requirements be added to the following three programs:
- Bachelor of Arts with the degree of Bachelor of Science
- Bachelor of Science with the degree of Bachelor of Laws
- Bachelor of Science with the degree of Bachelor of Education (Secondary)

The following programs associated with the Bachelor of Science do not need this requirement added as they already include a requirement for explicit quantitative study. We are therefore not requesting any change to their requirements:
- Bachelor of Actuarial Studies with the degree of Bachelor of Science
- Bachelor of Commerce with the degree of Bachelor of Science
- Bachelor of Engineering with the degree of Bachelor of Science
- Bachelor of Science - Psychology

This change will allow us to make a general statement about graduates from the Bachelor of Science and associated programs. To reflect this we request that the following Program Level Learning Outcome be added to the Bachelor of Science and associated programs:

Identify and apply appropriate quantitative concepts and techniques to solve problems and communicate solutions, both individually and in teams.

We would also request that STAT170 remain as eligible planet unit for those programs where it was so before the change requested in this submission. The faculty is aware of the rule that required units are not to be counted as planet units, however the presence of STAT170 in the list above is to avoid an unnecessary requirement on students undertaking certain majors. That requirement then should not rule this unit out as a planet unit for a much greater number of students where that is currently the case. We note the proposals in the L&T green paper around People and Planet. If ASQC has another solution to this problem then we are happy to discuss it.
We recognise that some students, no matter how diligent, will struggle with quantitative study. We would like to ensure a route to graduation for these students. Some disciplines already have at least one qualifying major in the BA (for example, the major in Environmental Management). Transfer to the BA would allow students who cannot fulfil the new requirement of the BSc to graduate in their chosen discipline while still allowing us to have a program learning outcome achieved by the all BSc graduates. To allow this alternative for all affected students we would request that the majors in Human Biology and Environmental Geology be made qualifying majors for the Bachelor of Arts. These majors, and existing qualifying majors in the BA, should provide a route for all students in this category.

Summary: The Faculty of Science and Engineering requests the following:

1. Changes to the specific minimum requirements of the Bachelor of Science, Bachelor of Arts with the degree of Bachelor of Science, Bachelor of Science with the degree of Bachelor of Laws, Bachelor of Science with the degree of Bachelor of Education (Secondary) programs as specified above.
2. Addition of a Program Learning Outcome to the Bachelor of Science (and other associated programs) as specified above.
3. That students in the programs mentioned in points 1 and 2 still be able to count STAT170 as their planet unit where they could have done so before this change.
4. That the majors in Human Biology and Environmental Geology be qualifying majors for the Bachelor of Arts.
ITEM 11.1    ACADEMIC SENATE STANDING COMMITTEE


For discussion.
ITEMS RECOMMENDED FOR APPROVAL

The Committee considered a report on the University Discipline Committee decisions in two cases of graduated students penalised for purchasing ‘ghost-written’ assignments from the MyMaster company. On considering advice of the University’s General Counsel, it approved a plan to submit a formal resolution to the 2 June Academic Senate to formally recommend to University Council that it rescind the degrees awarded to the two students concerned.

The Chair spoke to his recommendation that the Curriculum Standards Framework Committee be disestablished and the Standing Committee confirmed their support for this course of action.

ITEMS FOR NOTING

The Chair noted that since the meeting held on 1 April 2015 the Academic Senate Standing Committee (Standing Committee) has approved by flying minute the appointment of the following three members of Academic Senate, Professor Mariella Herberstein, Associate Professor David Coutts and Dr Wylie Bradford to be members of the Standing Committee until the end of the current term of Academic Senate (31 December 2016).

The Standing Committee noted the Quality Assurance Principles for Programs taught in languages other than English (LOTE) paper, which had been previously approved in principle by Academic Senate subject to amendments, which had subsequently been completed and endorsed by the Academic Standards and Quality Committee. The Chair noted that the introduction of teaching Programs in languages other English was a significant departure for Macquarie University, and reminded the Committee that these initiatives would require particular vigilance on the part of ASQC and QEC.

The Learning and Teaching Green Paper was discussed and the Standing Committee provided its support for the suggestion that Academic Senate members be provided with a separate Green Paper road show presentation prior to the June Academic Senate meeting. The Chair explained that Academic Senate would devote the majority part of its July meeting to considering the feedback from the Green Paper, discussing the draft White Paper and engaging with mapping out Academic Senate’s role in the governance of its implementation.

The Terms of Reference of a number of Committees of Academic Senate were discussed and feedback was provided regarding membership and responsibilities, these are to be provided to Academic Senate for their consideration.

The next meeting of Standing Committee will be held on 23 June 2015.

Professor Dominic Verity
CHAIR
ITEM 11.2 ACADEMIC STANDARDS AND QUALITY COMMITTEE

Report from the meeting of 28 April 2015.

For noting.
ITEMS FOR APPROVAL BY ACADEMIC SENATE

1. Program update - New Specialisation
ASQC discussed the new Specialisations, Educational Leadership in the Master of Education and Leading Teaching in the Graduate Certificate of Education Studies for introduction in 2016. It was noted that the new specialisations comprised existing units.

The Committee resolved to RECOMMEND FOR APPROVAL TO ACADEMIC SENATE the new specialisations Educational Leadership and Leading Teaching, effective 1 January 2016.

2. Program update - New Award
ASQC heard a proposal for a New Award, the Graduate Certificate of Applied Finance Post – MAppFin for introduction in 2016.

The Committee RESOLVED TO RECOMMEND TO ACADEMIC SENATE the academic case for the Graduate Certificate of Applied Finance Post – MAppFin, effective 1 January 2016.

3. Proposal to change postgraduate program titles
ASQC discussed the proposal to change the postgraduate program titles for the Graduate Certificate/Master of Global Health and Development Studies (GLHD31C/GLHD11M) to Development Studies and Global Health.

The Committee RESOLVED TO RECOMMEND TO ACADEMIC SENATE that the Graduate Certificate of Global Health and Development Studies and the Master of Global Health and Development Studies be renamed the Graduate Certificate of Development Studies and Global Health and the Master of Development Studies and Global Health respectively, effective from 1 January 2016.

4. Proposal to change undergraduate major titles
ASQC discussed the proposal to change the undergraduate major title from Arts Practice and Management (APM02) to Arts Industries and Management. The rationale for the change was to reduce the confusion around the term ‘practice’ by replacing it with the term ‘industries’.

The Committee RESOLVED TO RECOMMEND TO ACADEMIC SENATE that the undergraduate Major title Arts Practice and Management (APM02) be changed to Arts Industries and Management, effective from 1 January 2016.

*Item 4 was considered and approved at the 1 April 2015 Academic Senate Standing Committee.

