2013

MACQUARIE UNIVERSITY

A meeting of the Academic Senate will be held at 9.30am 7 June 2013 in the Senate Room, Level 3, Lincoln Building.

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.

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

Members who are unable to attend the meeting are requested to send their apologies to Ms Z Williams (phone. 61 2 9850 4322 or 0422 602 364 or via e-mail zoe.williams@mq.edu.au).

A G E N D A

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2. ARRANGEMENT OF AGENDA
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★ 2.2 Adoption of Unstarred Items

Pages 3 - 28 ★ 3. MINUTES OF PREVIOUS MEETING
Meeting held on 30th April 2013

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

4.1 Draft Student Code of Conduct
4.2 Review of ASQC

5. CONSIDERATION OF CONFIDENTIAL ITEMS

5.1 University Discipline Committee
The minutes of the University Discipline Committee meeting held on 20th May 2013

★ 6. CHAIR ORAL UPDATE

★ 7. VICE CHANCELLOR ORAL UPDATE

★ 8. QUESTIONS ON NOTICE
Members are requested to submit Questions on Notice to the Chair two days in advance of the meeting.
9. REPORTS FROM STANDING COMMITTEES

Circulated separately

★ 9.1 Academic Standards and Quality Committee
Report of the meeting 21st May 2013

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10. GENERAL BUSINESS

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★ 10.5 Higher Education Standards Panel
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10.9 Qualified Students
Students Qualified for Awards (1st May – 24th May 2013)

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11. OTHER BUSINESS
ITEM 3: MINUTES OF PREVIOUS MEETING

Attached are the minutes of the meeting held on 30 April 2013.

Recommendation

That the minutes of the meeting held on 30 April 2013 be signed as a true and correct record.
Minutes of the meeting of Academic Senate held on 30 April 2013 at 9.30am in the Senate Room, Level 3, Lincoln Building.

Present: Professor D Verity (in the Chair)
Dr Nicholas Baker
Professor Clive Baldock
Dr Wylie Bradford
Professor Bruce Dowton
A/Professor Mark Evans
A/Professor Simon George
Professor Janet Greeley
Mr Tim Hendry
A/Professor Mariella Herberstein
Professor Lori Lockyer
Professor Catriona Mackenzie
Mr Nicholas McGuigan
Professor Jim Piper
Professor Jacqueline Phillips
Professor John Simons
A/Professor Ian Solomonides
Ms JoAnne Sparks
Professor Anne Ross-Smith
A/Professor Michelle Trudgett
Dr Edward Watts
Dr Rod Yager
A/Professor Sherman Young

In Attendance: Ms L Filardo
Ms R Grewal
Ms H Harris
Ms B Mclean
Ms G Lay
Ms Z Williams

Apologies: Ms Deidre Anderson
A/Professor David Coutts
Professor John Croucher
Professor Guy Ford
Professor Mark Gabbott
Mr Oliver Luck
Professor Nick Mansfield
Mr Henrique Moraes
Ms Corinne O’Sullivan
Mr Nazar Pochynok
Professor Judyth Sachs
Ms Lavinia Simpson
Professor Gail Whiteford
1. APOLOGIES /WELCOME

Academic Senate noted that apologies were received from: Ms Deidre Anderson, A/Professor David Coutts, Professor John Croucher, Professor Guy Ford, Professor Mark Gabbott, Mr Oliver Luck, Professor Nick Mansfield, Mr Henrique Moraes, Ms Corinne O’Sullivan, Mr Nazar Pochynok, Professor Judyth Sachs, Ms Lavinia Simpson and Professor Gail Whiteford.

1.1 Deputy Chair

The Chair advised Senate that A/Professor Sherman Young had been successful in being elected as Deputy Chair. The Chair asked Academic Senate to join him in congratulating A/Professor Young on his appointment.

2. MINUTES OF MEETING HELD ON 5 MARCH 2013

Resolution 13/70

That the minutes of the meeting held on 5 March 2013 be signed as a true and correct record.

3. BUSINESS ARISING FROM THE AGENDA

3.1 Saving Clause Cases

The below mentioned Saving Clause cases were approved by the Chair on behalf of Academic Senate following the 5 March meeting:

Faculty of Arts

Resolution 13/71

That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 40001954 to satisfy degree requirements for the Bachelor of Laws with Second Class Honours, with a GPA of 3.329, provided all other degree requirements are met.

Resolution 13/72

That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 4211865 to satisfy degree requirements for Bachelor of Arts in Media without completing the People/Planet unit outside the Faculty of Arts, provided all other degree requirements are met.

Resolution 13/73

That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 41905725 to satisfy degree requirements for the Bachelor of Social Science with a major in Sociology, without completing 6 credit points of the 12 credit points of the Sociology units required at 300 level for the major, provided all other degree requirements have been met.

Faculty of Human Sciences

Resolution 13/74

That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause
be invoked to enable student identified as 41606884 to satisfy the Bachelor of Teaching (Birth to Five Years), having satisfactorily completed 67 of 68 credit points, provided all other degree requirements are met.

Faculty of Science

Resolution 13/75
That in accordance with Rule 14 of the Master by Coursework Degree Rule, the Saving Clause be invoked to allow student identified as 41702948 to graduate with a Master of Museum Studies completing at least 34 credit points instead of 36 credit points of study, provided all other degree requirements are met.

3.2 Higher Degrees Research Appeal Committee
The Chair advised Academic Senate of the withdrawal of the appeal submitted by student 4006549 against the decision of the HDRAC. The Chair advised that the processes surrounding appeals heard by HDRAC would be reviewed as part of the broader review of academic appeals.

3.3 Draft Student Code of Conduct
The Chair advised Academic Senate that a reference group had been formed to provide feedback on the draft Student Code of Conduct. The Chair referred Academic Senate to the notes from the reference group’s preliminary meeting to discuss the draft Student Code of Conduct. The Chair advised that the reference group would meet with the General Counsel to discuss the draft Code of Conduct further.

* 4. IDENTIFICATION OF ITEMS FOR DISCUSSION

The following items were starred for discussion:
6. Chair Oral Update
7. Vice-Chancellor Oral Update
8. Questions on Notice
9.1. Academic Standards and Quality Committee
9.2. Higher Degree Research Appeals Committee
9.3. Senate Learning and Teaching Committee
10.1. AQF Compliance of Macquarie’s Academic Programs

* 5. CONSIDERATION OF UNSTARRED ITEMS

Resolution 13/76
That the items not starred for discussion be noted and, where appropriate, be adopted as recommended.

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

6. CONSIDERATION OF CONFIDENTIAL ITEMS
6.1 University Discipline Committee
The minutes of the University Discipline Committee meetings held on 27 February 2013, 5 March and 4 April 2013 were tabled. The Chair referred members to the
minutes.

6.2 Standing Committee on Appeals
The minutes of the Standing Committee on Appeals meetings of 9 April and 18 April were tabled. The Chair referred members to the minutes.

* 7. CHAIR ORAL UPDATE

The Chair updated Academic Senate on the Reserve Meeting of SLTC, which continued the focus on Recognition of Prior Learning (RPL). The Reserve meeting featured a seminar presented by Professor Stephen Billett, School of Education and Professional Studies, Griffith University. The Chair advised that the procedural framework to support the RPL Policy was progressing in consultation with Faculties and central administration units.

The Chair spoke to the work being undertaken to review the role of ASQC. He reported that while the Working Party conducting the review had found that the existing terms of reference reflected the intended role of ASQC, it had also identified that ASQC had not always been able to effectively discharge all of those responsibilities. The Chair indicated that the review of ASQC would most likely result in a redistribution of some responsibilities, particularly those relating to units, to Faculties. The Chair also spoke to the ongoing work being undertaken by the Curriculum Renewal and Implementation Team (CRIT II) in the simplifying the curriculum.

The Chair updated Academic Senate on the development of a communication plan for Academic Senate, which he has initiated in collaboration with the Marketing Unit. The intention is to build a more robust communication process, which will encompass consultation on policy and the promulgation decisions, include an improved web presence and explore other possibilities for more timely information sharing (such as a blog). The Chair indicated that additional information regarding the communication strategy would be presented at a subsequent meeting for discussion.

Academic Senate noted the update.

8. VICE-CHANCELLOR ORAL UPDATE

The Vice-Chancellor outlined challenges to the University resulting from the Commonwealth Government’s announcement of changes to higher education funding. Preliminary analysis has indicated that the funding changes from the efficiency dividend would have an impact upon institutions with a large research grants, however this is not a characteristic of Macquarie’s current funding profile. The Vice-Chancellor reported that as 85% of Macquarie undergraduate students elect to defer HECS payments the changes to the reduction offered for upfront payment of HECS would have a modest impact and the changes to student start-up scholarships would have a limited impact on Macquarie.

The Vice-Chancellor reported that the capped reduction to self-education expenses would not have a significant impact upon Macquarie University students since the tax deductions for self-education is only available to those who seek such education to improve their current position. The Vice-Chancellor reported that it was widely anticipated that the reductions to higher education funding which had been announced were not final and subject to additional changes with the handing down of the Budget.
The Vice-Chancellor advised Academic Senate that the University would receive a visit from representatives from the Federal Government for the Compact visit. The Vice-Chancellor reported on Macquarie’s steady performance in increasingly meeting the Commonwealth’s objectives in improving access and equity and attracting students from low socio-economic, indigenous and culturally and linguistically diverse backgrounds.

The Vice-Chancellor updated Academic Senate on the developments in finalising the senior leadership team. Dr Paul Schreier has commenced as Chief Operating Officer with oversight of Finance, Facilities, Property, Informatics and the Legal Office. The Vice-Chancellor advised that in light of Dr Schreier’s previous role as Deputy Secretary, Economic and Strategy with the Department of Prime Minister and Cabinet, Dr Shreier would be working to improve engagement with State and Commonwealth governments.

The Vice-Chancellor confirmed that Professor David Wilkinson would commence as Deputy Vice-Chancellor (Corporate Engagement and Advancement). Professor Wilkinson’s remit will include marketing and communications, the Macquarie Foundation, alumni and philanthropic development activities. Professor Wilkinson will be responsible for strengthening external engagement with corporate and commercial entities operating within the technology corridor through a co-ordinated and coherent approach. The Vice-Chancellor advised that in light of Professor Wilkinson’s experience with leading the largest medical program in Australia, his experience would contribute significantly to the development of an academic health campus created by the convergence of the Hospital with the Australian School of Advanced Medicine.

The Vice-Chancellor confirmed that the Deputy Vice-Chancellor (Research) designate recently spent a day with Professor Piper on campus. Professor Sakkie Pretorius is scheduled to commence in July. The Vice-Chancellor confirmed that the Executive would reinvigorate the recruitment process for attracting a Deputy Vice-Chancellor (International).

The Vice-Chancellor provided Academic Senate with an update on the Delegations of Authority framework. The University currently has a framework of financial delegations of authority but lacks a comprehensive framework for other forms of decision-making. The Vice-Chancellor had reported to Council that at the present time Macquarie is one of six Universities that do not have a publicly available formalised delegation of authority. To address this situation, the University has engaged an external contractor with deep experience in higher education that is familiar with the Australian context to develop a delegation of authority framework for consideration.

The Vice-Chancellor provided Academic Senate with a detailed progress report on the Our University: A Framing of Futures planning exercise. To date 800 people have been involved in planning sessions with 40 submissions received. The Vice-Chancellor expressed his gratitude to Academic Senate and the University community in engaging with this exercise. MQ Analytics are presently analysing the data resulting from the consultation phase and the Vice-Chancellor confirmed he is reviewing both data trends and ideas on an individual basis. The Vice-Chancellor indicated that he would be crafting a green paper towards the end of May capturing the results of the planning sessions and feedback received.

The Vice-Chancellor provided insight as to his perspective of Macquarie after his first
six months in the role and spoke to the need for the University to define itself not as an aspirant to the Group of Eight but as a stand-alone unique and distinct institution. The Framing of Futures exercise will define the future direction of the University and will ensure evaluating activities relating to budget, the campus master plan, capital works and investment are aligned with the overall strategic direction. The Vice-Chancellor outlined how Academic Senate will be called upon in evaluating the size and shape of the University, coherence between education and research and how academic programs fit with the University’s strategy and future directions.

