ACADEMIC SENATE

A meeting of the Academic Senate will be held at 9.30 am on Tuesday 10 November 2015, in the Senate Room, Lincoln Building C8A, Level 3.

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

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

Members who are unable to attend the meeting are requested to send their apologies to Zoe Williams, Head of Governance Services (phone +61 2 9850 4322 or e-mail senate@mq.edu.au).

AGENDA

Page Numbers

★ 1. APOLOGIES / WELCOME / ACKNOWLEDGEMENT OF COUNTRY

2. ARRANGEMENT OF AGENDA

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★ 2.2 Adoption of Unstarred Items

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Meeting held on 6 October 2015

★ 4. BUSINESS ARISING FROM THE MINUTES

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Verbal report

4.2 MRes Appeals

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4.3 Implementation Progress Report - 2014 Governance Workshop

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4.4 Recommendations to University Council

★ 5. ORAL REPORT FROM THE CHAIR

★ 6. VICE-CHANCELLOR ORAL UPDATE

★ 7. QUESTION TIME

Questions to the Chair of Academic Senate and the Vice-Chancellor

8. STRATEGY AND POLICY

Presentation by Vice-Chancellor ★ 8.1 University Rankings

Pages 22 to 32 ★ 8.2 Review of Assessment Policy – Principles of Assessment

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8.3 2015 University Medal Policy and Procedure

★ 9. QUESTIONS ON NOTICE

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

10. GENERAL BUSINESS

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10.1 Academic Integrity Workshop Agenda

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10.2 Higher Educations Standards
10.3 MGSM Academic Board – Terms of Reference and Membership

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11. ITEMS FOR APPROVAL FROM ASQC AND SLTC

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Pages 137 to 138  ★  11.2 Amendment to the RPL Schedule of Minimum Requirements (ASQC)

Pages 139 to 140  ★  11.3 Exit GPAs for MUIC Diploma Programs (ASQC)

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Pages 144 to 186  ★  11.5 Student Disability Support Policy and Procedures (SLTC)

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12. REPORTS FROM STANDING COMMITTEES

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Report of the meeting of 20 October 2015.

Pages 240 to 241  12.2 Senate Learning and Teaching Committee
Report of the meeting of 12 October 2015.

13. REPORTS FROM FACULTY BOARDS

Pages 242 to 243  13.1 Faculty of Business and Economics
Report of the meeting 6 October 2015.

Pages 244 to 245  13.2 Faculty of Human Sciences
Report of the meeting 6 October 2015.

14. OTHER BUSINESS

15. CONSIDERATION OF CONFIDENTIAL ITEMS

15.1 University Discipline Committee
The minutes of the University Discipline Committees held on 7 October 2015 will be tabled.

16. NEXT MEETING

The next meeting of Academic Senate will be the last meeting of 2015 and will be held on Tuesday 15 December 2015.
Agenda Items are due by Tuesday 1 December 2015.
ITEM 3  MINUTES OF PREVIOUS MEETING

Attached are the minutes of the meeting held on 6 October 2015.

For approval.

Recommended Resolution:
That the minutes of the meeting held on 6 October 2015 be signed as a true and correct record.
PRESENT

Professor Dominic Verity
Dr Ayse Bilgin
Dr Wylie Bradford
Dr Yvonne Breyer
A/Professor David Coutts
A/Professor Pamela Coutts
Professor Linda Cupples
Professor Bruce Dowton
Dr Kate Fullagar
Professor Mark Gabbott
Professor Simon George
Anna Glen
Professor Norma Harrison
Professor Mariella Herberstein
Professor Lesley Hughes
Professor Mike Jones
Professor Nick Mansfield
Professor Patrick McNeil
Professor Barbara Messerle
Professor Martina Mollering
Professor Peter Nelson
Dr Kerry-Ann O'Sullivan
Professor Jacqueline Phillips
Professor Sakkie Pretorius
Professor Peter Radan
Cathy Rytmeister
Professor John Simons
A/Professor Ian Solomonides
JoAnne Sparks
Professor Lucy Taka
A/Professor Estela Valverde
Cheryl Ware
Julia Yang
Professor Sherman Young

IN ATTENDANCE

Robyn Bishop
Dr JoAnne Page
Amanda Phelps
Shirley Sorensen
Kathryn Whittingham
Zoe Williams

APOLOGIES

Deidre Anderson
Professor Amanda Barnier
Harry Dang
Professor Alex Frino
Jeremy Gunter
Jinji Kong
Professor Kathryn Millard
Simon Populin
Jonathan Wylie
1. **APOLOGIES / WELCOME / ACKNOWLEDGEMENT OF COUNTRY**

   The Chair opened the meeting and acknowledged the traditional custodians of the land. The Chair welcomed members and attendees to the meeting, including Robyn Bishop from the Faculty of Human Sciences, who was in attendance to speak to the report submitted by Associate Professor Judi Homewood on Academic Appeals - Rapid Improvement Event noted in item 10.1 and Dr JoAnne Page who was in attendance to provide an update on the TEQSA Renewal, item 10.2.

   The Chair noted that apologies had been received from Deidre Anderson, Professor Amanda Barnier, Harry Dang, Professor Alex Frino, Jeremy Gunter, Jinji Kong, Kathryn Millard, Simon Populin and Jonathan Wylie.

2. **ARRANGEMENT OF AGENDA**

   2.1 Disclosure of Conflicts of Interest

   The Chair requested that Senate members declare any conflict of interest.

   No conflicts were recorded.

   2.2 Adoption of Unstarred Items

   **Resolution 15/87**
   
   *That the items not starred for discussion be noted and, where appropriate, be adopted as recommended.*

3. **MINUTES OF PREVIOUS MEETING**

   **Resolution 15/88**
   
   *That the minutes of the Academic Senate meeting held on 25 August 2015 be signed as a true and correct record.*

4. **BUSINESS ARISING FROM THE MINUTES**

   4.1 Academic Senate items requiring action

   The outstanding action items were noted.

5. **REPORT FROM THE CHAIR**

   The Chair requested that members note his written report and queried if there were any questions from members in relation to any of the topics raised in his report. Academic Senate noted the update.

6. **VICE-CHANCELLOR ORAL UPDATE**

   The Vice-Chancellor briefed members on the impact of the change of Prime Ministers on higher education with particular reference to fee deregulation and the Higher Education Bill.

   The Vice-Chancellor informed members that the Deputy Vice-Chancellor (International) had resigned and advised that Macquarie International would report to the Chief Operating Officer in the interim.

   The Vice-Chancellor provided members with an overview of the University's enrolment load and opportunities and challenges the University will face in terms of commencing students in 2016. Particular reference was made to initiatives with specific international markets.

   Members were advised of the direct correlation to the University's approach to data collection and performance in international rankings and of the Chief Information Officer's current review of IT systems.

   The Vice-Chancellor acknowledged the work of the Deputy-Vice Chancellor (Academic) in establishing the Macquarie University International College and advised members of the first cohort is due to commence later in the year.
In closing, the Vice-Chancellor referred to the web transformation project and the dire need to reset the University's digital presence to deliver greater coherence and accessibility. Members were advised that the new public website, will be launched in mid-October.

The Chair thanked the Vice-Chancellor for his update and welcomed questions.

During this item JoAnne Page and Professor Patrick McNeil arrived at 9:40am and Julia Yang arrived at 9:45am.

7. **QUESTION TIME**

The Chair reminded members that a question time is being trialled as an additional agenda item for the remaining meetings in 2015, with members provided with an opportunity to ask any questions of the Vice-Chancellor and the Chair from the floor.

The following matters were raised:

i. **Macquarie University International College (MUI)***

   Faculty-elected staff representatives questioned the highly casualised work force of the new College. The Deputy Vice-Chancellor (Academic) advised that while full-time appointments had been made, during start-up and while student numbers were being finalised, many teaching appointments were casual. Members noted the need to trust that staff were adequately trained prior to having access to laboratories.

ii. **University Web Transformation Project**

   Faculty-elected members referred to the how research centres and relationships would be represented in the new public web page and that many existing pages would not be transitioned over to the new website. The Vice-Chancellor acknowledged that there needed to re-set the balance between cognate research groups having freedom of movement to present themselves digitally versus the need to ensure coherent presentation of the University. There was general discussion regarding the need to ensure that there is a level of coherence and consistency and quality control in how the University is presented.

iii. **Learning and Teaching Strategic Framework (White Paper)**

   An update was sought on the current status of the Learning and Teaching Strategic Framework (White Paper). The Chair and the Deputy Vice-Chancellor (Academic) reported that ongoing discussions continue to move the strategy towards approval and implementation, and an update will be provided to the Academic Senate for consideration at its next meeting.

8. **STRATEGY AND POLICY**

8.1 **Discussion Paper: Governance of Research and Research Training**

   Academic Senate considered a discussion paper on the Governance of Research and Research Training and a draft Terms of Reference for a Senate Research and Research Training Committee and Thesis Examination Subcommittee.

   The Chair provided general background to the broad themes and specifically spoke to the feedback around research governance provided at the academic governance workshop held in late 2014, which had given rise to the proposed research governance structure being considered.

   The Chair invited comments on the proposed research governance structure and the majority of members expressed a preference for a single research committee and indicated that the composition of the committee had paramount significance. There was lengthy discussion on the level of involvement of the Associate Deans Research, Associate Deans Higher Degree Research and Executive Deans in this committee. The primary question canvassed was how the membership composition would ensure that Academic Senate was provided with the appropriate expertise on this committee to adequately assist it in discharging it responsibilities in research governance.

   The Deputy Vice-Chancellor (Research) suggested that the committee should be smaller than the other committees of Academic Senate, and that it should primarily be comprised of the Executive Deans, PVCs research and leading researchers drawn from Academic Senate. He suggested a model that would see this committee draw on the expertise of Associate Deans as and when necessary. He also expressed his view that the committee’s primary role would be to give him an opportunity to communicate on matters of research strategy with the Executive Deans and to report on the activities of his office to Academic Senate.

   Professor McNeil, the Executive Dean of Medicine and Health Sciences, also expressed the view that, given the strategic importance of research, the Executive Deans should nominate themselves as members of any research committee. Other members, including the Chair, countered this view pointing out that the Executive Deans did not elect to sit on any of the committees of Academic Senate devoted to the learning and teaching enterprise. This was despite the fact that this was a matter of equal or greater strategic importance, especially given the fact that the University derived a very significant majority of its income from its educational activities. Ms. Rytmeister made the point that the appointment of the Executive Deans
to a research committee, alone amongst all specialist committees of Academic Senate, would send a very strong message to the wider University community about the relative importance of teaching and research. She pointed out that the “Our University: A Framing of Futures” strategic framework did not prioritise research over teaching, and that it could therefore be seen as inappropriate for Academic Senate to establish a priority of that kind in its choice of committee membership. Other members highlighted the fact that the balance between teaching and research was key, and that any messages sent by Academic Senate in that regard would need to be very carefully managed.

The Chair expressed the view that it was not the role of a committee of Academic Senate to act as a forum for communication between a DVC and Executive Deans, and that other opportunities for that interaction should be explored outside of the Academic Senate structure. The Deputy Vice-Chancellor (Academic) amplified this view, saying that he met regularly with Executive Deans, both individually and collectively, and those meetings provided him the context required to pursue matters of importance to his office. He also discussed his role in respect of the key learning and teaching committees of Academic Senate, saying that it was important for him to interact closely with these committees as a member but that he did not feel it appropriate for him to Chair either of them.

Members also discussed the question of committee size. The DVC-R expressed the view that the committee would only work effectively if it was kept small in size. The Chair pointed out that the committees of Academic Senate were generally larger than administrative committees (as were the corresponding committees of the majority of other institutions), that they met relatively infrequently, and that their business was largely to discuss and discharge high level policy, strategy and oversight matters. He referenced the fact that the Senate Learning and Teaching Committee and the Academic Standards and Quality Committee both executed the substantial detail involved in their work through the agency of much smaller specialist working parties, which were setup to examine particular matters over a relatively short period of time and which met much more frequently.

Professor Young, the Pro-Vice Chancellor of Learning, Teaching and Diversity, spoke of his experience as the Chair of SLTC and stated that it was his view that this committee of 29 individuals had been particularly effective in its work. He referenced the work of the Assessment Policy and Student Progression working parties of SLTC as particularly good examples of the effectiveness of a working party process. The Deputy Chair of Academic Senate, Professor Phillips, mentioned that as part of her induction she had sat in on a number of meetings of SLTC and ASQC and that she had found them to be particularly effective and collegiate in their work.

The Chair called for a vote to be held and 31 members voted in favour of a single research and research training governance committee; there were 2 members who voted against the proposal. The Chair abstained from voting.

Further discussions and regarding membership will be continued at the 10 November 2015 meeting of Academic Senate.

Discussions addressing the proposed creation of the Thesis Examination Subcommittee would be considered at the 10 November 2015 Academic Senate meeting.

Resolution 15/89
Academic Senate resolved to approve the creation of a single Research and Research Training Committee. This will assume the responsibilities of HDRC, and its sub-committee PESC, in respect of all matters relating to the academic governance of research training programs.

Action:
The Chair of Academic Senate to provide a report to the 10 November 2015 Academic Senate meeting on the status of the implementation of the feedback provided at the 2014 academic governance workshop.

Professor Patrick McNeil departed the meeting at 11:13am.

8.2 Independent Review of the Master of Research Program

Academic Senate took the report as read.

Resolution 15/90
Academic Senate resolved to approve the proposal for the Quality Enhancement Committee to conduct an independent, external review of the Master of Research program.

Action:
The Chair of Academic Senate to work with the Vice-Chancellor to identify a suitable individual to Chair this external review and to establish a process to frame a terms of reference and identify further members for this review panel.
8.3 English Language Policy – Clarification of resolution

Academic Senate was asked to clarify the status of the English Language Policy, Procedure and Schedule as outlined in the submitted paper.

**Resolution 15/91**

Academic Senate resolved to:

i. rescind Resolution 14/194 of 14 November 2014 approving the English Language Policy as presented to the meeting;

ii. rescind the SLTC Resolution of 17 November 2014 approving the English Language Procedure, English Language Guideline and English Language Resources Schedule as presented to the meeting;

iii. resolve to approve the English Language Policy, Procedure and Schedule as presented to the Academic Senate Standing Committee meeting of 4 August 2015 in principle, with an implementation date to be identified in the future.

8.4 Policy Development for the Macquarie University International College (MUIC)

Academic Senate took the report as read and noted the update on policy development for the Macquarie International College.

9. **QUESTIONS ON NOTICE**

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

9.1 The elected Academic Senate members from the Faculty of Science and Engineering submitted the following questions about the future of the Chiropractic program and the possible disestablishment of the Department of Chiropractic at Macquarie University, which has been under consideration by the Executive.

a. *If the decision is made to discontinue the program, how will the University ensure that obligation are met to current and future students enrolled in the chiropractic program and to the staff who teach in the program?*

b. *What are the factors under consideration in making a decision in regard to the future of the Department of Chiropractic?*

In response to question (a), the Deputy Vice-Chancellor (Academic) confirmed to members that any closure will be executed under appropriate change management processes provided for under the EBA, and that some staff may be re-deployed while others may be made redundant. He confirmed that students have been guaranteed a teach out period, and all students enrolled prior to 2016 are guaranteed the opportunity to complete the Bachelors / Masters combination program, which will require a six to nine year teach out period. The situation in regard to the 2016 intake required further investigation of the precise commitments being made to potential students, particularly in regard to whether those enrolled into the undergraduate program in that year would be guaranteed places in the Masters program subject to meeting progression requirements.

Professor Herberstein pointed out that the Undergraduate program in Chiropractic did not qualify students for clinical practice and that it was not constructed to be a more broadly applicable science qualification. She expressed the view that students completing the undergraduate program would be disadvantaged by holding a degree which only qualified them to proceed to a Masters program which we might not have committed to offer them. The DVC-A committed to seek clarification on this point and report back to the subsequent meeting of Academic Senate.

The Chair asked for further clarification of the risk mitigation measures being put in place to ensure that this commitment to teach out could be honoured. He pointed out that the disestablishment of the program would lead many staff members to seek other employment, making it either prohibitively expensive or a practical impossibility for the University to support a teach out to 2025. In response, the DVC-A did not address any specific measures, saying only that teaching out periods were always difficult to manage and that due care would be taken in this case.

In response to question (b), the Deputy Vice-Chancellor (Academic) confirmed that the future of the Department of Chiropractic was still a matter of active discussion in the Executive. He reported that he and Professor Messerle, the Executive Dean of Science and Engineering, had asked the Department of Chiropractic to prepare a submission in regard to its future, that this report had been particularly comprehensive and well argued, and that he was now preparing a submission to the Executive on the basis of the advice from the Department.

The DVC-A also reported, however, that the only factor being taken into account in regard to the disestablishment of the Department of Chiropractic was its research productivity, particularly in regard to its fit in the Faculty of Science and Engineering.

**Action:**
The Deputy Vice-Chancellor (Academic) to clarify the University’s position in regard to the teach out of those Chiropractic students enrolled in the 2016 intake. In particular, he will provide information as to whether qualified students from that intake will be guaranteed entry into, and teach out in, the Masters of Chiropractic program.

10. **GENERAL BUSINESS**

10.1 HDR Terminations and Appeals: RIE

Robyn Bishop reported on the undertaking to address improvements for processes supporting Higher Degree Research (HDR) terminations and appeals. A rapid improvement event (RIE) was requested to design a timely and consistent HDR termination and appeals process. Ms Bishop provided background to existing processes, the consultation with stakeholders during the RIE and to the outcomes of the RIE.

The following outcomes of the RIE were highlighted:
- Use of “show cause” terminology to be replaced by use of a “formal review” structure.
- Reduction in the timeframes and increased involvement of Campus Wellbeing.
- Increased support provided to candidates and supervisors, with clear and distinct stages defined.
- Consideration of the use of the Tracker system in case management.

The Chair thanked all involved in this RIE and Academic Senate noted the report on the Higher Degree Terminations and Appeals – Rapid Improvement Event (RIE).

The proposed timeframe includes consideration by the Higher Degree Research Committee in November followed by endorsement by Academic Senate in December for endorsement. Academic Senate will then undertake the process of amending HDR policy to support the implementation of this new process and propose a revised HDR Rule to University Council for approval.

Professor Bruce Dowton departed the meeting at 11:26am.

Professor John Simons, Professor Martina Mollering, Robyn Bishop, Professor Barbara Messerle and Dr Wylie Bradford departed the meeting at 11:29am.

10.2 TEQSA Renewal Update

Dr JoAnne Page provided a brief overview of the current status of the University’s TEQSA five-year reregistration process, noting that the University’s response is due with TEQSA by 30 November 2015.

The University has developed approximately 91% of the submission using TEQSA’s lean process, covering the core assessment areas of governance, planning and performance outcomes, academic quality assurance, and student experience and support. The TEQSA Steering Committee is confirming the University’s processes, with approximately 250 documents already identified for submission to date and 21 more to be submitted in the next two months. This activity has also allowed the University to compile an improvement gap analysis, scoping matters including process and policy updates.

The Vice-Chancellor and Deputy Vice-Chancellor (Academic) are scoping the relevant staff and representatives to participate in TEQSA’s site visit on 18 February 2016 to consider all 42 subsets of standards.

The Chair commended JoAnne Page and Geraldine Timmins for their excellent work in supporting the University’s TEQSA submission.

Academic Senate noted the report on the TEQSA Renewal Update.

Professor Sherman Young and Professor Mark Gabbott departed the meeting at 11:32am.

10.3 Statement of Academic Freedom Working Group – Terms of Reference

Academic Senate noted the Terms of Reference for the Statement of Academic Freedom Working Group.

10.4 University Medals Nominations Working Group - Terms of Reference

Academic Senate noted the Terms of Reference for the Assessment of University Medals Nominations Working Group.

10.5 Revised Academic Year Plan – 2016

Academic Senate noted that the 2016 Academic Year Plan has been revised to address amendments to the Macquarie University International College program and subsequent intake reduction.
Resolution 15/92
Academic Senate resolved to endorse the amendments to the 2016 Academic Year Plan and recommends this for approval by the Deputy Vice-Chancellor (Academic).

10.6 Macquarie Graduate School of Management Academic Board – Terms of Reference
The Macquarie Graduate School of Management (MGSM) is not required to establish a Faculty Board under the Faculty Rules, it is required to ensure it has an effective academic governance structure to guarantee the integrity and quality of MGSM’s academic programs and processes.

Resolution 15/93
Academic Senate resolved to approve the Terms of Reference for the Macquarie Graduate School of Management Academic Board.

11. ITEMS FOR RATIFICATION
11.1 Items approved by the Chair of Academic Senate

Resolution 15/94
Academic Senate resolved to ratify the approval of the Diploma of Speech and Communication as approved by the Chair of Academic Senate 18 September 2015.

Resolution 15/95
Academic Senate resolved to ratify the approval of the Graduate Certificate of Business Psychology as approved by the Chair of Academic Senate 30 September 2015.

Resolution 15/96
Academic Senate resolved to ratify the approval of the Graduate Diploma of Business Psychology as approved by the Chair of Academic Senate 30 September 2015.

12. ITEMS FOR APPROVAL FROM ASQC
12.1 Ongoing Exemption from the Final Examination Policy requirement to Publish Final Exams from BIOL 345 Human Genetics Theory

Resolution 15/97
Academic Senate resolved to approve an exemption be granted from the Final Examination Policy requirement to publish final examination papers for the 2015, 2016 and 2017 offerings of the unit BIOL 345 Human Genetics Theory, subject to ongoing monitoring.

Academic Senate resolved to request the Faculty of Science and Engineering to provide a report to the Academic Standards and Quality Committee at the end of 2017 to address any academic integrity risk related to this matter.

12.2 Pace Unit Accreditation Criteria – Proposed Updates

Resolution 15/98
Academic Senate resolved to approve the proposed amendments to the PACE unit accreditation criteria for implementation from 2017, noting that amendments to facilitate these changes will be supported by minor development work in Webforms.

12.3 Principles for Shared Teaching
That Chair of the Academic Standards and Quality Committee highlighted the addition of the new definition of “Co-Locating”, joining current terms “Co-Badging” and “Co-Teaching.
Resolution 15/99
Academic Senate resolved to approve the Principles of Shared Teaching with effect from 1 January 2017, subject to the amendments identified at the 22 September 2015 meeting of the Academic Standards and Quality Committee.

13. REPORTS FROM STANDING COMMITTEES
13.1 Academic Senate Standing Committee
Academic Senate noted the report of the 21 September 2015 meeting of the Academic Senate Standing Committee.

13.2 Academic Standards and Quality Committee
Matters arising requiring action by Senate were considered at items 12.1, 12.2 and 12.3 of this agenda. Academic Senate noted the reports of the 18 August and 22 September 2015 meetings of the Academic Standards and Quality Committee.

13.3 Higher Degree Research Committee
Academic Senate noted the reports of the 17 July, 21 August and 25 September 2015 meetings of the Higher Degree Research Committee.

13.4 Higher Degree Research Appeals Committee
Academic Senate noted the minutes of the 27 August 2015 Higher Degree Research Appeals Committee meeting.

14. REPORTS FROM FACULTY BOARDS
The Chair noted that due to time constraints the discussion of the Faculty Board reports would be held over until the next Academic Senate meeting on 10 November 2015.

14.1 Faculty of Arts
A meeting has not been held since the last Academic Senate meeting.

14.2 Faculty of Business and Economics
The minutes of the Faculty Business and Economics Faculty Board meeting of 8 September 2015 were noted.

14.3 Faculty of Human Sciences
The report of the Faculty of Faculty of Human Sciences Faculty Board meeting of 4 August 2015 was noted.

14.4 Faculty of Medicine and Health Sciences
The report of the Faculty of Medicine and Health Sciences Faculty Board meeting of 7 September 2015 was noted.

14.5 Faculty of Science and Engineering
The report of the Faculty of Science and Engineering Faculty Board meeting of 16 September 2015 was noted.

15. OTHER BUSINESS
There was no other business raised by members.

16. CONSIDERATION OF CONFIDENTIAL ITEMS
16.1 University Discipline Committee
The minutes of the University Discipline Committees held on 9 September 2015 were tabled and noted.

17. NEXT MEETING
The next meeting of Academic Senate will be held on 10 November 2015. Agenda Items are due by Tuesday, 27 October 2015.