ITEMS FOR NOTING

The Committee discussed the MUIC changes to the timetable and program and in particular noted that:

- Articulation from a completed Diploma into the agreed Bachelor degrees will result in credit for all completed units
- Diploma students who have the required GPA over 18cps of Diploma units can transfer into the nominated bachelor degree programs without completing the Diploma. However they must complete the remaining Diploma units as part of their degree.

It was also noted that until MUIC is set up ASQC will act in the role of FSQC.

ASQC also considered the change of Faculty ownership of specific People and Planet units belonging to either the Faculty of Arts or the Faculty of Science and Engineering. The Committee approved specific units counting as belonging to either one of these two Faculties. The Committee resolved that People or Planet units that change owning Faculty be recoded.

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 11.3  CURRICULUM STANDARDS FRAMEWORK COMMITTEE

Report from the meetings held 22 April and 20 May 2015.

For noting.
ITEMS FOR NOTING

Principles for Combining the Teaching of Different Units
The Committee considered the Principles for Combining the Teaching of Different Units. The document articulates a set of principles by which shared teaching may be approved by ASQC on behalf of Academic Senate. The document sets out new definitions of three categories of shared teaching (Co-Badging, Co-Teaching, Co-Locating) and identifies an implementation date of 2017 to assist with any transition that may be required.

The Committee discussed minor changes which will be circulated amongst the members, and resolved to recommend it for approval by Academic Senate once these had been agreed.

Level Descriptors
The Committee has developed draft undergraduate level descriptors to identify three broad stages or levels of progression that are not intrinsically linked to a year of study or numerical codes. The Committee agreed that level descriptors are neither prescriptive nor exclusive and should not be seen as a set of criteria that each and every unit of study must promote. Level descriptors are benchmarks to enable contemplation of the level of knowledge, skills and capabilities a student might be expected to achieve and can be adapted to suit the purposes of the specific subject or discipline.

The Committee proposed that a pilot be conducted with a small number of program and unit convenors. The findings of the pilot would be drawn upon to develop the level descriptors as a living document.

Curriculum Standards Framework
The Committee agreed that development of a Curriculum Standards Framework was the primary responsibility of CSFC and therefore it would be important for the Curriculum Standards Framework Steering Group to continue work in this regard.

The Committee agreed that the Steering Group would undertake a review and mapping exercise of current curriculum resources with a view to establishing a timeframe for the project. The timeframe would then be submitted to Academic Senate for approval and inclusion into its schedule of work and resource allocation.

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

Professor Dominic Verity
CHAIR
ITEM 11.4  HIGHER DEGREE RESEARCH COMMITTEE

Report from the meetings held 24 April and 20 May 2015.

For noting.
A. MATTERS FOR INFORMATION

HDRC 24 April 2015
Professor Verity updated members on the governance matter and advised that the Senate is currently developing terms of reference for the research committee. Professor Verity also briefed members on establishing a risk register for academic risks and the review of HDRAC.

Following a presentation by Professor Leslie Hughes on ‘Research Integrity and Plagiarism’, Professor Pretorius emphasized the seriousness of Research Integrity for HDR training and that the DDOGS policy on professional editing should be enforced at Macquarie. Professor Leslie Hughes and the Research Integrity team are happy to deliver presentations on Research Integrity in each faculty and department if required.

The Dean of HDR, Professor Mansfield provided a summary to members on the MUSEQ-R feedback for the year (59% response rate). Professor Mansfield also circulated HDR scholarship guideline changes for 2018. The amendments were required to a large number of high achievers and MQ budget constraint. From 2018 scholarships will be awarded on a competitive basis. The amendments were approved by the Committee. On the matter of MRES examination, Professor Mansfield informed the Committee of the revised procedure. This revised procedure has taken into consideration the feedback from stakeholders and was endorsed by the Committee.

The Committee was informed that the HDR Fees will increase by 3% for MRES and 6% for PhD in 2016 by Dr Ren Yi who also confirmed that FOMHS’s programs will be in a high cost category in line with FOSE.

HDRC 20 May 2015
Professor Verity provided further update on the first HDR Appeal Committee Review meeting.

Professor Pretorius briefed members on the Federal Government’s upcoming Research Training System review which will be conducted by the Australian Council of Learned Academies (ACOLA). Professor Pretorius believed Macquarie University’s MRES model is in a favorable position.

The Dean of HDR, Professor Mansfield informed the Committee on the Professional Skills Development Program (which is under development) and advised a new program leader has been appointed. Professor Mansfield also advised members on the review of the MRES 700 program. The changes were approved by the Committee and it was agreed that the result of the unit be included in the scholarship ranking.

Dr Yi provided an update on the current numbers of HDR commencement and completion. In 2015, to date, 110 HDR candidates have completed and a total 637 candidates have commenced in 2015 (165 PhDs, 296 MRES year two and 176 MRES year one). Cotutelle and Joint enrolment numbers were also provided. (224 candidates in the program of which 88 are currently enrolled at Macquarie. Europe is leading with 70% followed by China at approximately 21%). For information of the Committee, Macquarie University has recently signed an agreement with the Mexican Government Agency (CONACYT) on jointly funded PhD and MRES. The University is also in negotiation stages with the funding agency from Uruguay (ANII) on 5 jointly funded PhD and MRES.
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CARLON, SARAH FOHS PHD
Principal Supervisor: Associate Professor Mark Carter
Associate Supervisor: Associate Professor Jennifer Stephenson
Thesis submitted for examination: 11 December 2014
Thesis title: Intervention Decision-making of Parents of Young Children with Autism Spectrum Disorders
Award Recommended: Doctor of Philosophy

CHATTERJEE, SOUMIT FOSE PHD
Principal Supervisor: Professor Peter Karuso
Associate Supervisor: Dr Liu Fei
Thesis submitted for examination: 14 November 2014
Thesis title: Synthesis and Photophysical Studies of Analogues of the GFP Chromophore and Epicocconone
Award Recommended: Doctor of Philosophy

CHIK, JENNY HIU LAM FOSE PHD
Principal Supervisor: Associate Professor Mark Molloy
Associate Supervisor: Professor Nicolle Packer
Thesis submitted for examination: 10 October 2014
Thesis title: Towards Improved Glycan and Glycoprotein Biomarkers in Colorectal Cancer by Mass
Award Recommended: Doctor of Philosophy

COLENBRANDER, DANIELLE FOHS PHD
Principal Supervisor: Dr Saskia Kohnen
Associate Supervisor: Dr Karen Smith-Lock, Professor Lyndsey Nickels
Thesis submitted for examination: 22 December 2014
Thesis title: Understanding the Role of Oral Vocabulary in Reading Comprehension Difficulties
Award Recommended: Doctor of Philosophy