The Vice-Chancellor indicated that he anticipated engaging in wholesome discussions with Academic Senate about these matters and would circulate the green paper to Academic Senate for consideration.

Academic Senate noted the update.

* 9. QUESTIONS ON NOTICE

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

The Chair referred Academic Senate to the Question on Notice submitted by Dr Rod Yager regarding the announcement that the University will enter into discussions with other higher education providers to transfer the teaching of the Chiropractic program and questioned the role of Academic Senate in such a process.

The Chair referred the matter to the Executive Dean of the Faculty of Science to respond to. Professor Baldock advised that the proposal to commence the process of identifying a suitable higher education provider to transfer the delivery of the Chiropractic program and staff to corresponds directly to the Faculty of Science’s strategic plan. Professor Baldock elaborated on the Faculty’s considerable investment in research and research-intensive disciplines. Professor Baldock provided members with a brief history of the development of the Chiropractic program at Macquarie. While the Chiropractic area has a reputation for teaching excellence this has not translated into research outcomes, namely published papers and research grants.

Professor Piper outlined the initiatives that the University had undertaken to increase the research output of the Department of Chiropractic, including appointing a Chair, however this had not resulted in a higher yield of research activity. Professor Baldock spoke to the Faculty of Science’s contribution to the University’s research output comprising approximately 65% of the overall University research quantum and advised that while excellence in teaching is a valued asset, it must also be balanced with excellence in research.

Dr. Bradford raised the question as to why the proposal was released publicly before the Faculty had entered into a consultation process with those affected or with some governance bodies, such as Academic Senate itself. Professor Baldock responded that discussions were at the proposal stage and that consultation would take place in accordance with the industrial requirements and that once options had been identified and investigated they would be referred through the University’s governance structures. Dr Bradford clarified that his comments spoke not to the merit of the proposal itself but instead to the process being followed.
The Vice-Chancellor advised that the proposal itself was well aligned to the University’s strategic direction, and that the way in which it had been made public was the subject of a deliberate judgment call made by the University Executive. Professor Piper added that the Chiropractic program was not only at odds with profile of the Faculty but also with that of the University in terms of establishing itself as a research-intensive institution. The Vice-Chancellor advised members that the University’s position had been discussed with the Chiropractic professional associations who were pleased with the level of consultation and engagement.

10. REPORTS FROM STANDING COMMITTEES

10.1 Academic Standards and Quality Committee

The Chair directed Members to the reports of the Academic Standards and Committee meeting of 19 March 2013 and 23 April.

The Chair advised that the recommendation in the minutes of the meeting to discontinue ECON356 effective from 2014 would be revoked at the next meeting of ASQC and this advice was supported by Professor Anne Ross-Smith

Academic Senate noted the report of the meeting of 19 March and 23 April 2013 and resolved as recommended:

**Resolution 13/77**

_That students will be permitted to repeat a unit of study in psychology as part of their admitted program for the purpose of achieving a higher GPA for meeting eligibility requirements into the fourth year honours program of the Bachelor of Psychology with effect from Session 1, 2013._

**Resolution 13/78**

_That the Saving Clause be invoked, following an appeal, to allow the student identified as 42352169 to satisfy degree requirements without the need to complete any additional unit of study to satisfy the requirements of the Master of Museum Studies, provided all other degree requirements are met._

**Resolution 13/79**

_That the Urgent Change requests for the below units be approved, with effect from 1 January 2013_
<table>
<thead>
<tr>
<th>Unit</th>
<th>Urgent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS208 Ancient Greek A</td>
<td>The Faculty requested that admission to BAncHist be added to the prerequisites.</td>
</tr>
<tr>
<td>AHIS218 Latin A</td>
<td></td>
</tr>
<tr>
<td>AHIS258 Classical Hebrew</td>
<td></td>
</tr>
<tr>
<td>AHIS212 Rome and the Caesars</td>
<td>The Faculty requested that these two units be co-taught for 2013.</td>
</tr>
<tr>
<td>AHIS312 Rome and the Caesar</td>
<td></td>
</tr>
<tr>
<td>CHN232 Intermediate Chinese I</td>
<td>The Faculty requested that the prerequisites be changed from “CHN105 or HSC (Non-BS) Chinese” to “CHN” or HSC (Non-BS) or CHN149).</td>
</tr>
<tr>
<td>CHN223 Intermediate Chinese III</td>
<td>The Faculty has requested to remove CHN253 from the prerequisites.</td>
</tr>
<tr>
<td>CHN331 History of Chinese Art</td>
<td>The Faculty has requested to add a quota of 357 to the unit to cap the unexpectedly large enrolment numbers.</td>
</tr>
<tr>
<td>LAW448 Animal Law</td>
<td>The Faculty has requested for LAW448 and LAWZ448 to be NCCW with each other.</td>
</tr>
<tr>
<td>LAWZ448 Animal Law</td>
<td></td>
</tr>
<tr>
<td>ACCG100 Accounting IA</td>
<td>The Faculty requested that BComBA-Psych be added to the prerequisites.</td>
</tr>
<tr>
<td>BBA360 Business Project</td>
<td>The Faculty has requested to add BBA201 to the prerequisites.</td>
</tr>
<tr>
<td>PSYC104 Introduction to Psychology I</td>
<td>The Faculty requested that “admission to BComBA-Psych” be added to the prerequisites.</td>
</tr>
<tr>
<td>PSYC105 Introduction to Psychology II</td>
<td></td>
</tr>
<tr>
<td>TEP318 Curriculum and Teaching in</td>
<td>[39cp and (EDUC258 and EDUC260 and EDUC267)] or admission to BEd (Prim)</td>
</tr>
<tr>
<td>Primary School 1</td>
<td></td>
</tr>
<tr>
<td>ENGG170 Introduction to Mechanical Engineering</td>
<td>The Faculty has requested to remove the prerequisites and add “MATH132 or MATH135” as a corequisite.</td>
</tr>
<tr>
<td>CBMS700 Research Frontiers in</td>
<td>The Faculty have requested to change the grading method from Pass/ Fail to a graded unit.</td>
</tr>
<tr>
<td>Chemistry and Biomolecular Sciences</td>
<td></td>
</tr>
<tr>
<td>HLTH304 Radiographic Physics,</td>
<td>The Faculty requested to add “admission to GDipChiroSc” to the prerequisites.</td>
</tr>
<tr>
<td>Practice and Protection</td>
<td></td>
</tr>
</tbody>
</table>

**Resolution 13/80**

*That the co-teaching of units below be approved with effect from 1 January 2013.*
Resolution 13/81

That the below late amendment be approved with effect from 1 January 2013.

Bachelor of Ancient History
The Faculty has requested that AHIS150 be added to the 100 level “required 9cp from” option set.

Resolution 13/82

That the changes to the below majors for the Bachelor of Arts (OUA), as advised by the Centre for Open Education be approved, with effect from 1 January 2013.

Changes to Majors in the Bachelor of Arts (OUA)
- Ancient History Major (OUA)
- Cultural Studies Major (OUA)
- English Major (OUA)
- Modern History Major (OUA)
- Philosophy (OUA)

Resolution 13/83

That the below amendments be approved with effect from 1 January 2014.

Revised program structures for the Bachelor of Medical Sciences replacing previous structures containing specialisations including the removal of the Planet exemption.

Resolution 13/84

That the below change of unit codes and names as listed below be approved with effect from 1 January 2014.

<table>
<thead>
<tr>
<th>Current Unit Code and Name</th>
<th>New Unit Code and Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEM256 Population, Markets and Labour</td>
<td>MGMT256 Workforce Demography and Planning</td>
</tr>
<tr>
<td>TEP318 Curriculum and Teaching in the Primary School 1</td>
<td>EDTE251 Curriculum and Teaching in the Primary School 1</td>
</tr>
<tr>
<td>TEP319 Curriculum and Teaching in the Primary School 2</td>
<td>EDTE252 Curriculum and Teaching in the Primary School 2</td>
</tr>
<tr>
<td>TEP320 Curriculum and Teaching in the Primary School 3</td>
<td>EDTE353 Curriculum and Teaching in the Primary School 3</td>
</tr>
<tr>
<td>TEP403 Professional Experience in Primary School 1</td>
<td>EDTE403 Professional Experience in Primary School 2</td>
</tr>
<tr>
<td>TEP404 Professional Experience in Primary School 2</td>
<td>EDTE404 Professional Experience in Primary School 3</td>
</tr>
<tr>
<td>TEP405 Professional Experience III</td>
<td>EDTE405 Professional Experience for Specific Purposes</td>
</tr>
<tr>
<td>TEP420 Curriculum and Teaching in the Primary School 6</td>
<td>EDTE456 Curriculum and Teaching in the Primary School 6</td>
</tr>
</tbody>
</table>
Resolution 13/85
That the units EDTE403 and EDTE404 be assessed as pass/fail with effect from 1 January 2014.

Resolution 13/86
That the addition of the below units to the Schedule of People Units be approved with effect from 1 January 2014.

  COGS201 Disorders and Delusions of Mind (People Unit)
  COGS202 Brain and Language (People Unit)

Resolution 13/87
That the addition of the below unit to the Schedule of Participation Units be approved with effect from 1 January 2014.

  ACCG315 Research Project

Resolution 13/88
That the introduction of the below units be approved with effect from 1 January 2014.

  New Units 2014

Faculty of Arts

  ANTH224 Mad, Bad, Sad: The Anthropology of Deviance (submitted as ANTH223)
  LAWS398 Civil and Criminal Procedure
  LAWS399 Evidence
  LAWS552 International Participation and Community Engagement

Faculty of Human Sciences

  EDTE455 Curriculum and Teaching in the Primary School 5
  EDUC702 Sociology and Education
  EDUC703 Curriculum Studies
  PSYC718 Advanced Research Design and Statistics
  PSYC736 Advanced Issues in Personality
  PSYC764 Advanced History and Theory of Psychology
  PSYC768 Advanced Issues in Developmental Psychology: Development problems across the lifespan
  PSYC771 Advanced Ethics and Assessment in Psychology
  SPED102 Why People Believe Weird Things: Making Rational Decisions in an Irrational World

Resolution 13/89
That the addition of LAWS552 to the Schedule of Participation Units be approved with effect from 1 January 2014.

Resolution 13/90
That the introduction of the Bachelor of Arts - Psychology with the degree of Bachelor of Education (Primary) (BA-PsychBEd(Prim)) be recommended to Council with effect from 1 January 2014.

Resolution 13/91
That the discontinuance of the below major be approved with effect from 31 December 2013.
Wireless Engineering Major

The above major is a qualifying major for the following awards:

- Bachelor of Engineering
- Bachelor of Engineering with the degree of Bachelor of Arts
- Bachelor of Engineering with the degree of Bachelor of Commerce
- Bachelor of Engineering with the degree of Bachelor of Science

Resolution 13/92

That the introduction of the below major as a qualifying major for the Bachelor of Information Technology and the Bachelor of Science be approved, with effect from 1 January 2014.

Web Design and Development

The above major is to be a qualifying major for the Bachelor of Information Technology and the Bachelor of Science, requiring the completion of a minimum of 33 credit points.

Resolution 13/93

That the following wording for the definition of combined degrees and double degrees for inclusion in the Glossary:

**Combined degree:**
A recognised combination of two programs which are studied at the same time. At least one of the programs must be a Bachelor degree. The second degree is usually a graduate entry award. Combined degrees are additive and usually offer no savings in time or credit points. They can be completed separately, but the second degree (i.e. the graduate entry award) cannot be completed first.

**Double degree:**
A recognised combination of two programs which allows students to qualify for two degrees with fewer credit points and in less time than it would take to complete each separately. Once you have exited with one degree you cannot return to the double degree.