There being no further business the meeting closed at 11:35am.
ITEM 4.1  ACADEMIC SENATE ITEMS REQUIRING ACTION

For information.
ITEM 4.1: ACADEMIC SENATE ITEMS REQUIRING ACTION AS AT 6 OCTOBER 2015

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/07/13</td>
<td>13.7</td>
<td>That the University develops a policy regarding posthumous awards. Responsible Officer, Chair Academic Senate. Related Resolution 13/215</td>
<td>To be commenced</td>
</tr>
<tr>
<td>12/11/13</td>
<td>11.2</td>
<td>That a copy of the Professional Authority Form (PAF) referred to in the Disruptions to Studies policy is circulated to the members of Academic Senate. A copy of the PAF can be downloaded from the students website.</td>
<td>Completed</td>
</tr>
<tr>
<td>1/04/14</td>
<td>7</td>
<td>That Academic Senate establishes a working party to review its membership structure and report its findings and recommendations to a subsequent Academic Senate meeting.</td>
<td>In progress</td>
</tr>
<tr>
<td>18/07/14</td>
<td>9.12</td>
<td>The following action items were referred as a result of the issues raised by the Session 1 2014 Examination Reports from the Executive Deans:</td>
<td>In progress. Referred to SLTC (9 November) and ASQC Ratification of Result Working Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Issues of lack of student engagement and attendance at lectures to be referred to the Senate Learning and Teaching Committee.</td>
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<td></td>
<td>9.13</td>
<td>• Refer consideration of a consistent University approach to the late submission of assignments to the Senate Learning and Teaching Committee.</td>
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<td></td>
<td>9.14</td>
<td>• Review of first session of the implementation of the new Disruption to Studies Policy to be referred to the Senate Learning and Teaching Committee.</td>
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<td></td>
<td></td>
<td>• The managing of expectations for non ATAR entry English language requirements referred to the Senate Learning and Teaching Committee.</td>
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<td>• The use of grade distributions in the University’s assessment practices to be referred for further clarification to the Senate Learning and Teaching Committee.</td>
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<td></td>
<td></td>
<td>• Post Session 1 examination results analysis referred to the Academic Standards and Quality Committee for consideration. A report on its findings to be provided to Academic Senate and Faculties for action.</td>
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<td></td>
<td>• Senate Learning and Teaching Committee to consider examination reports and to identify possible policy responses to issues identified.</td>
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<td></td>
<td>• The Deputy Registrar to provide a statistical report on the application of the Withdrawal Without Academic Penalty rule and to provide an update on the progress of the process review.</td>
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<tr>
<td>7/10/14</td>
<td>4.2</td>
<td>The Academic Senate to establish a Working Group to recommend criteria for the award of the University Medal and be provided criteria for members to consider before the end of 2014.</td>
<td>In progress. See Item 8.3</td>
</tr>
<tr>
<td>3/3/15</td>
<td>8</td>
<td>The Chair of Academic Senate to discuss ongoing Warawara representation on Academic Senate with the Executive Dean of Faculty of Arts. Academic Senate discussed and noted the question on notice. The Chair confirmed that he would respond directly to the authors of the letter.</td>
<td>In progress</td>
</tr>
<tr>
<td>Date of Meeting</td>
<td>Item number</td>
<td>Action required</td>
<td>Status</td>
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<tr>
<td>2/06/15</td>
<td>6.1</td>
<td>The Senate Learning and Teaching Committee to discuss and consider the recommendations of the Disruption to Studies Working Group and to provide a progress update to the 25 August 2015 meeting of Academic Senate.</td>
<td>In progress. Update to be provided at 15 December Senate meeting.</td>
</tr>
<tr>
<td>2/06/15</td>
<td>6.2</td>
<td>That Academic Senate refers relevant issues addressed within the ICAC report to QEC or ASQC.</td>
<td>In progress</td>
</tr>
<tr>
<td>2/06/15</td>
<td>6.3</td>
<td>That Academic Senate establish a working party (including a student member) to develop a set of principles to govern the rescission of degrees in future cases and to work with the General Counsel to develop amendments to the relevant academic rules to clearly articulate University Council’s powers to rescind awarded degrees.</td>
<td>In progress</td>
</tr>
<tr>
<td>2/06/15</td>
<td>6.4</td>
<td>Comments on the Student Academic Code of Conduct to be forwarded to the General Counsel.</td>
<td>In progress</td>
</tr>
<tr>
<td>2/06/15</td>
<td>9.2</td>
<td>That the Terms of Reference for SLTC, ASQC and QEC are amended in line with the suggestions of the Senate members and provided for further consideration and approval by Senate at a future meeting.</td>
<td>SLTC and ASQC finalised and approved 4 August 2015 Senate Standing Committee. In progress</td>
</tr>
<tr>
<td>25/8/15</td>
<td>5.1</td>
<td>Governance Services and Human Resources to consider and appropriate training package for members of Senate and its committees.</td>
<td>To be commenced</td>
</tr>
<tr>
<td>6/10/15</td>
<td>8.1</td>
<td>The Chair of Academic Senate to provide a report to the 10 November 2015 Academic Senate meeting on the status of the implementation of the feedback provided at the 2014 academic governance workshop.</td>
<td>Completed. See item 4.3</td>
</tr>
<tr>
<td>6/10/15</td>
<td>8.2</td>
<td>The Chair of Academic Senate to work with the Vice-Chancellor to identify a suitable individual to Chair this external review and to establish a process to frame a terms of reference and identify further members for this review panel.</td>
<td>In progress</td>
</tr>
<tr>
<td>6/10/15</td>
<td>QoN</td>
<td>The Deputy Vice-Chancellor (Academic) to clarify the University’s position in regard to the teach out of those Chiropractic students enrolled in the 2016 intake. In particular, he will provide information as to whether qualified students from that intake will be guaranteed entry into, and teach out in, the Masters of Chiropractic program.</td>
<td>In progress</td>
</tr>
</tbody>
</table>
ITEM 4.3 IMPLEMENTATION PROGRESS REPORT – 2014 GOVERNANCE WORKSHOP

For noting.
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Governance Beyond Learning and Teaching</td>
<td></td>
</tr>
<tr>
<td>(a) Transfer the Quality Enhancement Committee, making it a governance committee reporting to Academic Senate</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Academic Senate approved terms of Reference for QEC in June 2015. The next step in the re-establishment of the committee is for the Chair of Senate and DVCA to evaluate and revise the University's quality enhancement framework and to establish new operating procedures both for the conduct of academic organisational reviews (of Departments and Faculties) and for the identification and reporting of academic risks.</td>
</tr>
<tr>
<td>(b) Establish a formal Research Committee of Academic Senate</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td>Academic Senate considered a proposal to establish a joint Research and Research Training Committee at its meetings in August &amp; October 2015. Discussions to continue in accordance with consultation plan.</td>
</tr>
<tr>
<td>(c) Complete the Senate review of Higher Degree Research Committee (HDRC). Transfer any operational management responsibilities and merge Program and Examinations Subcommittee into HDRC.</td>
<td>In progress (see above).</td>
</tr>
<tr>
<td></td>
<td>Academic Senate is also considering a proposal to establish a Thesis Examination Sub Committee of the Research and Research Training Committee.</td>
</tr>
<tr>
<td>(d) Establish a working party to consider the transition of HDR Examination to Faculties</td>
<td>For consideration by the expert Research &amp; Research Training Committee in 2016</td>
</tr>
</tbody>
</table>
### 2. Managing and Planning the Business of Senate

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Introduce a Senate Steering Committee to organise and prioritise its agenda, monitor its subcommittee process, and approve routine academic governance matters</td>
<td>Completed Terms of Reference for the Academic Senate Standing Committee approved by Academic Senate in April 2015. Six meetings were scheduled for 2015.</td>
</tr>
<tr>
<td>(b) Revise the policy review and approval process, to ensure early and well-briefed engagement with Senate while delegating great responsibility to subcommittees</td>
<td>Completed in accordance with the Policy Framework Policy</td>
</tr>
<tr>
<td>(c) Complete the development of a comprehensive academic risk register. Make risk assessment and prioritisation an explicit responsibility of all subcommittees.</td>
<td>Terms of Reference for all Senate subcommittees were reviewed to ensure they included a responsibility to: <em>contribute to the development and maintenance of those aspects of the University’s academic risk register that relate to area of responsibility.</em> Discussions are ongoing with between Chair of Academic Senate and Head of Risk and Compliance regarding the development of an academic risk register.</td>
</tr>
<tr>
<td>(d) Establish a working party to identify the responsibilities of Senate that can be authorised to Faculty Boards and develop a timeline for that transfer.</td>
<td>Priority for 2016</td>
</tr>
</tbody>
</table>

### 3. Committee Processes

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Establish a formal set of principles to govern all subcommittees of Senate, from which all Terms for Reference are derived</td>
<td>Completed and published on Senate website: <a href="http://www.mq.edu.au/__data/assets/pdf_file/0004/51286/213770.pdf">http://www.mq.edu.au/__data/assets/pdf_file/0004/51286/213770.pdf</a></td>
</tr>
</tbody>
</table>
(b) Develop a common business and secretarial support model for all academic governance committees (supported by Governance Services)

Standing Orders were approved by Academic Senate and published on website: http://www.mq.edu.au/__data/assets/pdf_file/0018/44370/205888.pdf

(c) Establish a much more robust process of reflective self-assessment and review to apply to all Senate committees.

Self assessment and review to take place in December 2015

(d) Establish a timetable of member led business and make time in Committee meetings for that business

Member led business to be introduced in 2016.

A “Question Time” item has been added to the agenda, as a pilot initiative, to allow members to ask questions of a topical nature that are otherwise unsuited to the questions on notice process.

### 4. Student engagement

<table>
<thead>
<tr>
<th>(a) Develop a PACE unit, or module, focussed on supporting and and rewarding student academic governors</th>
<th>Idea to be progressed in 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Adopt the title “student fellow” for student members, its subcommittee and the student advisory board</td>
<td>To be introduced for 2016-17 student representatives.</td>
</tr>
<tr>
<td>(c) Formally recognise the contribution of student fellows on their transcripts and in letters of reference from Senate</td>
<td>Recognition on transcripts to be discussed with Deputy Vice-Chancellor (Students and Registrar), Chair of Senate to provide letters of reference at conclusion of term in May 2016.</td>
</tr>
<tr>
<td>(d) Pair each student fellow with a mentor from the Committee on which they serve.</td>
<td>Completed. Mentors and students representatives meet regularly with the Chair of Academic Senate to discuss items on Senate agenda and any other issues of concern.</td>
</tr>
<tr>
<td>(e) Establish a VC’s award for student governance contributions</td>
<td>Chair of Academic Senate to discuss with Vice-Chancellor &amp; Deputy Vice-Chancellor Students &amp; Registrar.</td>
</tr>
</tbody>
</table>
### 5. Communication and consultation

<table>
<thead>
<tr>
<th>(a) Establish a series of Vice-Chancellor and Chair of Academic Senate staff/student academic governance forums</th>
<th>Idea to be progressed in 2016.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Develop common guidelines to encompass all academic governance consultation processes.</td>
<td>Idea to be progressed in 2016.</td>
</tr>
<tr>
<td>(c) Develop a formal communication plan for Senate and its subcommittee</td>
<td>Communication Plan developed by Head of Governance Services.</td>
</tr>
<tr>
<td>(d) Redesign the Senate website to focus on hot topics</td>
<td>Priority for 2016 following completion of web transformation project</td>
</tr>
<tr>
<td>(e) Introduce a searchable database of Senate and Faculty Board resolutions</td>
<td>Idea to be progressed in 2016.</td>
</tr>
<tr>
<td>(f) Provide support for the communication needs of student and staff representatives – to facilitate better two-way communication</td>
<td>Idea to be progressed in 2016.</td>
</tr>
</tbody>
</table>

### 6. Miscellany

<p>| (a) Establish a working party to develop a mechanism for ensuring that Heads of Department are better represented in the academic governance process | Idea to be progressed in 2016. In the meantime, include Heads of Department on circulation list for Chair’s Report on Teche Blog. |</p>
<table>
<thead>
<tr>
<th>(b) Pursue the review of the ex-officio / elected / professional staff balance on Senate.</th>
<th>Priority for 2016. Chair of Senate to discuss with Vice-Chancellor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c) Organise for Faculty elected members to meet between meetings and bring forward matters to populate a business without notice section of the agenda.</td>
<td>The Chair of Academic Senate has facilitated lunchtime meetings with Faculty elected members during 2015.</td>
</tr>
</tbody>
</table>
ITEM 4.4 RECOMMENDATIONS TO UNIVERSITY COUNCIL

For noting.
10. **ACADEMIC SENATE REPORT**
(Agenda item 3.2)

The Chair of Academic Senate spoke to the report and highlighted key matters, including:

- Approval of the new Student Disability Support policy; and
- Recommendations regarding amendments to the General Coursework Rules and Academic Senate Rules.

Council discussed and noted the report.

**RESOLVED 15/30**

_Council resolved, as recommended by Academic Senate:_

1. *the proposed amendments to the General Coursework Rules 2015, as attached, are approved with effect from 26 October 2015;*

2. *the proposed amendments to the Academic Senate Rules 2015, as attached, are approved with immediate effect.*
ITEM 8.2 REVIEW OF ASSESSMENT POLICY – PRINCIPLES OF ASSESSMENT

For discussion.

Recommended Resolution:
Academic Senate resolve to endorse the Policy Statement – Principles of Assessment.
ITEM 8.2 REVIEW OF ASSESSMENT POLICY

Issue

Earlier this year, the Senate Learning and Teaching Committee (SLTC) established a working group to review the operation of the Assessment, Grading, Unit Guide and Final Examination policies.

In April 2015, Academic Senate previewed the discussion paper and draft principles of assessment and resolved to:

1. Endorse the amalgamation of three existing policies (Assessment, Grading and Final Examination Policies) into a single overarching policy
2. Endorse the spirit of the draft Principles of Assessment and tasked Senate Learning and Teaching Committee with the responsibility of further refinement
3. Endorse the development of a policy that specifically aligns with the principles of assessment and addresses the issues identified in the Discussion and Options Paper

Since then, the working group has made significant progress towards producing a draft policy for consideration by the broader university community. Members of SLTC previewed and endorsed the draft Policy Statement – Principles of Assessment – at its meeting on 12 October 2015.

The draft Policy is broadly underpinned by seven principles of assessment, which are listed below in the order they appear in the Policy. Importantly, it should be noted that all principles apply equally and must be read in concert:

• Assessment is standards-based
• Assessment must be fit for purpose and efficient in its application
• Assessment will be program-based
• Students and teachers are responsible partners in learning and assessment
• Assessment is fair, transparent and equitable
• Assessment is aligned, valid and reliable
• Assessment promotes academic integrity

A number of Schedules will accompany the Assessment Policy including:

• Grading Requirements
• Unit Assessment Requirements
• HDR Assessment Requirements
• Final Examination Requirements
• Moderation Requirements
• Unit Outline Requirements

The above listed Schedules are currently being developed and will return to Academic Senate for comment in the coming weeks.

Members of the Assessment Working Group are listed below:

• Professor Sherman Young, Pro-Vice Chancellor Learning and Teaching (Chair)
• Professor Dominic Verity, Chair of Academic Senate
• Professor Leigh Wood, Associate Dean Learning and Teaching, Faculty of Business & Economics
• Professor Kirsty Forrest, Associate Dean Learning and Teaching, Faculty of Medicine & Health Sciences
• Professor Catherine Dean, Head of Department, Physiotherapy, Faculty of Medicine & Health Sciences
• Associate Professor Michal Hitchens, Associate Dean Quality and Standards, Faculty of Science and Engineering
• Associate Professor Pamela Coutts, Associate Dean Quality and Sciences, Faculty of Human Sciences
• Dr Peter Keegan, Associate Dean Learning and Teaching, Faculty of Arts
• Dr Wylie Bradford, Academic Senate member, Faculty of Business & Economics
Consultation Process

The following offices have been consulted prior to the submission of this paper:
- Pro-Vice Chancellor (Learning and Teaching)
- Senate Learning and Teaching Committee
- Assessment Working Group

Faculty Boards have also been forwarded a copy of the Policy Statement and have been invited to comment/provide feedback.

Recommendation

That Senate consider and endorse the Policy Statement – Principles of Assessment.

Outcome to be communicated to:
- Assessment Working Group
- Senate Learning and Teaching Committee
- University Executive

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

For enquiries contact
Ainslee Harvey, Academic Senate Project Officer, Ainslee.harvey@mq.edu.au x6346
ASSESSMENT POLICY

1 PURPOSE

1.1 The purpose of this Policy is to outline the principles that underpin the University's approach to assessment.

1.2 This Policy should be read in concert with the Schedules/Procedures/Guidelines, which guide the conduct and management of assessment and grading practices.

2 BACKGROUND

Purpose of Assessment

2.1 Assessment serves two equally important purposes. Firstly, assessment is designed to engage students in the learning process and should encourage and support learning. Secondly, ‘at certain points, assessment measures achievement, accredits learning and provides evidence to satisfy measures of quality.’

2.2 Assessment of student learning performance and feedback on progress are pivotal and important processes in University learning and teaching.

2.3 Assessment is an integral part of the learning process for students and strongly influences what and how students learn in their courses.

2.4 Well-designed assessment tasks communicate to students what is important and are vehicles by which the University assures itself, and society, of its graduates’ capabilities.

2.5 This Policy acknowledges that assessment serves a variety of purposes and that the forms of assessment used throughout the University are diverse, and vary according to the academic discipline. In acknowledgment of this, the Policy aims to provide flexibility to staff and students, whilst ensuring that all assessment meets a common set of minimum standards as outlined in this Policy.

3 SCOPE

3.1 This Policy applies to all program offerings in which Macquarie certifies attainment of learning outcomes.

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

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

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

Assessment (Formative): monitors student progress against agreed standards and provides them with feedback comparing their progress to the standards with a view to helping them to achieve the standards. The goal of formative assessment is to map and monitor learning progress and to provide ongoing feedback to learners and teachers.

Assessment (Summative): is an assessment the result of which is used to determine a final mark or grade. The goal of summative feedback is to document the level of achievement on a task, which contributes to the final mark or grade. A summative assessment task should also have a formative component through feedback.

Census date: means the date on which a student’s enrolment in a unit of study becomes final.

Feedback: means information provided to both teachers and students on the quality their performance, in order to improve it.

Final Examination: an examination held within a specified examination period that is defined by the University and conducted in compliance with this Policy.

Hurdle requirement: an assessment task mandating a minimum level of performance as a condition of passing the unit in which it occurs.

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

Learning Objectives: the set of knowledge, skills and/or competencies a person has acquired and is able to demonstrate after completion of a learning process; in the AQF these are expressed in terms of knowledge, skills and application.

Learning Outcomes: A statement of what students will be able to do, know, understand or value at the completion of a class, unit or course.

Moderation: Moderation is a quality review and assurance process that occurs at all stages of the assessment lifecycle. It involves using other academics and qualified staff to confirm that the assessment design, tasks and marking are valid and reliable.
**Program-based assessment:** a holistic, coherent and integrated approach to assessment design and implementation, where students develop and demonstrate their achievement of program learning outcomes.

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

**Program Teams:** includes the program director and individual unit convenors working collegially and collaboratively.

**Rubric:** A brief outline of the assessment criteria.

---

**5 POLICY STATEMENT**

**Principles of Assessment**

The Assessment Policy is underpinned by seven principles of assessment. All principles apply equally and must be read jointly.

**5.1 Assessment is standards-based**

5.1.1 Assessment is made by reference to explicit and pre-determined criteria and standards that reflect the learning outcomes and not by reference to the achievement of other students.

5.1.2 Clear criteria and performance standards for the assessment of student work are made available to students in the descriptions of the assessment tasks no later than the point at which the task is given.

5.1.3 Students will have access to the standards expected and examples of relevant and related assessment tasks.

5.1.4 The University will award common result grades as specified in Schedule 1.

5.1.5 Decisions regarding grades awarded to students must be based on the attainment (or otherwise) of the pre-determined criteria and standards.

5.1.6 Procedures exist to ensure that all staff involved in teaching share a common understanding of assessment practices and criteria. Assessment must be conducted in a way that is consistent with the pre-determined criteria and standards for the task.

5.1.7 Moderation will occur at all stages of the assessment lifecycle including unit planning, task design of the assessment regime, standards, pre-marking, post-marking and evaluation in accordance with Schedule 5.
5.2 **Assessment must be fit for purpose, and efficient in its application**

5.2.1 Assessment items across a program should be sufficient to assess achievement of both program and unit learning outcomes.

5.2.2 Assessment tasks must be aligned to learning outcomes and should not address material outside of their scope.

5.2.3 Assessment must be designed and implemented so that it allows students to demonstrate the extent to which they attained the assessment standards, while avoiding unnecessary assessment load. This applies both to the work required of staff in setting and assessing student work and in the work required of students to complete the assessment tasks.

5.3 **Assessment will be program-based**

5.3.1 Program teams are responsibility for ensuring a program-based approach to assessment. This is a holistic, coherent and integrated approach to assessment design and implementation where students develop and demonstrate their achievement of program learning outcomes.

5.3.2 Program design must demonstrate how the scaffolding of assessment tasks across the program ensures that students can achieve the program learning outcomes without unnecessary duplication.

5.3.3 Programs must include one or more significant task that assist students to consolidate, integrate and synthesise learning across their study, and offer the opportunity for group work.

5.3.4 Assessment tasks may be shared across units in a program or explicitly build on tasks from prior units.

5.3.5 A variety of different types of assessment tasks, such as authentic tasks, will be used and embedded strategically throughout a program of study to develop and demonstrate the achievement of program learning outcomes and graduate capabilities.

5.3.6 Assessment workloads, and the timing of assessments across a program, will be considered to ensure they are reasonable and sustainable for students, staff and organisational units.

5.3.7 Assessment practices are collaborative and promote continuous improvement. Assessment practices are open and should be shared across disciplines, programs and units.

5.3.8 Professional development opportunities related to design, implementation and moderation of assessment will be provided to all staff.
5.4 Students and teachers are responsible partners in learning and assessment

5.4.1 Assessment is designed to engage students in the learning process and should encourage and support learning.

5.4.2 Ongoing opportunities for formative feedback will be built into all units. Examples include formal or informal assessment tasks, peer assessment or other assessment activity.

5.4.3 Coursework students must receive some feedback prior to the census date in every session.

5.4.4 Students are responsible for their learning and are expected to:

- actively engage with assessment tasks, including carefully reading the guidance provided, understand criteria, spend sufficient time on the task and submit work on time;
- read, reflect and act on feedback provided;
- actively engage in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. seeking clarification or advice, negotiating learning contracts, developing grading criteria and rubrics);
- provide constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys, suggestions for future offerings, student representation on committees);
- ensure that their work is their own; and
- be familiar with University policy and faculty procedures and act in accordance with those policy and procedures.

Responsibilities will be communicated to students during the period of orientation.

5.4.5 Program Directors, Program Teams and Teaching staff are jointly responsible for designing assessment regimes that enable students to demonstrate attainment of unit and program learning outcomes. Staff must:

- advise students in relation to expectations relevant to specific assessment tasks by providing appropriate guidance, supporting material, standards and rubrics;
- assess student work fairly, consistently, transparently and in a timely manner;
- provide timely feedback which enables students to further improve their learning and performance wherever possible;
- be able to justify student results against the stated criteria; and
be familiar with University policy and faculty procedures and act in accordance with those policy and procedures

5.5 Assessment is fair, transparent and equitable

“Fairness in assessment should be considered from at least three perspectives. First, we should consider the fairness of what we ask students to do to demonstrate their learning. Second, we should consider the fairness of our judgements about the quality of students’ performance. Third, we should consider the fairness of the educational decisions we make as a result of these judgements.” Killen 2005: 118.

5.5.1 Assessment regimes must provide all students a fair opportunity to demonstrate their unit and program learning outcomes.

5.5.2 Across a program, students will be given a variety of tasks to demonstrate achievement of program learning outcomes.

5.5.3 Assessment practices take into account equity and inclusiveness to accommodate the diversity of the student body as required.

5.5.4 The process of awarding results in accordance with the standards will be transparent to students, staff and moderators.