COOPER, JULIEN FOA PHD
Principal Supervisor: Associate Professor Boyo Ockinga
Associate Supervisor: Dr Susanne Binder
Thesis submitted for examination: 02 March 2015
Thesis title: Toponymy on the Periphery: placenames of the Eastern Desert, Red Sea and South Sinai in Egyptian Documents from the Early Dynastic until the end of the New Kingdom
Award Recommended: Doctor of Philosophy

CORREA SCALON, MARINA FOSE PHD
Principal Supervisor: Dr Ian Wright
Associate Supervisor: Professor Michelle Leishman
Adjunct Supervisor: D. Watson
Thesis submitted for examination: 14 November 2014
Thesis title: Comparative Ecology and Physiology of Australian and Brazilian Mistletoe-Host Relationships
Award Recommended: Doctor of Philosophy

DELPORTE, TIFFANY CLAIRE FOSE PHD
Principal Supervisor: Dr Michelle Power
Associate Supervisor: Professor Robert Harcourt
Thesis Submitted for examination: 03 February 2015
Thesis title: Anthropogenic Influence on Symbiotic Interactions of Australian Sea Lions (Neophoca cinerea)
Award Recommended: Doctor of Philosophy

DOSOO, RAYMOND KORSHI OFEY FOA PHD
Principal Supervisor: Associate Professor Malcolm Choat
Associate Supervisor: Professor Laurence Welborn
Thesis submitted for examination: 16 December 2014
Thesis title: Rituals of Apparition in the Theban Magical Library
Award Recommended: Doctor of Philosophy

FANG, JING FOHS PHD
Principal Supervisor: Dr Wu CanZhong
Associate Supervisor: Professor Martin Matthiessen
Thesis submitted for examination: 04 November 2014
Award Recommended: Doctor of Philosophy

FINGLAND, DAVID FOSE PHD
Principal Supervisor: Dr Kristian Ruming
Associate Supervisor: Dr Peter Davies
Thesis submitted for examination: 10 November 2015
Thesis title: Manufacturing Certainty – the Purpose of Planning in NSW?
Award Recommended: Doctor of Philosophy

FURNER, CHRISTINE LEANNE FOHS PHD
Principal Supervisor: Dr Norma McCulla
Associate Supervisor: Dr Gregory Robertson
Thesis submitted for examination: 07 August 2014
Thesis title: How Teachers Learn Across the Career Continuum in School Contexts
Award Recommended: Doctor of Philosophy

GROVE, RACHEL FOHS PHD/MCLINPSYCH
Principal Supervisor: Associate Professor Andrew Baillie
Associate Supervisor: Dr Lorna Peters
Adjunct Supervisor: R Hoeksta
Thesis submitted for examination: 07 August 2014
Thesis title: Latent Structure on the Autism Phenotype
Award Recommended: Combined Award of Doctor of Philosophy and Master of Clinical Psychology

HASAN, DAHLIANA FOBE PHD
Principal Supervisor: Associate Professor Hope Ashiabor
Associate Supervisor: Dr Kay Wah Chan
Thesis submitted for examination: 14 July 2014
Thesis title: Environmental Taxes on Industries in Indonesia: Developing a Framework for Sustainability
Award Recommended: Doctor of Philosophy

HOWARD, ECATERINA MARION FOSE PHD
Principal Supervisor: Professor Mark Wardle
Associate Supervisor: -
Thesis submitted for examination: 05 September 2014
Thesis title: The Supermassive Black Hole at the Centre of Our Galaxy
Award Recommended: Doctor of Philosophy

HURRELL, KATHERINE EMMA FOHS PHD

131
Principal Supervisor: Professor Jennifer Hudson
Associate Supervisor: Dr Carolyn Schniering
Thesis submitted for examination: 21 January 2015
Thesis title: Emotion Regulation in Children with Anxiety Disorders: The Role of Parent Factors
Award Recommended: Doctor of Philosophy

IVUKINA, EKATERINA FOSE PHD
Principal Supervisor: Associate Professor Andrei Zvyagin
Associate Supervisor: Professor Mark Connor, Professor Ewa Goldys
Adjunct Supervisor: S. Deyev
Thesis submitted for examination: 16 September 2014
Thesis title: Hybrid Assemblies of Photoluminescent Nanoparticles for Biomolecular-Specific Cellular Imaging
Award Recommended: Doctor of Philosophy

KAIDALA GANESHA, SRIKANTA DANI FOSE PHD
Principal Supervisor: Associate Professor Brian Atwell
Associate Supervisor: Dr Ian Jamie
Thesis submitted for examination: 26 September 2015
Thesis title: On the Physiology and Evolution of Volatile Isoprenoid Emission in Plants
Award Recommended: Doctor of Philosophy

KAYANI, KEVIN KHURRAM MGSM DBA
Principal Supervisor: Dr Carmel Herington
Associate Supervisor:
Thesis title: Impact of ICT on Bricks and Mortar Travel Agents and Changes in Supply Chain Positioning
Award Recommended: Doctor of Business Administration

KEYNAN, ODED FOSE PHD
Principal Supervisor: Dr Simon Griffith
Associate Supervisor: Associate Professor Amanda Ridley
Adjunct Supervisor: A. Lotem
Thesis submitted for examination: 26 November 2014
Award Recommended: Doctor of Philosophy

KIM, MI OK FOMHS PHD
Principal Supervisor: Professor Alberto Avolio
Associate Supervisor:
Adjunct Supervisor: M. O’Rourke, A. Qasem
Thesis submitted for examination: 2 September 2014
Thesis title: Obligatory Role of Central Aortic Blood Pressure in Pulsatile Cerebral Haemodynamics
Award Recommended: Doctor of Philosophy

KNIGHT, KEVIN ROBERT FOHS PHD
Principal Supervisor: Emeritus Professor Christopher N. Candlin
Associate Supervisor: Dr Alan Jones
Thesis submitted for examination: 12 November 2014
Thesis title: Analysing the Discourses of Leadership as a Basis for Developing Leadership Communication Skills in a Second or Foreign Language
Award Recommended: Doctor of Philosophy

KOZAR, OLGA FOHS PHD
Principal Supervisor: Dr John Knox
132
Associate Supervisor: Dr Naomi Sweller, Dr Philip Chappell
Thesis submitted for examination: 04 November 2014
Thesis title: Private One-to-one Language Education via Video/Audio Conferencing (LEVAC) in Russia
Award Recommended: Doctor of Philosophy

MARKNUAL, CHAMADANAI FOBE PHD
Principal Supervisor: Professor Jeffrey Sheen
Associate Supervisor: Dr Natalia Ponomareva
Thesis submitted for examination: 05 September 2014
Thesis title: Term Structure Modelling, Forecasting and Implications for Monetary Policy
Award Recommended: Doctor of Philosophy