Resolution 13/94

That the introduction of the following awards as double degrees for new admissions be approved with effect from 1 January 2014:

- Bachelor of Applied Finance with the degree of Bachelor of Laws
- Bachelor of Arts – Media with the degree of Bachelor of Laws
- Bachelor of Arts – Psychology with the degree of Bachelor of Laws
- Bachelor of Arts with the degree of Bachelor of Laws
- Bachelor of Business Administration with the degree of Bachelor of Laws
- Bachelor of Commerce – Professional Accounting with the degree of Bachelor of Laws
- Bachelor of Commerce with the degree of Bachelor of Laws
- Bachelor of Environment with the degree of Bachelor of Laws
- Bachelor of Information Technology with the degree of Bachelor of Laws
- Bachelor of International Studies with the degree of Bachelor of Laws
- Bachelor of Science with the degree of Bachelor of Laws
- Bachelor of Social Science with the degree of Bachelor of Laws
- Bachelor of Psychology (Honours) with the degree of Bachelor of Laws

Resolution 13/96

That the following guidelines articulating Faculty responsibility for the preparation of Individual Student Cases:
1. For single degrees, Faculty appearing on the student's transcript;
2. Students completing a degree for which they are not admitted, Faculty owning the program to which the student is currently admitted;
3. For double/combined degrees, Faculty owning the program which is causing the issue;
4. Deeming requests across Faculties should include evidence of consultation with the Faculties involved;
5. Saving cases should be a last resort and should only be made when the student has no other options. Saving cases should be when the student is within their last semester of study.

Resolution 13/96
That the below late amendments be approved.

Late Amendments to Programs 2013

Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
</table>

Resolution 13/97
That all postgraduate coursework units offered by the Faculty of Science, with the exception of the Chiropractic (CHIR) units be designated as Science units be approved effective immediately.

Resolution 13/98
That the establishment of 12 new study period offerings of School of Medicine 1-12 (SM1, SM2, SM3, SM4, SM5, SM6, SM7, SM8, SM9, SM10, SM11, SM12) be approved, effective immediately.

Resolution 13/99
That the introduction of the award Postgraduate Certificate of Advanced Surgery (PGCertASurg) be recommended to Council with effect from 1 January 2014.

Resolution 13/100
That the introduction of the Postgraduate Certificate of Social Entrepreneurship (PGCertSocEntre) as a nested award in the Master of Social Entrepreneurship (MSocEntre) be recommended to Council with effect from 1 January 2014.

Resolution 13/101
That the discontinuance of the below specialisations in the Master and Postgraduate Diploma of Information Technology be approved, with effect from 31 December 2013.

Networking
Software Engineering
Resolution 13/102
That the introduction of the below specialisations in the Master of Information Technology be approved, with effect from 1 January 2014.

Faculty of Science

Web Engineering
Security and Network Management

Resolution 13/103
That the introduction of the below units be approved with effect from 1 January 2014.

Faculty of Arts

SGYX817 Individual Project (OUA)
SGYX890 Evaluation and the Policy Process (OUA)

Faculty of Human Sciences

ECEX604 Leading and Managing Early Childhood Services (OUA)
ECEX605 Early Childhood Development Research and Practice (OUA)
ECEX822 Issues in Policy and Pedagogy (OUA)
ECEX823 Language and Literacy in Early Childhood (OUA)
ECEX833 Child Development in Context (OUA)
ECEX886 Multimodality and Early Childhood (OUA)
EDUX845 Organisation of Early Childhood Education (OUA)
EDUX864 Implementing Learning Design using E-technologies (OUA)

Resolution 13/104
That the Urgent Change requests for the below units be approved with immediate effect.

Faculty of Science

ISYS355 Information Systems Project

The Faculty requested to add ISYS358 as an NCCW to ISYS355

Resolution 13/105
That the list of qualifying majors for the Bachelor of Laws, Bachelor of Social Science and the Bachelor of Arts as indicated below be approved with effect from 1 January 2014.

Criminology (existing)
International Law and Global Governance
Environmental Law and Management
Social Justice
Corporate and Commercial Law
Media, Technology and the Law
Public Policy, Law and Governance (existing)

Resolution 13/106
That the list of new majors be included as qualifying majors, with effect from 1 January 2014.
Resolution 13/107
That the deletion of the below major be approved with effect from 31 December 2013:

Physiology and Neuroscience (PHN01)

Resolution 13/108
That the deletion of the below units be approved with effect from 31 December 2013.

ECON332 Econometric Models
HRM333 International Human Resources Law
DEM356 Using Demographic Data in Management

Resolution 13/109
That the below unit name change be approved with effect from 1 January 2014.

POL372 Europe and Islam

The Faculty requested to change the unit name for POL372 from “Europe and Islam” to “Islam and the West”.

Resolution 13/110
That the below change of unit codes be approved with effect from 1 January 2014.

<table>
<thead>
<tr>
<th>Current Code</th>
<th>New Code/ Name</th>
<th>New Prerequisite</th>
<th>New NCCW</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM207</td>
<td>HRM300 Human Resources Learning and Development</td>
<td>6cp at 200 level including (HRM201 or HRM250 or HRM222)</td>
<td>HRM207</td>
</tr>
</tbody>
</table>

Resolution 13/111
That the addition of SPED102 to the Schedule of Planet units be approved with effect from 1 January 2014.

Planet Nomination of a New Unit

SPED102 Why People Believe Weird Things: Making Rational Decisions in an Irrational World

Resolution 13/112
That the addition of MATH399 to the Schedule of Participation Units be approved with effect from 1 January 2014.

Proposal to Nominate an existing Unit as a Participation Unit

MATH399 Communicating Mathematical Science
Resolution 13/113
That the Contemporary Vocal Studies (Pedagogy) as a new qualifying major for the Graduate Certificate of Arts be approved, with effect from 1 January 2014.

Resolution 13/114
That the introduction of the below units be approved with effect from 1 January 2014.

Faculty of Arts
ENGX206 Gothic Visions: From Sublime to Suburban Gothic
ENGX209 Children's Literature
INTS700 Critique in Language, Literature and Culture Studies
MHIS703 Public History Internship

Faculty of Business and Economics
AFIN100 Introductory Corporate Finance

Faculty of Human Sciences
ECED720 Families in Context
ECED731 Pedagogical Approaches to Early Childhood Curriculum
ECED732 Contemporary Approaches to Infant and Toddler Theory and Practice
ECED733 Child Development in Context
EDCN706 Learning and Technology
EDTE354 Curriculum and Teaching in the Primary School 4
LING289 Communication and Social Institutions
LSTX110 Language, Culture and Communication (OUA)
PSYC732 Advanced Issues in Developmental Psychology: Child Abuse and Neglect
PSYC761 Advanced Issues in Physiological Psychology
PSYC763 Advanced Visual Perception
PSYC766 Advanced Issues in Health Psychology
SPED301 Positive Behaviour Management

Faculty of Science
CBMS761 Laboratory Quality Systems
CBMS794 Research Topic: Synthetic Biology
ENGG201 Engineering Dynamics
ENGG202 Thermodynamics and Fluids
ENGG203 Mechanical Design 1
ISYS200 IT & the Future of Society
MAR202 Marine Environmental Issues

Resolution 13/115
That the distinctiveness in double degrees does not cause a problem in regards to overlap of required units be approved, as there should be at least 24 credit points of distinctiveness.

Resolution 13/116
That the Macquarie People and Planet designations carry over to their equivalent OUA units, as indicated in the table below be approved, with immediate effect.
Resolution 13/117
That all future People and Planet designations for Macquarie units carry over to the equivalent OUA unit.

Resolution 13/118
That the retrospective change to the below 2012 programs of study be approved with immediate effect.

Faculty of Science

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
</table>

Resolution 13/119
That the below late amendments to program offerings be approved with immediate effect.

Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
</table>

Resolution 13/120
That the below revised prerequisite be approved with immediate effect.

Faculty of Science
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Change to Prerequisite Course Code</th>
<th>Change to Prerequisite Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVG850</td>
<td>Introduction to Remote Sensing</td>
<td>ENVE808</td>
<td>Admission to MCC or MEnv or MSc in Remote Sensing and GIS or PGDipSc in Remote Sensing and GIS</td>
</tr>
</tbody>
</table>

**Resolution 13/121**
That the deferment of the 2014 implementation of the revised 48 credit point Master of Management program be approved.

**Resolution 13/122**
That the reinstatement and offering of the 40 credit point Master of Management program with effect from 1 January 2014 be approved.

**Resolution 13/123**
That the change from Pass/Fail to graded assessment of the below units be approved with effect from Session 2, 2013.

- AMED836  Ethics and Professionalism
- AMED884  Medical Education and Evidence-Based Practice

**Resolution 13/124**
That the renewal of the below unit be approved with immediate effect.

- MGSM879  Managing with a Global Mindset

**Resolution 13/125**
That the restructure of the Master of Translating and Interpreting from a 48 to a 64 credit point award, which will not be structured on specialisations and will include both areas of translating and interpreting be approved, with effect from 1 January 2014.

**Resolution 13/126**
That the discontinuance of the below awards be approved with effect from 31 December 2013.

- Postgraduate Certificate of Research Preparation (Science)
- Postgraduate Diploma of Research Preparation (Science)

**Resolution 13/127**
That the discontinuance of the below specialisations be approved with effect from 31 December 2013.

Discontinuance of the following specialisations in the Postgraduate Diploma of Information Technology:

- Networking [NET21S]
- Software Engineering [SOE21S]
- System Security [SYS21S]
- Web Technologies [WEB21S]

Discontinuance of the following specialisation in the Master of Environment:

- Environmental Education [ENE11S]
Discontinuance of the following specialisation in the Master of Environmental Planning:

*Environmental Planning Research [EPR1S]*

**Resolution 13/128**
That the resting of the below awards be approved with effect from 31 December 2013.

*Master of Climate Change*
*Master of Radiopharmaceutical Science*

**Resolution 13/129**
That the deletion of the below units be approved with effect from 31 December 2013.

**Faculty of Arts**
MUS805  Research Project - MRA  
MUS851  An Introduction to Improvisation  
MUS852  Musicianship  
MUS853  World Musics  
MUS855  If it ain’t got that swing: Rhythm, Groove and Microbeats  
MUS856  Laying down the tune: Melodies, Modes and Microtones

**Faculty of Science**
FOSC800  Research Preparation  
FOSC801  Research Project  
FOSC802  Special Project  
FOSC803  Research Project 2  
MIST811  Information Management

**Resolution 13/130**
That the establishment of the Master of Future Journalism (MFJ) with effect from 1 January 2014 be recommended to Council. The Faculty is requested to review the length of the program and entry requirements in respect to AQF compliance.

**Resolution 13/131**
That the establishment of the awards listed below with effect from 1 January 2014 be recommended to Council.

**Faculty of Human Sciences**

Further to the review and restructure of the Master of Translating and Interpreting the Faculty submitted a proposal to establish the following new named awards of 48 credit points each:

*Master of Translating (MTrans)*  
*Master of Interpreting (MInter)*

**Resolution 13/132**
That the establishment of the awards listed below with effect from 1 January 2014 be recommended to Council. The Faculty is requested to review and revise the structure of the proposed awards in respect to AQF compliance.

**Faculty of Science**

*Master of Data Science (MDataSc)*  
*Postgraduate Diploma of Data Science (PGDipDataSc)*  
*Postgraduate Certificate of Data Science (PGCertDataSc)*
Resolution 13/133
That the establishment of the below specialisations be approved with effect from 1 January 2014.

Faculty of Human Sciences
Case for the Establishment of New Postgraduate Specialisations in the Master of Advanced Surgery:
Hernia and Abdominal Wall Reconstruction
Otolaryngology
Head and Neck Surgery

Faculty of Science
Case for the Establishment of New Postgraduate Specialisations in the Postgraduate Diploma of Information Technology:
Security and Network Management
Web Engineering

Resolution 13/134
That the introduction of the below units be approved with effect from 1 January 2014.

Faculty of Human Sciences
PHTY816  Business Management and Law for Health Professionals
PHTY817  Advanced Physiotherapy Practice
PHTY818  Leadership, Policy and Advocacy
PHTY819  Advanced Research Training

Faculty of Science
STAT604  Statistical Methods for Research
STAT806  Statistical Inference

OUA Units
ECEX603  Early Childhood Professional Practice 1
ECEX825  Early Childhood Professional Practice 2
ECEX827  Learning Through Mathematics, Science and Technology in Early Childhood Settings
ECEX831  Pedagogical Approaches to Early Childhood Curriculum

Resolution 13/135
That the minimum bands for TOEFL be approved as an IELTS equivalent for Macquarie University's entry requirements be: 21 in Writing, 18 in Speaking, 13 in Reading and 12 in Listening.