5.5.5 All assessment tasks must comply with the requirements outlined in Schedule 2.

5.5.6 Examination of HDR theses must comply with the requirements outlined in Schedule 3.

5.5.7 If a final examination is used it must comply with the requirements outlined in Schedule 4.

5.6 Assessment is valid, aligned and reliable

5.6.1 Assessment tasks will be fit for purpose and valid (ie. assess what they claim to assess).

5.6.2 There should be an explicit and logical alignment between learning outcomes, assessment tasks, the task criteria, feedback and the grades associated with different levels or standards of performance.

5.6.3 Assessments should also be reliable, that is, they should consistently and accurately measure learning. This involves making judgements about student learning that are based on a shared understanding of standards of learning.
and should not be dependent on the individual teacher, location or time of assessment.

5.7 **Assessment design and implementation promotes academic integrity**

5.7.1 Academic integrity and honesty will be promoted through careful task design, clear explanations and education, together with appropriate monitoring of academic honesty by academic staff.

5.7.2 To ensure academic integrity, assessment tasks are reviewed regularly, and refreshed and renewed appropriately according to the level of risk.

5.7.3 Academic support services will be offered to staff and students to embed a culture of academic honesty.

5.7.4 Plagiarism detection software will be used for all electronically submitted summative assessment unless approved otherwise.

6 **RELEVANT LEGISLATION**

List the title, year and jurisdiction of relevant Legislation, Regulations, Standards, Codes or any internal legislation (Rules)

7 **KEY RELATED DOCUMENTS**

To be continued…

Disruption to Studies Policy / Procedure
Disability Support Policy / Procedure

8 **NOTES**

<table>
<thead>
<tr>
<th>8.1</th>
<th>Contact Officer</th>
<th>Chair, Senate Learning and Teaching Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>Implementation Officer</td>
<td>Associate Deans Learning and Teaching &amp; Associate Deans Quality and Standards</td>
</tr>
<tr>
<td>8.3</td>
<td>Approval Authority / Authorities</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>8.4</td>
<td>Date Approved</td>
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</tr>
<tr>
<td>8.5</td>
<td>Date of Commencement</td>
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<td></td>
<td>8.6 Date for Review</td>
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<td></td>
<td>8.7 Documents Superseded by this Policy</td>
<td>Assessment Policy</td>
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<tr>
<td></td>
<td></td>
<td>Grading Policy</td>
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<tr>
<td></td>
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<td>Unit Guide Policy</td>
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<td></td>
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<td>Final Examinations Policy</td>
</tr>
<tr>
<td></td>
<td>8.8 Amendment History</td>
<td><em>The Policy Unit will complete this section as required.</em></td>
</tr>
</tbody>
</table>
ITEM 8.3  2015 UNIVERSITY MEDAL POLICY AND GUIDELINES

For approval.

Recommended Resolution:
Academic Senate resolve to approve the University Medal Policy and Guidelines.
UNIVERSITY MEDAL POLICY

1 PURPOSE

To define the eligibility and selection criteria for the award of a University Medal.

2 BACKGROUND

The University Medal is awarded to students who have demonstrated exceptional academic excellence throughout their studies with First Class Honours, Master of Research or equivalent.

3 SCOPE

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

4 DEFINITIONS

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

5 POLICY STATEMENT

ELIGIBILITY CRITERIA

The University Medals Committee will consider nominations of any student who:

(a) Enrolled at Macquarie University for at least one (1) academic year prior to their nomination; and

(b) Is enrolled in, and has met the requirements of, either:

(i) an undergraduate Bachelor degree / major pair program whose standard duration is no less than 4 years and which can be shown to deliver learning outcomes equivalent to those of an AQF level 8 (Honours) qualification, or

(ii) the Master of Research Degree Program.

Nominations of PhD, MPhil or Postgraduate Coursework students will not be considered.

SELECTION CRITERIA

To be selected for a medal, students who meet the requirements outlined above must also have:

a. Demonstrated sustained excellence throughout their University studies. A case made for a Master of Research student should also clearly reference the performance in the Undergraduate degree that qualified that student for entry into the Master of Research program.
b. Completed a significant work of scholarship or research, which is assessed as original or creative through examiners' reports, and has been graded in the top tier of students also undertaking such projects. Examiners' reports must be supplied with the nomination.

When demonstrating sustained excellence, greater weight may be placed on academic performance in later years, or at a more advanced level, in a program of study.

Overall performance should be clearly benchmarked against that of the other top performing students in the same program. This benchmarking should include students in the current year and those who graduated in each one of the previous 5 years (where available).

In cases where a student has transferred to Macquarie from another institution, the nomination should be accompanied by the academic record at that institution and contain a clear account of how those achievements compare to those of Macquarie students in the same discipline.

MULTIPLE NOMINATIONS

In all but exceptional circumstances, no more than one nomination will be made from the cohort in any given program. Here program is taken to mean a degree / major pair or a specific discipline in the Master of Research. In cases where more than one nomination is brought forward from a single program, additional justification must be provided.

CONFIDENTIALITY OF NOMINATIONS

All nominations shall remain confidential. Students must not be informed of any nominations.

NUMBER OF UNIVERSITY MEDALS

There is no limit to the number of University Medals that may be awarded each year. The University reserves the right not to make an award or to withdraw an award.

AWARD OF UNIVERSITY MEDAL

Medal candidates will be considered from candidates completing the requirements in any one academic year (January - December).

This will involve the deferment of the consideration of candidates awarded their degrees at the mid-year examination period. Medals will be awarded at the April/May graduation ceremonies.
6 RELEVANT LEGISLATION

Not applicable

7 KEY RELATED DOCUMENTS

University Medal Procedure
University Medal Nomination Template
University Medal Committee Terms of Reference

8 NOTES

| 8.1 | Contact Officer | Chair of Academic Senate |
| 8.2 | Implementation Officer | Examinations Manager, Student Administration |
| 8.3 | Approval Authority / Authorities | The authority/ies who can approve the new policy and / or authorise substantial amendments to the policy in accordance with the Delegations of Authority Register. |
| 8.4 | Date Approved | |
| 8.5 | Date of Commencement | |
| 8.6 | Date for Review | December 2016 |
| 8.7 | Documents Superseded by this Policy | List any policy documents or previous authority superseded by this policy. |
| 8.8 | Amendment History | The Policy Unit will complete this section as required. |
UNIVERSITY MEDAL PROCEDURE

1 PURPOSE
To outline the roles and responsibilities associated with the award of the University Medal

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

3 DEFINITIONS
Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

This Procedure requires actions by the following:

- Graduations Unit
- Manager Examinations Unit
- Governance Services
- Deputy Vice-Chancellor (Students and Registrar)
- Academic Senate
- University Medals Committee of Academic Senate
- Faculty Boards
- Heads of Department

<table>
<thead>
<tr>
<th>Graduations Unit</th>
<th>Organise for successful students to receive University Medal at graduation ceremony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager Examinations Unit</td>
<td>Assist nominators in preparing their nominations. Compile information regarding nominations for the University Medals Committee.</td>
</tr>
<tr>
<td>Governance Services</td>
<td>Establish a timetable for the submission of medals nominations and for their consideration by the University Medals Committee. Circulate this timetable to Faculties Departments and Academic Senate no later than the start of session 2 of the year in question. Organise meetings of, and provide secretariat support to, the University Medals Committee. Subsequent to Senate approval, prepare and forward letters of outcomes to Faculty Boards.</td>
</tr>
<tr>
<td><strong>Deputy Vice-Chancellor (Students and Registrar)</strong></td>
<td>Advise the successful students of the University’s decision to award a University Medal</td>
</tr>
<tr>
<td><strong>Academic Senate</strong></td>
<td>Consider reports and recommendations from the University Medals Committee and approve awards of the University Medal on that advice.</td>
</tr>
<tr>
<td></td>
<td>Advise the Deputy Vice-Chancellor (Students and Registrar) of those students to be awarded the University Medal.</td>
</tr>
<tr>
<td><strong>University Medals Committee of Academic Senate</strong></td>
<td>Review and consider nominations against the eligibility and selection criteria.</td>
</tr>
<tr>
<td></td>
<td>Determine and request additional information if required.</td>
</tr>
<tr>
<td></td>
<td>Review all information and assess whether each nominee meets the criteria for award of the University Medal.</td>
</tr>
<tr>
<td></td>
<td>Prepare a report for the Academic Senate that includes, for each nominee:</td>
</tr>
<tr>
<td></td>
<td>● a recommendation as to whether or not the University Medal should be awarded,</td>
</tr>
<tr>
<td></td>
<td>● a brief statement of the reason for the recommendation with specific reference to the selection criteria,</td>
</tr>
<tr>
<td></td>
<td>● a summary of the relevant factors used to inform the decision, and</td>
</tr>
<tr>
<td></td>
<td>● the conclusions drawn from these factors.</td>
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<tr>
<td></td>
<td>Advise Graduations Unit.</td>
</tr>
<tr>
<td></td>
<td>Prepare a feedback report for the nominators of unsuccessful candidates following approval by Academic Senate.</td>
</tr>
<tr>
<td><strong>Faculty Board</strong></td>
<td>Review nominations from Heads of Departments in the Faculty and assess whether they meet the eligibility and selection criteria, and endorse those that do.</td>
</tr>
<tr>
<td></td>
<td>Provide a letter of support to the Chair of the University Medals Committee for each endorsed nomination from the Faculty.</td>
</tr>
<tr>
<td><strong>Head of Department</strong></td>
<td>Act as nominator for each student proposed for the award of the University Medal from those programs owned by his or her Department.</td>
</tr>
<tr>
<td></td>
<td>Provide supporting information for application including:</td>
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<tr>
<td></td>
<td>● Complete nomination template inclusive of</td>
</tr>
<tr>
<td></td>
<td>○ Letter of support summarising the exceptional and sustained overall academic achievement of this student for the course of their University career</td>
</tr>
</tbody>
</table>
Benchmarking analysis including a comment comparing the nominee with previous medallists or previous outstanding graduates from the program across all Masters of Research Components or Honours components and across their full undergraduate academic record.

- Where applicable, a comment regarding courses undertaken at other universities which have been included as status and an explanation as to how those results compare with the rest of the nominee’s record. In the case where a student has transferred from another institution, the academic record at that institution.
- Examiner’s reports for a significant project undertaken by the student which has been assessed as original or creative and has graded in the top tier of students for that project.
- Provide a justification for recommendation for more than one student from same Program (degree/major pair or specific discipline in the Master of Research) if necessary.

5 RELEVANT LEGISLATION

Not applicable.

6 KEY RELATED DOCUMENTS

University Medal Policy
University Medal Nomination Template
University Medals Committee Terms of Reference

7 NOTES

<table>
<thead>
<tr>
<th>7.1</th>
<th>Contact Officer</th>
<th>Chair of Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Implementation Officer</td>
<td>Examinations Manager, Student Administration</td>
</tr>
<tr>
<td>7.3</td>
<td>Approval Authority / Authorities</td>
<td>The authority/ies who can approve the new procedure and / or authorise substantial amendments to the procedure in accordance with the Delegations of Authority Register.</td>
</tr>
<tr>
<td>7.4</td>
<td>Date Approved</td>
<td></td>
</tr>
<tr>
<td>7.5</td>
<td>Date of Commencement</td>
<td></td>
</tr>
<tr>
<td>7.6</td>
<td>Date for Review</td>
<td>December 2016</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>7.7</td>
<td>Documents Superseded by this Procedure</td>
<td>List any policy documents or previous authority superseded by this procedure.</td>
</tr>
<tr>
<td>7.8</td>
<td>Amendment History</td>
<td>The Policy Unit will complete this section as required.</td>
</tr>
</tbody>
</table>

Please complete the following:

### REQUIREMENTS FOR PUBLISHING TO POLICY CENTRAL

| Category [select ONE only] | Academic (including Learning and Teaching; Academic Quality; Library)  
Students (including Academic Administration; Student Support; Sports and Recreation) |
|----------------------------|-------------------------------------------------------------------------|
| Audience [select ALL that apply] | Academic staff  
Professional staff  
Researchers & HDR Candidates  
Students |
ITEM 10.1 ACADEMIC INTEGRITY WORKSHOP AGENDA

For noting.
# Academic Integrity Workshops

**19th & 20th November 2015**

## AGENDA

### THURSDAY 19th NOVEMBER

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:10</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Professor John Simons, Deputy Vice-Chancellor Academic</td>
</tr>
<tr>
<td>9:10 – 9:25</td>
<td>Macquarie Context: Professor Dominic Verity</td>
</tr>
<tr>
<td></td>
<td>- MyMaster</td>
</tr>
<tr>
<td></td>
<td>- Student Discipline Framework</td>
</tr>
<tr>
<td></td>
<td>- Purpose and expected outcomes of the workshops: Framework for Action</td>
</tr>
<tr>
<td></td>
<td>- Involvement of University Council &amp; Academic Senate</td>
</tr>
<tr>
<td>09:25 – 9:45</td>
<td>Brief introduction: Dr Tracey Bretag and Dr Teddi Fishman</td>
</tr>
<tr>
<td>09:45 – 10:45</td>
<td><strong>SESSION 1: CREATING A CULTURE</strong></td>
</tr>
<tr>
<td></td>
<td>Facilitator: Professor Sherman Young (Pro-Vice Chancellor Learning and Teaching)</td>
</tr>
<tr>
<td></td>
<td><strong>What is Macquarie currently doing?</strong></td>
</tr>
<tr>
<td></td>
<td>- What does our campus culture currently reflect?</td>
</tr>
<tr>
<td></td>
<td><strong>What is best practice – both around Australia and internationally?</strong></td>
</tr>
<tr>
<td></td>
<td>- What are other universities doing to promote academic integrity as part of their campus culture?</td>
</tr>
<tr>
<td></td>
<td><strong>Framework for action</strong></td>
</tr>
<tr>
<td></td>
<td>- How would you like to see academic integrity featured in our campus culture?</td>
</tr>
<tr>
<td></td>
<td>- Who should take responsibility for academic integrity?</td>
</tr>
<tr>
<td>10:45 – 11:00</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>11:00 – 12:15</td>
<td><strong>SESSION 2: POLICY RESPONSE</strong></td>
</tr>
<tr>
<td></td>
<td>Facilitator: Professor Dominic Verity (Chair of Academic Senate)</td>
</tr>
<tr>
<td></td>
<td><strong>What policies/processes currently exist?</strong></td>
</tr>
<tr>
<td></td>
<td>- Macquarie’s Student Discipline Process</td>
</tr>
<tr>
<td></td>
<td>- Academic Honesty Policy</td>
</tr>
</tbody>
</table>
- Student Grievance and Disciplinary Office

**Best practice / Framework for Enacting Exemplary Academic Integrity Policy**

**Framework for Action:**
- What approach to Academic Integrity do we want to say we take? Educational, integrity, punitive?
- How do we convey to stakeholders?

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15 – 12:30</td>
<td>Visit from the Vice-Chancellor, Professor Bruce Dowton</td>
</tr>
<tr>
<td>12:30 – 14:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:00 – 15:00</td>
<td><strong>SESSION 3: WHAT STUDENTS WANT vs WHAT STUDENTS NEED</strong></td>
</tr>
<tr>
<td></td>
<td>Facilitator: Sonia Saddiqui</td>
</tr>
<tr>
<td></td>
<td><strong>What is Macquarie currently doing for students?</strong></td>
</tr>
<tr>
<td></td>
<td>What student groups already exist?</td>
</tr>
<tr>
<td></td>
<td>- Tessa Green - Manager, Learning Skills to explain current support</td>
</tr>
<tr>
<td></td>
<td>and information that is available to students (including Macquarie’s</td>
</tr>
<tr>
<td></td>
<td>AI Student Module)</td>
</tr>
<tr>
<td></td>
<td>- Sonia Saddiqui – MQ Ambassadors Program</td>
</tr>
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<td></td>
<td>- Cassie Khamis, Student Mentors/Orientation Manager</td>
</tr>
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<td></td>
<td>- Dominic Verity - Senate students / SAB</td>
</tr>
<tr>
<td></td>
<td><strong>What is best practice?</strong></td>
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<tr>
<td></td>
<td>- How it could work/alternate models for students participation?</td>
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<td></td>
<td>- How do other universities involve students in academic integrity</td>
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<tr>
<td></td>
<td>dissemination?</td>
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<tr>
<td>15:00 – 15:15</td>
<td>Afternoon tea</td>
</tr>
<tr>
<td>15:15 – 16:00</td>
<td>Session 3 continued</td>
</tr>
<tr>
<td></td>
<td><strong>Framework for Action: Recommendations</strong></td>
</tr>
<tr>
<td></td>
<td>- How could existing student groups assist in this process?</td>
</tr>
<tr>
<td>16:00 – 16:10</td>
<td>Wrap up: Professor Dominic Verity</td>
</tr>
<tr>
<td>17:00 onwards</td>
<td>Dinner and drinks with Tracey and Teddi</td>
</tr>
</tbody>
</table>
**SESSION 4: Professional Development for Staff**

Facilitator: TBC

- **What is Macquarie currently doing to assist staff?**
  - Online module – voluntary
  - Workshops – voluntary
  - Challenges (no recognition/incentives, workload, often preaching to converted, limited visibility)
  - Common experiences of staff within Australia

- **What is best practice?**
  - Tracey/Teddi to talk about best practice & UniSA model including the structure for their new office for academic integrity
  - Reporting & record keeping
  - Accessible databases
  - Champions of academic integrity
  - Academic integrity officers / advisers
  - Dealing with misconduct / escalating issues

- **Framework for Action**
  - How does Macquarie want to move forward?

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 11:00</td>
<td><strong>SESSION 4: Professional Development for Staff</strong></td>
</tr>
<tr>
<td></td>
<td>Facilitator: TBC</td>
</tr>
<tr>
<td></td>
<td>• What is Macquarie currently doing to assist staff?</td>
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<td></td>
<td>- Online module – voluntary</td>
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<td>- Workshops – voluntary</td>
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<td>- Challenges (no recognition/incentives, workload,</td>
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<td></td>
<td>often preaching to converted, limited visibility)</td>
</tr>
<tr>
<td></td>
<td>- Common experiences of staff within Australia</td>
</tr>
<tr>
<td></td>
<td>• What is best practice?</td>
</tr>
<tr>
<td></td>
<td>- Tracey/Teddi to talk about best practice &amp; UniSA</td>
</tr>
<tr>
<td></td>
<td>model including the structure for their new</td>
</tr>
<tr>
<td></td>
<td>office for academic integrity</td>
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<tr>
<td></td>
<td>- Reporting &amp; record keeping</td>
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<tr>
<td></td>
<td>- Accessible databases</td>
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<td></td>
<td>- Champions of academic integrity</td>
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<tr>
<td></td>
<td>- Academic integrity officers / advisers</td>
</tr>
<tr>
<td></td>
<td>- Dealing with misconduct / escalating issues</td>
</tr>
<tr>
<td></td>
<td>• Framework for Action</td>
</tr>
<tr>
<td></td>
<td>- How does Macquarie want to move forward?</td>
</tr>
<tr>
<td>11:00 - 11:20</td>
<td><strong>Morning Tea</strong></td>
</tr>
<tr>
<td>11:20 – 12:00</td>
<td><strong>Brain storming group activity:</strong></td>
</tr>
<tr>
<td></td>
<td>- 5 positive academic integrity principles</td>
</tr>
<tr>
<td>12:00 – 12:10</td>
<td><strong>Professor Dominic Verity: Next steps and close</strong></td>
</tr>
</tbody>
</table>
ITEM 10.2 HIGHER EDUCATION STANDARDS

For noting.

Recommended Resolutions:
Academic Senate note the Higher Education Standards Framework (Threshold Standards) 2015 and associated documentation, set out in Appendix A.

Academic Senate note that it has been recommended to the Executive Group that the remit of the existing TEQSA Steering Group be extended to include oversight of analysis of changes required to meet compliance with the new standards framework and a plan to ensure compliance by 1 January 2017.

Academic Senate receive a further analysis of the impact of the new standards framework and regular updates on progress towards compliance by 1 January 2017.
ITEM 10.2 HIGHER EDUCATION STANDARDS

Issue

The explanatory statement accompanying the legislative instrument confirms that:
- all applications for higher education provider registration or re-registration and all applications for course accreditation or reaccreditation lodged on or after this date (1 January 2017) will be assessed against the revised standards framework.
- TEQSA will continue to assess any registration, reregistration, accreditation or reaccreditation applications made before 1 January 2017 against the requirements of the 2011 legislative instrument.

Macquarie University is due for provider re-registration in 2016, for which purpose the 2011 standards framework will continue to apply. A TEQSA steering group, chaired by the DVC Academic, is already in place to provide oversight of the preparations for the University’s re-registration in 2016.

Discussion
The new standards framework sets out the criteria for registration and classification of Higher Education Providers and is structured around seven key areas:

1. Student Participation and Attainment
2. Learning Environment
3. Teaching
4. Research and Research Training
5. Institutional Quality Assurance
6. Governance and Accountability
7. Representation, Information and Information Management

The structure of the new standards framework is a substantial change to the previous framework and demonstrates a greater focus on the student experience within quality assurance.

An analysis of the changes introduced by the new standards framework is underway, which will inform an action plan for 2016 to ensure compliance from 1 January 2017.

Consultation Process
This summary paper has been compiled through collaboration between the divisions of the Deputy Vice-Chancellor Academic and the Deputy Vice-Chancellor Students & Registrar. Further engagement and consultation is proposed through the extension of the remit of the existing TEQSA Steering Group under the chair of the DVC Academic and comprising key academic and professional staff.

Recommendation
That Academic Senate:
- Note the Higher Education Standards Framework (Threshold Standards) 2015 and associated documentation, set out in Appendix A
- Note that it has been recommended to the Executive Group that the remit of the existing TEQSA Steering Group be extended to include oversight of analysis of changes required to meet compliance with the new standards framework and a plan to ensure compliance by 1 January 2017
- Receive a further analysis of the impact of the new standards framework and regular updates on progress towards compliance by 1 January 2017

Operational Impact
Note that the new standards framework may have an impact upon current operational plans for 2016 in some areas. Further details regarding this will be reported following the analysis of changes.
Outcome to be communicated to
A communication plan will be developed to support this project.

Submitted by
Deidre Anderson  Professor John Simons
DVC Students & Registrar  DVC Academic

For enquiries contact
Jonathan Wylie
Deputy Registrar
Commonwealth of Australia

Tertiary Education Quality and Standards Agency Act 2011

Higher Education Standards Framework (Threshold Standards) 2015

I, SIMON BIRMINGHAM, Minister for Education and Training, make the following standards under subsection 58(1) of the Tertiary Education Quality and Standards Agency Act 2011:

1. the Provider Registration Standards
2. the Provider Category Standards
3. the Provider Course Accreditation Standards, and
4. the Qualification Standards.

Dated: 7 October 2015

___________________________________________
SIMON BIRMINGHAM
Minister for Education and Training
1. Name of Instrument

This Legislative Instrument is the *Higher Education Standards Framework (Threshold Standards) 2015* and revokes the *Higher Education Standards Framework (Threshold Standards) 2011* (F2013C00169) and all subsequent amendments.

2. Authority

This legislative instrument is made under subsection 58(1) of the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act 2011).