MCDONNELL, NEIL LESLIE THOMAS FOA PHD(J)
Principal Supervisor: Dr Albert Atkin
Associate Supervisor: -
Thesis submitted for examination: 26 September 2014
Thesis title: Counterparts and Counterfactuals: Defending a Neo-Humean Account of Causation
Award Recommended: Doctor of Philosophy – Joint Enrolment with University of Glasgow

MCGINLEY, ROWAN HORACE FOSE PHD
Principal Supervisor: Associate Professor Phillip Taylor
Associate Supervisor: Dr Martin Whiting
Thesis submitted for examination: 05 August 2014
Thesis title: Fighting Strategies and Mechanisms Behind Contest Resolution in the Jumping Spider Serrae incana
Award Recommended: Doctor of Philosophy

NARAD, JASON FOSE PHD
Principal Supervisor: Professor Mark Johnson
Associate Supervisor: Associate Professor Mark Dras
Adjunct Supervisor: D. Smith
Thesis submitted for examination: 15 July 2014
Thesis title: Learning with Joint Inference and Latent Linguistic Structure in Graphical Models
Award Recommended: Doctor of Philosophy

NG, CHAK WAH MGSM DBA
Principal Supervisor: Dr Richard Petty
Associate Supervisor: -
Thesis submitted for examination: 05 December 2014
Thesis title: Choosing an Offshore International Program: A Study of Transnational Higher Education in Hong Kong
Award Recommended: Doctor of Business Administration

PENNINGTON, LENORE KENNEDY MGSM PHD
Principal Supervisor: Dr Debbie Haski-Leventhal
Associate Supervisor: Dr Denise Jepsen
Adjunct Supervisor: E. More
Thesis submitted for examination: 20 August 2014
Thesis title: Impact of Organizational Culture on Sustainability Endeavours: The Real Story of Sustainability
Award Recommended: Doctor of Philosophy

RENNICK, STEPHANIE FOA PHD(J)
Principal Supervisor: Dr Albert Sokin
Associate Supervisor: -
Adjunct Supervisor: M. Smith, S. Luenberger
Thesis submitted for examination: 09 October 2014
Thesis title: Foreknowledge, Fate and Freedom
Award Recommended: Joint Doctor of Philosophy – University of Glasgow

SCHMALZ, XENIA FOSE PHD
Principal Supervisor: Professor Anne Castles
Associate Supervisor: Professor Max Coltheart, Dr Eva Marinus
Thesis submitted for examination: 17 December 2014
Thesis title: Methodological and Theoretical Issues in Cross-linguistic Reading Research
Award Recommended: Doctor of Philosophy

SHANNAHAN, JOHN FOA PHD
Principal Supervisor: Associate Professor Paul McKechnie
Associate Supervisor: Associate Professor Javier Alvarez-Mon, Associate Professor Kenneth Sheedy
Thesis submitted for examination: 30 October 2014
Thesis title: Artaxerxes II
Award Recommended: Doctor of Philosophy

SIU, RONALD CHONG HING FOMHS MPHIL
Principal Supervisor: Professor Dominic B. Rowe
Associate Supervisor: Professor Mark Connor
Adjunct Supervisor: C. Orr, C. Sue
Thesis Submitted for examination: 06 August 2014
Thesis title: Identification of a Novel Mutation in ADRBK1 in a Kindred with a Autosomal Dominant Cerebellar Ataxia
Award Recommended: Master of Philosophy

STAFFORD, JOEL FOA PHD
Principal Supervisor: Dr Albert Atkin
Associate Supervisor: Dr Mitch Parsell
Thesis submitted for examination: 28 October 2014
Thesis title: The Applicability of Mathematics as a Problem for the Philosophy of Science
Award Recommended: Doctor of Philosophy

TANEJA, RAJAT FOSE PHD
Principal Supervisor: Dr Craig O’Neill
Associate Supervisor: Associate Professor Tracy Rushmer
Thesis submitted for examination: 05 August 2014
Thesis title: The Origin of Seamount Volcanism in the Northeast Indian Ocean
Award Recommended: Doctor of Philosophy

TOMAS, EKATERINA FOHS PHD
Principal Supervisor: Professor Katherine Demuth
Associate Supervisor: Associate Professor Rosalind Thornton
Thesis submitted for examination: 09 January 2015
Thesis title: Learning Morphophonological Alternations Across Languages and Populations
Award Recommended: Doctor of Philosophy

VIDLER, STEVEN FOA PHD
Principal Supervisor: Professor Kathryn Miliard
Associate Supervisor: Professor John Potts
Thesis submitted for examination: 28 October 2014
Award Recommended: Doctor of Philosophy

WALSH, ROSALIND LEE FOHS PHD
Principal Supervisor: Professor Jennifer Bowes
Associate Supervisor: Dr Coral Kemp, Dr Kerry Hodge
Thesis submitted for examination: 08 April 2015
Thesis title: Catering the Needs of Intellectually Gifted Children in Early Childhood: Development and Evaluation of Questioning Strategies to Elicit Higher Order Thinking
Award Recommended: Doctor of Philosophy

WEARNE, GARETH FOA PHD
Principal Supervisor: Dr Stephen Llewelyn
Associate Supervisor: Associate Professor Boyo Ockinga
Thesis submitted for examination: 30 January 2015
Award Recommended: Doctor of Philosophy

WEERASINGHE J. R., MADAWA P. FOSE PHD
Principal Supervisor: Dr Georgy Sofronov
Associate Supervisor: Dr David Bulger
Thesis submitted for examination: 27 November 2014
Thesis title: The Cross-Entropy Method and Multiple Change-Point Detection in Genomic Sequences
Award Recommended: Doctor of Philosophy

YU, PAK CHUEN ALFRED MGSM DBA
Principal Supervisor: Professor Norma Harrison
Associate Supervisor: -
Thesis submitted for examination: 18 December 2014
Award Recommended: Doctor of Business Administration

CONSIDERATION FOR VICE-CHANCELLOR’S COMMENDATION

ANUGRAHAM, MERRINA 41546563 Fac: FOSE PHD
Principal Supervisor: Professor Nicole Parker
Associate Supervisor: Associate Professor Mark Molloy
Thesis submitted for examination: 16 September 2014
Thesis title: Membrane Protein Glycan Markers of Epithelial Ovarian Cancer: Discrimination of Serous Tumours of Ovary, Peritoneum and Tube

On 24 April 2015, the Higher Degree Research Committee recommended that Merrina Anugraham’s PhD thesis be awarded.