Resolution 13/136
That the Cambridge English Qualification levels as presented in the agenda papers for ASQC of 23 April 2013 be approved.
10.2 Higher Degrees Research Committee

The Chair directed Members to the report of the Higher Degrees Research Committee meeting of 5 April, 2013

Professor Piper spoke to the minutes and referred members to the continuing trend for a high volume of completions and the new agreement with the China Scholarship Council which had the potential to attract up to 40 research candidates supported by a CSC scholarship per year.

Academic Senate noted the report of the meeting of 5 April 2013 and resolved as recommended:

Completion of Requirements

Resolution 13/137

That the students included in the Report of the Higher Degree Research Committee of 5 April 2013 have satisfied the requirements for the awards stated.

Vice-Chancellor's Commendations

Resolution 13/138

That Huang Aijun’s PhD thesis entitled “Acquisition of polarity-sensitive items in Mandarin Chinese” be awarded a Vice-Chancellor’s Commendation.

10.3 Senate Learning and Teaching Committee (SLTC)

The Deputy-Chair spoke to the report of the meeting of 18th March 2013 and indicated that the focus on the meeting was the University’s compliance with the AQF. The Deputy-Chair indicated that this issue would be addressed further with the paper on AQF Compliance and the University’s degrees under General Business.

Academic Senate noted the report of the meeting of 18th March 2013.

11. GENERAL BUSINESS

11.1 AQF Compliance of Macquarie’s Academic Programs

The Chair spoke to the paper AQF Compliance and Macquarie’s Academic Programs and noted that while the AQF was not regarded by TEQSA as a standard it was, however, regarded as a vital reference point for its regulatory activities. Universities are expected to bring their programs to compliance with the AQF by the beginning of 2015.

The Chair outlined the major areas of concern in relation to the AQF compliance requirements for qualifications and noted in particular issues with the Diploma of Languages, Graduate Diplomas, Graduate Certificates, Nested Awards, Level 9 Masters programs and particularly double Masters degrees. The Chair advised that the proposal had been reviewed by both the ASQC and SLTC where there was consensus in support for the recommendations proposed by the paper.

Professor Simons noted that the AQF doesn’t have a model by which the levels within qualifications can be defined in terms of volume of learning or graduate outcomes, and suggested the adoption of level based learning outcomes. A/Professor Solomonides agreed with this and indicated that the LTC will be presenting on program level learning outcomes and on level descriptors at the next SLTC.

Academic Senate noted the issues raised and unanimously resolved to accept the recommendations outlined in the discussion paper.
Resolution 13/139

That the following recommendations relating to AQF Compliance be accepted and that these recommendations form the basis of an internal framework:

1. All existing Graduate Diplomas to be rebranded as Diplomas.
2. All existing Graduate Certificates to be discontinued, or restructured as Diplomas.
3. The General Requirements of the current Graduate Diploma and Diploma programs be explored with the view to standardising these requirements through modification of the Diploma in Languages/Ancient Languages requirements to include a Level 7 major structure. That is, a minimum of 24 credit points from a set, with a minimum of 12 credit points being at 300 – 500 level.
4. All existing Postgraduate Diplomas to be renamed Graduate Diplomas, and all existing Postgraduate Certificates to be renamed Graduate Certificates.
5. Standardise volume of learning/structure of all level 8 Graduate Certificate and Graduate Diploma programs at Macquarie University as follows:

   - Graduate Certificate: A minimum volume of learning requirement of 0.5 FTE Years. That is, 16 credit points (4 units) at 600 level or above.
   - Graduate Diploma: A minimum volume of learning requirement of 1 FTE Year. That is, 32 credit points (8 units) at 600 level or above.

6. Stipulate that all level 8 Graduate Diploma and Graduate Certificate qualifications must contain a minimum amount of content at 800 level or above, as follows:
   - Graduate Certificate: At least 12 credit points (3 units) at 800 level or above.
   - Graduate Diploma: At least 24 credit points (6 units) at 800 level or above.

7. Standardise admission and volume of learning requirements for all Level 9 Master by Coursework programs at Macquarie University around the structure provided by the AQF as outlined below:
   - Following a Level 7 qualification in the same discipline: 1.5 Full Time Equivalent (FTE) Years.
   - Following a Level 8 qualification in the same discipline: 1 Full Time Equivalent (FTE) Year.
   - Following a Level 7 qualification in a different discipline: 2.0 Full Time Equivalent (FTE) Years.
   - Following a Level 8 qualification in a different discipline: 1.5 Full Time Equivalent (FTE) Years.

Note: The Recognition of Prior Learning (RPL) process to be used to argue for equivalence for admission or to reduce the volume of learning required.

8. All level 9 Master by coursework programs to consist of 64 credit points (16 units) of study of which at least 48 credit points (12 units) must be at 800 level or above.
9. All Level 9 Master by coursework programs to contain training in research practice and methodology, an individual research component, and a project work or practice related component.
10. Introduce program-level learning outcomes for all programs at Macquarie University, and map these to the unit-level learning outcome of constituent units.
11. All existing Double Masters degrees to be discontinued. The RPL policy will allow for a second stand-alone Masters degree in a related discipline to be completed after a 1 FTE year of level 9 study. Alternative models for packaged Double Masters programs will be explored.
12. A four-year Bachelor Degree program may be granted the status of a level 8 qualification. This status to be assessed on a case-by-case basis.

Professor George, the Chair of the Semester Structure Working Party, spoke to this report and to the methodology followed in identifying principles and priorities to guide Academic Senate in discussing the semester structure. Professor George outlined the three bands of priority for Academic Senate to take into account when considering a change to the current semester structure. Of the priorities, the capacity to deliver programs was considered the highest. Professor George went on to outline some alternative models, which were identified following benchmarking and could be explored further.

The Chair advised Senate that a business process mapping was currently being undertaken to identify where the current process surrounding the ratification of results could be streamlined and in doing so identify if additional time could be provided to Faculties for the submission of results.

The Vice Chancellor spoke to the issue raised in the paper relating to the Graduation Ceremonies and the current review of the way in which Graduation Ceremonies are managed. The Vice-Chancellor indicated that the review would be presented to Academic Senate once concluded.

The Chair thanked Professor George for the report and noted the considerable work undertaken in a relatively short timeframe.

Resolution 13/140

That the following priorities will be considered in determining any change to the semester structure:

Priority Level 1: Feasibility and Capacity to Deliver Programs
Priority Level 2: Pedagogical Impacts, Alignment with the Macquarie Difference and Academic Impact
Priority Level 3: Alignment with the Universities Australia, Campus Life, Ability for students to Common Date Student Experience and Staff and Student Wellbeing

11.3 Qualified Students

Resolution 13/141

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

11.4 Prizes and Awards

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

Resolution 13/142

That prizes be awarded to the students nominated and attached to these minutes as Attachment 1.

11.5 Vice Chancellor’s Commendations
The Chair referred members to the list of Vice Chancellor's Commendations ratification.

**Resolution 13/143**

That the Vice-Chancellor's Commendation be awarded to the 3 Masters coursework graduands as detailed in the submission to Academic Senate.

**Resolution 13/144**

That the Vice-Chancellor's Commendation be awarded to the Bachelors degree graduand as detailed in the submission to Academic Senate.

There being no further business the meeting was declared closed at 11.20am.

Professor D Verity  
Chair
Prize Awards

1. FACULTY OF BUSINESS AND ECONOMICS

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie University Alumni Kathryn Murphy Medal Prize</td>
<td>for academic merit in 300-level units taken in the Faculty of Business &amp; Economics</td>
<td>41316967</td>
</tr>
</tbody>
</table>

2. MACQUARIE GRADUATE SCHOOL OF MANAGEMENT

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Australia Prize</td>
<td>Awarded for academic excellence in the unit MGSM952 Research Project (SHARED)</td>
<td>42670039</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41675657</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40900495</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(shared)</td>
</tr>
<tr>
<td>Allen Knott Scholar Award</td>
<td>Awarded for academic merit in the Master of Business Administration program</td>
<td>42310474</td>
</tr>
<tr>
<td>E.C. Bloomfield Memorial Prize</td>
<td>Awarded for proficiency in the unit MGSM835 Financial Management</td>
<td>42606659</td>
</tr>
<tr>
<td>Peter Strickland Memorial Prize</td>
<td>Awarded for academic excellence in the unit MGSM880 Foundations of Management Thought</td>
<td>42728096</td>
</tr>
<tr>
<td>Logistics Association of Australia Prize</td>
<td>Awarded for proficiency in the unit MGSM893 Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>Macquarie Graduate School of Management Halder Chowdhury Prize</td>
<td>Awarded for best academic results in the Master of Management degree program</td>
<td>42728096</td>
</tr>
</tbody>
</table>

Deidre Anderson
REGISTRAR

The following prizes have been approved by Professor Judyth Sachs Deputy-Vice-Chancellor (Provost) on behalf of Academic Senate

1. THE BERNARD CURRAN MEMORIAL PRIZE FOR GENERAL PROFICIENCY

Awarded for the most meritorious pass in the New South Wales Higher School Certificate Examination in the year immediately preceding entry to Macquarie University.

(MQID: 43279996)
ATAR: 99.85 (Carlingford High School)
Enrolled: BAFBACST
2. FACULTY OF ARTS

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>New South Wales Bar Association Prize</td>
<td>for proficiency in the unit LAW555 Remedies</td>
<td>41485386</td>
</tr>
<tr>
<td>Communities of Enquiry Prize</td>
<td>for the best overall performance in Macquarie University Philosophy units undertaken through OUA</td>
<td>43092780</td>
</tr>
<tr>
<td>Peter Hunt Memorial Prize</td>
<td>for an essay or thesis on Environmental Law submitted by a Master degree or Postgraduate candidate</td>
<td>42592453 42262127 (shared)</td>
</tr>
<tr>
<td>Anthropology Fieldwork Prize</td>
<td>for demonstration of the most impressive anthropological fieldwork by a Masters of Applied Anthropology student in their thesis research</td>
<td>42151171</td>
</tr>
<tr>
<td>Anthropology International Student Prize</td>
<td>for demonstration of a mastery of anthropological theory and/or methods by a Macquarie International student enrolled in either an undergraduate or postgraduate Anthropology Degree</td>
<td>42713641</td>
</tr>
<tr>
<td>Brian Fegan Award for Best Applied Anthropology Thesis</td>
<td>for best thesis in Applied Anthropology</td>
<td>42787319</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW469 International Human Rights Law</td>
<td>41135792 41138996 (shared revised nomination)</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW572 Advanced Torts</td>
<td>41487656</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Contributions to the Macquarie Law Community</td>
<td>for outstanding service by LLB students to the Macquarie Law School and/or the wider University community</td>
<td>40970760</td>
</tr>
<tr>
<td>Macquarie Legal Centre Family Law Clinic Prize</td>
<td>for the best student in Family Law Clinic Legal Education</td>
<td>41470958</td>
</tr>
</tbody>
</table>

3. FACULTY OF HUMAN SCIENCES

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo Pender Memorial Award</td>
<td>for proficiency in the units ABEC121 Young Children and the Arts in ATSI Contexts and ABEP130 Introduction to Teaching ATSI Children</td>
<td></td>
</tr>
<tr>
<td>Jo Pender Memorial Award</td>
<td>for proficiency in the units ABEC340 Management in Early Childhood ATSI Contexts and ABEC240 Managing People</td>
<td>41181956 41181638 (shared)</td>
</tr>
<tr>
<td>Ruth Way Memorial Prize</td>
<td>for the best final essay in ECH 416 Child Development: Research &amp; Practice</td>
<td>41788281</td>
</tr>
</tbody>
</table>

Deidre Anderson

REGISTRAR
ITEM 9.2: HIGHER DEGREES RESEARCH APPEALS COMMITTEE

Report of the meeting held on 7th May 2013
Higher Degree Research Appeal Committee met on Tue, 07 May 2013 at 11:30 a.m.