3. Threshold Standards

For the purposes of defining the Threshold Standards under paragraphs 58(1) (a) to (d) inclusive of the TEQSA Act 2011, the applicable standards in the *Higher Education Standards Framework* are specified in the relevant column of Table 1 below:

(a) the Provider Registration Standards:    column 2  
(b) the Provider Category Standards:      column 3  
(c) the Provider Course Accreditation Standards: column 4  
(d) the Qualification Standards:        column 5

<table>
<thead>
<tr>
<th>Higher Education Standards Framework standard</th>
<th>Column 2 Provider Registration</th>
<th>Column 3 Provider Category</th>
<th>Column 4 Course Accreditation</th>
<th>Column 5 Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Participation and Attainment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.1 Admission</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.2 Credit and Recognition of Prior Learning</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.3 Orientation and Progression</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.4 Learning Outcomes and Assessment</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>1.5 Qualifications and Certification</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Facilities and Infrastructure</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.2 Diversity and Equity</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.3 Wellbeing and Safety</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>(only if regulation under the Education Services for Overseas Students (ESOS) Act 2000 is required)</td>
</tr>
<tr>
<td>2.4 Student Grievances and Complaints</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education Standards Framework standard</td>
<td>Column 2 Provider Registration</td>
<td>Column 3 Provider Category</td>
<td>Column 4 Course Accreditation</td>
<td>Column 5 Qualification</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>3. Teaching</td>
<td></td>
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<tr>
<td>3.1 Course Design</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>3.2 Staffing</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.3 Learning Resources and Educational Support</td>
<td>✓</td>
<td></td>
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<tr>
<td>4. Research and Research Training</td>
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</tr>
<tr>
<td>4.1 Research</td>
<td>✓ (according to provider’s circumstances)</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.2 Research Training</td>
<td></td>
<td></td>
<td>✓ (if applicable to the provider)</td>
<td></td>
</tr>
<tr>
<td>5. Institutional Quality Assurance</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5.1 Course Approval and Accreditation</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.2 Academic and Research Integrity</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.3 Monitoring, Review and Improvement</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.4 Delivery with Other Parties</td>
<td>✓ (if applicable to the provider)</td>
<td></td>
<td>✓ (if applicable to the provider)</td>
<td></td>
</tr>
<tr>
<td>6. Governance and Accountability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Corporate Governance</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Corporate Monitoring and Accountability</td>
<td>✓</td>
<td></td>
<td>✓ (6.2.1i only)</td>
<td></td>
</tr>
<tr>
<td>6.3 Academic Governance</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>7. Representation, Information and Information Management</td>
<td></td>
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</tr>
<tr>
<td>7.1 Representation</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Information for Prospective and Current Students</td>
<td>✓</td>
<td></td>
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<tr>
<td>7.3 Information Management</td>
<td>✓</td>
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</tbody>
</table>

**Part B: Criteria for Higher Education Providers**

B1 Classification of Higher Education Providers  
✓ ✔ (if applicable to the provider)

B2 Authority for Self-Accreditation of Courses of Study  
✓ ✔ (if applicable to the provider)

### 4. Commencement

This legislative instrument commences on 1 January 2017 *(commencement date).*
5. Application and savings provision for applications made before this instrument commences

1. This item applies in relation to an entity if, before the commencement date:

   (a) the entity makes an application to TEQSA under Part 3 (registration) or Part 4 (accreditation) of the TEQSA Act, and

   (b) TEQSA has not made a decision in respect of the application.

2. TEQSA must make a decision in respect of an application to which sub-item 5(1) refers in accordance with the *Higher Education Standards Framework (Threshold Standards) 2011* as in force immediately before the commencement date.
HIGHER EDUCATION
STANDARDS FRAMEWORK
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The Higher Education Standards Framework

The Higher Education Standards Framework (the Framework) is established by section 58 of the Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act 2011).

The Framework comprises:

**Part A: Standards for Higher Education**

These Standards represent the minimum acceptable requirements for the provision of higher education in or from Australia by higher education providers registered under the TEQSA Act 2011.

**Part B: Criteria for Higher Education Providers**

These criteria enable categorisation of different types of higher education providers according to certain characteristics; and whether a provider is responsible for self-accreditation of a course(s) of study it delivers.

**Definitions**

Unless the contrary intention appears, the terms and phrases used in the Framework have the same meaning as in the TEQSA Act 2011.

**Higher Education Qualification**

Higher Education Qualification has the same meaning as Higher education award in section 5 of the TEQSA Act 2011 and includes the qualifications listed in Table 2 below, other than an award at an equivalent level in the Australian Qualifications Framework (AQF) that is offered or conferred for completion of a vocational education and training course:

<table>
<thead>
<tr>
<th>AQF level</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Higher Doctoral Degree *†</td>
</tr>
<tr>
<td>10</td>
<td>Doctoral Degree *†</td>
</tr>
<tr>
<td>9</td>
<td>Masters Degree (Research) *†</td>
</tr>
<tr>
<td>9</td>
<td>Masters Degree (Coursework) *</td>
</tr>
<tr>
<td>9</td>
<td>Masters Degree (Extended) *</td>
</tr>
<tr>
<td>8</td>
<td>Graduate Diploma *</td>
</tr>
<tr>
<td>8</td>
<td>Graduate Certificate *</td>
</tr>
<tr>
<td>8</td>
<td>Bachelor Honours Degree</td>
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<tr>
<td>7</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td>6</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>6</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>5</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

* = ‘Higher Degrees’, also known as ‘postgraduate degrees/qualifications’
† = ‘Higher Degrees by Research’

**Australian Higher Education Qualification**

Australian Higher Education Qualification has the same meaning as Australian higher education award in section 5 of the TEQSA Act 2011.

**Overseas Higher Education Qualification**

Overseas Higher Education Qualification has the same meaning as overseas higher education award in section 5 of the TEQSA Act 2011.
PART A: Standards for Higher Education

1 Student Participation and Attainment

1.1 Admission

1. Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

2. The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:
   a. all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies
   b. policies, arrangements and potential eligibility for credit for prior learning, and
   c. policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.

3. Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.

1.2 Credit and Recognition of Prior Learning

1. Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.

2. Credit through recognition of prior learning is granted only if:
   a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and
   b. the integrity of the course of study and the qualification are maintained.

1.3 Orientation and Progression

1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.

2. Specific strategies support transition, including:
   a. assessing the needs and preparedness of individual students and cohorts
   b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
   c. providing access to informed advice and timely referral to academic or other support.

3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of
4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.
5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.
6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

1.4 Learning Outcomes and Assessment

1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.
2. The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:
   a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved
   b. generic skills and their application in the context of the field(s) of education or disciplines involved
   c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
   d. skills in independent and critical thinking suitable for life-long learning.
3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.
4. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.
5. On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including:
   a. a detailed understanding of the specific topic of their research, within a broad understanding of the field of research
   b. capacity to scope, design and conduct research projects independently
   c. technical research skills and competence in the application of research methods, and
   d. skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.
6. Assessment of major assessable research outputs for higher degrees by research, such as theses, dissertations, exegeses, creative works or other major works arising from a candidate's research incorporates assessment by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest, and:
   a. for doctoral degrees, are external to the higher education provider, and
   b. for masters degrees by research, at least one of whom is external to the higher education provider.
7. The outputs arising from research training contribute to the development of the field of research, practice or creative field and, in the case of doctoral degrees, demonstrate a
1.5 **Qualifications and Certification**

1. Qualifications, other than higher doctoral or honorary qualifications, are awarded only if a course of study leads to the award of that qualification and all of the requirements of the course of study have been fulfilled.

2. Higher doctoral qualifications require significant, sustained original contributions to a field of research over and above the requirements of a doctoral degree and are awarded in accordance with the higher education provider’s specific policies and academic governance requirements for the award of Higher Doctoral Degrees.

3. When an Australian Higher Education Qualification is offered, the course of study leading to the qualification is either self-accredited under authority to self-accredit or accredited by TEQSA and the learning outcomes for the qualification are consistent with the level classification for that qualification in the Australian Qualifications Framework.

4. Awardees of qualifications are issued with authorised certification documentation including a testamur, and either a record of results or an Australian Higher Education Graduation Statement (graduation statement) that state correctly:
   a. the name of the registered higher education provider issuing the documentation
   b. the full name of the person to whom the documentation applies
   c. the date of issue
   d. the name and office of the person authorised by the higher education provider to issue the documentation, and
   e. if the qualification is recognised in the Australian Qualifications Framework, the testamur and/or the graduation statement is certified with either the logo of the Australian Qualifications Framework or the words, 'This qualification is recognised within the Australian Qualifications Framework'.

5. All certification documentation issued by the higher education provider is:
   a. unambiguously issued by the registered higher education provider
   b. readily distinguishable from other certification documents issued by the higher education provider
   c. protected against fraudulent issue
   d. traceable and authenticable
   e. designed to prevent unauthorised reproduction, and
   f. replaceable by the higher education provider through an authorised and verifiable process.

6. Testamurs state correctly, in addition to the requirements for all certification documentation:
   a. the full title of the qualification awarded, including the field or discipline of study
   b. any subsidiary component of the qualification (such as integrated honours, an area of specialisation or a major study), and
   c. if any parts of the course of study or assessment leading to the qualification were conducted in a language other than English, except for the use of another language to develop proficiency in that language.

7. Records of results state correctly, in addition to the requirements for all certification documentation:
   a. the full name of all courses and units of study undertaken and when they were undertaken and completed
b. credit granted through recognition of prior learning

c. the weighting of units within courses of study

d. the grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall

e. where grades are issued, an explanation of the grading system used

f. where a course of study includes a significant particular focus of study such as honours, an area of specialisation or a major study, a definition of that component of significant focus, and

g. any parts of a course or units of study or assessment that were conducted in a language other than English, except for the use of another language to develop proficiency in that language.

8. Graduation statements contain, in relation to a particular course of study and the qualification awarded, the information contained in a record of results, presented in a form that conforms with the requirements for an Australian Higher Education Graduation Statement.

9. Qualifications that do not align with a qualification that is recognised in the Australian Qualifications Framework are not described using the nomenclature of the Australian Qualifications Framework or implied to be a qualification recognised in the Australian Qualifications Framework or an equivalent qualification.

10. Students who complete one or more units of study that do not lead to the award of a qualification have access to an authorised record of results for the units undertaken.

11. Any documentation issued with the award of an honorary qualification unambiguously identifies the qualification as an honorary qualification.

2 Learning Environment

2.1 Facilities and Infrastructure

1. Facilities, including facilities where external placements are undertaken, are fit for their educational and research purposes and accommodate the numbers and educational and research activities of the students and staff who use them.

2. Secure access to electronic information and adequate electronic communication services is available continuously (allowing for reasonable outages for maintenance) to students and staff during periods of authorised access, except for locations and circumstances that are not under the direct control of the provider.

3. The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

2.2 Diversity and Equity

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students’ backgrounds.

2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.
2.3 Wellbeing and Safety

1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.

2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.

3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.

4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.

5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow up required.

2.4 Student Grievances and Complaints

1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.

2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.

3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.

4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.

5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

3 Teaching

3.1 Course Design

1. The design for each course of study is specified and the specification includes:
   a. the qualification(s) to be awarded on completion
   b. structure, duration and modes of delivery
   c. the units of study (or equivalent) that comprise the course of study
   d. entry requirements and pathways
   e. expected learning outcomes, methods of assessment and indicative student workload
   f. compulsory requirements for completion
   g. exit pathways, articulation arrangements, pathways to further learning, and
   h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related
2. The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
   a. current knowledge and scholarship in relevant academic disciplines
   b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
   c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.

3. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

4. Each course of study is designed to enable achievement of expected learning outcomes regardless of a student’s place of study or the mode of delivery.

5. Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

3.2 Staffing

1. The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course.

2. The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.

3. Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:
   a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
   b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and
   c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.

4. Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.

5. Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

3.3 Learning Resources and Educational Support

1. The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.

2. Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.
3. Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.

4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

4 Research and Research Training

4.1 Research

1. Research and its associated activities are conducted in accordance with a research policy framework that is designed to achieve:
   a. ethical conduct of research and responsible research practice
   b. clarification of ownership and management of intellectual property
   c. successful management of research partnerships
   d. clarification of requirements for publication and authorship, and
   e. resolution of allegations of misconduct in research.

2. Research is conducted, or overseen, by staff with qualifications, research experience and skills relevant to the type of research undertaken and their role.

3. A system for accurate and up-to-date recording of the research outputs of staff and research students is maintained.

4.2 Research Training

1. Research training is guided by an institutional research training policy framework that is designed to achieve:
   a. definition and recognition of the rights and responsibilities of research students and supervisors
   b. induction and orientation of research students and supervisors to their roles
   c. monitoring of the progress of research students
   d. assessment and examination of students’ work
   e. independence of examiners
   f. presentation and communication of research outputs by students, and
   g. resolution of disputes.

2. Students are admitted to research training only where the training can be provided in a supervisory and study environment of research activity or other creative endeavour, inquiry and scholarship, and the supervision and resources required for their project are available.

3. Each research student is supported by continuing supervisory arrangements, including:
   a. a principal supervisor who holds a doctoral degree, or has equivalent research experience, and who is active in research and publishing in, or otherwise making original contributions to, a relevant field or discipline
   b. at least one associate supervisor with relevant research expertise, and
   c. the principal supervisor is a member of the staff of the higher education provider, or has a relevant adjunct appointment, or is otherwise formally contracted and accountable to the provider for supervisory duties.
4. Research students participate in an induction to research that includes codes of conduct, ethics, occupational health and safety, intellectual property and any additional matters that are necessary for the type of research to be undertaken.

5. Coursework that is included as a formal assessable requirement in a course of study that involves research training, whether as a component of or an adjunct to the research training, meets the academic governance and quality assurance requirements required of other coursework offered by the higher education provider.

5 Institutional Quality Assurance

5.1 Course Approval and Accreditation

1. There are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification.

2. Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.

3. A course of study is approved or accredited, or re-approved or re-accredited, only when:
   a. the course of study meets, and continues to meet, the applicable Standards of the Higher Education Standards Framework
   b. the decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and
   c. the resources required to deliver the course as approved or accredited will be available when needed.

5.2 Academic and Research Integrity

1. There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.

2. Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.

3. Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.

4. Academic and research integrity and accountability for academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.

5.3 Monitoring, Review and Improvement

1. All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.

2. A comprehensive review includes the design and content of each course of study, the
expected learning outcomes, the methods for assessment of those outcomes, the extent of
students’ achievement of learning outcomes, and also takes account of emerging
developments in the field of education, modes of delivery, the changing needs of students
and identified risks to the quality of the course of study.

3. Comprehensive reviews of courses of study are informed and supported by regular interim
monitoring, of the quality of teaching and supervision of research students, student
progress and the overall delivery of units within each course of study.

4. Review and improvement activities include regular external referencing of the success of
student cohorts against comparable courses of study, including:
   a. analyses of progression rates, attrition rates, completion times and rates and,
      where applicable, comparing different locations of delivery, and
   b. the assessment methods and grading of students’ achievement of learning
      outcomes for selected units of study within courses of study.

5. All students have opportunities to provide feedback on their educational experiences and
student feedback informs institutional monitoring, review and improvement activities.

6. All teachers and supervisors have opportunities to review feedback on their teaching and
research supervision and are supported in enhancing these activities.

7. The results of regular interim monitoring, comprehensive reviews, external referencing and
student feedback are used to mitigate future risks to the quality of the education provided
and to guide and evaluate improvements, including the use of data on student progress and
success to inform admission criteria and approaches to course design, teaching,
supervision, learning and academic support.

5.4 Delivery with Other Parties

1. Work-integrated learning, placements, other community-based learning and collaborative
research training arrangements are quality assured, including assurance of the quality of
supervision of student experiences.

2. When a course of study, any parts of a course of study, or research training are delivered
through arrangements with another party(ies), whether in Australia or overseas, the
registered higher education provider remains accountable for the course of study and
verifies continuing compliance of the course of study with the standards in the Higher
Education Standards Framework that relate to the specific arrangement.

6 Governance and Accountability

6.1 Corporate Governance

1. There is a formally constituted governing body, which includes independent members, that
exercises competent governance oversight of and is accountable for all of the higher
education provider’s operations in or from Australia, including accountability for the award
of higher education qualifications, for continuing to meet the requirements of the Higher
Education Standards Framework and for the provider’s representation of itself.

2. Members of the governing body:
   a. are fit and proper persons, and
   b. meet the Australian residency requirements, if any, of the instrument under which
      the provider is established or incorporated, or otherwise there are at least two
      members of the governing body who are ordinarily resident in Australia.
3. The governing body attends to governance functions and processes diligently and effectively, including:
   
   a. obtaining and using such information and advice, including independent advice and academic advice, as is necessary for informed and competent decision making and direction setting
   
   b. defining roles and delegating authority as is necessary for effective governance, policy development and management; and monitoring the implementation of those delegations
   
   c. confirming that the provision of higher education and research training and the conduct of research, whether by the provider or through an arrangement with another party, are governed by the registered provider's institutional policies, and the operations of the provider and any associated party(ies) are consistent with those policies
   
   d. undertaking periodic (at least every seven years) independent reviews of the effectiveness of the governing body and academic governance processes and ensuring that the findings of such reviews are considered by a competent body or officer(s) and that agreed actions are implemented, and
   
   e. maintaining a true record of the business of the governing body.

4. The governing body takes steps to develop and maintain an institutional environment in which freedom of intellectual inquiry is upheld and protected, students and staff are treated equitably, the wellbeing of students and staff is fostered, informed decision making by students is supported and students have opportunities to participate in the deliberative and decision making processes of the higher education provider.

6.2 Corporate Monitoring and Accountability

1. The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:
   
   a. the governing body and the entity comply with the requirements of the legislation under which the provider is established, recognised or incorporated, any other legislative requirements and the entity's constitution or equivalent
   
   b. the provider's future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance
   
   c. the provider is financially viable and applies, and has the capacity to continue to apply, sufficient financial and other resources to maintain the viability of the entity and its business model, to meet and continue to meet the requirements of the Higher Education Standards Framework, to achieve the provider's higher education objectives and performance targets and to sustain the quality of higher education that is offered
   
   d. the financial position, financial performance and cash flows of the entity are monitored regularly and understood, financial reporting is materially accurate, financial management meets Australian accounting standards, effective financial safeguards and controls are operating and financial statements are audited independently by a qualified auditor against Australian accounting and auditing standards
   
   e. risks to higher education operations have been identified and material risks are being managed and mitigated effectively
   
   f. mechanisms for competent academic governance and leadership of higher education provision and other academic activities have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered
g. educational policies and practices support participation by Aboriginal and Torres Strait Islander people and are sensitive to Aboriginal and Torres Strait Islander knowledge and cultures

h. qualifications are awarded legitimately

i. there are credible business continuity plans and adequately resourced financial and tuition safeguards to mitigate disadvantage to students who are unable to progress in a course of study due to unexpected changes to the higher education provider’s operations, including if the provider is unable to provide a course of study, ceases to operate as a provider, loses professional accreditation for a course of study or is otherwise not able to offer a course of study

j. the occurrence and nature of formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents are monitored and action is taken to address underlying causes, and

k. lapses in compliance with the Higher Education Standards Framework are identified and monitored, and prompt corrective action is taken.

6.3 Academic Governance

1. Processes and structures are established and responsibilities are assigned that collectively:
   a. achieve effective academic oversight of the quality of teaching, learning, research and research training
   b. set and monitor institutional benchmarks for academic quality and outcomes
   c. establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and
   d. provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.

2. Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:
   a. developing, monitoring and reviewing academic policies and their effectiveness
   b. confirming that delegations of academic authority are implemented
   c. critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications
   d. maintaining oversight of academic and research integrity, including monitoring of potential risks
   e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes
   f. critically evaluating the quality and effectiveness of educational innovations or proposals for innovations
   g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and
   h. monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.

3. Students have opportunities to participate in academic governance.
7 Representation, Information and Information Management

7.1 Representation

1. Representation of the higher education provider, its educational offerings and charges, whether directly or through agents or other parties, is accurate and not misleading.

2. Courses or units of study that are offered or intended to be offered are not described as accredited, whether by TEQSA or by a professional accreditation body for the purposes of registration to practise, until such accreditation has been obtained.

3. Where units of study are offered separately from a course of study and are represented as eligible for gaining credit towards a course of study or a qualification:
   a. the course(s) of study and qualification(s) for which credit may be gained are specified, and
   b. the terms on which credit may be granted are defined.

4. Agents and other parties that are involved in representing the higher education provider are bound by formal contracts with the provider, their performance is monitored and prompt corrective action is taken in the event or likelihood of misrepresentation or unethical conduct.

5. Representations, whether expressed or implied, about the outcomes associated with undertaking a course of study, eligibility for acceptance into another course of study, employment outcomes or possible migration outcomes are not false or misleading.

7.2 Information for Prospective and Current Students

1. Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.

2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:
   a. information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable
   b. information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies
   c. information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion
   d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment
e. information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable

f. information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and

g. information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).

3. There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements.

4. Students are given reasonable notice of changes to a higher education provider's operations including information about increases in fees and associated costs and any consequences that may affect their choice of, or ability to participate in, an intended course(s) of study.

7.3 Information Management

1. There is a repository of publicly-available current information about the higher education provider's operations that includes:

   a. the registered name of the higher education provider, trading name(s) if different, regulatory status and authority to provide courses of study to international students studying on an Australian student visa

   b. the instrument establishing the entity

   c. the members of the governing body and senior executive

   d. the financial standing of the provider

   e. indicative total student enrolments

   f. a high-level organisational chart that includes the organisational units that deliver courses of study, such as schools or faculties

   g. the locations at which higher education is offered, including overseas if applicable

   h. an overview of teaching campuses, facilities, learning resources and services provided for students

   i. a list of all higher education courses of study that are offered, including indicative estimated annual enrolments

   j. arrangements with other parties to deliver courses of study or to conduct research training

   k. where public annual reports are required of the provider, the three most recent annual reports

   l. how to lodge a complaint about the higher education provider, and

   m. contact details.

2. The list of all higher education courses of study within the repository of information includes:

   a. the accreditation status of each course of study
b. the qualification(s) offered

c. whether the qualification is recognised in the *Australian Qualifications Framework*

d. confirmation of recognition of each course of study by the relevant professional body(ies) if such recognition is required for registration of graduates to practise

e. whether each course of study is authorised to be offered to international students studying on an Australian student visa, and

f. the duration of each course of study

3. Information systems and records are maintained, securely and confidentially as necessary to:

a. maintain accurate and up-to-date records of enrolments, progression, completions and award of qualifications

b. prevent unauthorised or fraudulent access to private or sensitive information, including information where unauthorised access may compromise academic or research integrity

c. document and record responses to formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents, and

d. demonstrate compliance with the Higher Education Standards Framework.
PART B: Criteria for Higher Education Providers

B1: Criteria for Classification of Higher Education Provider Categories

All providers of higher education that gain registration by TEQSA through meeting the Higher Education Standards Framework become ‘Higher Education Providers’. This title signals to the public that the provider is a bona fide provider of quality higher education in Australia.

Higher education providers are able to seek approval within a particular provider category under subsection 18(1) of the Tertiary Education Quality and Standards Agency Act 2011. There are several provider categories that use the word ‘university’:

- Australian University
- Australian University College
- Australian University of Specialisation
- Overseas University
- Overseas University of Specialisation.

A higher education provider must meet the additional criteria for use of a provider category that uses the word ‘university’.

B1.1 “Higher Education Provider” Category

The higher education provider offers an Australian higher education qualification and/or an overseas higher education qualification

1. The higher education provider meets the Higher Education Standards Framework and offers at least one accredited course of study.
2. The higher education provider has a clearly articulated higher education purpose that includes a commitment to and support for free intellectual inquiry in its academic endeavours.
3. The higher education provider delivers teaching and learning that engage with advanced knowledge and inquiry.
4. The higher education provider’s academic staff are active in scholarship that informs their teaching, and are active in research when engaged in research student supervision.

B1.2 “Australian University” Category

The higher education provider offers an Australian higher education qualification

1. The higher education provider self-accredits and delivers undergraduate and postgraduate courses of study that meet the Higher Education Standards Framework across a range of broad fields of study (including Masters Degrees (Research) and Doctoral Degrees (Research) in at least three of the broad fields of study it offers).
2. The higher education provider has been authorised for at least the last five years to self-acredit at least 85% of its total courses of study, including Masters Degrees (Research) and Doctoral Degrees (Research) in at least three of the broad fields of study.
3. The higher education provider undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those broad fields of study in which Masters Degrees (Research) and Doctoral Degrees (Research) are offered.
4. The higher education provider demonstrates the commitment of teachers, researchers, course designers and assessors to the systematic advancement and dissemination of knowledge.

5. The higher education provider demonstrates sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.

6. The higher education provider identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally.

7. The higher education provider offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.

8. The higher education provider demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities.

9. The higher education provider has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.

10. The higher education provider’s application for registration has the support of the relevant Commonwealth, State or Territory government.

B1.3 “Australian University College” Category

The higher education provider offers an Australian higher education qualification

1. The higher education provider has realistic and achievable plans to meet all the criteria for an “Australian University” Category within five years of its approval to use the title “Australian University College”.

2. The higher education provider self-accredits and delivers undergraduate and postgraduate courses of study that meet the Higher Education Standards Framework across a range of broad fields of study (including Masters Degrees (Coursework) in at least three broad fields of study and Masters Degrees (Research) and Doctoral Degrees (Research) in at least one of the broad fields of study it offers).