The following comments were received from the examiners:

*Merrina Anugraham has written an excellent thesis that describes experiments and results obtained from studies in a very complex and challenging field of research. The introduction is very well written and it was truly enjoyable to read it. The language is fluent and very complex issues are described in a straightforward and easy-to-follow manner, with excellent use of references, figures and tables. The next part of the thesis includes Publication II (chapter II), which is already published in the premier proteomics journal, Molecular and Cellular Proteomics. The candidate is the first author on this article. A very comprehensive and impressive study of ovarian cancer cell surface protein glycosylation is complemented by gene expression analysis and DNA methylation analysis. The discovery of ‘bisecting glycans’ on glycoproteins in the membrane of ovarian cancer cells is remarkable and reflects the experimental rigor, high level data quality and thorough data analysis performed by the candidate and her colleagues. It sets a very high standard for this type of study and opens new perspectives for further studies and potentially for the development of novel diagnostic tools and ovarian cancer-specific treatments. ...the impressive data quality, high degree of detail and high resolution of the chromatographic and mass spectrometry analysis enabled fine details of extremely complex glycan profiles to be investigated. To my knowledge, this represents the most thorough study of cell surface glycosylation in ovarian cancer to date. I enthusiastically recommend the award of PhD to Merrina Anugraham. This thesis ranks among...*
the very best that I have had the honor to review, because of organization, writing style and language and the original and impressive scientific content. Merrina Anugraham's study provides a wealth of new information on cancer cell surface glycosylation and sets a very high standard for the field"

“The thesis represents focused experiments, strong analytical methods and chemometric analysis and statistical analyses. The statistical treatment of data was a strong trait of the thesis. The study presented a new insight for ovarian cancer that will aid in better understanding [of] the development and progress of this thesis. The used methods were cutting edge. The use of reduced N-glycans was very interesting and overcame many shortfalls of other studies.”

“This is a very well-written and comprehensive thesis, which addresses an interesting gap in ovarian cancer research. The background and methodology sections are thorough, and there are numerous novel results reported. A major strength of these studies is that cell line findings are confirmed and expanded using patient biospecimens. It is clear from the writing and publications that the candidate has strong experience and support in the field of glycosylation… These studies are comprehensive and give a thorough report on the differential glycan expression in ovarian, peritoneal and tubal cancers… ”

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

RESOLVED

That Merrina Anugraham’s PhD thesis entitled “Membrane Protein Glycan Markers of Epithelial Ovarian Cancer: Discrimination of Serous Tumours of Ovary, Peritoneum and Tube” be awarded a Vice-Chancellor’s Commendation.

COOPER, JULIEN FOA PHD

Principal Supervisor: Associate Professor Boyo Ockinga
Associate Supervisor: Dr Susanne Binder
Thesis submitted for examination: 02 March 2015
Thesis title: Toponymy on the Periphery: placenames of the Eastern Desert, Red Sea and South Sinai in Egyptian Documents from the Early Dynastic until the end of the New Kingdom

On 22 May 2015, the Higher Degree Research Committee recommended that Julien Cooper's PhD thesis be awarded.

The following comments were received from the examiners:

“Very few scientists manage to publish a magistral essay years before they submit their PhD thesis. Julien Cooper did. For decades, Elmar Edels article on the location of Yam was the locus classicus, followed by David O’Connors localization of Yam in the Butana – both were replaced by Mr. Coopers article on Yam (JARCE 48, 2012, 1-22). Therefore, when I was asked to act as evaluator for this thesis, my expectations were very high and they were by no means disappointed. Right from the very first page, I noticed that the author's style is exceptional, so is the actuality of the scientific literature used. The bibliography not only is up to date – it even goes beyond: many footnotes show that Mr. Cooper has used the modern possibilities of communication to build up a network within the scientific community, his work benefits from extremely. I have never read a dissertation with so many articles cited by other scholars than the author still in press, with such a high degree of interaction and discussion with colleagues visible. This is how research should be: not in the ivory tower, but in constant communication. When I say that his style is exceptional, I do not only mean the high standard of Mr. Cooper's English (as far as I can judge, not being a native speaker myself) but also the general attitude towards how scientific writing should be. I enjoyed reading this book. The author's expression is plain and ordinary in the best sense of the word, free of artificial scholastic talk. This is a personality, who does not need to cover the lack of ingenuity and inspiration by using fancy terminology (as is the case in so many dissertations). I believe that this thesis is comprehensible for everyone with an academic background. Similar is his use of theories. Mr. Cooper does not merely cite them and uses them for their own sake, but he refers to them in a very concise manner, develops and adapts them for his special purpose. This is not a book on toponymy only, it is a masterpiece of historical geography including the whole range of archaeological, philological and linguistic argumentation – potential readers should know this. To come to a conclusion: this is a doctoral thesis of utmost quality and there can be no other mark here but summa cum laude.”

“The author attempts and manages very successfully the extremely difficult task to classify the foreign language toponyms semantically thereby gaining additional geographical and geological references for new localizations of places and further historical insights into the Egyptian activities in the area. Mr. Cooper’s procedure of progressively unrolling by his study the various questions and themes surrounding the geographical as well as philological and cultural issues comprised in the field of toponymy and topography enables him to create a new
archaeological landscape, mapping Egyptian presence and interests on the periphery of the Nile valley and showing the many historical moves and means by which Egyptians explored and occupied the adjacent regions as well as describing their conception of those further away like Punt, the land of aromatic substances needed for the temple cults. Mr. Cooper’s work is a transdisciplinary study and it is exceptional to what degree he masters not only the secondary literature in and outside the field of Egyptology, but also remarkable for the proficiency with which he handles the linguistic and phonological issues and the difficulties in establishing etymologies for the non-Egyptian place names. Here I would like to especially draw attention to his elucidation of the designations used by the Egyptians for the Puntite ruler and his wife in queen Hatschepsut’s expedition to Punt. He is to date the only scholar (besides, but independent from Francis Breyer’s unpublished investigation) who attempted to clarify these designations by pointing to Ethiosemitic roots which fit very well semantically. His solid philological knowledge in the different stages of Ancient Egyptian is displayed by the very helpful “Appendix of Texts” where he translates the relevant Egyptian text passages containing the placenames under investigation. Combined with his profound knowledge of the archaeological investigations done by Egyptologists and other scholars in the region his research enables him to provide a new truly “multicultural” and “multiaspect” area study. Mr. Cooper’s doctoral dissertation represents in my view an outstanding achievement and a major scholarly contribution not only to Egyptology but also to neighbouring fields.”