Present: Dr Doris McIlwain (Chair), Associate Professor Brian Atwell, Dr Alison Holland, Dr Chris Baumann, Professor Paul Pilowsky

Apologies: -

In Attendance: Mr. Eddy S. Dharmadji

The presenting issue:

Mr Min Seok Shin appeals the HDRC’s decision of revise and resubmit regarding his thesis.
- He suggests that there are major disagreements between examiners and queries why, in this case, other formal procedures were not followed.
- He cites the stated formal procedures [d) appoint another examiner, request an adjudicator/moderator, or have an oral exam].
- He says the HDR committee has suggested they are open to being persuaded that the suggested corrections can be achieved without revise and resubmit but that they are ‘unpersuaded’. He queries what this means.
- He notes that the decision is at odds with different outcomes for other PhDs which received a Corrections decision, when there was what he perceives to be similar disagreement among examiners (where 2 out of 3 suggested corrections only).
- He therefore sees the decision on his PhD as arbitrary, and suggests, but offers no evidence for the occurrence of racism.

He offers an account of a very distressing set of experiences: the resignation of his supervisor and personal and family hardships as well as professional difficulties regarding future employment.

The committee’s decision:

The committee sympathises deeply with the student. It is concerning that a supervisor who is an expert in the thesis area has departed and the student must now face the outcome without guidance. This signals that something is not optimal with the examination process, and/or communication channels associated with that process. The student perceives the decision to be arbitrary, but we feel this hinges on the student’s misunderstanding of the examination process. We feel that due process has been followed. Thus, the appeal is not upheld.

To address the perception of injustice, we would respectfully like to suggest more open communication with supervisors as PESC makes its decision. In our view this case is not a failure of the examination process, but perhaps a failure to provide appropriate reasoning in a timely manner. For the future, we suggest that for due process to be fully assessed, insight needs to be provided into all phases of the decision-making process – even after-the-fact rationales on a case by case basis would help our committee do its job.

Item 1: Due Process
Where there is marked discrepancy in examiner ratings of thesis attributes, recommendations & comments across three examiners, of vital concern in assessing whether due process has occurred is assessing the input given from:
- Experts in the area of content include supervisors and examiners. A report is offered by supervisors to take into account the examiners' reports across all criteria (A-E), and summarise the case. This is endorsed by the HOD.
- Experts in weighing evidence include PESC. A decision is made on the basis of examiners' summaries and supervisors' reports. No report is offered by PESC in the current system.

Mr Shin suggests there are major disagreements among the examiners. PESC has not sought an oral examination, or called in another examiner or moderator. Therefore it would seem that PESC does not think there are major disagreements.

Item 2: Procedural Fairness
HDRAC assesses procedural fairness. We approach each case objectively and with as diverse a range of views as is possible and maintain our focus on what is due process.

Procedures: Where there are gaps in explicit procedures we ask for input (on a case-by-case basis or after the fact is fine), since transparency of process is needed to assess fairness of process.

Our committee, while respectfully remaining within its brief sees the student's confusion and claims of an arbitrary decision, and even of racism, to be due to his misunderstanding of the complexity of the examination process. He is relying solely on 'examiner recommendations' to suggest there are 'major disagreements' and misunderstands the examination process. As Item 3 below indicates, examiner recommendations form one of five indices which inform the supervisor's report. These together are in turn considered by PESC in the light of the supervisor's report.

Item 3: Examination Process at HDR level:
In writing their report supervisors conduct an intellectual summation which attempts to weigh the five indices outlined below, particularly recommendations and comments, in making their recommendation to arrive at a solution that incorporates the thrust of all examiners suggestions.

A) Thesis Attributes:
NB: [each attribute marked on ordinal scale: yes -> marginal -> no]
i) contribution to knowledge
ii) originality
iii) satisfactory literary presentation
iv) material suitable for publication
B) Top 5% or top 10% - [Yes or No] taken at face value but D is relevant.
C) Recommendations: ordinal scale
- Award,
- Award (After Corrections),
- revise and resubmit
D) Number of theses examined in the past by each examiner
E) Comments: detailed critique and suggested changes

There is a perception on the student's part of decisions being arbitrary in the face of what he claims are 'major disagreement' among examiners. While outside of the brief of our committee and acknowledging that we lack the extensive experience of PESC in decision-making, we would like to offer what we see as a possible rationale for the decision made.

Item 4: Mr Min Seok Shin’s Thesis Attributes:
NB: [each attribute marked on ordinal scale: yes -> marginal -> no]
i) contribution to knowledge 1 marginal
ii) originality 1 marginal
iii) satisfactory literary presentation 1 marginal
iv) material suitable for publication 1 marginal
As item 4 shows, one examiner said one thesis attribute was marginal, while a second suggested 3 out of 4 attributes of the thesis to be Marginal. Across two examiners every thesis attribute was seen as marginal by at least one. Regarding comments, the Australian examiner requires extensive changes, and the American examiner has considerable concerns, though expressed in a spirit of generosity. There does not seem to be ‘major disagreement’ across examiners, despite their different recommendations.

Thus due process has been followed. While PESC has to date not provided substantive reasoning for its decision to our committee or, it would seem, to the satisfaction of the student, there seems to be every basis for an expert committee like PESC to offer such reasoning in this case.

The Committee
RESOLVED (/)
To Recommend to Academic Senate that:

The appeal is not upheld, and we found no evidence offered of racism. We sympathise with the student’s experience but feel that the outcome is not outside of the usual process within the university’s assessment system.

To counter perceived injustices, as raised by this case, our committee suggests that we need, as a university examining the highest degree we offer: Transparency, consistency, and accountability with regard to communication, duty of care, and student experience. Regarding transparency: whether due process has occurred would be easier to assess if we were provided with detailed information as to the decision-making process undertaken by PESC. Even post-hoc accounts would solve that gap. Regarding consistency: we need to be clear about the purpose of the reports by supervisor and HOD endorsement in the light of the overall examination process.

Regarding communication: we believe that it may be a good idea for there to be communication with supervisors, HOD, the Associate Dean and PESC in the process of reaching the final decision. Cases show that a PhD can have incomplete aspects and the degree still be awarded in the face of a critical report. So, when a PhD is not awarded some account of the decision-making process perhaps needs to be offered to overcome the sense of arbitrariness as experienced by this student. We feel that the website should be brought up to date and have the current form used in the examination process. Point 5 on page one of the applicant’s letter indicates that the website is wrong in that it has the wrong examiners’ document. It is critical that the website, the locus of official guidelines, is accurate.
ITEM 9.3: SENATE LEARNING AND TEACHING COMMITTEE

Report of the meeting held on 15th April 2013
Minutes of the special meeting of the Senate Learning and Teaching Committee held on 15 April 2013 at 10.00am in C5C Forum.

Present: Professor D Verity (Chair)
Ms D Anderson
Mr N Asher
Dr A Burrell
A/Professor J Donald
Dr M Cavanagh
Ms L Clark
Dr J Dutch
Ms L Filardo
Mrs J Franklin
Dr P Keegan
Dr I Jamie
Ms S Jeffares
Ms G Lay
Ms B McLean
A/Professor I Solomonides
A/Professor M Tani
Ms J Sparks
Mr B Roe
A/Professor M Tani
Ms G Tydda
Professor G Whiteford
Mr J Wylie
A/Professor S Young

Presenters: Dr Stephen Billett (Griffith University)
Dr Theress Winchester-Seeto
A/Professor Susan Page

Guests: A/Professor A Cooper
A/Professor D Coutts
A/Professor Pamela Coutts
A/Professor J Dawes
A/Professor M Evans
Professor L Fisher
Professor K Forrest
Ms R Giuriato
A/Professor M Gosper
Professor A Harbus
Dr G Hawker
A/Professor M Hitchens
Dr M Lackie
Professor P Leung
Professor B Mans
Professor I Marschner
Dr N McCulla
1. **WELCOME**

The Chair welcomed presenters and invited guests to the meeting and thanked them for their participation.

2. **MINUTES OF THE PREVIOUS MEETING**

As this was a special meeting of the Senate Learning and Teaching Committee, Minutes of the previous meeting held on 18 March 2013 will be approved at the next meeting to be held on Monday, 13 May 2013.
3. INTRODUCTION

The Chair provided a brief overview of the significant work and consultations that been undertaken in formulating the draft Recognition for Prior Learning Policy. He gave some background to the Australian Qualifications Framework (AQF) and spoke to its RPL provisions and to the implementation challenges they present. In particular, he drew attention to the clauses of the AQF Qualifications Pathways Policy which state that “The purpose of the policy is to maximize the credit that students can gain for learning already undertaken” in a way that “recognize(s) the multiple pathways that students take to gain AQF qualifications and that learning can be formal, non-formal or informal”. He pointed out, however, that the AQF also expected all RPL processes to be designed in a way that ensured the integrity of all of the University’s academic programs.

He touched upon recent TEQSA pronouncements that had indicated that the regulator did not regard the AQF to be an absolute standard. He went on, however, to mention that while the regulator had stated that it saw “some flexibility in the formulations used in parts of the AQF” that it also expected institutes of higher education to become AQF compliant by 1 January 2013.

He concluded by highlighting the fact that SLTC key focus in framing RPL policy over the next 18 months would be in the areas of academic assessment, quality assurance and operational considerations.

4. PRESENTATIONS ON RECOGNITION OF PRIOR LEARNING

4.1 “Recognition of learning arising from experiences outside university programs”

Professor Stephen Billett, Professor of Adult and Vocational Education, Griffith University

Professor Billett started by reminding participants that, while the assessment and recognition of learning in settings outside the university have long been practised in some disciplines, new imperatives are requiring a broader consideration of these processes both for entry into and credit within Australian higher education programs. His talk considered external market drivers for change and it exposed and critically appraised the origins, purposes and processes used in a number of schemes through which learning occurring outside of the particular university can be assessed and recognized within it.

The intent of his presentation was to engage with and advance discussions about RPL matters at Macquarie. He encouraged SLTC to give careful consideration to the nature and quality of learning arising outside of educational programs and to the kinds of learning that might reasonably be recognized under its RPL policy.

Professor Billett provided some examples of how informal and non-formal learning gained outside of university programs can be appraised for entry into, and even credit towards, such programs. He also spoke to a ‘Qualifications Passport’ approach, which had been applied by his Department to great effect as a mechanism for assessing the suitability of prospective students on the basis of their vocational experience. He emphasised the importance of effective systems for recording and reviewing benchmarks and precedent.
4.2 “RPL - practical and pedagogical dilemmas”

- Dr Theresa Winchester-Seeto,
  Senior Lecturer Higher Education Development,
  Learning and Teaching Centre

Dr Winchester-Seeto’s presentation discussed the various forms of the Recognition of Prior Learning already applied by Macquarie. The presentation highlighted a renewed focus on RPL, courtesy of TEQSA, and looked at practical and pedagogical realities that would need to be considered when implementing the RPL provisions of the AQF. While the actual numbers of students availing themselves of RPL for entry to the University’s programs may remain relatively small, they are still likely to present us with novel pedagogical challenges. While this cohort will contain many that respond readily to university teaching, it will also contain a substantial group who will struggle with this transition for a variety of reasons. Practical issues and pedagogical challenges faced in the sphere of RPL were outlined generally and related to specific recent experiences in Participation units. Ethical dilemmas and support mechanisms were touched upon and in conclusion Dr Winchester-Seeto remarked that with the right balance, a renewed focus on RPL could present students, staff and the University with exciting new opportunities.

4.3 Open Wide, Come Inside:

The Warawara approach to RPL in Aboriginal and Torres Strait Islander student entry to university

- Associate Professor Susan Page,
  Associate Professor of Indigenous Studies, Warawara

A/Professor Page commenced her presentation with an acknowledgement of the Darug as the traditional owners of the land upon which Macquarie University is situated. Her presentation gave an overview of trends and challenges in RPL with a particular emphasis upon its application to indigenous students.

This presentation outlined some of the entry characteristics of Indigenous students, and provided an overview of the Warawara Alternative Entry Programs, including the existing structures for ongoing support. It highlighted evidence of some of the positive outcomes when Indigenous students do 'come inside' an institution. Potential for broader application was raised along with the possible challenges of the approach in the wider context.