3. The higher education provider undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those broad fields of study in which Masters Degrees (Research) and Doctoral Degrees (Research) are offered.

4. The higher education provider demonstrates the commitment of teachers, researchers, course designers and assessors to the systematic advancement and dissemination of knowledge.

5. The higher education provider demonstrates sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.

6. The higher education provider identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally.

7. The higher education provider offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.

8. The higher education provider demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities.

9. The higher education provider has systematic, well developed internal processes for quality assurance and the maintenance of academic standards and academic integrity.

10. The higher education provider’s application for registration has the support of the relevant Commonwealth, State or Territory government.
B1.4  “Australian University of Specialisation” Category

The higher education provider offers an Australian higher education qualification

1. The higher education provider self-accredits and delivers undergraduate and postgraduate courses of study that meet the Higher Education Standards Framework in one or two broad fields of study only (including Masters Degrees (Research) and Doctoral Degrees (Research) in these one or two broad fields of study it offers).

2. The higher education provider has been authorised for at least the last five years to self-accredit at least 85% of its total courses of study in one or two broad fields of study only, including Masters Degrees (Research) and Doctoral Degrees (Research) in these broad field/s of study.

3. The higher education provider undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those broad fields of study in which Masters Degrees (Research) and Doctoral Degrees (Research) are offered.

4. The higher education provider demonstrates the commitment of teachers, researchers, course designers and assessors to the systematic advancement of knowledge.

5. The higher education provider demonstrates sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.

6. The higher education provider identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally.

7. The higher education provider offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.

8. The higher education provider demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities.

9. The higher education provider has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.

10. The higher education provider’s application for registration has the support of the relevant Commonwealth, State or Territory government.

B1.5  “Overseas University” Category

The higher education provider offers an overseas higher education qualification

1. The higher education provider is recognised as a university by its home country registration or accreditation authority or equivalent governmental authority, the standing and standards of which are acceptable to TEQSA.

AND

2. The higher education provider meets criteria equivalent to those for the “Australian University” Category.
B1.6  “Overseas University of Specialisation” Category

The higher education provider offers an overseas higher education qualification

1. The higher education provider is recognised as a university by its home country registration or accreditation authority or equivalent governmental authority, the standing and standards of which are acceptable to TEQSA.

AND

2. The higher education provider meets criteria equivalent to those for the “Australian University of Specialisation” Category.

B2: Criteria for Seeking Authority for Self-Accreditation of Courses of Study

Providers with Authority to Self-Accredit some or all Courses of Study

Registration of a higher education provider in certain categories of provider may confer self-accrediting authority on the provider. A higher education provider that is registered in the ‘Australian University’ provider category and meets the requirements under Section 45(1) of the TEQSA Act 2011 is authorised under the TEQSA Act 2011 to self-accredit each course of study that leads to a higher education qualification that it offers or confers. TEQSA will authorise a higher education provider that is registered in the ‘Australian University College’ provider category to self-accredit all of its courses of study. A higher education provider that is registered in the ‘Australian University of Specialisation’ provider category self-accredits some of its courses of study and TEQSA may authorise the provider to self-accredit all of the courses of study it offers, in its one or two broad fields of education only.

Types of Self-Accrediting Authority that may be Sought

1. A higher education provider that is registered in the ‘Higher Education Provider’, ‘Overseas University’ or ‘Overseas University of Specialisation’ provider category, or any other registered provider that proposes to extend the scope of its self-accrediting authority, may seek authorisation from TEQSA to self-accredit:

   a. one or more existing courses of study
   b. one or more existing courses of study and new course(s) of study at the same qualification level in the same narrow or broad field of education
   c. one or more existing courses of study and new course(s) of study at the same qualification level in nominated new narrow or broad field(s) of education
   d. one or more existing courses of study and new courses of study at one or more new qualification levels in the same narrow or broad field of education
   e. one or more existing courses of study and new courses of study at one or more qualification levels in nominated new narrow or broad fields of education, or
   f. all higher education courses of study that it offers, or may offer, irrespective of level of qualification or field of education.
Providers Seeking Authority from TEQSA to Self-Accredit Nominated Courses of Study

2. A provider that is seeking authorisation to self-accredit a nominated course(s) of study as specified in 1a – 1e above is able to demonstrate:

   a. sustained and sustainable achievement of all of the Standards for Higher Education (Part A) that apply to the provider, including for course approval processes in particular and any delivery arrangements with other parties

   b. there are no unresolved compliance matters with TEQSA, or conditions outstanding from the most recent registration and course accreditations by TEQSA or a recognised registration or accreditation authority, and there is no history of significant continuing compliance problems in any other assessments, audits or reviews of its higher education operations conducted by TEQSA, professional bodies or government agencies

   c. a history over at least five years of successful delivery of the course(s) of study for which self-accrediting authority is sought, which is supported by evidence of student success based on analysis of trend data including completion rates and times, attrition rates and grades awarded that are referenced against credible national or international comparators and encompass at least three cohorts of graduates from each course of study

   d. where a cycle of review and improvement is required by the Standards for Higher Education (Part A) in relation to courses of study and their oversight (see Table 3), the provider has, in relation to all course(s) of study proposed for self-accreditation:

      i. completed at least one cycle of review and improvement in relation to all relevant standards

      ii. demonstrated successful implementation of evidence-based improvements arising from the reviews, and

      iii. has established these review and improvement activities as effective sustainable features of the provider’s operations across all courses of study.

Table 3 – Standards Referring to Review and Improvement Activities

<table>
<thead>
<tr>
<th>Higher Education Standards</th>
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<td>6.3 Academic Governance</td>
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Providers Seeking Authority from TEQSA to Self-Accredit All Courses of Study

3. Where a provider is seeking self-accrediting authority under Criterion 1f for all courses of study that it offers, or may offer, in addition to meeting Criteria 2a – 2d, the provider is able to demonstrate the necessary capacity and capability to provide new courses leading to any level of higher education qualification in any field of education, including:

   a. processes for the design, delivery, accreditation, monitoring, quality assurance, review and improvement of existing courses of study that are transferrable to any new courses of study and any new level of qualification offered

   b. capability in planning and establishment of new courses of study in new broad fields of education

   c. capacity for competent academic governance, oversight and scrutiny of the accreditation of new courses in new broad fields of education

   d. sufficient breadth and depth of academic leadership, scholarship and expertise in relevant disciplines to guide entry into and sustain new levels and broad fields of higher education, and

   e. where professional accreditation is applicable to otherwise self-accredited courses, professional accreditation can reasonably be expected to be obtained and maintained.
EXPLANATORY STATEMENT

Tertiary Education Quality and Standards Agency Act 2011

Higher Education Standards Framework (Threshold Standards) 2015

Issued by the authority of the Minister for Education and Training.

Subject: Tertiary Education Quality and Standards Agency Act 2011
Making the second Higher Education Standards

Authority

Subsection 58(1) of the Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) provides that the Minister may, by legislative instrument, make standards that, together with the Research Standards (made under subsection 58(2)), comprise the Higher Education Standards Framework.

Subsection 58(3) of the TEQSA Act requires that the Minister must not make a standard unless:

- a draft of the standard has been developed by the Higher Education Standards Panel (the Panel) established under Part 9 of the TEQSA Act,
- the Minister has consulted with each of the following about the draft:
  - the Council consisting of the Ministers for the Commonwealth and each State and Territory responsible for higher education (known currently as the COAG Education Council)
  - the Research Minister (the minister responsible for the Australian Research Council Act 2001), and
  - TEQSA, and
- the Minister has had regard to the draft developed by the Panel, and any advice or recommendations received from the Panel or those other parties.

The Threshold Standards are a subset of the Higher Education Standards Framework specified under subsection 58(1) of the TEQSA Act. The following Threshold Standards are made, respectively, under paragraphs 58(1)(a) to (d), inclusive:

- the Provider Registration Standards
- the Provider Category Standards
- the Provider Course Accreditation Standards, and
- the Qualification Standards.

For the purposes of defining the Threshold Standards, individual standards statements in the revised framework are 'mapped' to the relevant Threshold Standard in section 58 by means of Table 1 at Item 3 of the legislative instrument.

Purpose and Operation

The purpose of the legislative instrument is for the Minister to make a revised Higher Education Standards Framework (the Standards). By this legislative instrument the Minister makes the Standards under subsections 58(1)(a) to (d) inclusive of the TEQSA Act that set the requirements a higher education provider must meet – and continue to meet – in order to be registered by the Tertiary Education Quality and Standards Agency (TEQSA) to operate in Australia. They provide the basis for the regulation of registered higher education providers by TEQSA. The Standards ensure that the barrier to entry into the higher education sector is set sufficiently high to underpin and protect the quality and reputation of the sector as a whole. They also establish a baseline for operational quality and integrity from which all providers can continue to build excellence and diversity.

The Standards also serve other broader purposes in Australian higher education including:

- an articulation of the expectations for provision of higher education in Australia as:
  - a guide to the quality of educational experiences that students should expect
  - a reference for international comparisons of the provision of higher education
  - a reference for other interested parties, and
- a model framework which higher education providers can themselves apply for the internal monitoring, quality assurance and quality improvement of their higher education activities.

Role of the Higher Education Standards Framework for Students

Protection of the quality of the educational experience of students is of prime importance among the objects of the TEQSA Act and is central to the Standards. The Standards inform students and other interested parties of the expectations on higher education providers regarding the delivery of higher education in or from Australia. The Standards also enable and support prospective and enrolled students to make informed choices through specific requirements for the provision of comprehensive, timely, accurate and publicly-available information about a higher education provider’s offerings and operations.

Consultation and Development of Revised Standards by the Higher Education Standards Panel

The Panel was established at the end of 2011 and began to review the initial higher education standards in early 2012, as required by the Tertiary Education Quality and Standards Agency (Consequential Amendments and Transitional Provisions) Act 2011 (section 29).

In reviewing the initial standards, the Panel consulted widely over almost three years – a transparent, iterative consultation process with the higher education sector and other stakeholders, including state and territory governments and the Commonwealth Department of Education and Training. This included over 100 meetings with and presentations to interested higher education providers and other stakeholders, 15 Panel Communiques distributed to a mailing list numbering approximately 1200, three formal Calls for Comment that received a total of 230 written submissions and, finally, a public information session on the full proposed revised Standards.

The Panel concluded that while the initial standards cover issues of corporate and academic governance, course accreditation and qualifications, they do not provide adequate assurance of the quality of higher education learning, teaching and research.
The Panel delivered advice on a revised standards framework to the Minister for Education and Training on 19 December 2014. The Panel’s advice included revisions to almost all of the standards statements in the initial standards, along with additional standards on teaching and learning, research and information that had not been made in the initial standards.

The revised standards framework has been developed in accordance with the principles set out in the Australian Government Guide to Regulation. It takes account of the Objects of the TEQSA Act (section 3). It has been designed to facilitate TEQSA’s compliance with the three Basic Principles for Regulation articulated in the TEQSA Act (section 13):

- the principle of regulatory necessity
- the principle of reflecting risk, and
- the principle of proportionate regulation.

The revised framework has been structured to better align with the operational characteristics of a typical higher education provider. This is expected to make the various standards easier to apply for the purposes of providers’ own internal monitoring, reporting and governance activities, as well as for TEQSA’s regulatory processes. For example, some issues that may have been dealt with more than once in the initial framework – e.g. in both the Provider Registration Standards and the Provider Course Accreditation Standards – are covered only once in the revised framework.

As a result, it is expected that TEQSA will more readily be able to use internal reports and information produced during the normal course of providers’ business, or published on provider websites, as evidence when assessing compliance with the Standards. In turn, this will see a reduction, over time, in the red tape burden on higher education providers that is attributable to TEQSA’s administration of the Standards.

As required, the Minister has consulted with the COAG Education Council and with TEQSA about the draft Standards developed by the Panel. All states and territories and TEQSA endorsed the revised framework.

Commencement

Item 4 of the legislative instrument specifies that the revised standards framework takes effect from 1 January 2017. All applications for higher education provider registration or reregistration and all applications for course accreditation or reaccreditation lodged on or after this date will be assessed against the revised standards framework.

The application and savings provision at Item 5 notes that TEQSA will continue to assess any registration, reregistration, accreditation or reaccreditation applications made before 1 January 2017 against the requirements of the 2011 legislative instrument until a decision has been made.

Regulatory impact

The review of the initial higher education standards undertaken by the Higher Education Standards Panel was certified as having followed a similar process to that required for a Regulation Impact Statement. The change in regulatory burden to business, community organisations and individuals has been quantified using the Australian Government’s Regulatory Burden Measurement framework.

The Office of Best Practice Regulation has agreed that implementation of the Higher Education Standards Framework (Threshold Standards) 2015 will deliver a net reduction in annual regulatory burden of $2.538 million (OBPR reference 17288).
Structure of the revised *Higher Education Standards Framework*

The standards framework consists of two parts:

**Part A: Standards for Higher Education**

This Part sets out the minimum acceptable requirements for the provision of higher education in or from Australia by higher education providers registered under the TEQSA Act.

The Standards for Higher Education are organised into seven ‘Domains’:

1. Student Participation and Attainment
2. Learning Environment
3. Teaching
4. Research and Research Training
5. Institutional Quality Assurance
6. Governance and Accountability
7. Representation, Information and Information Management

**Part B: Criteria for Higher Education Providers**

B1: Classification of Higher Education Provider Categories
B2: Seeking Authority for Self-Accreditation of Courses of Study

Each ‘Domain’ of the Standards is segmented into ‘sections’ and these sections in turn contain a number of ‘Standards Statements’. These statements are the actual ‘Standards’; the headings of the domains and sections are to assist in navigating the document only.

The first Domain of Part A (Student Participation and Attainment) covers the education-related experiences of students from admission through to attainment of a certified qualification(s) (or part thereof).

- The Standards in this Domain focus primarily on a course of study, but they apply equally to the completion of units of study.

The remainder of the Domains focus on the actions taken by the higher education provider to achieve the educational outcomes expected for students.

- The second Domain (Learning Environment) focuses on the nature and quality of the learning environment provided, whether physical, on or off campus, virtual or blended.
- The Standards for Teaching and for Research and Research Training (Domains 3 and 4) focus on the academic activities of the higher education provider that guide and facilitate learning and, in the case of research and research training, contribute to new knowledge.
- Domains 5 (Institutional Quality Assurance) and 6 (Governance and Accountability) focus on the mechanisms that are established by the higher education provider to assure itself of the quality of the higher education it provides and maintain effective governance of its operations (both academic and corporate governance).
- The final Domain (Representation, Information and Information Management) encompasses the higher education provider’s representation of itself to prospective students and others, the provision of information to prospective and enrolled students to enable informed participation in their educational experience, and the information management systems that support the higher education provider’s higher education operations.
The criteria in Part B are relevant to particular types of higher education providers, including classification as a “university” and providers seeking authority to self-accredit a course(s) of study that they deliver.

The standards framework incorporates the education-related elements of the National Code of Practice for Providers of Education and Training to Overseas Students 2007 (established under the Education Services for Overseas Students Act 2000).

The Standards do not seek to encompass all areas of all providers’ activities, such as a provider’s engagement with its alumni. Nor do the Standards seek to directly address some aspects of the experience of students that are not realistically under the control of the provider, such as long-term career outcomes.

The Panel estimated that around half of the revised Standards are the result of re-writing or editing the existing standards. Around a quarter result from aligning the Standards with the requirements of the National Code of Practice for Providers of Education and Training to Overseas Students. The remainder are new, covering the previously mooted but undefined standards relating to learning, teaching, research and information management.

Definitions

Definitions are provided for the term “Higher Education Qualification” and the two related terms “Australian Higher Education Qualification” and “Overseas Higher Education Qualification”. These draw on the definition of “Higher Education Award” and its derivatives in section 5 of the TEQSA Act. The Standards, however, adopt the ‘qualification’ terminology of the Australian Qualifications Framework. Table 2 is intended to make explicitly clear to the casual reader the types of qualifications encompassed within higher education, which the Standards relate to.

Content of the Standards

Domain 1: Student Participation and Attainment

- Section 1.1 – Admission – covers the requirements that must be met by providers when admitting students, information that must be provided to students regarding a particular course of study before they enrol, ensuring admission policies are fairly and consistently applied and that admission arrangements are in writing, including any requirements that are specific to the course.

- Section 1.2 – Credit and Recognition of Prior Learning – requires credit transfer (advanced standing) and recognition of prior learning (RPL) to be policy based, to ensure the integrity of courses and qualifications.

- Section 1.3 – Orientation and Progression – outlines the requirements for orientation and progression to ensure students are successfully transitioned into institutions and that special needs are met for individual students.

- Section 1.4 – Learning Outcomes and Assessment – requires that learning outcomes are specified and assessment is consistent with the requirements of the learning outcomes.

- Section 1.5 – Qualifications and Certification – lists the requirements for qualifications and certification which are fundamentally based on the Australian Qualifications Framework (AQF).
Domain 2: Learning Environment

- Section 2.1 – Facilities and Infrastructure – identifies the requirements for teaching and learning facilities and infrastructure, including information technology, to ensure facilities are fit for purpose.
- Section 2.2 – Diversity and Equity – requires policies and processes to accommodate and promote diversity and equity among student populations, including Aboriginal and Torres Strait Islander students, be in place and actively monitored.
- Section 2.3 – Wellbeing and Safety – identifies the need for and imposes requirements in respect of a safe environment and the availability of appropriate support services to promote student wellbeing.
- Section 2.4 – Student Grievances and Complaints – lists the requirements for student grievance and complaints in the instance of dissatisfaction with institutional or learning experiences.

Domain 3: Teaching

- Section 3.1 – Course Design – identifies course design specifications, learning activities and learning resource requirements, consistent with the level of study; and the need for professional accreditation of courses where this is required in order for graduates to be eligible to practise.
- Section 3.2 – Staffing – sets out requirements for the availability, skills and knowledge of teaching staff.
- Section 3.3 – Learning Resources and Educational Support – outlines the need for appropriate educational support mechanisms, as well as adequate physical resources and infrastructure that are fit for purpose.

Domain 4: Research and Research Training

- Section 4.1 – Research – covers resources, ethics, supervision and admission policies needed for the conduct of research activity.
- Section 4.2 – Research Training – specifies the need to appropriately support research students, including through induction and adequate supervision.

Domain 5: Institutional Quality Assurance

- Section 5.1 – Course Approval and Accreditation – covers internal mechanisms to assure quality such as policies for course approvals, accreditation and delivery.
- Section 5.2 – Academic and Research Integrity – requires that policies are in place to deal with misconduct including cheating, plagiarism, misrepresentation and misuse of intellectual property and that these policies are actively administered to ensure the integrity of academic and research activity.
- Section 5.3 – Monitoring, Review and Improvement – requires that the quality of education offerings be continuously monitored and reviewed to maintain and enhance their quality and effectiveness, including a comprehensive review of each course of study at least every seven years.
- Section 5.4 – Delivery with Other Parties – identifies that the delivery of education by a third party must be quality assured and that the higher education provider remains accountable for the quality of all education delivered through third parties.
Domain 6: Governance and Accountability

- Section 6.1 – Corporate Governance – requires the entity to have a formally constituted governing body that includes independent members and sets out functions and obligations of the governing body.
- Section 6.2 – Corporate Monitoring and Accountability – requires the provider to demonstrate and the corporate governing body to assure themselves that the provider is operating effectively and sustainably, including in the areas of ongoing financial viability and risk management, having in place credible business plans and a strong compliance regime.
- Section 6.3 – Academic Governance – requires the entity to have processes and structures established and responsibilities assigned in relation to academic oversight to assure the quality of teaching, learning, research and research training.

Domain 7: Representation, Information and Information Management

- Section 7.1 – Representation – obliges a provider to represent itself accurately and in a manner that is not misleading and to assure all agency arrangements through the use of formal contracts.
- Section 7.2 – Information for Prospective and Current Students – sets out the types of information that must be available to prospective and enrolled students to support informed decision-making about the provider’s higher education offerings.
- Section 7.3 – Information Management – specifies a range of information about the higher education provider that must be available to the general public and the need for accurate and up-to-date record keeping.

Part B1: Criteria for Classification of Higher Education Provider Categories

- Part B1 sets out the course offering, research and related characteristics a provider needs in order to be registered by TEQSA under the various provider categories available, namely: Higher Education Provider (the basic classification), Australian University, Australian University College, Australian University of Specialisation, Overseas University and Overseas University of Specialisation.

Part B2: Criteria for Seeking Authority for Self-Accreditation of Courses of Study

- Part B2 identifies the requirements a higher education provider must meet for TEQSA to grant it the authority to self-accredit some or all of its courses of study.

Application of the Standards for Internal Purposes by Higher Education Providers

The Standards are grounded in the core characteristics of the provision of higher education. In consequence, they are intended to be useful to higher education providers as a framework for internal monitoring of the quality of their higher education activities. The Standards encompass the matters that a higher education provider would ordinarily be expected to address in the course of understanding and monitoring its higher education activities and managing any associated risks. Each Standard represents an underlying area of risk(s) to be managed. This may entail a risk to the quality of education delivered, to the experiences of students in relation to a higher education provider, to the quality of learning outcomes on graduation, to the reputation of higher education in Australia or a combination of different types of risks.
From the standpoint of internal use by higher education providers, the Standards focus on aspects of a higher education provider’s operations in different but inter-related ways. Domain 1 (Student Participation and Attainment) focuses primarily on the educational experience for students, while Domains 2-4 (Learning Environment, Teaching, and Research and Research Training) focus on the academic activities of the provider and the environments in which they occur. Together, Domains 1-4 address in specific ways a variety of risks to the quality of higher education and the experiences of students.

Domains 5 (Institutional Quality Assurance) and 6 (Governance and Accountability) are more overarching in nature. They encompass the ways in which a higher education provider would ordinarily maintain oversight of its higher education operations and be able to assure itself, in the normal course of its business, that the requirements of the Standards are being met. Deficiencies identified by a higher education provider in meeting these Standards would be expected to cause deeper examination of the provider’s compliance with the Standards overall, guided by the risks that have been identified.

The principles set out in Domain 7 (Representation, Information and Information Management) underpin a provider’s effective engagement with all of its internal and external stakeholders, including students and the general public.

Applicability of the Standards to Particular Higher Education Providers or Categories of Higher Education Provider

Under the TEQSA Act, registered higher education providers are obliged to meet and continue to meet the Threshold Standards. The Standards are applicable, irrespective of the category of provider. The Standards cover all modes of participation and delivery, and all categories of students.

Some elements of Part A will not apply to particular higher education providers. For example, Standards related to delivery arrangements between a registered higher education provider and third parties will not apply where no such arrangements exist. Similarly, the Research Standards are not applicable to higher education providers that do not undertake research. However, if research training is conducted, the Standards in sections 4.1 (research) and 4.2 (research training) both apply.

In accordance with the basic principles for regulation in the TEQSA Act, the revised Standards support TEQSA’s continued use of a risk-based, targeted approach to determining the scope of assessment required. Providers with a sound history of higher education delivery and no significant compliance or risk concerns may benefit from a more limited assessment, requiring less evidence and information to be gathered at the time of application. Newer providers and those with compliance or risk concerns may be required to provide evidence against the full range of Standards.
Statement of Compatibility with Human Rights

Prepared in accordance with Part 3 of the Human Rights (Parliamentary Scrutiny) Act 2011

Higher Education Standards Framework (Threshold Standards) 2015

This Legislative Instrument is compatible with the human rights and freedoms recognised or declared in the international instruments listed in section 3 of the Human Rights (Parliamentary Scrutiny) Act 2011.

Overview of the Legislative Instrument

The Higher Education Standards Framework (Threshold Standards) 2015 (the Standards) sets out the requirements that a higher education provider must meet – and continue to meet – in order to be registered by the Tertiary Education Quality and Standards Agency (TEQSA) to operate in Australia as a provider of higher education.

The Standards are the basis for TEQSA's regulation of higher education providers in Australia. TEQSA assesses an organisation's compliance with the Standards when considering:

- an application to be registered as a new higher education provider
- an application from an existing higher education provider to be re-registered, in order to continue in this role (this is required at least every seven years)
- an application to accredit a new higher education course to be delivered by a registered higher education provider that does not have self-accrediting authority
- an application to re-accredit a higher education course that was previously accredited (required at least every seven years).