“The thesis under consideration is a distinct contribution to the knowledge of the subject area, viz. the placenames of the Eastern Desert, Red Sea and South Sinai. No comparable study has yet been done on this. A thorough lineup of the toponymy in the area in question, as attested in the time-span under consideration (Early Dynastic through New Kingdom) has never been done. The said thesis affords clear evidence of originality. It treats Egyptian toponymy in all conceivable aspects, gives an outline of the historical, geographic and archaeological context. Of particular impact is the linguistic aspect, as only a minor part of these toponyms are based on the Egyptian language. In this field, which asks for a high degree of professionalism, the author is prudent and cautious, though a broad linguistic horizon, taking into account Semitic, Cushitic and Nilo-Saharan languages. The literary presentation of the thesis is more than satisfactory, in good style of the language and all conventions of scholarly and scientific presentation. The work may be published as it is”

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

RESOLVED

That Julien Cooper’s PhD thesis entitled “Toponymy on the Periphery: placenames of the Eastern Desert, Red Sea and South Sinai in Egyptian Documents from the Early Dynastic until the end of the New Kingdom” be awarded a Vice-Chancellor’s Commendation.

HURRELL, KATHARINE EMMA FOHS PHD

Principal Supervisor: Professor Jennifer Hudson
Associate Supervisor: Dr Carolyn Schniering
Thesis submitted for examination: 21 January 2015
Thesis title: Emotion Regulation in Children with Anxiety Disorders: The Role of Parent Factors

On 22 May 2015, the Higher Degree research Committee recommended that Katherine Emma Hurrell’s PhD thesis be awarded.

The following comments were received from the examiners:

“Overall this is a comprehensive thesis that contributes substantively to the extant literature. The candidate has clearly shown strong familiarity with concepts, and has used appropriate theory to guide the methods and results. The thesis is grounded in a broad developmental framework and this is a clear strength of this manuscript. There are many strengths to this manuscript – it is conceptually sound, uses measures with strong psychometric properties, and controls for potential confounding variables in the analyses. Overall, the attempt to examine the role of emotion in treatment outcome was solid… In summary, this thesis represents a very meaningful contribution to the literature. It is conceptually solid, methodologically rigorous, and overall well written. Thank you for the opportunity to conduct this review as the thesis was a pleasure to read. I hope that the candidate finds this review helpful as they continue their work in this very important area. I will look forward to following the career of this candidate and her colleagues!”

“I would like to congratulate the candidate and her Advisory team on what I consider to be an outstanding thesis focusing on a cutting-edge and important area (namely children’s emotion regulation and parental emotional socialisation practices) within the larger field of child anxiety. The thesis represents a well-integrated, theoretically driven and clinically meaningful program of research that makes a truly valuable contribution to the field. I very much enjoyed reading this thesis - it really has been a pleasure. Throughout, the thesis is well written
and structured, making the reader's task simple. All literature reviews are comprehensive, while also demonstrating the candidate's ability to think critically about the studies being reviewed. All studies have clear rationales leading the reader to the equally well-articulated hypotheses. I was impressed with the sample sizes able to be recruited for each study. The thesis consists of 4 empirical studies, one of which has already been published and the remainder of which have been submitted to high impact journals. Again - congratulations to the candidate and her Advisory team. Being able to discuss the 4 studies across these areas clearly demonstrated the candidate's very strong understanding of the field and her own contribution to it. I also particularly enjoyed the section dealing with Clinical Implications. Thank you for the opportunity to examine this thesis, from which I learned a great deal."

"Thank you for the opportunity to read and provide feedback on this dissertation. This was an impressive piece of work and one can see just how much effort was made and how the student's expertise was honed. Kudos on some strong work! Overall, as I noted, this is strong work. The student writes well and has provided a nice set of studies that engage her topic of interest well. I was appreciative of the introductory chapter, as it established early that the student had strong grounding in the relevant empirical work. There is nice diversity of these studies in terms of focus and design, with some emphasizing observational measures, others self-report measures, and still others examining how the key emotion variables may be related to treatment outcomes. I was particularly impressed with the author's strong summary of her contributions to the emotion socialization literature here, which is notable across the set of studies reported."

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

RESOLVED
That Katherine Emma Hurrell's PhD thesis entitled "Emotion Regulation in Children with Anxiety Disorders: The Role of Parent Factors" be awarded a Vice-Chancellor's Commendation.

WALSH, ROSALIND LEE 41167805 Fac: FOHS PHD
Principal Supervisor: Professor Jennifer Bowes
Associate Supervisor: Dr Coral Kemp, Dr Kerry Hodge
Thesis submitted for examination: 08 April 2015
Thesis title: Catering the Needs of Intellectually Gifted Children in Early Childhood: Development and Evaluation of Questioning Strategies to Elicit Higher Order Thinking

On 24 April 2015, the Higher Degree Research Committee recommended that Rosalind Lee Walsh's PhD thesis be awarded.

The following comments were received from the examiners:

"The thesis offers a very useful investigation of some difficult and reoccurring issues in the education of young gifted and talented learners. It explores several of the cutting-edge debates in early years gifted education and relates these to general early years practice in the classroom context. Its main contribution to knowledge is a critical interrogation of existing approaches to questioning strategies to elicit higher order thinking – and how these apply to more general debates about the role of early years practitioners in the education of gifted young learners. The thesis offers a very useful investigation into the methodological rigour of research in the field of gifted education. Another strength of this study is that the approaches discussed are entirely appropriate for use with all young children. The main findings from the studies offer an opportunity to "raise the bar for all" while acknowledging the cognitive complexity contained within the answers of some of the "gifted" children."

"This is an excellent thesis. The candidate has identified important and appropriate research questions, which she has been able to answer through a well-designed and thoughtful study. The review of the relevant research literature in early childhood education and gifted education is comprehensive and in-depth. Having identified the lack of evidence on the potential value and effectiveness of questioning strategies to elicit higher order thinking in young gifted children, the candidate has developed an effective methodological approach, and utilized relevant measures, to address her research questions. The findings, discussion and conclusions raise important implications for practice in both early childhood and gifted education. They deserve to be widely disseminated in both fields. The Introduction, the individual publications, and the Discussion and Conclusions, are all beautifully written... The thesis makes an important original contribution to knowledge in the subject area..."

"Ms. Walsh has presented a robust collection and assimilation of research on early childhood gifted education. The strength in her work is her focus on demonstrating what has generally been tested with older students (i.e., the relationship of higher level thinking to higher level responses) with younger ones. The collection of work makes a significant contribution to the field of early childhood gifted education, not only because it addresses
findings in the areas of shared storybook reading which are interesting and applicable to early childhood settings, but more because the body of work by the researcher raises more questions for further study. In summary, a good portion of work in the portfolio of this dissertation of this candidate, along with her collaborators, has already been recognized and published – a tribute to the rigor of research, and the novelty of ideas that advance the field of early childhood gifted education. I commend the candidate for such excellent work!"