5. WORKSHOP

Assessment: Evidence and Methodologies

Discussion centred on the following topics:

- Fair and equitable assessment of course content for both external and internal applicants – raising prospective students awareness through a clearly articulated and accessible framework and guidelines.
- Operational implications of resourcing
- Targeted intake (departments to identify where the ‘low hanging’ fruits are)
- Concurrent focus on internal quality (all RPL must be ‘academically defensible’) as well as benchmarking against competition in the market place

Overall the feedback from Members and the Heads of Departments was overwhelmingly positive, although the meeting cautioned that the development of a cohesive and strategic approach to RPL was vital the University’s success in this important area.
6. **WRAP UP**

The Chair thanked all attendees for their participation and the speakers for their insightful and engaging presentations. He acknowledged that the day's proceedings and constructive discussions had been extremely valuable and would aid to formulate next steps and shape future discussion prior to the revised Recognition of Prior Learning Policy being finalised.

The meeting concluded at 12.10pm.

Professor D Verity  
Chair SLTC
Recognition of Prior Learning
Policy: Discussions, decisions and drafting
RPL: The 4 Biggest Changes

1. Having a Policy: A framework to make consistent and confident decisions
2. Recognising Informal and Non Formal learning
3. A new approach to ‘Credit Caps’
4. Evidence-based assessment mechanisms
Consultation

• What defines a Macquarie University award?
  ‘The higher education provider ensures that it maintains processes to provide for the recognition of prior learning [and] credit transfer... These processes are designed to maximise the credit students may gain for learning already undertaken, subject to preserving the integrity of learning outcomes and/or discipline requirements of the award to which it applies.’

• How do we express this?
  ‘Minimum Requirements at Macquarie University’: Allows for a focus on unique Macquarie qualities, including completion of Capstone units; could stipulate that students undertake the higher-level thinking (300-lvl units and above) at Macquarie, and can indirectly imply a ‘credit cap’ by requiring students to complete a minimum amount of study at Macquarie.

• How much?
  Less than 3 year programs: ‘...student completes a minimum of the equivalent of 50%/half of the award at Macquarie University.’
  3 year program: ‘...student completes a minimum of the equivalent of 1 full-time year of the award at Macquarie University.’
  4 year program: ‘...student completes a minimum of the equivalent of 1.5 full-time years of the award at Macquarie University.’
  5 year program: ‘...student completes a minimum of the equivalent of 2 full-time years of the award at Macquarie University.’
Next Steps

• **Academic Assessment**
  • Evidence and Methodologies
  • Taxonomy: Formal, Informal & Non Formal

• **Quality Assurance**
  • QA Framework
  • Approval, validation, monitoring & review

• **Operational Considerations**
  • Defining the roles of Central vs. Faculty
  • Systems: Workflow & data management
Recognition of learning arising from experiences outside university programs
Progression

Assessment/recognition of learning outside the university
Processes used to assess this learning
Issues arising
Learning – process and sources
How should we proceed in the era of AQF
Workshop
Plenary
Assessment of learning outside of university programs

Origins of Recognition of Prior Learning (RPL)/Assessment of Prior Learning (APL)

Equity! - Australia

Social justice - South Africa

Democratic – meritocracy - France
- ‘republican elitism’ – academic results used widely
- “only one kind of competition matters in France: academic, after which everything is pretty much determined” (Dubet 2010)

Yet, legislation introduced for APL to be used to secure all kinds of ‘diplomas’. 
Processes used to assess this learning

Longstanding arrangements here
• Tradespersons’ rights
• Recognition/Assessment of Prior Learning
• - origins and experiences in Australia
• Recognition of overseas qualifications
• Credit (direct/indirect)
• Advance standing
Issues that have arisen

Pilot case study was not helpful

Benchmarks (availability and utility)
Process of assessment (paper based)
Resource intensiveness (cost)
Evidence (what and how assessed)
Validity and reliability of the process
Alignments between benchmarks and assessment
Learning – processes and sources

Learning occurs all of the time and wherever we are engaged in conscious thinking and acting

- part of human cognition (new, refining, enhancing, honing)

- also the remaking and transformation of cultural practices

Quality of learning dependent on i) the kinds of activities and interactions afforded individuals and ii) how they elect to engage with them

Robust learning arises across a range of circumstances, not just those in educational programs

Informal, non-formal and formal learning are unhelpful descriptions – acceptance that learning through practice

Person-dependence

This is not an anti-educational polemic – pro-learning
How to proceed?

Recognising learning for the purposes of:

i) advance standing for candidates entering; and

ii) credit for units within degree programs
How should we proceed in an era of AQF?

Case study – advanced standing

BAVE – Qualifications passport provides two years’ advance standing as part of entry requirements

Is this a way of looking at the volume of learning?

Volume of learning

“In terms of e-learning and work-based learning training delivery, there should be scope in the definition of nominal hours to deal with these methods of delivery, rather than just tying the definition to traditional teacher supervised delivery” (Skills Australia)

“We would also like to reinforce a point made in our submission to the Australian Qualifications Framework Council, in August last year, cautioning the need for an approach to “notional duration” that can embrace the multiple avenues of learning that may vary in intensity, theory and practice. Time spent is not the only indicator of learning. For example recognition of prior learning awards credit for learning independent of time spent in formal learning.” (Skills Australia)
Dear Applicant
To assist you in determining your eligibility for entry into this course, we ask that you complete this section of the application. This Skills Passport outlines the Qualifications and Experiences that we will consider for your entry into the Bachelor of Adult and Vocational Education. You require at least **100 points** to qualify for entry. You need to score points in each of sections A, B, and C. You may also score points from section D. Please ensure that all supporting documentation is **certified (that is, sighted by a Justice of the Peace to show it is a true copy)** and attached. Please arrange your documentation according to the categories A-D below.

<table>
<thead>
<tr>
<th>Types of Entry Skills</th>
<th>Max Avail</th>
<th>Your Score</th>
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<tbody>
<tr>
<td><strong>A: Qualifications or equivalent and Experience</strong></td>
<td></td>
<td></td>
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<tr>
<td>Formal Qualifications (fully accredited VET courses or equivalent)</td>
<td>50</td>
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<tr>
<td>Vocational (Certificate III)</td>
<td>60</td>
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<tr>
<td>Vocational (Certificate IV)</td>
<td>75</td>
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<tr>
<td>Para-professional (Associate Diploma/Diploma)</td>
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<tr>
<td>Professional (Bachelor’s degree)</td>
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<tr>
<td><strong>B: Learning from Work Experience (demonstrating significant skill development)</strong></td>
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<tr>
<td>5 to 9 years of experience)</td>
<td>30</td>
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<td>10 to 14 years of experience)</td>
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<td>15 years + of experience</td>
<td>60</td>
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<tr>
<td><strong>C: Instructional/Workplace Trainer Skills</strong></td>
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<tr>
<td>Certificate IV in Training and Assessment (or equivalent)</td>
<td>20</td>
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<tr>
<td>Diploma of Vocational Education and Training (or equivalent)</td>
<td>60</td>
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<tr>
<td><strong>D: In addition you may wish to seek credit for:</strong></td>
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<tr>
<td><em>Demonstrated Life-Long Learning</em> (maximum 20 points)</td>
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<tr>
<td>A portfolio of Short ACE/TAFE/or Industry courses</td>
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<td>20</td>
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<tr>
<td>Community work experience and a reflective account of learning from this work experience</td>
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<tr>
<td><em>Equity</em> (maximum 5 points)</td>
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<tr>
<td>Are you a member of one of the University equity target groups?</td>
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<td>5</td>
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<tr>
<td>(eg people who are indigenous, or with disabilities, or of non-English speaking backgrounds)</td>
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</table>

**Minimum Score required for entry: 100**
(You need points in sections A, B, and C)
Recognition for credit

Going beyond direct and indirect credit

Assessment only -
Challenge testing -
Granting exemptions -
APL/RPL -

Block credit – partial credit etc
Workshop

What forms of assessment of learning secured outside of Macquarie University can be helpful to provide:

i) advance standing for candidates entering and

ii) credit for units within degree programs?

How can these meet the volume of learning requirements for the courses in which you teach?
Plenary

Sharing, conclusions, means of progressing ......
RPL – practical and pedagogical dilemmas

Theresa Winchester-Seeto
Learning and Teaching Centre
MQ Experience with RPL

- Various guises and forms
- Not systematic
- Common in some departments

“Information concerning your personal abilities, skills, achievements and experiences which you believe will support your case to be admitted to study a bachelor degree at Macquarie University”

Jubilee Scheme Application Form
Rationale and Promise of RPL

- social justice and social inclusion
- economic – costs to individual, institutions, government and community (inc. opportunity costs foregone)
- lifelong learning – inc. changing careers
  (Dismore et al, 2011; Hamer, 2010; Scott, 2010)
Realities

“those who successfully access RPL are typically literate, familiar with formal educational language and concepts, and have significant skills in negotiating the complexities of the assessment process” (Hamer, 2010, p. 2)

“limited direct evidence is available that supports the view that widened participation could be attributed to APEL-type activities” (Scott, 2010)
Realities (cont)

Cleary et al (2002) found in France, England, Scotland, Finland and Spain that “*most were young, often middle-class, from the majority ethnic population and who already had a good education*”

Study in US found many were “*middle aged deferred beginners*” (Cleary et al, 2002)

Has been useful where there are structural and educational changes e.g. nursing – effect of APEL is unclear
What kinds of students?
Challenges of these students

• Mature adult learners bring experience, different motivations and needs, competing priorities
• Many do very well, others struggle; lack of research
• Struggle includes:
  – gaps in knowledge
  – articulating their knowledge in a way that academics will recognise
Small step vs big leap

Story 1:

• Tradesman gained RPL to enter teacher training program
• Asked to explain major purpose of a lesson where students built a toolbox
• Slightly baffled look and explained it was to “carry tools around” (Cantwell & Scevak, 2004)
Small step vs big leap

Story 2:

• Potential student who applied through RPL for education program

• 17 years teaching experience, ran a successful education and research company, written extensively on education, used critical reflection on a daily basis

• Refused entry and found that to “imply that [critical reflection] was unique to university experience, I found just unbelievably offensive” (Taylor & Clemans, 2000)
Practical dilemmas – Participation units

“all genuine education comes about through experience” (Dewey, 1938, p.25).

1. RPL for whole unit

“experience alone is not necessarily educative” (Andresen et al 1999, p. 228)

• are we short-changing students by not insisting on the whole educational experience e.g. debriefing, scaffolding of skills and knowledge

• one solution might be to have a backwards looking unit
Practical dilemmas (cont)

2. RPL for part of a unit

• not currently allowed
• equivalence of experiences?
• where is most learning likely to occur?
• what should be considered? – currency, relevance, worthiness, cultural disjunct, articulation of learning
Practical dilemmas (cont)

Participation activities are regulated & need prior approval

- WHS risk assessment
- show mutual benefit
- partners align with MQs ethical standards
- meet learning outcomes of unit
- comply with research ethics protocols

What risks are there to the student, staff and MQ if bypassed?
Ethical dilemmas

How do we balance our obligations to:

- community
- students already at university
- potential students
  - we know will be fine
  - we suspect will struggle and we are surprised or sadly correct
Additional support

Support might include someone who:

• has monitoring, review and oversight
• represent their interests on relevant committees
• offers assistance for the cohort e.g. academic literacy (e.g. previously Dean of Students role for Jubilee)
• has oversight of individual progress
• provides additional classes/support – e.g. preparation BUT targeting sometimes unhelpful
Conclusion

• “need to identify selection criteria and practices that are good predictors of student success, without inadvertently selecting also for relative social advantage” Palmer et al (2011)

• RPL is likely to provide benefits and challenges

• With the right balance there may also be opportunities for students, academics and the university.
‘Open Wide, Come Inside’: The Warawara approach to RPL in Aboriginal and Torres Strait Islander student entry to university.