The Standards are also intended to provide a model framework for higher education providers to use in managing their own internal monitoring, quality assurance and quality improvement of their higher education activities.

The Standards are structured in two parts:

Part A – Standards for Higher Education – sets out the baseline acceptable requirements for the provision of higher education in or from Australia. It is broken into seven domains:

1. Student Participation and Attainment
2. Learning Environment
3. Teaching
4. Research and Research Training
5. Institutional Quality Assurance
6. Governance and Accountability
7. Representation, Information and Information Management

The first domain covers the requirements that must be met by providers when admitting students, information that must be available to students regarding a particular course of study before they enrol, and elements relating to the student experience, academic assessment and graduation.

Domains two, three and four focus on the requirements that a provider must meet in order to achieve the educational outcomes expected for students.

Domains five and six set out the basic requirements that an institution needs to have met to assure itself of the quality of its education and to maintain financial viability and
effective governance of its operations.

The final domain addresses how a provider represents itself to prospective students, and the provision of information to prospective and enrolled students.

Part B – Criteria for Higher Education Providers – describes the different higher education provider categories, including requirements that must be met for a provider to use the word ‘university’ in its title, or self-accredit a course or courses that it offers.

Human Rights Implications

This legislative instrument engages the following human rights:

- the right to education under Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR)
- the right to freedom from discrimination under Article 2(2) of the ICESCR and Article 26 of the International Covenant on Civil and Political Rights (ICCPR)
- the right to just and favourable conditions of work under Article 7 of the ICESCR
- the right to privacy under Article 17 of the ICCPR, and
- the rights of persons with disabilities under Articles 24 and 9 of the Convention on the Rights of Persons with Disabilities (CRPD).

Right to Education

The legislative instrument engages the right to education, which is set out in Article 13 of the ICESCR. This right recognises the important personal, societal, economic and intellectual benefits of education. It requires education be available, safe, and appropriately resourced, dependent on the needs of the child. Article 13 specifically identifies that higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means.

Overall, the Standards will help to ensure the highest standards of quality will continue to be upheld in the provision of higher education in Australia. They will enable more efficient and targeted activity by TEQSA which will ensure that higher education institutions have more time and resources to devote to doing what they do best – delivering the highest quality teaching, learning and research. This will benefit both Australian and international students, as well as the broader Australian community and economy.

Right to freedom from discrimination

The legislative instrument engages the right to freedom from discrimination, set out in Article 2(2) of the ICESCR and Article 26 of the ICCPR. Sections 1.1 (Admission) and 2.2 (Diversity and Equity) ensure that students from all backgrounds are admitted using policies that are fairly applied, with the academic preparation they need to participate in their intended study, with student diversity accommodated, including the under-representation and/or disadvantage experienced by identified groups. Specific consideration is given to the needs of Aboriginal and Torres Strait Islander people in recruitment, admission, participation, and completion.

The legislative instrument promotes the right to freedom from discrimination. Students from low socioeconomic status families, students with disability and Aboriginal and Torres Strait Islander students are historically underrepresented in higher education and can face additional challenges in undertaking and completing courses as a result of disadvantage. Ensuring they have ready access to the range of additional supports either available or able to be funded through government and institutional equity programmes will help to reduce any additional barriers to achievement for students facing disadvantage. To the extent that the instrument permits differential treatment, through addressing the under-representation and/or
disadvantage experience by identified groups in section 2.2, this differential treatment is legitimate.

Right to just and favourable conditions of work

The legislative instrument also engages the right to just and favourable conditions of work contained in article 7 of the ICESCR, including rights to safe and healthy working conditions and equal opportunity for advancement.

The legislative instrument promotes the right to just and favourable conditions of work by requiring higher education providers to offer learning and research environments that are safe, ethical and promote student wellbeing; and that corporate and academic governance structures and policies ensure the academic and operational integrity of its activities. The Standards require that facilities – including facilities where external placements are undertaken – are fit for their educational and research purposes and accommodate the numbers of students and staff that use them, as well as their educational and research activities. These are issues and protections that impact not just students undertaking learning and research training but also the teachers, research supervisors and other institutional staff that support the learning process. In addition, section 4.2 (Research Training) requires research students to undertake specific training on occupational health and safety as part of their induction, promoting the right to safe and healthy working conditions.

Teachers and supervisors must have opportunities to review feedback on their teaching and research supervision and be supported in enhancing these activities. A higher education provider’s governing body must develop and maintain an institutional environment in which freedom of intellectual inquiry is upheld and protected, where students and staff are treated equitably, and the wellbeing of students and staff is fostered. Taken together, these requirements promote a work and study environment that welcomes inquiry, is respectful of difference and promotes equal opportunity for advancement in learning and work.

Right to privacy

The legislative instrument engages the right to privacy. Article 17 of the ICCPR prohibits unlawful or arbitrary interferences with a person’s privacy, family, home and correspondence. Collecting, using, storing, disclosing or publishing personal information amounts to an interference with privacy. Institutions must necessarily collect information about their students for a range of reasons – e.g. to manage admission (section 1.1), monitor progress (section 1.3 – Orientation and Progression), academic assessment (section 1.4 – Learning Outcomes and Assessment), monitor identified student subgroups to inform admission policies and improvement of teaching and support strategies (section 2.2) and to monitor the higher education provider’s own performance (section 5.3 – Monitoring, Review and Improvement). Higher education providers will also come into possession of a wide range of additional information through their delivery and assessment of higher education and research training.

The legislative instrument promotes the right to privacy through the protection of personal and sensitive information. Section 7.3 (Information Management) requires providers to manage their information systems securely and confidentially as needed, in order to maintain accurate records and prevent unauthorised access to private or sensitive information. This includes information where unauthorised access may compromise academic or research integrity.

Rights of persons with disabilities

The legislative instrument engages the rights of people with disabilities to education and to access, on an equal basis with others, to the physical environment, transportation, information and communications under Articles 24 and 9 of the CRPD. States parties to the CRPD commit
to ensuring reasonable accommodation of individuals' requirements is provided and that effective individualised support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

The legislative instrument promotes the rights of people with disabilities by ensuring that higher education providers ensure their policies and operations take account of the specific needs of people with disability from a range of perspectives, including the academic and physical environments and student support needs. Sections 2.2 and 2.3 (Wellbeing and Safety) require higher education providers to ensure their policies and approaches to teaching and learning accommodate student diversity and that the nature and extent of support services available for students are informed by the needs of student cohorts, including mental health and disability. These requirements, along with existing requirements for education providers to comply with the Disability Standards for Education under the *Disability Discrimination Act 1992*, will help ensure higher education providers will adequately support students with disability to develop their knowledge, skills and talents to their own benefit and the benefit of the wider Australian community and economy on an equal basis with other students.

**Conclusion**

The Legislative Instrument is compatible with human rights because it advances the protection of human rights in the delivery of higher education in Australia. To the extent that it may limit human rights, these limitations are reasonable, necessary, and proportionate.

SIMON BIRMINGHAM, Minister for Education and Training
ITEM 10.3 MGSM ACADEMIC BOARD – TERMS OF REFERENCE AND MEMBERSHIP

For approval.

Recommended Resolution:
Academic Senate resolve to approve the MGSM Academic Board Membership.
Macquarie Graduate School of Management (MGSM) Academic Board

Terms of Reference

The Macquarie Graduate School of Management Academic Board (the MGSM Academic Board) is a Committee of the Academic Senate of Macquarie University (the University). The MGSM Academic Board was established on 4 August 2015 under Rule 9(4)(c) of the Academic Senate Rules 2015, and is directly accountable to the Academic Senate for the exercise of its responsibilities.

These Terms of Reference outline the MGSM Academic Board’s purpose, roles and responsibilities, composition, membership and tenure, delegations of authority and standing orders.

1. Purpose

The MGSM Academic Board is to ensure the integrity and quality of academic programs and processes administered by the Macquarie Graduate School of Management (MGSM).

2. Role and responsibilities

The MGSM Academic Board is to:

(1) Advise Academic Senate, its committees and the MGSM Dean on:

   (a) academic matters relating to the MGSM’s teaching programs, research training programs and research activities;

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

   (c) academic standards and quality, and teaching effectiveness in programs delivered by the MGSM;

   (d) academic priorities of the MGSM; and

   (e) any other issue referred to the MSGM by the Academic Senate or the Dean of MGSM.

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

(3) Develop proposals to amend courses and programs of study to be delivered by the MGSM, including plans to modify structure, content, method of delivery, naming, admission or completion requirements, and recommend such proposals to the Academic Standards and Quality Committee for consideration;
(4) Monitor and ensure that the MGSM's programs and processes comply with the University's policies pertaining to learning and teaching, and academic standards and quality;

(5) Monitor, provide advice, and make recommendations to Academic Senate on the implementation and effectiveness of academic aspects of research and research training policy as they apply to the MGSM;

(6) Identify and report to the Senate Learning and Teaching Committee any need for the development or refinement of the University's policies that govern the MGSM's academic activities, and contribute to the development of such policies;

(7) Establish and implement a regular cycle of reviews of the MGSM's programs and units of study and respond to recommendations arising from such reviews;

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

(9) Contribute to the development and maintenance of the University's academic risk register that relate to academic activities of the MGSM; and

(10) Consider and report on any matters referred to the MGSM Academic Board by Academic Senate as required.

3. Composition and Membership

The composition of the MGSM Academic Board shall be as follows:

(1) *The Chair appointed by the Chair of Academic Senate (Robert Spillane)

(2) *The Deputy Chair appointed by the Chair of Academic Senate (John Croucher)

(3) Dean of the MGSM (Ex-Officio) (Alex Frino)

(4) Vice-Dean of the MGSM (Ex-Officio) (Charles Areni)

(5) MGSM Representative on Academic Senate (Ex-Officio) (Norma Harrison)

(6) Up to six (6) additional academic staff members drawn from within the MGSM, of which one may be (but is not required to be) an adjunct lecturer.** (Debbie Haski-Leventhal, Steven Segal, Will Renner, Randal Tame [adjunct])

(7) Up to two (2) co-opted professional staff members appointed on the basis of their skills, experience and knowledge, nominated by the MGSM Academic Board, and (David McGrath, Eleanor Duncan)

(8) One (1) student currently enrolled in an MGSM program. (TBD)

*The Chair and Deputy Chair are to be appointed from among the academic membership specified in (4) – (6) above.
**Elected academics must have at least a 0.5 appointment.

4. Tenure

(1) The term of office of all appointed members, excluding the student representative, shall be two (2) years.

(2) The term of appointment of student representatives shall be one (1) year.

(3) Elected members can serve no more than two (2) consecutive terms, but may serve again after sitting out one (1) term.

5. Delegations of Authority

The Academic Senate shall resolve to grant the MGSM Academic Board specific authority to discharge its delegated responsibilities. The MGSM Academic Board may request the granting of such authority as it sees fit. All such authorisations shall be documented below:

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

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

6. Standing Orders

The MGSM Academic Board shall conduct its business subject to the general provisions of the Standing Orders for Committees of Academic Senate.
ITEM 10.4 UNIVERSITY MEDAL COMMITTEE – TERMS OF REFERENCE

For approval.

Recommended Resolution:
Academic Senate resolve to approve the University Medal Committee Terms of Reference.
University Medal Committee

Terms of Reference

The Academic Senate University Medal Committee was established by the Academic Senate of Macquarie University and is directly responsible and accountable to Academic Senate for the exercise of its responsibilities.

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

1. Objective

The Committee is to make recommendations to Academic Senate on the award of the University Medal in accordance with the University Medal Policy and Procedure.

2. Role and responsibilities

The Committee is to:

(1) Consider, examine and review all nominations received from the Faculties in accordance with the eligibility and selection criteria outlined in the University Medal Policy and Procedure;
(2) Recommend to the Academic Senate on the award of University medals in respect of the nominated candidates as required by the University Medal Procedure;
(3) Provide feedback to Faculties in respect of unsuccessful candidates;
(4) Review the University’s policies, procedures and guidelines governing the award of the University Medal and recommend any necessary amendments to Academic Senate for approval;
(5) Report annually to Academic Senate on trends in the award of medals across the University for that year, and across the previous years, including consideration of equity and diversity issues; and

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

3. Membership

The membership of the Committee comprises:

a) Chair of Academic Senate (Chair)
   - Professor Dominic Verity

b) One (1) member nominated by the Faculty Board of each Faculty
   - To be confirmed – Faculty of Arts
   - To be confirmed – Faculty of Business & Economics
   - To be confirmed – Faculty of Human Sciences
   - To be confirmed – Faculty of Medicine & Health Sciences
   - To be confirmed – Faculty of Science & Engineering

c) Two (2) elected members of Academic Senate.
   - To be confirmed
   - To be confirmed

4. Tenure

(a) The term of appointment of all members shall be two (2) years, unless otherwise stated by the Chair of Academic Senate.

(b) The Chair of Academic Senate may renew any such term of appointment, in consultation with the Academic Senate Standing Committee.

5. Authorisations

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

The Committee shall conduct its business subject to the Standing Orders for Committees of Academic Senate.
ITEM 11.1  FACULTY OF BUSINESS AND ECONOMICS – APPROVAL OF FOUR NEW POSTGRADUATE AWARDS IN 2017 (ASQC)

This item was considered and recommended for approval by Academic Senate at the Academic Standards and Quality Committee meeting held 20 October 2015 (Refer to Item 12.1).

For approval.

**Recommended Resolutions:**

*Academic Senate resolve to approve the academic case for the Master of Management and Business.*

*Academic Senate resolve to approve the academic case for the Master of Management and Business Extension.*

*Academic Senate resolve to approve the academic case for the Master of Management and Leadership.*

*Academic Senate resolve to approve the academic case for the Master of Management and Leadership Extension.*
ITEM 6.1 FACULTY OF BUSINESS AND ECONOMICS - APPROVAL OF FOUR NEW POSTGRADUATE AWARDS 2017

Issue
The Master of Commerce underwent an external review in 2014. In response to some of the recommendations made, it was decided to conduct a full review in 2015 of all the Faculty's Master programs. The Faculty review concluded that the following issues should be addressed:

- Diversify risk by spreading enrolments more evenly across programs;
- Clarify the positioning and value proposition of Master programs; and
- Maintain or increase postgraduate coursework enrolment numbers.

The context of the review was the downward trend in enrolments in the Faculty’s Master programs, with the exception of the stable enrolments in accounting programs. The review included extensive consultation with all FBE departments and the Faculty leadership. The outcome of the Faculty review was the proposal to offer four new Management awards.

These proposed new programs have been developed with FBE Industry Advisory Board’s advice. They reflect the changing market needs and expectations from Master degree programs.

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

- Macquarie International
- MGSM
- Library
- Learning and Teaching Centre

Recommendation
It is recommended that the ASQC approve the following new awards for 2017:

- Master of Management and Business
- Master of Management and Business Extension
- Master of Management and Leadership
- Master of Management and Leadership Extension

Operational Impact
The following areas / business units are impacted by the recommendations above:

- Macquarie International
- SBSS

Submitted by: Helen Boneham, Academic Programs Officer, FBE
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  Anne Ross-Smith, Associate Dean CQA
  anne.ross-smith@mq.edu.au  x1149

For enquiries contact: Helen Boneham, Academic Programs Officer, FBE
  helen.boneham@mq.edu.au  x4813
The Education Services for Overseas Students (ESOS) Act 2000, and The National Code of Practice govern the delivery of courses to International students. All programs of study offered to International students studying in Australia on a student visa must have a CRICOS code and comply with these provisions. This includes the requirement that holders of an international student visa maintain full-time enrolment. Therefore, consultation with Macquarie International will be required prior to submission.

**General**

The *Faculty of Business and Economics* Department: Department of Marketing and Management Award Name: Master of Management and Business

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of Management and Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this award an exit award only (ie. not available for admission)? No</td>
</tr>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 9 Masters by Coursework Degree</td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>1.5 years FTE</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde, Session 2 North Ryde</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Marketing and Management</td>
</tr>
<tr>
<td>Year of First Offerring</td>
<td>2017</td>
</tr>
</tbody>
</table>

**Rationale**

If this proposal is for an award which will be structured predominantly on new units, your expression of interest should include a summary of the new units and the level at which they will be offered, and an analysis of the market for the new award.

If this proposal is for an award repackaging existing units, with minimum new units, less detail will be required.

The Master of Commerce underwent an external review in 2014. In response to some of the recommendations made, it was decided to conduct a full review in 2015 of all the Faculty’s Master programs. The Faculty review concluded that the following issues should be addressed:

- Diversify risk by spreading enrolments more evenly across programs;
- Clarify the positioning and value proposition of Master programs; and
- Maintain or increase postgraduate coursework enrolment numbers.

The context of the review was the downward trend in enrolments in the Faculty’s Master programs, with the exception of the stable enrolments in accounting programs. The review included extensive consultation with all FBE departments and the Faculty leadership. The outcome of the Faculty review was the proposal to offer four new Management awards, including the Master of Management and Business.

These proposed new programs have been developed with Macquarie International and Faculty Industry Advisory Committee’s input. They reflect the changing market needs and expectations from Business Masters programs. This includes being designed to appeal to the international market by including an internship preparation unit and also the opportunity to complete an internship as part of the program.

**Replacement**

Does the proposed award replace an existing award? No

---

**Admission Requirements**

<table>
<thead>
<tr>
<th>Admission Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)</td>
</tr>
</tbody>
</table>

Published in Handbook, Coursefinder and UAC

- Australian level 7 bachelor’s qualification or recognised equivalent in a relevant discipline
- GPA of 2.70 (out of 4.00)

**Required Supporting Documents**

97
<table>
<thead>
<tr>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview and Aims of the Program</strong></td>
</tr>
<tr>
<td>The Master of Management and Business aims to provide students with advanced business knowledge and skills, grounded in the context of management. The focus is on the application of business concepts, and aims to develop expertise in applying both quantitative and qualitative decision-making techniques to issues in management.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this program it is anticipated you should be able to:</td>
</tr>
<tr>
<td>1. Demonstrate advanced and integrated theoretical knowledge in business and management (K);</td>
</tr>
<tr>
<td>2. Apply expert technical skills required to exercise informed professional judgement in business and management (K);</td>
</tr>
<tr>
<td>3. Demonstrate knowledge of research principles and methods applicable to the area of business (or related disciplines) (K);</td>
</tr>
<tr>
<td>4. Critically analyse management and business theory and practice (T);</td>
</tr>
<tr>
<td>5. Conduct independent research in order to formulate and recommend sound solutions to complex business and management issues (P);</td>
</tr>
<tr>
<td>6. Demonstrate communication skills relevant to an appropriate professional environment (C);</td>
</tr>
<tr>
<td>7. Demonstrate an awareness of the need for corporate social responsibility and ethical behaviour (E); and</td>
</tr>
<tr>
<td>8. Apply teamwork knowledge and skills for effective collaboration to achieve diverse purposes in a range of contexts (C).</td>
</tr>
</tbody>
</table>

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

PLOs are made publicly available and so will be read by a wide audience. When writing PLOs it is useful to ask "is this written in a way which would be intelligible, accessible and meaningful to our students and prospective students?". Generally speaking, learning outcomes should be expressed in...
The AQF asks that PLOs should address the areas of Knowledge and Understanding, Skills and Capabilities, and the Application of Knowledge and Skills. It isn’t necessary for each PLO to be classified under one of these headings. However it is important for the overall collection of PLOs for a program to clearly address all of these factors.

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

### Learning and Teaching Methods

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

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

The Master of Management and Business (MMB) assists students to develop advanced analytical, evaluative and communications skills and to critically apply their knowledge and skills to real world situations. Throughout the MMB program, students will participate in a range of traditional and innovative learning activities designed to develop the knowledge, understanding, skills and techniques required for successful participation in employment.

Learning activities are varied and include both formal and informal experiences. Many units in the program are supported by an online environment that provides access to resources such as lecture notes and recordings, readings, quizzes, discussion forums and assessment materials, and that facilitates communication between teaching staff and students.

The learning outcomes associated with individual units in the MMB have been aligned with program level learning outcomes and the Macquarie University graduate capabilities. Students are expected to actively engage in their learning and work with their teaching staff and fellow students to achieve these learning outcomes.

Learning styles used in the MMB may include:

- Case studies, which provide students with an opportunity to apply their knowledge to real or simulated scenarios in individual or group situations.
- Simulations, modelled on real-life situations and providing learning experiences that promote integration of knowledge, skills and critical thinking.
- Project work, which may be independent or involve group learning. Projects assist students in developing more in-depth knowledge and skills in conducting research, communication, and in planning, organisation and time management.
- Readings taken from textbooks, journals, websites and other sources provide material to further develop concepts and knowledge referred to in individual units in the program.
- Reflective activities, such as journals, assist students in integrating the course content and in developing the ability to transfer knowledge and skills from the learning environment into the workplace.
- Self-study activities, such as questions with worked examples, online quizzes, and textbook questions and answers.
- Online discussion forums, in which students may be required to submit responses to set questions, and/or to participate in a set discussion topic.

Learning in the MMB may be facilitated through the following teaching methods:

- Lectures or Seminars: lectures and seminars are presentations designed to communicate a body of knowledge to a group of students and provide insight into key concepts and understanding of the subject matter relating to the unit of study. Lectures and seminars in this program are typically delivered in the traditional face-to-face mode and are generally interactive, with students participating in discussions or other learning activities during the class. They may be recorded using the Echo 360 lecture audio recording system, enabling students to access lecture material on an ‘on demand’ basis.
- Tutorials: tutorial classes, designed for interactive learning with a small group of students, may also be scheduled in a number of units in the program. Tutorials provide students with the chance to ask questions, seek clarification, resolve problems, enhance their communication skills, and develop their ability to work in a collaborative manner with their peers.
- Computer lab workshops or practicals: the environment in which our graduates will work is one requiring high level quantitative skills. These quantitative skills are developed, in part, in computer lab workshop sessions.

The inclusion of the Capstone unit F08B800 Contemporary Business Issues in the Master of Management and Business provides students with opportunities to integrate and synthesise their knowledge and experiences from across the whole program in preparation for the next stage of their professional careers.

### Assessment

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

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

Assessment in the Master of Management and Business (MMB) is carefully aligned with the program’s learning outcomes, and is both formative and summative. Formative assessment provides students with feedback on their learning, but is often not graded, or makes a small contribution to the final grade. Summative assessment gives students a judgement on their learning, for grading purposes.

For each unit of study, students will typically complete between 3 and 4 assessment tasks. The unit guide will indicate the relationship between the assessment tasks and program learning outcomes.

The types of assessment tasks employed in the MMB are diverse and may include the following:

- Written assessments in traditional academic format ranging from short essays to longer, self-directed research papers, literature reviews and annotated bibliographies.
- Case studies or reports, written documents outlining the results of a detailed analysis of a situation using empirical data and research. Case studies are used to assess critical thinking, analytical and research skills.
- Assignments, in a variety of formats such as the analysis of a data set, or a brief written response to a topic question.
- Online quizzes, designed to assess knowledge, skills or capabilities, and typically consisting of a series of questions requiring brief responses.
- Class participation, including engagement in seminar or tutorial discussions, or online discussions.
- Written class tests, time limited assessments designed to assess a student’s knowledge or skills.
- Individual or group oral presentations which may incorporate presentation technologies or be accompanied by handouts.
- Final examination, an invigilated assessment conducted at the end of session and designed to assess a student’s body of knowledge and critical thinking skills.

### Support for Learning

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

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

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

Campus Wellbeing contact details:

Phone: +61 2 9850 7497
Email: campuswellbeing@mq.edu.au
Program Standards and Quality
Describe the principal mechanisms by which the standards and quality of provision are maintained, assured and enhanced. Refer to senate.mq.edu.au/apc/resources.html.

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

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

The Master of Management and Business provides graduates with the necessary skills to take on positions in diverse industries. Graduates can find careers as:
- accounts executive
- general manager
- management consultant
- business analyst
- business development manager
- operations analyst

Employers:
- large and small businesses
- business analyst firms
- financial institutions
- marketing and PR firms
- government organisations
- management consultancy firms.

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

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

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

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

To view the requirements download the file Map FBE PG A ManBus ID231-1.xlsx

RPL

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

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

Relevant Disciplines
Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as ‘cognate’.