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

**RESOLVED**

That Rosalind Lee Walsh’s PhD thesis entitled “Catering the Needs of Intellectually Gifted Children in Early Childhood: Development and Evaluation of Questioning Strategies to Elicit Higher Order Thinking” be awarded a Vice-Chancellor’s Commendation.

**COMPLETION OF REQUIREMENT (MRES)**

BEAUMONT, SHERIDAN  
BUCKLEY, SCOTT  
JAHAN, RUBAIYAT  
MAHAK, SAMBYAL  
MUSCAT, SHAWN  
NASSERI, ROMAL  
O’FARRELL, MATTHEW  
THOMPSON, ELIZABETH  
UPRETY, DILLI RAJ  
WOOD, ALEXANDER  

**RESOLVED**

That the above candidates be awarded the degree of Master of Research
ITEM 11.5 QUALITY ENHANCEMENT COMMITTEE

Report from the meeting 14 May 2015.

For noting.
ITEMS FOR APPROVAL

There were no items requiring Academic Senate approval.

ITEMS FOR NOTING

The draft Terms of Reference were presented and were discussed in detail by members. Specific attention was given to the relationship between the roles of QEC and other Committees reporting to Senate.

GOVERNANCE AND STRATEGY

The Executive Officer for the DVC A presented an update on the University's re-registration as a higher education provider. The Committee noted that a Steering Group has been formed and the timeframes for the re-registration.

The Executive Officer for the DVC A presented draft Guidance Notes, prepared by TEQSA on Benchmarking, Information Resources, Course Approval, Design and Delivery, Equivalence of Professional Experience to Academic Qualifications and Third Party Relationships. The Committee notes the deadline for feedback on the draft Guidance Notes is 7 July 2015.

MANAGEMENT AND IMPLEMENTATION

QEC considered and endorsed or approved:

- the Terms of Reference for the Review of the Department of Sociology;
- The Final Report and Implementation Plan for the Review of the Department of Biological Sciences;
- The Final Report and Implementation Plan for the Review of the Department of Computing; and
- The Review Panel for the Review of the Deputy-Vice Chancellor (Students and Registrar),

It also noted, but held over for detailed consideration at a subsequent meeting:

- The Final Report and Implementation Plan for the Review of the Department of Earth and Planetary Sciences; and

The next meeting of QEC will be held on 6th August 2015 and agenda items are due Tuesday 28th July.

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

PROFESSOR DOMINIC VERITY, CHAIR OF ACADEMIC SENATE
CHAIR,
ITEM 11.6  SENATE LEARNING AND TEACHING COMMITTEE

Reports from the meetings held 13 April and 11 May 2015.

For noting.
ITEMS FOR APPROVAL
There were no items requiring approval from Academic Senate.

ITEMS FOR NOTING

In accordance with the Standing Orders of Committees of Academic Senate, the Committee was requested to elect a presiding member to Chair the meeting. Professor John Simons was appointed the Acting Chair for the meeting and it was acknowledged that there were insufficient members in attendance to reach the requisite quorum.

Deputy Vice-Chancellor (Academic) Report

The Deputy Vice-Chancellor Academic provided an oral report on the following:

- **Learning and Teaching Strategic Framework** is progressing with feedback now being provided. It was reported that a number of submissions to date have been in relation to the provision of Big History MOOC instead of the existing People and Planet offerings, the Deputy Vice-Chancellor Academic will be communicating with the Deans in relation to this.

- **MyMaster** – One disciplinary hearing left to be heard. The outcomes of the cases to date have included dismissals, penalties imposed and students being ordered to resit affected units. Discussion was also held in relation to ThinkSwap; a website to which students can submit various study materials.

General Business

- **Learning and Teaching Strategy Update** – It was reported that in addition to the scheduled roadshow events there is to be a Town Hall meeting on 9 June 2015.

- **Teaching Index: Change Paper** was discussed in the absence of a quorum with suggested amendments proposed. By flying minute of the Committee on 29 April 2015, the Committee resolved to endorse the amended Teaching Index paper.

- **Theme Presentations** were finalised for the calendar year with four presentations scheduled in 2015:
  - **May** Mastery of Learning/ Examinations Dr Ayse Bilgin
  - **July** Scholarship of Learning and Teaching Associate Professor Ian Solomonides
  - **October** First Year Experience Professor Leigh Wood
  - **November** Gifted and Talented Andrew Burrell

- **Evaluation of Student Experience** – The Final Report of the evaluation was discussed and noted by the Committee. Consideration was given to establishing a Quality, Standards and Analytics Working Party and holding a Rapid Improvement Event to assist in the progression of the proposed recommendations.

- **Orientation 2015 Update** - Cassie Khamis, Orientation Program Manager provided a written update and attended the meeting. It was reported that Ms Khamis will be working closely with the Faculties, Enrolment and Academic Orientation to ensure a cohesive and personalised approach for 2016.

- **Web transformation project update** - Rich Powell, Web Project Director attended the meeting and provided a presentation to the Committee. The presentation provided an update and overall timeframe for the project. Further details about the project can be viewed on the projects blog.

- **Student Representation on SLTC** – All members were asked to consider appropriate student groups that can be approached in relation to the two student representation vacancies on the Committee.

- **Learning Technologies Committee** - It was reported that Craig Oliver has recently been appointed to the position of Asset Manager, Learning and Teaching. The Committee resolved to nominate Craig Oliver as a member of the Learning Technologies Subcommittee by flying minute.

Reports from the Faculties

Reports from the Faculty of Arts, Faculty of Business and Economics, Faculty of Human Sciences, Faculty of Medicine and Health Sciences and the Faculty of Science and Engineering were noted.

The next meeting of SLTC will be held on Tuesday, 11 May 2015; agenda items are due Thursday, 30 April 2015.

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

Professor John Simons

ACTING CHAIR
ITEMS FOR APPROVAL

Course Transfer Procedure
The Course Transfer Procedure is recommended for approval by the Academic Senate. *(Refer to Agenda, Item 6.6)*

ITEMS FOR NOTING

Chair’s report
The Chair provided an oral report on the following matters:
- **Chair of SLTC** – The Chair informed the Committee that he intends to vacate the position of Chair of SLTC prior to the July meeting.
- **Learning and Teaching Strategic Framework** – The Green Paper roadshow is continuing. All feedback received will be provided to the Reference Group for discussion and consideration.
- **Entry Pathways** – Each Faculty has developed criteria to assist in the assessment of Global Leadership applications enabling applications to be assessed by a broader range of staff members. The proposed Diploma for domestic students to be delivered by MUIC has been put on hold. As an alternative, students who do not meet degree entry requirements will be offered entry via the Next Step program.
- **Learning and Teaching Week** is confirmed for the week of 14-17 September 2015. The Learning and Teaching awards dinner will be held on Monday 14 September 2015.