Associate Professor Susan Page
Warawara – Department of Indigenous Studies
Snapshot of Aboriginal and Torres Strait Islander HE

- 2012 Berendt Review of Higher Education Access & Outcomes for Aboriginal & Torres Strait Islander People

- Over 10,000 Indigenous students enrolled in higher education across Australia (DEEWR, 2009)

- Indigenous students represent less than 1% of all students (DEEWR 2009)

- Indigenous staff represent around 1% of all staff (IHEAC 2008)
Aboriginal and Torres Strait Islander Student Post Secondary Aspirations

• 47% enter university on the basis of their prior educational attainment (cf 83%) (DIISRTE 2012)

• More than 50% enter university though enabling or special entry programs (Behrendt et al, 2012)

• Low aspiration to continue to university study (Craven et, al. 2003, Hossain et al, 2005)
Warawara Alternative Entry Program

• On-campus Testing & Assessment
  • CME, Numeracy centre

• Individual follow-up - speak to families

• Advice re accommodation, scholarships, Abstudy

• Offers made in collaboration with Coursework Studies

• Enrolment assistance & orientation
Promoting Indigenous Student Success
‘Inside’ the institution

‘Access without effective support is not opportunity’ (Tinto 2008).

• Integrative Vs adaptive models (Zepke & Leach, 2005)

**Warawara Indigenous Student Learning Enhancement**

• Indigenous student support & advocacy
• Monitoring student progress
• Indigenous student common room/computer lab
• Elder-in-Residence
• Provide advice to university on Indigenous issues
Aboriginal & Torres Strait Islander Student Outcomes

• The attrition rate for first-year Indigenous students is over 35% (IHEAC, 2006)

• The completion rate for Indigenous students is less than 50% (Radloff & Coates, 2010)

• Indigenous students are as ‘engaged’ as their non-Indigenous peers (Asmar, Page & Radloff, 2011)

‘Indigenous students are engaged with learning at a similar or slightly higher level than their non-Indigenous peers, and report levels of overall satisfaction equal to or higher than their peers.’ (Asmar, Page & Radloff 2011)
Does support matter?

There is a strong relationship between students’ perceived level of institutional support and their departure intentions:

‘Indigenous students who have seriously considered departing their institution are also less likely to feel highly supported.’

(Asmar, Page & Radloff 2011)
Broader Application??

• What are the key features of the WW program which could be replicated?

• What are the barriers to instituting the program in the broader institution?
ITEM 10.1: NOMINATION FOR AWARD OF THE TITLE OF MACQUARIE UNIVERSITY EMERITUS PROFESSOR – PROFESSOR PETER MENZIES

Due to the confidential nature of this item, pages 80 to 116 are available in a separate folder in Truth:

Please contact a member of the Governance Services team to obtain access.
ITEM 10.2: CURRICULUM RENEWAL IMPLEMENTATION TEAM (CRIT)

For discussion
Curriculum Renewal Implementation Team (CRIT) – Senate Report No. 2

Background

Senate endorsed the revised recommendations of the Review of the Macquarie University Undergraduate Degree to Reduce Complexity Whilst Maintaining Flexibility (June, 2012) and the Curriculum Renewal Implementation Team II (CRIT II) was formed to progress the implementation of these recommendations. CRIT II will also follow up on any outstanding issues raised in the Review of the Implementation of Macquarie University Postgraduate Coursework Curriculum Renewal Project (Oct, 2011).

CRIT II is undertaking the task of considering these recommendations, developing appropriate discussion papers and putting in place the appropriate processes to implement the necessary changes.

CRIT II has met once since the April meeting of Senate and has developed an implementation plan.

Implementation Plan:

The recommendations from the Reviews break down into four categories:

1) Changes to the philosophy of academic program development that impact the structural underpinnings of awards and the practice of academics in the development of programs.

2) Changes to administrative procedures and practices that follow on from the changes to academic program structures and development, and influence the support services available to students.

3) Changes to IT Systems that deliver program advice and administrative services to support the student life-cycle.

4) Basic procedural improvements to standard practice in consultation, communication and consistency in the delivery of advice and administrative support across the organisation.

The implementation of the recommended changes will proceed in 4 stages.

Stage 1 will focus on delivering a consensus around the philosophical change to program planning and structure required to deliver the changes to award rules and to program planning processes of departments and faculties. The time for delivery of this component is the July Senate meeting.

Stage 2 will concentrate on implementation of changes to rules and development of new guidelines for program planning. This will take place in the 3rd quarter of 2013.

Stage 3 will focus on changes to administrative procedures and staffing structures to deliver advisory and administrative support for students. These changes will be incorporated in the change plans for Student and Academic Administrative Services.

Stage 4 will concentrate on changes to IT Systems, administrative procedures and staffing required to deliver the most up-to-date, efficient and effective student support services possible within budget. Most of the work here will rely upon the Office of the Deputy Registrar supported by advice from CRIT II and the broader university community. Whilst
significant work is underway in this area, the projected timeline for activity arising from CRIT II Stage 4 is to begin in the 4th quarter of 2013 and progress throughout 2014.

Progress to date:

1) The team has concentrated on Recommendations 1-11 focusing on changes to award rules, program planning and advice to students.

2) Brief discussion papers have been developed and discussed on
   a. Standardisation of the size of majors in 3 year UG awards.
   b. Implications of requiring students to register in a specified degree program on entry to MU.
   c. Simplification of the award rule for People and Planet Units.

3) Brief discussion papers will be developed on
   a. Majors and Minors as the basic building blocks for degrees that are structured on majors
   b. Difference between academic advice and general advice

4) A paper is being developed by the Chair of Senate and the Chair of CRIT II to be presented to Senate for consideration at its July meeting.

5) It was agreed that recommendation 7 would not be pursued at this time. This decision was supported by the Executive Dean of Arts and the Provost.
   
   Recommendation 7: The Arts Faculty should give further consideration as to whether it wants to move towards an option of a standard foundation year (with elective choices), for students who do not wish to select a major in first year.

6) It was agreed that Recommendations 15 and 16 which require student consultation in the development and testing of any changes to online enrolment and e-student, and continued improvement to e-student are being implemented and require no further attention by the Team.

7) Recommendation 23 is also well underway and should be completed in the next few months.
   
   Recommendation 23: The University should expedite finalising an updated policy on Recognition for Prior Learning.

8) Information is being gathered on current Faculty practices in the use of templates, degree planners and online enrolment guides for advising students with the aim of developing a standard template and guidelines for use across faculties. These actions relate to Recommendations 6 and 13.

Report prepared by
Janet Greeley, Chair of CRIT II

24 May 2013
ITEM 10.3: PROCESS FOR RATIFICATION OF EXAMINATION RESULTS

For discussion
ITEM 10.3: REVIEW OF RESULTS RATIFICATION PROCESSES

Background

As an immediate corollary of Macquarie’s substantial growth in student numbers over the past decade, we have seen a rapid expansion in the work involved in finalising and ratifying unit results and degree completions. As an example, Session 1 has seen in excess of 60,000 final exam sittings in each of the last three years and Senate approved almost 10,000 degree qualifications in 2012; numbers that reflect the flow-through of the significant growth in the intake of the university in the latter half of the last decade.

Over the years, Academic Senate’s results ratification activities have, of necessity, gone from being one in which details, down to the level of individual units, have been actively debated on its floor to a largely formal process, in which summary reports from Faculties are considered briefly and approval is granted. Those issues that have been raised in this process have been largely self-nominated by Faculties. Furthermore, Academic Senate has had little opportunity to analyse trends, monitor policy compliance in regard to examination and grading, or provide feedback to assist Faculties in strengthening their quality assurance processes.

The Registrar’s office has been working to map the processes that apply to the preparation, validation and approval of results. Preliminary outcomes of that analysis indicate that the University could save between 2 and 4 days each exam period by restructuring the way that Academic Senate considers and ratifies results. These saved days could be returned to Faculties in order to alleviate the time pressures they experience in marking examinations and preparing results.

The primary shift envisaged here is that Academic Senate would move to a post hoc quality assurance system. This would streamline the initial approval of results for release, while making a much more detailed analysis of the conduct of examination, moderation and results preparation processes after ratification. The outcomes of these reviews would then be reported to Academic Senate, and acted upon by Faculties, as part of a continuous cycle of procedural improvement.

It is proposed that Academic Senate establish a working party to consider the design of a new quality assurance process by which it might discharge its responsibilities in regard to the ratification of unit results and the qualification of students for awards. This group would make recommendations in regard to threshold standards to govern the preparation and consideration of results in Faculties and in regard to the principles and processes to be applied in Academic Senate’s post hoc reviews of these processes.

This working party would report back to Academic Senate at its 6th August 2013 meeting.

Professor D Verity
Chair
ITEM 10.4: UNIVERSITY DISCIPLINE COMMITTEE – ACADEMIC MISCONDUCT PENALTIES

For discussion
ITEM 10.4: UNIVERSITY DISCIPLINE COMMITTEE – ACADEMIC MISCONDUCT PENALTIES

Extract from the minutes of the meeting of the University Discipline Committee held on Monday, 20 May 2013 at 11:00am in the Whitely Room, Building C10A.

Students’ vulnerability was discussed in a broader context, and the Committee agreed that further discussion was required at Academic Senate regarding penalties.

Action: Prof Verity to raise the matter of penalties with Academic Senate, in the context of student vulnerability.
ITEM 10.6: MACQUARIE UNIVERSITY POLICY

For information
The Executive recently approved a proposal submitted by the Provost and Deputy Vice-Chancellor (Students And Registrar) to change the reporting line of the Policy Unit. The University’s Policy Unit now reports to Governance Services within the Office of the Deputy Registrar. This new reporting line aligns policy development and administration of the University’s Policy Framework within the University’s broader management of governance. A review of the role and function of policy within the University will commence in Q3, 2013.

The following business process outlining the current approval arrangements for academic policies is provided for the information of Academic Senate. The review of the current approval process will form part of the overall review of policy. The assignment of a Contact Officer for a number of existing academic policies has been reported as requiring updating. The Policy Unit is in the process of amending Contact Officers to reflect a senior office holder in the relevant area, for example for the Chair of Academic Senate. Contact Officers will be reviewed in accordance with the delegations of authority framework once that work has been completed.

Recommendations:

That Academic Senate note the change in reporting line of the Policy Unit and the current approval process for academic policies

That Academic Senate note the changes to the assignment of Contact Officers for University policies

That Academic Senate note the proposed review of University Policy
Current Approval Process: Academic Policies

SLTC/ASQC
Endorses policies and approves procedures subject to 'review and sign-off' by UPRG

Contact Officer
Sends draft to Policy Unit with completed checklist and brief discussion paper

Policy Unit
Policy Unit quality assurance the draft ensuring alignment and consistency with the Policy Framework and identifying interconnection with other policies

Significant changes are referred to the Contact Officer to endorse

Sends to UPRG for 'review and sign-off'

SLTC/ASQC
If there are significant changes, the document will be returned to the Contact Officer to consider and endorse

Confirms UPRG outcome to Contact Officer

University Policy Reference Group (UPRG)
The UPRG review and perform institutional-level QA and endorse all policies, procedures, guidelines and schedules. Final endorsement may be conditional on acceptance of recommended changes.