Define cognate areas (relevant discipline) of prior studies:
Prior studies in all disciplines are relevant, as this degree builds on the knowledge and skills obtained in social science, science, law, engineering, commerce, etc by developing a student’s ability to ‘manage’ in those disciplines. The required unit BUS815 Behaviour in Organisations will be revised as a transition unit to be completed in the first session of study, and will provide and build on foundation ‘business’ knowledge to ensure students from all disciplines are equipped with the requisite knowledge to succeed in the program.

E.g. ‘Master of Sustainable Development’ (2015)

Relevant Area
Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position.

Define relevant areas of prior work or professional experience:
Professional work experience includes roles requiring technical or specialist expertise or managerial / decision making functions with a broad knowledge or skills in key concepts or principles in management and/or business.

E.g. ‘Master of International Communication’ (2015)
Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations. Experience in public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.

RPL for Entry
Enter conditions for entry (standard program length) into the program of study based on the prior learning.

100
<table>
<thead>
<tr>
<th>Program Type</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-Cognate Bachelor (AQF7)</strong></td>
<td>Complete Bachelor degree in any discipline</td>
</tr>
<tr>
<td><strong>Delegation to the Admissions Team</strong></td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
<tr>
<td><strong>Additional requirements/supporting evidence (if applicable):</strong></td>
<td>Automatic Offer</td>
</tr>
<tr>
<td></td>
<td>Eg. GPA &gt;2.5 with no work experience</td>
</tr>
<tr>
<td></td>
<td>Refer to Department</td>
</tr>
<tr>
<td></td>
<td>Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience</td>
</tr>
<tr>
<td></td>
<td>Straight Rejection</td>
</tr>
<tr>
<td></td>
<td>e. All applicants with either (a) GPA &lt;2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.</td>
</tr>
</tbody>
</table>

| **Cognate Bachelor (AQF7)** | Complete Bachelor degree in a relevant discipline |
| **Delegation to the Admissions Team** | Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION" |
| **Additional requirements:** | Automatic Offer |
| | GPA >2.6 with no work experience |
| | Refer to Department |
| | Refer to FBE's Internal Guide for Applications and Exemption Guidelines for specifics or contact FBE's Student Administration Centre applicants with GPA <2.6 |
| | Straight Rejection |
| | GPA <2.0 with no work experience |

| **Non-Cognate Bachelor (AQF7) + Work Experience** | Complete Bachelor degree in any discipline and work experience in a relevant area |
| **Delegation to the Admissions Team** | Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION" |
| **Minimum years experience:** | (No option selected) |
| | Automatic Offer |
| | NO DELEGATION |
| | Refer to Department |
| | Refer to FBE's Student Administration Centre |
| | Straight Rejection |

| **No Formal Learning + Work Experience** | No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area |
| **Delegation to the Admissions Team** | Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION" |
| **Minimum years experience:** | (No option selected) |
| | Automatic Offer |
| | NO DELEGATION |
| | Refer to Department |
### RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Cognate Diploma (AQF5)</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Diploma (AQF6)</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in a relevant discipline</td>
<td></td>
</tr>
</tbody>
</table>

### Non-Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

- **Minimum years experience:**
  - (No option selected)
- **Years to complete degree (full time study load):**
  - 1.5 years

### Specific RPL Applied

List units of credit/block exempted:

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

- Refer to Department
- Refer to FBE's Student Administration Centre
- Straight Rejection

### Automatic Offer

**NO DELEGATION**

Refer to Department

### (Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)

(Assumed) Complete Bachelor degree in any
discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.

Specific RPL Applied

Delegation to the Admissions Team
Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Justification

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

For awards which will be offered to the International market, explain why this award will be attractive to International students. For assistance please contact Nicola Bate, Associate Director, Business Development, Macquarie International (ext 1190).

Domestic Market
One of the ways in which the Faculty of Business and Economics pursues its mission (also aligned with the University’s Vision and Strategic Priorities) is through delivering quality driven, research informed and contemporary business curriculum to our students.
The proposal for a Master of Management and Business aligns with this strategy, while actively engaging with the business professions, business professionals, and academic communities to inform our teaching, learning and research.

International Market (if relevant)
MI recommended including the word ‘Management’ in the title of the award to appeal to the international market. They also recommended including the option of an internship opportunity.

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

Macquarie’s advantage over other postgraduate degrees offered in the management and business area is the inclusion of compulsory units in Data Analytics (FOBE8XX) and Information Technology Management (ACCO812), knowledge and skills sets needed in today’s business environment.

In addition, students will be required to either undertake a work or international study experience or a unit in project management. The program will include components such as managing change, business simulation together with technology. The focus of the program will be on the applied management area.

The program consists of 16 units of study, including 6 electives. An opportunity to build their professional experience and apply their classroom learning by working on real business problems with.

Competitive Offerings
Provide a summary of similar awards offered by Australian and international institutions which could be considered as competition for the proposed award.

Institute | Competitive Offering | Additional information
--- | --- | ---
University of Sydney | Master of Management | This is a 60 credit point (12 months full time) pre-experience program that will equip you with the skills and knowledge necessary for a career in management in your chosen field.
UTS | Master of Management | This is a 72 credit point (18 months full time) 12 subject program, comprising of four core subjects, a specialisation in management comprising five subjects and three elective subjects.
UNSW | Master of Commerce | This is a 72 credit point (18 months full time) 12 subject program consisting of two core courses, three gateway core courses, six specialisation courses and one core capstone.
MGSM | Master of Management | The program consists of 16 units of study, including 6 electives. An internship equal to 2 units of study will give students an opportunity to build their professional experience and apply their classroom learning by working on real business problems with.

Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>70</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

Estimated Full-time and Part-time Students

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated number of Full-time students</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award: 70
Number of domestic students expected to enrol in this award: 15
## Consultation

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

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGSM, Vice-Dean, Prof Charles Areni</td>
<td>1/10/2015</td>
<td>Email - Response from Prof Areni: “All is fine on this end. Would you like to meet up for a coffee to discuss points of similarity and difference with our MMgmt Program?”</td>
</tr>
<tr>
<td>FBE Industry Advisory Board</td>
<td>17 September 2015</td>
<td>17 Sept IAB meeting. The Board supported FBE's proposal.</td>
</tr>
</tbody>
</table>

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

This program is broadly within the core capabilities of the Department of Marketing and Management. However resources (and budget) will be required to develop new units in [S2] 2016 for delivery in 2017, as all existing resources are fully committed to the teaching of existing programs.

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

**Research Librarian:** Phanh Oudomlith  **Date:** 28 September 2015

**Summary Impact Information**

- **Resources:** The Library collections in the areas of business and management are well developed and are sufficient to support this program.
- **Services / Staffing:** No extra staffing or services required

### Learning and Teaching Centre Consultation
Address whether LTC resources and services are available to support the proposed new unit. If new LTC resources, services, staffing or infrastructure are required please detail these.

**Educational Developer:** Natalie Spence  **Date:** 25 September 2015

**Summary Impact Information**

- **Resources:** There are no anticipated impacts on resources as the units would use existing infrastructure.
- **Services / Staffing:** There are no anticipated impacts on services or staffing. The LTC offers support in learning design, which can be accessed via projects or ad hoc assistance or training.

### International

All new awards offered to International Students must comply with the ESOS Act (2000), the National Code of Practice, and have a CRICOS Code. The following provisions are mandatory for CRICOS registration:
- Providers may only offer courses to International students on a full-time basis (Part C.S.7.1)
• International students may take no more than 25 per cent of their course online or by distance education (Part C.S.9)
• International students must be enrolled in at least one face-to-face subject in each compulsory teaching period (Part C.S.9)

### Full Time Mode
Will international students be able to undertake the award in full time mode? Yes

### Internal Mode
Will students be able to study the proposed award in internal mode for at least 75% each semester? Yes

### Session 2 commencements
If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?) No

**Certification**
The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

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

| Name of MI representative: Helen McConachie | Date: 28 September 2015 |
| Comments: The program meets the requirements for international students. |

### Other

#### Student Liability Category
Fee Paying

#### Arrangements with Other Providers
Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.

Does the program have arrangements with other providers? No

#### External Benchmarks
State the names (with links) of any external benchmarks that have been applied in the design of this program. Refer to senate.mq.edu.au/apc/resources.html.

### Approvals

| Name: Helen Boneham | Ext: 4813 | Email: helen.boneham@mq.edu.au | Date: Mon - 7/9/15 | Director |
| Comment: Submitted on behalf of Dept of Marketing and Management. |

| Name: Mark Gabbott | Ext: 8554 | Email: mark.gabbott@mq.edu.au | Date: Mon - 7/9/15 | Faculty Board |
| Comment: |

| Name: Helen Boneham | Ext: 4813 | Email: helen.boneham@mq.edu.au | Date: Tue - 13/10/15 | Director |
| Comment: Submitted on behalf of Program Director |

| Name: David Rooney | Ext: 8533 | Email: david.rooney@mq.edu.au | Date: Tue - 13/10/15 | Head of Department |
| Comment: |

| Name: Catriona Lavermicocca | Ext: 8528 | Email: catriona.lavermicocca@mq.edu.au | Date: Tue - 13/10/15 | FSQC |
| Comment: |
If you experience problems with this site, please email curriculum@mq.edu.au
General
The Education Services for Overseas Students (ESOS) Act 2000, and The National Code of Practice govern the delivery of courses to International students. All programs of study offered to International students studying in Australia on a student visa must have a CRICOS code and comply with these provisions. This includes the requirement that holders of an International student visa maintain full-time enrolment. Therefore, consultation with Macquarie International will be required prior to submission.

Name of Award
Master of Management and Business Extension

Exit Award Status
Is this award an exit award only (i.e. not available for admission)? No

AQF Level and Qualification Type
Level 9 Masters by Coursework Degree

Volume of Learning / Duration
2 years FTE

Study Mode
Full-time + Part-time

Attendance Mode
Internal

Location
North Ryde

Study Period Offerings
Session 1 North Ryde, Session 2 North Ryde

Owning Faculty
Faculty of Business and Economics

Owning Department
Department of Marketing and Management

Year of First Offering
2017

Rationale
The Master of Commerce underwent an external review in 2014. In response to some of the recommendations made, it was decided to conduct a full review in 2015 of all the Faculty’s Master programs. The Faculty review concluded that the following issues should be addressed:
• Diversify risk by spreading enrolments more evenly across programs;
• Clarify the positioning and value proposition of Master programs; and
• Maintain or increase postgraduate coursework enrolment numbers.

The context of the review was the downward trend in enrolments in the Faculty’s Master programs, with the exception of the stable enrolments in accounting programs. The review included extensive consultation with all FBE departments and the Faculty leadership. The outcome of the Faculty review was the proposal to offer four new Management awards, including the Master of Management and Business Extension.

These proposed new programs have been developed with Macquarie International and Faculty Industry Advisory Committee’s input. They reflect the changing market needs and expectations from Business Masters programs. This includes being designed to appeal to the international market by including an internship preparation unit and also the opportunity to complete an internship as part of the program.

Replacement
Does the proposed award replace an existing award? No

Admission Requirements
Admission Criteria
(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)
Published in Handbook, Coursefinder and UAC
• Australian level 7 bachelor’s qualification or recognised equivalent in a relevant discipline
• GPA of 2.70 (out of 4.00)
### Specification

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

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

#### English Language Requirements
English language requirements are expressed as an "IELTS or IELTS equivalent" across five categories. Provide IELTS scores against the listed categories. Refer to English Language Requirements

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

#### Program Structure
Is the award structured on Specialisations? No

**Requirements**
Upload Program Structure template. Templates are available from here. Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document

Requirements file has been uploaded.

To view the requirements download the file FBE PG A ManBusExt ID235-5.xlsx

**Specific Minimum Requirements for Level 9 Masters degree (Coursework)**

Identify standalone unit, or map and justify distribution across multiple units.

Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document and senate.mq.edu.au/gpc/resources.html.

Capstone or Professional-practice

FDBE800 Contemporary Business Issues (common Capstone with the Master of Commerce) delivers on the capstone requirements for this degree.

Independent Research
As reflected in the curriculum map, independent research will be embedded across the program. FDBE800 Contemporary Business Issues includes a major independent research component worth 40%. Independent research will also be embedded in the required unit BUS815 Behaviour in Organisations and another required unit TBA.

Research Methodologies
As reflected in the curriculum map, research methodologies will be incorporated into BUS815 Behaviour in Organisations and FDBE8XX Data Analytics.

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

**Award Type**
Is this a professional named award (accredited award)? No

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

**Articulated/Nested Award Arrangements**
(If relevant)
Does this award have Articulated/Nested Award Arrangements? No

**Work Component**
Refer to Section 1 of the CRICOS Application Guide

Does the program have a work-based training component which must be undertaken to gain the qualification? No

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

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

The Master of Management and Business Extension aims to provide students with advanced business knowledge and skills, grounded in the context of management. The focus is on the application of business concepts, and aims to develop expertise in applying both quantitative and qualitative decision-making techniques to issues in management.

Students also have a wide range of elective units from which to choose, to deepen or widen their knowledge in specific areas.

### Program Learning Outcomes
Provide Program Learning Outcomes under the categories shown. Refer to senate.mq.edu.au/apc/resources.html.

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

1. Demonstrate advanced and integrated theoretical knowledge in business and management (K);
2. Apply expert technical skills required to exercise informed professional judgement in business and management (K);
3. Demonstrate knowledge of research principles and methods applicable to the area of business (or related disciplines) (K);
4. Critically analyse management and business theory and practice (T);
5. Conduct independent research in order to formulate and recommend sound solutions to complex business and management issues (P);
6. Demonstrate communication skills relevant to an appropriate professional environment (C);
7. Demonstrate an awareness for the need for corporate social responsibility and ethical behaviour (E); and
8. Apply teamwork knowledge and skills for effective collaboration to achieve diverse purposes in a range of contexts (C).

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

PLOs are made publicly available and so will be read by a wide audience. When writing PLOs it is useful to ask "is this written in a way which would be intelligible, accessible and meaningful to our students and prospective students?". Generally speaking, learning outcomes should be expressed in
### Learning and Teaching Methods

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

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

The Management of Business Extension (MMBExtension) assists students to develop advanced analytical, evaluative and communications skills and to critically apply their knowledge and skills to real-world situations. Throughout the MMBExtension program, students will participate in a range of traditional and innovative learning activities designed to develop the knowledge, understanding, skills and techniques required for successful participation in employment.

Learning activities are varied and include both formal and informal experiences. Many units in the program are supported by an online environment that provides access to resources such as lecture notes and recordings, readings, quizzes, discussion forums and assessment materials, and that facilitates communication between teaching staff and students.

The learning outcomes associated with individual units in the MMBExtension have been aligned with program level learning outcomes and the Macquarie University graduate capabilities. Students are expected to actively engage in their learning and work with their teaching staff and fellow students to achieve these learning outcomes.

Learning styles used in the MMBExtension may include:

- Case studies, which provide students with an opportunity to apply their knowledge to real or simulated scenarios in individual or group situations.
- Simulations, modelled on real-life situations and providing learning experiences that promote integration of knowledge, skills and critical thinking.
- Project work, which may be independent or involve group learning. Projects assist students in developing more in-depth knowledge and skills in conducting research, communication, and in planning, organisation and time management.
- Readings taken from textbooks, journals, websites and other sources provide material to further develop concepts and knowledge referred to in individual units in the program.
- Reflective activities, such as journals, assist students in integrating the course content and in developing the ability to transfer knowledge and skills from the learning environment into the workplace.
- Self-study activities, such as questions with worked examples, online quizzes, and textbook questions and answers.
- Online discussion forums, in which students may be required to submit responses to set questions, and/or to participate in a set discussion topic.

Learning in the MMBExtension may be facilitated through the following teaching methods:

- Lectures or Seminars: lectures and seminars are presentations designed to communicate a body of knowledge to a group of students and provide insight into key concepts and understanding of the subject matter relating to the unit of study. Lectures and seminars in this program are typically delivered in the traditional face-to-face mode and are generally interactive, with students participating in discussions or other learning activities during the class. They may be recorded using the Echo 360 lecture audio recording system, enabling students to access lecture material on an ‘on demand’ basis.
- Tutorials: tutorial classes, designed for interactive learning with a small group of students, may also be scheduled in a number of units in the program. Tutorials provide students with the chance to ask questions, seek clarification, resolve problems, enhance their communication skills, and develop their ability to work in a collaborative manner with their peers.
- Computer lab workshops or practicals: the environment in which our graduates will work is one requiring high level quantitative skills. These quantitative skills are developed, in part, in computer lab workshop sessions.

The inclusion of the Capstone unit FOBE800 Contemporary Business Issues in the Master of Management and Business Extension provides students with opportunities to integrate and synthesise their knowledge and experiences from across the whole program in preparation for the next stage of their professional careers.

### Assessment

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

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

Assessment in the Master of Management and Business (MMBExtension) is carefully aligned with the program’s learning outcomes, and is both formative and summative. Formative assessment provides students with feedback on their learning, but is often not graded, or makes a small contribution to the final grade. Summative assessment gives students a judgement on their learning, for grading purposes.

For each unit of study, students will typically complete between 3 and 4 assessment tasks. The unit guide will indicate the relationship between the assessment tasks and program learning outcomes.

The types of assessment tasks employed in the MMBExtension are diverse and may include the following:

- Written assessments in traditional academic format ranging from short essays to longer, self-directed research papers, literature reviews and annotated bibliographies.
- Case studies or reports, written documents outlining the results of a detailed analysis of a situation using empirical data and research. Case studies are used to assess critical thinking, analytical and research skills.
- Assignments, in a variety of formats such as the analysis of a data set, or a brief written response to a topic question.
- Online quizzes, designed to assess knowledge, skills or capabilities, and typically consisting of a series of questions requiring brief responses.
- Class participation, including engagement in seminar or tutorial discussions, or online discussions.
- Written class tests, time limited assessments designed to assess a student’s knowledge or skills.
- Individual or group oral presentations which may incorporate presentation technologies or be accompanied by handouts.
- Final examination, an invigilated assessment conducted at the end of session and designed to assess a student’s body of knowledge and critical thinking skills.

### Support for Learning

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

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

Further information can be found at [www.students.mq.edu.au/support](http://www.students.mq.edu.au/support)
Program Standards and Quality
The program is subject to an ongoing comprehensive process of quality review in accordance with a pre-determined schedule that complies with the Higher Education Standards Framework. The review is overseen by Macquarie University’s peak academic governance body, the Academic Senate and takes into account feedback received from students, staff and external stakeholders.

Graduate Destinations and Employability
The Master of Management and Business Extension provides graduates with the necessary skills to take on positions in diverse industries. Graduates can find careers as a:

- accounts executive
- general manager
- management consultant
- business analyst
- business development manager
- operations analyst
- senior positions can include the role of Chief Executive Officer and Chief Operations Officer.

Employers:
- large and small businesses
- business analyst firms
- financial institutions
- marketing and pr firms
- government organisations
- management consultancy firms.

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

Mapping of Program Learning Outcomes to Units
Requirements file has been uploaded. (Uploading another will replace the present one.)

To view the requirements download the file Map FBE PG A ManBusExt ID235-1.xlsx

RPL

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

Relevant Disciplines
Define cognate areas (relevant discipline) of prior studies:
- Prior studies in all disciplines are relevant, as this degree builds on the knowledge and skills obtained in social science, science, law, engineering, commerce, etc by developing a student’s ability to ‘manage’ in those disciplines.
- The required unit BUS815 Behaviour in Organisations will be revised as a transition unit to be completed in the first session of study, and will provide and build on foundation ‘business’ knowledge to ensure students from all disciplines are equipped with the requisite knowledge to succeed in the program.

Relevant Area
Define relevant areas of prior work or professional experience:
- Professional work experience includes roles requiring technical or specialist expertise or managerial / decision making functions with a broad knowledge or skills in key concepts or principles in management and/or business.
- Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations.

Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.
# RPL for Entry

Enter conditions for entry (standard program length) into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in any discipline</td>
<td></td>
</tr>
</tbody>
</table>

**Delegation to the Admissions Team**
- Please specify GPA requirements for delegation to and assessment by the Admissions Team.
- Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION".

<table>
<thead>
<tr>
<th>Automatic Offer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg. GPA &gt;2.5 with no work experience</td>
<td></td>
</tr>
</tbody>
</table>

**Additional requirements/supporting evidence (if applicable):**

**Delegation to the Admissions Team**
- Refer to Department
- Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience

**Straight Rejection**
- e. All applicants with either (a) GPA <2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in a relevant discipline</td>
<td></td>
</tr>
</tbody>
</table>

**Delegation to the Admissions Team**
- Please specify GPA requirements for delegation to and assessment by the Admissions Team.
- Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION".

<table>
<thead>
<tr>
<th>Automatic Offer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA &gt;2.6 with no work experience</td>
<td></td>
</tr>
</tbody>
</table>

**Additional requirements:**

**Delegation to the Admissions Team**
- Refer to Department
- Refer to FBE's Internal Guide for Applications and Exemption Guideline for specifics and/or contact FBE’s Student Administration Centre

**Straight Rejection**
- Refer to FBE’s Student Administration Centre
- GPA <2.0 with no work experience

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7) + Work Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
<td></td>
</tr>
</tbody>
</table>

**Delegation to the Admissions Team**
- Please specify GPA requirements for delegation to and assessment by the Admissions Team.
- Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION".

<table>
<thead>
<tr>
<th>Automatic Offer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(No option selected)</td>
<td></td>
</tr>
</tbody>
</table>

**Minimum years experience:**

**Delegation to the Admissions Team**
- Refer to Department
- NO DELEGATION
- Straight Rejection
- Refer to FBE’s Student Administration Centre

<table>
<thead>
<tr>
<th>No Formal Learning + Work Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area</td>
<td></td>
</tr>
</tbody>
</table>

**Delegation to the Admissions Team**
- Please specify GPA requirements for delegation to and assessment by the Admissions Team.

<table>
<thead>
<tr>
<th>Automatic Offer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NO DELEGATION</td>
<td></td>
</tr>
</tbody>
</table>

**Minimum years experience:**

(No option selected)
RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Eligibility Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate Diploma (AQF5)</td>
<td>Entry with a Diploma in a relevant discipline</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>Cognate Diploma (AQF6)</td>
<td>Entry with a Diploma in a relevant discipline</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>Cognate Bachelor (AQF7)</td>
<td>Complete Bachelor degree in a relevant discipline</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
</tr>
<tr>
<td>Non-Cognate Bachelor (AQF7) + Work Experience</td>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
</tr>
<tr>
<td></td>
<td>Minimum years experience:</td>
</tr>
<tr>
<td></td>
<td>(No option selected)</td>
</tr>
<tr>
<td></td>
<td>Years to complete degree (full time study load):</td>
</tr>
<tr>
<td></td>
<td>1.5 years</td>
</tr>
<tr>
<td>Specific RPL Applied</td>
<td>List units of credit/block exempted:</td>
</tr>
<tr>
<td>Delegation to the Admissions Team</td>
<td>Remaining credit points to complete degree:</td>
</tr>
<tr>
<td></td>
<td>Automatic Offer</td>
</tr>
<tr>
<td></td>
<td>Refer to Department</td>
</tr>
<tr>
<td></td>
<td>NO DELEGATION</td>
</tr>
<tr>
<td></td>
<td>Straight Rejection</td>
</tr>
<tr>
<td></td>
<td>Refer to FBE's Student Administration Centre</td>
</tr>
<tr>
<td>Cognate Bachelor (AQF7) + Work Experience</td>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
</tr>
<tr>
<td></td>
<td>Minimum years experience:</td>
</tr>
<tr>
<td></td>
<td>(No option selected)</td>
</tr>
<tr>
<td></td>
<td>Years to complete degree (full time study load):</td>
</tr>
<tr>
<td></td>
<td>1 year</td>
</tr>
<tr>
<td>Specific RPL Applied</td>
<td>List units of credit/block exempted:</td>
</tr>
<tr>
<td>Delegation to the Admissions Team</td>
<td>Remaining credit points to complete degree:</td>
</tr>
<tr>
<td></td>
<td>Automatic Offer</td>
</tr>
<tr>
<td>Cognate Bachelor (AQF7) + Work Experience</td>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
</tr>
<tr>
<td></td>
<td>Refer to Department</td>
</tr>
<tr>
<td></td>
<td>Refer to FBE's Student Administration Centre</td>
</tr>
<tr>
<td></td>
<td>Straight Rejection</td>
</tr>
</tbody>
</table>
(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)

(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.