Deputy Vice-Chancellor (Academic) report
The Deputy Vice Chancellor Academic provided an oral report on the following matters:
- **MyMaster** – All disciplinary hearings have now been heard. Two cases of students being found guilty of academic misconduct are under review by University Council.
- **Review of the Centre of Open Education** – The review is now complete with the draft report to be prepared. The report will be progressed through the University Executive.
- **2016 Fees** – The 2016 course fees are now finalised. It was reported that a decrease in postgraduate enrolments has been identified. This will be reviewed shortly with a view to increasing enrolments by 2017.

General Business
- **Academic Progression and Students at Risk** – The Committee resolved to approve Academic Senates recommendations to develop a business case, identify amendments to the General Coursework Rule and to develop an Academic Progression Policy in collaboration with the DVC (Students and Registrar) office. A working party is to be established.
- **Review of Assessment and Grading Policies** - The Committee noted the draft Principles of Assessment as endorsed by Academic Senate and resolved to approve the recommendations to identify project sponsors and to establish a working party to develop a timeline for the development of this policy and implementation plan. The Pro-Vice Chancellor (Learning and Teaching) was identified as a project sponsor and a working party is to be established.
- **Academic Honesty** – The Chair of Academic Senate provided a verbal report on this matter and following discussion, the Committee resolved to:
  - support the development of an academic integrity statement that outlines the University’s expectations of the students; and
  - support the introduction of a requirement that all students complete an integrity module prior to completing their first year of studies.
- **Student Disability Support Policy** – The Committee considered the amended document following changes made subsequent to the February SLTC meeting and provided additional comments to the Policy. Further minor amendments are to be made.
- **SLTC Terms of Reference** – The Committee resolved to approve the new Terms of Reference subject to minor amendments. SLTC’s membership is to be discussed at the next SLTC meeting.

Reports from Offices
The reports from the Centre for Open Education, Learning and Teaching Centre, PACE and the Library were noted.

The next meeting of SLTC will be held on 15 June 2015; agenda items are due Thursday, 4 June 2015.

A full copy of the minutes summarised above can be accessed via this link following the next SLTC meeting.

Professor Sherman Young
CHAIR
ITEM 12.1  FACULTY OF BUSINESS AND ECONOMICS

Report from the meeting of 14 April 2015

For noting.
ITEMS FOR APPROVAL
There were no items requiring approval from Academic Senate.

ITEMS FOR NOTING

Deputy Chair’s Report
The Chair provided an oral report on the following matters:

• Learning and Teaching Strategic Framework Green Paper was discussed with the Faculty Board giving consideration to the operational impact the proposals within the Green Paper will have on the Departments. All staff are encouraged to submit individual responses to the Green Paper. The Departments, Subcommittees of Faculty Board and Faculty Executive are to submit responses in relation to the areas that pertain to each forum.

Reports from Subcommittees and Items Approved

Faculty Standards and Quality Committee (FOSC)
The Board resolved that the Master of Applied Finance (Beijing) in LOTE is approved by the Faculty Board.

Faculty Learning and Teaching Committee (FLTC)
There were no items for noting or approval for Faculty Board.

Faculty Research Committee (FRC)
Professor Lucy Taksa reported on the following matters:

- The 2015 Excellence in Research submission has been made with all involved formally thanked. The research mapping process has already commenced for the next submission.
- Dr Nikki Balnave has been appointed as the Chair of the Faculty Ethics Committee with Dr Ranjith Appuhami and Dr Alison Vicary being appointed as Deputy Chairs. A formal thanks was moved to the outgoing Chair, Dr Parmod Chand and Deputy Chair, Kay-Wah Chan.
- Grant Assessment review Panel has been formed to assess applications over $10,000 with the aim to enhance the quality of submissions through a collegial process of content review and support.
- A Publication Advisory Panel is in the process of being formed to provide a mentoring for staff to aid in the selection of appropriate journals.
- The Faculty A2B Event is to be held on 20 October 2015. Speakers for the event will be approached in line with the three themes of Finance, Health and Management.
- The Research budget has been reviewed with Starter Grants no longer being offered this year. All staff have been asked to ensure that 2014 applications have been provided.

Other Business

The Post-Graduate Curriculum is progressing. It is expected to be finalised by the end of the year and is to be considered further at the Executive Committee meeting scheduled 20 April 2015.

Faculty Discipline Committee – It was reported that the new terms of reference for the FDC’s is currently under review by the Vice Chancellor. This will allow for additional cases to be dealt with by the FDC.

Ratification of Results for Applied Finance Centre Working Group has been established. Recommendations from the Working Group will be provided to the Executive Dean.

Recognition of Prior Learning – There is currently a student facing webpage and database under development as the Faculty works towards to the University wide approach to RPL. There was discussion in relation to the principles and processes pertaining to RPL with the FSQC principally responsible for operationalising RPL in the Faculty.

It was reported that FSQC is in the process of reconvening the Implementation of Recognised Prior Learning Working Party. The Working Party will provide quarterly reports to the Faculty Board.

The next meeting of the Faculty of Business and Economics Faculty Board will be on Tuesday 7 July.

Professor Ann Ross-Smith
DEPUTY CHAIR
ITEM 12.2 FACULTY OF SCIENCE AND ENGINEERING

Report from the meeting of 4 May 2015

*For noting.*
ITEMS FOR APPROVAL

There were no items requiring Academic Senate approval.

ITEMS FOR NOTING

The Faculty of Science and Engineering held its inaugural Faculty Board meeting on Monday, 4 May 2015. The focus of the first meeting was around understanding the role of Faculty Board and academic governance.

The Head of Governance services provided background to the development and an overview of the Faculty Rule and how the Faculty Board contributes to academic governance noting the relationship between Faculty Board and Academic Senate.

Faculty Board Arrangements

- Associate Professor Michael Hitchens, Associate Dean (Quality and Standards) is appointed as the Deputy Chair of the Faculty Board in accordance with the Faculty Rule.

- Academic Staff vacancies on Faculty Board for the departments of Biological Sciences and Chemistry and Biomolecular Sciences were noted. It was advised that elections for these positions will be held in due course.

- The Faculty is currently reviewing the Committee's to report to the Faculty Board. Following completion of the review, the Faculty Board will review and endorse the Committee's Terms of Reference.

- The Ratification of Results – Quality Assurance Framework paper was discussed and noted.

The next meeting will be held on Tuesday, 7 July 2015. Agenda items are due Monday, 29 June 2015.

Professor Barbara Messerle
CHAIR