Contact Officer
Sends draft policy and/or schedule to Academic Senate for approval

Procedures with significant changes sent back to SLTC/ASQC for re-approval

Academic Senate
Considers the draft policy and approves or recommends changes

Contact Officer
Once approved, sends evidence of Approval and final draft policy/procedure to Policy Unit for publication

Policy Unit
Files policy on Truth, Publishes on Policy Central, and sends MQ Announcement to advise staff

10 working days
ITEM 10.7: ACADEMIC SENATE 2011-2012 EVALUATION BY MEMBERS

For information
1. The terms of reference for Academic Senate were clearly defined and were documented
2. The relationship between Academic Senate and other governance structures within the university was clearly specified
3. I understood my role as a member of Academic Senate
4. Agendas were circulated in a timely fashion
5. Papers contained the appropriate information to support decision making
6. Meetings were conducted in a manner that ensured meaningful participation of all members
7. Minutes were prepared and circulated in a timely fashion
8. A list of actions were agreed to at each meeting and were properly tracked
9. In general, I considered that Academic Senate was operating efficiently
10. Academic Senate was effective and was making a difference

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Unable to comment</th>
<th>Total Responses</th>
<th>Mean</th>
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<td>6</td>
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<td>2</td>
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<td>6. Meetings were conducted in a manner that ensured meaningful participation of all members</td>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>14</td>
<td>2.43</td>
</tr>
<tr>
<td>7</td>
<td>7. Minutes were prepared and circulated in a timely fashion</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>14</td>
<td>2.14</td>
</tr>
<tr>
<td>8</td>
<td>8. A list of actions were agreed to at each meeting and were properly tracked</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
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<td>9. In general, I considered that Academic Senate was operating efficiently</td>
<td>2</td>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>14</td>
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<td>10</td>
<td>10. Academic Senate was effective and was making a difference</td>
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<td>7</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>14</td>
<td>2.57</td>
</tr>
</tbody>
</table>

| Statistic | 1. The terms of reference for Academic Senate were clearly defined and were documented | 2. The relationship between Academic Senate and other governance structures within the university was clearly specified | 3. I understood my role as a member of Academic Senate | 4. Agendas were circulated in a timely fashion | 5. Papers contained the appropriate information to support decision making | 6. Meetings were conducted in a manner that ensured meaningful participation of all members | 7. Minutes were prepared and circulated in a timely fashion | 8. A list of actions were agreed to at each meeting and were properly tracked | 9. In general, I considered that Academic Senate was operating efficiently | 10. Academic Senate was effective and was making a difference |
|-----------|---------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Min Value | 1                                                                                     | 1                                                              | 1                                              | 1                                             | 1                                                          | 1                                          | 1                                                | 1                                                    | 1                              |
| Max Value | 4                                                                                     | 5                                                              | 5                                              | 5                                             | 5                                                          | 5                                          | 5                                                | 5                                                    | 5                              |
| Mean      | 2.36                                                                                  | 3.07                                                           | 2.07                                           | 2.00                                          | 2.57                                                      | 2.43                                        | 2.14                                              | 2.79                                                 | 2.43                                          |
| Variance  | 0.71                                                                                  | 1.46                                                           | 0.84                                           | 1.23                                          | 1.80                                                      | 1.34                                        | 1.36                                              | 1.72                                                 | 1.19                                          |
| Standard Deviation | 0.84                                    | 1.21                                                           | 0.92                                           | 1.11                                          | 1.34                                                      | 1.16                                        | 1.17                                              | 1.31                                                 | 1.09                                          |
| Total Responses | 14                                                   | 14                                                             | 14                                              | 14                                             | 14                                                          | 14                                          | 14                                                | 14                                                    | 14                              |
2. Comments/suggestions for improvement:

The senate as it currently operates has relatively little influence. It does little to set the university agenda and tends to overly focus on elements of detail rather than on ensuring that academic policy is headed in appropriate direction. The mountain of paperwork to be considered for each meeting gives the illusion that the senate is operating efficiently and effectively; but in practice, it means that the senate is actually adding very little value to the process; and that the senate currently plays a very small part in the role of leading and directing the academic life of the university.

Academic Senate should be bigger with more representatives from each Faculty. I would especially like to see a few more junior members of staff on Senate. Admittedly it will be harder to manage with more members but I suspect it would be more informative because we’ll get a wider range of feedback to consider, along with a few vigorous and challenging discussions.

It was stated that Senate was only the "tip of the iceberg" and that most of the work of Senate was conducted by working parties. As a member of Senate I expected to be involved in such working parties but never had that opportunity. The selection/appointment process to subcommittees was never made clear - it appeared that membership of working parties was by invitation only, a very unsatisfactory process.

In general, the Senate documentation is thorough but the agenda’s a sometimes hard to follow. This may be because we are covering too many items and spotting the important points can become mired in the detail. A more streamlined delegation of authorities would help. It would be useful to regularly revisit the governance authorities to ensure there is a clear understanding of the role of Senate. In respect of those items above where I ticked neither agree or disagree are areas where I thought performance may have been patchy at times.

There are always two issues with Senate. It has a huge volume of material to check, which it often passes unstarred, which means that over a long period of time, it doesn’t engage with some committee work very closely. It also means only very specific nitty-gritty issues get discussed. The second issue pulls in the opposite direction, which is the packed agenda militates against dealing with the big picture, which it should. Could we perhaps have a roster of annual/biannual reports from major committees of what they’ve done or what they have planned? I also like the big picture sessions we’ve had in the past but maybe these could be more strategic than just informative.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>5</td>
</tr>
</tbody>
</table>
ITEM 10.8: SAVING CLAUSE CASES

For ratification
ITEM 10.8: SAVING CLAUSE CASES

Faculty of Arts

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 41206126 to satisfy degree requirements for Bachelor of Arts without completing the People/Planet unit outside the Faculty of Arts, provided all other degree requirements are met.

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 41992083 to be credited with 18cps of Spanish units from her prior BA studies for the Diploma in Languages, provided all other degree requirements are met.

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 41458729 to have SOC301 (6cp) credited toward his Sociology major to satisfy degree requirements for Bachelor of Social Science with Bachelor of Laws, provided all other degree requirements are met.

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 41964284 to satisfy degree requirements for Bachelor of Arts without completing the Planet unit, provided all other degree requirements are met.

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 42110319 to satisfy degree requirements for Bachelor of Arts majoring in Ancient History without completing the Capstone unit, provided all other degree requirements are met.

Faculty of Science

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 42122317 to satisfy degree requirements for Bachelor of Environment without completing the People unit, provided all other degree requirements are met.

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 42592003 to satisfy degree requirements for Bachelor of Information Technology with a major in Business Information Systems completing at least 39 credit points instead of 42 credit points of study at 200 level and above, provided all other degree requirements are met.
ITEM 10.10: PRIZES AND AWARDS

Ratification of Prizes awarded and nominations for approval
The following prizes have been approved by Professor Judyth Sachs on behalf of Academic Senate

1. **ALUMNI FACULTY PRIZES FOR 2013**
   Awarded to the top two commencing undergraduate students in each Faculty based on ATAR or equivalent

<table>
<thead>
<tr>
<th>Faculty of Arts</th>
<th>Student Name</th>
<th>ATAR</th>
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</thead>
<tbody>
<tr>
<td>43288626 Hannah Bell</td>
<td>98.9</td>
<td></td>
</tr>
<tr>
<td>42492416 Claudia Sheridan</td>
<td>98.9</td>
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<table>
<thead>
<tr>
<th>Faculty of Business and Economics</th>
<th>Student Name</th>
<th>ATAR</th>
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<tr>
<td>43279996 Chun Lam</td>
<td>99.85</td>
<td></td>
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<tr>
<td>43234364 Tong Zhang</td>
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<table>
<thead>
<tr>
<th>Faculty of Human Sciences</th>
<th>Student Name</th>
<th>ATAR</th>
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</thead>
<tbody>
<tr>
<td>43288863 Sharfah Mohamed</td>
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<tr>
<td>43323898 Michael Lawler</td>
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<table>
<thead>
<tr>
<th>Faculty of Science</th>
<th>Student Name</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>43280358 Andrew McClanahan</td>
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<tr>
<td>43284604 Rebecca Hadfield</td>
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2. **GRADUATE SCHOOL OF MANAGEMENT**

<table>
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<tr>
<th>Prize</th>
<th>Nomination</th>
<th>Student no.</th>
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</thead>
<tbody>
<tr>
<td>Hong Kong Management Association Director’s Award</td>
<td>for highest overall grade point average in the Master of Management program conducted in Hong Kong</td>
<td>42432065</td>
</tr>
<tr>
<td>Hong Kong Management Association for Best Overall Performance</td>
<td>for highest overall grade point average in the Master of Management in Financial Management program conducted in Hong Kong</td>
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<td>for highest overall grade point average in the Master of Management in People and Performance program conducted in Hong Kong</td>
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</tr>
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<td>Hong Kong Management Association Award for Best Overall Performance</td>
<td>for highest overall grade point average in the Master of Management in International Management program conducted in Hong Kong</td>
<td>Not awarded</td>
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<tr>
<td>Hong Kong Management Association Award for Best Overall Performance</td>
<td>for highest overall grade point average in the Master of Management in Logistics &amp; Operations Management program conducted in Hong Kong</td>
<td>Not awarded</td>
</tr>
<tr>
<td>Hong Kong Management Association Award for Best Overall Performance</td>
<td>for highest overall grade point average in the Master of Management (General) Management program conducted in Hong Kong</td>
<td>42432065</td>
</tr>
<tr>
<td>Hong Kong Management Association Award for Best Overall Performance</td>
<td>for highest overall grade point average in the Master of Management in Marketing Management program conducted in Hong Kong</td>
<td>42575761</td>
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<tr>
<td>Hong Kong Management Association Award for Best Overall Performance</td>
<td>for highest overall grade point average in the Master of Business Administration program conducted in Hong Kong</td>
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<td>for proficiency in the unit MGSM800 Human Resource Management</td>
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<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM801 Advanced Human Resource Management</td>
<td>Unit offered</td>
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<tr>
<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM802 International Human Resource Management</td>
<td>Unit offered</td>
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<tr>
<td>Prize</td>
<td>Awarded for</td>
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<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM806 Managerial Self-Development</td>
<td>Harrison, Kelly Rae</td>
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<td>for proficiency in the unit MGSM815 International Marketing</td>
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<td>for proficiency in the unit MGSM817 Strategic Marketing</td>
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<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM818 Advertising and Promotions Management</td>
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<td>Hong Kong Management Association Award</td>
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<td>for proficiency in the unit MGSM820 Marketing Management</td>
<td>Wilkinson, Joshua Colin</td>
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<td>for proficiency in the unit MGSM822 Services Marketing</td>
<td>Chan, Siu Man Amanda</td>
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<td>for proficiency in the unit MGSM840 Accounting for Management</td>
<td>Parsonage, Guy Timothy Edward</td>
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<td>for proficiency in the unit MGSM842 Business Performance Measurement &amp; Management</td>
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<td>Jeha, Simone Marie</td>
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<td>for proficiency in the unit MGSM850 Strategic Frameworks</td>
<td>Parsonage, Guy Timothy Edward</td>
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<td>for proficiency in the unit MGSM856 Global Strategic Management</td>
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<td>Osmund, James Daniel</td>
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<td>for proficiency in the unit MGSM870 Organisational Behaviour</td>
<td>Tsang, Wai Yee</td>
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<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM871 Managerial Psychology</td>
<td>Thomas, Richard Douglas</td>
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<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM879 Managing with a Global Mindset</td>
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<tr>
<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM890 Operations Management</td>
<td>Ko, Yuk Kit</td>
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<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM891 Logistics &amp; Operations Strategy</td>
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<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM892 Management of Service Operations</td>
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<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM893 Logistics Management</td>
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<tr>
<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM897 Management of Innovation</td>
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<tr>
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<td>for proficiency in the unit MGSM960 Information and Decision Analysis (Shared)</td>
<td>Ng Poon, Man Hin Ronald Alice Hang Yee</td>
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<td>for proficiency in the unit MGSM990 Quantitative Research Methods in Management</td>
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<tr>
<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM991 Qualitative Research Methods in Management</td>
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<tr>
<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM992 Literature Survey and Criticism</td>
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<td>Prize</td>
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<td>Nomination</td>
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<tr>
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<tr>
<td>Hong Kong Management Association Award</td>
<td>for proficiency in the unit MGSM994 Management Research and Investigation</td>
<td>Unit not offered</td>
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</tbody>
</table>

3. **THE PROFESSOR JUDYTH SACHS PARTICIPATION PRIZES 2012**
Awarded for outstanding achievement in a project undertaken as part of a Participation Unit

**Faculty of Arts**
- Peter Ansky 42431077
- Delia Behr 41225678
- Janice Fung 41756177
- Nicholas Middleton 41787994
- Stephen Dodshon 41758765
- Claudia Elvy 41760158
- Steven Wright 40522598
- Merryn Cavenagh 41194470

**Faculty of Business & Economics**
- Marc Harrold 41775058
- Carolyn Yuan 42068533
- Jennifer Sutoji Jie 42040507

**Faculty of Human Sciences**
- Nicole Langman 41204328

**Faculty of Science**
- Martin Kieliszek 41750047

**HIGHLY COMMENDED PARTICIPATION AWARDS 2012**
Awarded for achievement in a project undertaken as part of a Participation Unit

**Faculty of Arts**
- Vincent Wong 41483308

**Faculty of Business & Economics**
- Megan Siew 42113520

**Faculty of Science**
- Jessica Sachse 41914139
- Kerwin Abinoja 41758765

Deidre Anderson

REGISTRAR