Years to complete degree (reduced full time study load): 1.5 years

List units of credit/block exempted:

Remaining credit points to complete degree:

Automatic Offer

Refer to Department

Straight Rejection

Not applicable

Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Chartered Professional Accountants towards the Master of Accounting (Professional)

Justification

Market Analysis

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

For awards which will be offered to the International market, explain why this award will be attractive to International students. For assistance please contact Nicola Bate, Associate Director, Business Development, Macquarie International (ext 1190).

Domestic Market

One of the ways in which the Faculty of Business and Economics pursues its mission (also aligned with the University's Vision and Strategic Priorities) is through delivering quality driven, research informed and contemporary business curriculum to our students. The proposal for a Master of Management and Business aligns with this strategy, while actively engaging with the business professions, business professionals, and academic communities to inform our teaching, learning and research.

International Market (if relevant)

MI recommended including the word 'Management' in the title of the award to appeal to the international market. They also recommended including the option of an internship opportunity.

Macquarie Advantages

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

Macquarie's advantage over other postgraduate degrees offered in the management and business area is the inclusion of compulsory units in Data Analytics (FOBE8XX) and Information Technology Management (ACCG812), knowledge and skills sets needed in today's business environment.

In addition, students will be required to either undertake a work or international study experience or a unit in project management. The program will include components such as managing change, business simulation together with technology. The focus of the program will be on the applied business concepts. The unique capstone experience will include an integrated project exploring viable strategies for real world business challenges.

Competitive Offerings

Provide a summary of similar awards offered by Australian and international institutions which could be considered as competition for the proposed award.

<table>
<thead>
<tr>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Sydney</td>
<td>Master of Management</td>
<td>This is a 72 credit point (18 months full time) 12 subject program, comprising of four core subjects, a specialisation in management comprising five subjects and three elective subjects.</td>
</tr>
<tr>
<td>UTS</td>
<td>Master of Management</td>
<td>This is a 72 credit point (18 months full time) 12 subject program, comprising of four core subjects, a specialisation in management comprising five subjects and three elective subjects.</td>
</tr>
<tr>
<td>UNSW</td>
<td>Master of Commerce</td>
<td>This is a 72 credit point (18 months full time) 12 subject program consisting of two core courses, three gateway core courses, six specialisation courses and one core capstone.</td>
</tr>
<tr>
<td>MGSM</td>
<td>Master of Management</td>
<td>The program consists of 16 units of study, including 6 electives. An internship equal to 2 units of study will give students an opportunity to build their professional experience and apply their classroom learning by working on real business problems with</td>
</tr>
</tbody>
</table>

Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Full-time and Part-time Students</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
</table>
Consultation

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

Library: view a list of Research Librarians at www.mq.edu.au/on_campus/library/research/research_librarians

Learning and Teaching Centre: view a list of faculty Educational Developers at www.mq.edu.au/about_us/offices_and_units/ltc/ltc_contacts#eddev or contact LTC-APCwebforms@mq.edu.au

Stakeholder Consultation

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

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGSM, Vice-Dean, Prof Charles Areni</td>
<td>1/10/2015</td>
<td>Email - Response from Prof Areni: “All is fine on this end. Would you like to meet up for a coffee to discuss points of similarity and difference with our MMgmt Program?”</td>
</tr>
<tr>
<td>FBE Industry Advisory Board</td>
<td>17 September 2015</td>
<td>17 Sept IAB meeting. The Board supported FBE’s proposal.</td>
</tr>
</tbody>
</table>

Teaching Arrangements: Availability of teaching and support staff

Please address:

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

- This program is broadly within the core capabilities of the Department of Marketing and Management. However resources (and budget) will be required to develop new units in [S2] 2016 for delivery in 2017, as all existing resources are fully committed to the teaching of existing programs.

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

Research Librarian: Phanh Oudomlith Date: 28 September 2015

Summary Impact Information

Resources: The Library collections in the areas of business and management are well developed and are sufficient to support this program.

Services / Staffing: No extra staffing or services required

Learning and Teaching Centre Consultation: Address whether LTC resources and services are available to support the proposed new unit. If new LTC resources, services, staffing or infrastructure are required please detail these.

Educational Developer: Natalie Spence Date: 25 September 2015

Summary Impact Information

Resources: There are no anticipated impacts on resources as the units would use existing infrastructure.

Services / Staffing: There are no anticipated impacts on services or staffing. The LTC offers support in learning design, which can be accessed via projects or ad hoc assistance or training.
International

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

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

<table>
<thead>
<tr>
<th>Full Time Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will international students be able to undertake the award in full time mode?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be able to study the proposed award in internal mode for at least 75% each semester?</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2 commencements</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)</td>
<td>No</td>
</tr>
</tbody>
</table>

Certification

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

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

Name of MI representative: Helen McConachie Date: 28 September 2015

Comments
The program meets the requirements for international students.

Other

Student Liability Category | Fee Paying

Arrangements with Other Providers
Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.

Does the program have arrangements with other providers? No

External Benchmarks
State the names (with links) of any external benchmarks that have been applied in the design of this program. Refer to senate.mq.edu.au/apc/resources.html.

Approvals

- **Name:** Helen Boneham Date: Mon - 7/9/15 Ext: 4813 Email: helen.boneham@mq.edu.au Comment: Submitted on behalf of Dept of Marketing and Management.
- **Name:** Mark Gabbott Date: Mon - 7/9/15 Ext: 8554 Email: mark.gabbott@mq.edu.au Comment: Submitted on behalf of Faculty Board.
- **Name:** Helen Boneham Date: Tue - 13/10/15 Ext: 4813 Email: helen.boneham@mq.edu.au Comment: Submitted on behalf of Program Director.
- **Name:** David Rooney Date: Tue - 13/10/15 Ext: 8553 Email: david.rooney@mq.edu.au Comment: Submitted on behalf of Head of Department.
<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catriona Lavermicocca</td>
<td>8528</td>
<td><a href="mailto:catrina.lavermicocca@mq.edu.au">catrina.lavermicocca@mq.edu.au</a></td>
<td>Tue - 13/10/15</td>
<td>FSQC</td>
</tr>
<tr>
<td>Mark Gabbott</td>
<td>8554</td>
<td><a href="mailto:mark.gabbott@mq.edu.au">mark.gabbott@mq.edu.au</a></td>
<td>Tue - 13/10/15</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

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

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

Name of Award
Master of Management and Leadership

Exit Award Status
Is this award an exit award only (i.e., not available for admission)? No

AQF Level and Qualification Type
Level 9 Masters by Coursework Degree

Volume of Learning / Duration
1 year FTE

Study Mode
Full-time + Part-time

Attendance Mode
Internal

Location
North Ryde

Study Period Offerings
Session 1 North Ryde

Owning Faculty
Faculty of Business and Economics

Owning Department
Department of Marketing and Management

Year of First Offering
2017

Rationale
The Master of Commerce underwent an external review in 2014. In response to some of the recommendations made, it was decided to conduct a full review in 2015 of all the Faculty’s Master programs. The Faculty review concluded that the following issues should be addressed:

- Diversify risk by spreading enrolments more evenly across programs;
- Clarify the positioning and value proposition of Master programs; and
- Maintain or increase postgraduate coursework enrolment numbers.

The context of the review was the downward trend in enrolments in the Faculty’s Master programs, with the exception of the stable enrolments in accounting programs. The review included extensive consultation with all FBE departments and the Faculty leadership. The outcome of the Faculty review was the proposal to offer four new Management awards, including the Master of Management and Leadership.

These proposed new programs have been developed with Macquarie International and Faculty Industry Advisory Committee’s input. They reflect the changing market needs and expectations from Business Masters programs. This includes being designed to appeal to the international market by including an internship preparation unit and also the opportunity to complete an internship as part of the program.

Replacement
Does the proposed award replace an existing award? No

Admission Requirements
Admission Criteria
(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)
Published in Handbook, Coursefinder and UAC

- Australian level 7 bachelor’s qualification or recognised equivalent in a relevant discipline
- Satisfactory performance in a selection interview
- 1 year full-time equivalent relevant professional work experience
### Specification

**Overview and Aims of the Program**

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

The Master of Management and Leadership will provide students with advanced leadership knowledge and skills grounded in the context of management. It aims to attract high quality domestic and international students, which will help to diversify FBE's postgraduate student cohort. It will be positioned as the premier postgraduate program in the Faculty.

The program will be structured around advanced and applied leadership units, and will include an internship opportunity.

**Program Learning Outcomes**

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

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

1. Demonstrate advanced and integrated theoretical knowledge in management and leadership (K);
2. Apply expert technical skills required to exercise informed professional judgement in leadership and management (K);
3. Demonstrate knowledge of research principles and methods applicable to the area of business (or related disciplines) (K);
4. Critically analyse management and leadership theory / practice (T);
5. Conduct independent research in order to formulate and recommend sound solutions to complex leadership and management issues (P);
6. Demonstrate communication skills relevant to an appropriate professional environment (C);
7. Demonstrate an awareness for the need for corporate social responsibility and ethical behaviour (E); and
8. Apply teamwork knowledge and skills for effective collaboration to achieve diverse purposes in a range of contexts (C).

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

---

**Required Supporting Documents**

(e.g. Portfolio or CV)

- Submission of a current CV
- Submission of a statement of motivation

(Full details of the requirements for submission of CV and statement of motivation to follow).

**Threshold Admission Criteria**

(Threshold GPA; Alternative Criteria e.g. 300 level GPA or work experience)

Non-Published data for admissions assessment only

N/A

**English Language Requirements**

English language requirements are expressed as an "IELTS or IELTS equivalent" across five categories. Provide IELTS scores against the listed categories. Refer to [English Language Requirements](http://senate.mq.edu.au/apc/resources.html).

<table>
<thead>
<tr>
<th>Overall</th>
<th>Speaking</th>
<th>Listening</th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Program Structure**

Is the award structured on Specialisations? No

**Requirements**

Upload Program Structure template. Templates are available from [here](http://senate.mq.edu.au/apc/resources.html). Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document requirement file has been uploaded.

To view the requirements download the file FBE PG A ManLea ID236-3.xlsx

**Specific Minimum Requirements for Level 9 Masters degree (Coursework)**

Identify standalone unit, or map and justify distribution across multiple units.

Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document and [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

- Capstone or Professional-practice
- FDBE8XX Integrative Strategy and Leadership delivers on the Capstone requirements for this degree. This unit will incorporate a major independent research project with an assessment weighting of 20% or above.
- Independent Research
  - As reflected in the curriculum map, independent research will be embedded across multiple units, which will include FDBE8XX Integrative Strategy and Leadership with a major independent research component worth 20% or above.
  - Independent research will also be embedded in *FDBE8XX Integrated Business Consulting. Research Methodologies
  - Research methodologies will be incorporated into MKTGB806 Applied Marketing Strategy, FDBE8XX Data Analytics and FDBE8XX Integrated Business Consulting.

**New Unit Requirements**

Will new units be required for the program structure? Yes

If yes, what year will the units be introduced? 2017

**Award Type**

Is this a professional named award (accredited award)? No

**Professional Accreditation**

Provide details of the professional body and timeframe

- N/A

**Articulated/Nested Award Arrangements**

Does this award have Articulated/Nested Award Arrangements? No

**Work Component**

Refer to Section 1 of the CRICOS Application Guide

Does the program have a work-based training component which must be undertaken to gain the qualification? No

**Working with Children Check**

Will students require a working with Children Check? No
twelve PLOs would be a reasonable number.

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

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

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

### Learning and Teaching Methods

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

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

The Master of Management and Leadership (MML) assists students to develop advanced analytical, evaluative and communications skills and to critically apply their knowledge and skills to real world situations. Throughout the MML program, students will participate in a range of traditional and innovative learning activities designed to develop the knowledge, understanding, skills and techniques required for successful participation in employment.

Learning activities are varied and include both formal and informal experiences. Many units in the program are supported by an online environment that provides access to resources such as lecture notes and recordings, readings, quizzes, discussion forums and assessment materials, and that facilitates communication between teaching staff and students.

The learning outcomes associated with individual units in the MML have been aligned with program level learning outcomes and the Macquarie University graduate capabilities. Students are expected to actively engage in their learning and work with their teaching staff and fellow students to achieve these learning outcomes.

Learning styles used in the MML may include:

- Case studies, which provide students with an opportunity to apply their knowledge to real or simulated scenarios in individual or group situations.
- Simulations, modelled on real-life situations and providing learning experiences that promote integration of knowledge, skills and critical thinking.
- Project work, which may be independent or involve group learning. Projects assist students in developing more in-depth knowledge and skills in conducting research, communication, and in planning, organisation and time management.
- Readings taken from textbooks, journals, websites and other sources provide material to further develop concepts and knowledge referred to in individual units in the program.
- Reflective activities, such as journals, assist students in integrating the course content and in developing the ability to transfer knowledge and skills from the learning environment into the workplace.
- Self-study activities, such as questions with worked examples, online quizzes, and textbook questions and answers.
- Online discussion forums, in which students may be required to submit responses to set questions, and/or to participate in a set discussion topic.

Learning in the MML may be facilitated through the following teaching methods:

- Lectures or Seminars: lectures and seminars are presentations designed to communicate a body of knowledge to a group of students and provide insight into key concepts and understanding of the subject matter relating to the unit of study. Lectures and seminars in this program are typically delivered in the traditional face-to-face mode and are generally interactive, with students participating in discussions or other learning activities during the class. They may be recorded using the Echo 360 lecture audio recording system, enabling students to access lecture material on an ‘on demand’ basis.
- Tutorials: tutorial classes, designed for interactive learning with a small group of students, may also be scheduled in a number of units in the program. Tutorials provide students with the chance to ask questions, seek clarification, resolve problems, enhance their communication skills, and develop their ability to work in a collaborative manner with their peers.
- Computer lab workshops or practicals: the environment in which our graduates will work is one requiring high level quantitative skills. These quantitative skills are developed, in part, in computer lab workshop sessions.

The inclusion of the Capstone unit FOB8XXX Integrative Strategy and Leadership in the Master of Management and Leadership provides students with opportunities to integrate and synthesise their knowledge and experiences from across the whole program in preparation for the next stage of their professional careers.

### Assessment

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

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

Assessment in the Master of Management and Leadership (MML) is carefully aligned with the program’s learning outcomes, and is both formative and summative. Formative assessment provides students with feedback on their learning, but is often not graded, or makes a small contribution to the final grade. Summative assessment gives students a judgement on their learning, for grading purposes.

For each unit of study, students will typically complete between 3 and 4 assessment tasks. The unit guide will indicate the relationship between the assessment tasks and program learning outcomes.

The types of assessment tasks employed in the MML are diverse and may include the following:

- Written assessments in traditional academic format ranging from short essays to longer, self-directed research papers, literature reviews and annotated bibliographies.
- Case studies or reports, written documents outlining the results of a detailed analysis of a situation using empirical data and research. Case studies are used to assess critical thinking, analytical and research skills.
- Assignments, in a variety of formats such as the analysis of a data set, or a brief written response to a topic question.
- Online quizzes, designed to assess knowledge, skills or capabilities, and typically consisting of a series of questions requiring brief responses.
- Class participation, including engagement in seminar or tutorial discussions, or online discussions.
- Written class tests, time limited assessments designed to assess a student’s knowledge or skills.
- Individual or group oral presentations which may incorporate presentation technologies or be accompanied by handouts.
- Final examination, an invigilated assessment conducted at the end of session and designed to assess a student's body of knowledge and critical thinking skills.

### Support for Learning

Describe how learners are supported in the program. This might include descriptions of induction, staff expertise or standing, Macquarie University aspires to be an inclusive and supportive community of learners where all students are given the opportunity to meet their academic and personal goals. The University offers a comprehensive range of free and accessible student support services which include academic advice, counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk
RPL

Recognition of Prior Learning (if relevant)

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

Relevant Disciplines

Define cognate areas (relevant discipline) of prior studies:

Prior studies in all disciplines are relevant, as this degree builds on the knowledge and skills obtained in social science, science, law, engineering, commerce, etc by developing a student's ability to 'manage' in those disciplines.

The required unit FOBEBXX Wisdom, Leadership and Business Ethics will be developed as a transition unit to be completed in the first session of study, and will provide and build on foundation 'business' knowledge to ensure students from all disciplines are equipped with the requisite knowledge to succeed in the program.

The University's associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer to the Departmental RPL Plan, which describes the evidential requirements and approval processes for recognising prior learning for entry or credit in this program.

Relevant Area

Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position.

Employability

Graduate Destinations and Employability

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


Define relevant areas of prior work or professional experience:

Professional work experience includes roles requiring technical or specialist expertise or managerial / decision making functions with a broad knowledge or skills in key concepts or principles in management and/or business.

Relevant Areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations.

Experience in Public diplomacy, public relations, public policy, communications policy, communications strategy, media strategy, international relations, media policy, media writing.
RPL for Entry

Enter conditions for entry (standard program length) into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7)</th>
<th>Complete Bachelor degree in any discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation to the Admissions Team</td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
<tr>
<td>Additional requirements/supporting evidence (if applicable):</td>
<td></td>
</tr>
<tr>
<td>Automatic Offer</td>
<td>Eg. GPA &gt;2.5 with no work experience</td>
</tr>
<tr>
<td>Refer to Department</td>
<td>Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience</td>
</tr>
<tr>
<td>Straight Rejection</td>
<td>e. All applicants with either (a) GPA &lt;2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th>Complete Bachelor degree in a relevant discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation to the Admissions Team</td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
<tr>
<td>Additional requirements:</td>
<td></td>
</tr>
<tr>
<td>Automatic Offer</td>
<td>NO DELEGATION</td>
</tr>
<tr>
<td>Refer to Department</td>
<td></td>
</tr>
<tr>
<td>Straight Rejection</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7) + Work Experience</th>
<th>Complete Bachelor degree in any discipline and work experience in a relevant area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation to the Admissions Team</td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
<tr>
<td>Minimum years experience:</td>
<td>(No option selected)</td>
</tr>
<tr>
<td>Automatic Offer</td>
<td></td>
</tr>
<tr>
<td>Refer to Department</td>
<td>NO DELEGATION</td>
</tr>
<tr>
<td>Straight Rejection</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No Formal Learning + Work Experience</th>
<th>No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation to the Admissions Team</td>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team. Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
</tr>
<tr>
<td>Minimum years experience:</td>
<td>(No option selected)</td>
</tr>
<tr>
<td>Automatic Offer</td>
<td>NO DELEGATION</td>
</tr>
</tbody>
</table>
# RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th><strong>Cognate Diploma (AQF5)</strong></th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cognate Diploma (AQF6)</strong></th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cognate Bachelor (AQF7)</strong></th>
<th>Complete Bachelor degree in a relevant discipline</th>
<th>Years to complete degree (reduced full time study load):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(No option selected)</td>
</tr>
</tbody>
</table>

**Specific RPL Applied**

List units of credit/block exempted:

Remaining credit points to complete degree:

**Delegation to the Admissions Team**

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Refer to Department

Straight Rejection

---

**Non-Cognate Bachelor (AQF7) + Work Experience**

Complete Bachelor degree in any discipline and work experience in a relevant area

Minimum years experience:

(No option selected)

Years to complete degree (full time study load):

(No option selected)

**Specific RPL Applied**

List units of credit/block exempted:

Remaining credit points to complete degree:

**Delegation to the Admissions Team**

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Refer to Department

NO DELEGATION

Straight Rejection

---

**Cognate Bachelor (AQF7) + Work Experience**

Complete Bachelor degree in any discipline and work experience in a relevant area

Minimum years experience:

(No option selected)

Years to complete degree (full time study load):
### Justification

**Market Analysis**

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

**Domestic Market**

Business has been relatively consistent in its position as to how well universities are doing in providing them with work-ready business graduates. The general feedback is that we have the disciplinary technical skills well covered in the sense that our students have the knowledge to be competent accountants, financiers, marketers, HR managers and related operational managers and economists but they don’t have the soft skills that allow them to rapidly adapt to agile and highly innovative modern organisations.

Early indications, following extensive discussions with our network of employers, suggest that our graduates have not had opportunities to develop higher level skills to lead people, work collaboratively in teams, rapidly adapt to changing circumstances, come up with innovative and creative solutions to business problems, communicate clearly and effectively, and manage diversity and inclusive practice. Employers are increasingly emphasising the criticality of these ‘soft’ skills which provide a lifetime of value if they are developed early.

The Faculty seeks to respond to employers’ needs concerning the ‘technical vs soft skills balance’ debate by developing a product in the premium degree space. The proposed MML program combines personal leadership development with a traditional professional business degree. Such a degree provides good alignment with the Faculty’s strategic platforms. By developing this program, we seek to establish our credentials for soft business skill development which will become ever more in demand for business graduates.

This proposed degree is consistent with the University’s Academic Plan as it fulfills the strategic aims and objectives to ‘provide an inspiring educational experience’ and the University’s aim to deliver relevant, future focused and high quality programs which prepare students for the future as future MML graduates will obtain a highly marketable knowledge base that will allow them to relate to a
broad range of managers and professionals.

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

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

**Macquarie Advantages**

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

Macquarie’s advantage is that we will provide a highly relevant and desirable product to the market.

Our intention is to focus the development of a Business Leadership product at the premium postgraduate level, primarily because feedback from many employers indicates they desire graduates with good communication, interpersonal and leadership qualities.

Due to the likely positioning of this degree, we will be utilizing a higher IELTS entry requirement, work experience, and interview process for a cohort of 30-35.

The programs will include components such as leadership, project management, managing change, business simulation together with technology. The focus of the program will be on the applied business and leadership concepts.

**Competitive Offerings**

Provide a summary of similar awards offered by Australian and international institutions which could be considered as competition for the proposed award.

<table>
<thead>
<tr>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Sturt University</td>
<td>Master of Business Leadership</td>
<td>2 years full-time or equivalent part-time program.</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>Master of Business Leadership</td>
<td>1 year full-time program.</td>
</tr>
<tr>
<td>ACU</td>
<td>Master of Global Leadership</td>
<td>Available to domestic students only. 1.5 years full-time or equivalent part-time.</td>
</tr>
<tr>
<td>Deakin University</td>
<td>Master of Master of Leadership/Business Administration</td>
<td>The Master of Leadership comprises 12 credit points including 8 credit points of core units and 4 credit points of elective units.</td>
</tr>
</tbody>
</table>

**Estimated Student Demand**

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>30</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Estimated Full-time and Part-time Students</td>
<td>1st Year of offering</td>
<td>2nd Year of offering</td>
<td>3rd Year of offering</td>
</tr>
<tr>
<td>Estimated number of Full-time students</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td>15</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award 5
Number of domestic students expected to enrol in this award 25

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

Please address:

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

This program is broadly within the core capabilities of the Department of Marketing and Management. However resources (and budget) will be required to develop new units in [S2] 2016 for delivery in 2017, as all existing resources are fully committed to the teaching of existing programs.

**Consultation**

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

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGSM, Vice-Dean, Prof Charles Areni</td>
<td>1/10/2015</td>
<td>Email - Response from Prof Areni: “All is fine on this end. Would you like to meet up for a coffee to discuss points of similarity and difference with our MMgmt Program?”</td>
</tr>
<tr>
<td>FBE Industry Advisory Board</td>
<td>17.09.2015</td>
<td>17 Sept IAB meeting. The Board supported FBE’s proposal.</td>
</tr>
</tbody>
</table>

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


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

Please contact the relevant staff members with:
The name and unit code for this unit

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

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

---

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

   **Research Librarian:** Phanh Oudomlith  **Date:** 28 September 2015

   **Summary Impact Information**

   Resources: The Library collections in the areas of business and management are well developed and are sufficient to support this program.

   Services / Staffing: No extra staffing or services required

2. Learning and Teaching Centre Consultation: Address whether LTC resources and services are available to support the proposed new unit. If new LTC resources, services, staffing or infrastructure are required please detail these.

   **Educational Developer:** Natalie Spence  **Date:** 25 September 2015

   **Summary Impact Information**

   Resources: There are no anticipated impacts on resources as the units would use existing infrastructure.

   Services / Staffing: There are no anticipated impacts on services or staffing. The LTC offers support in learning design, which can be accessed via projects or ad hoc assistance or training.

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**International**

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

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

<table>
<thead>
<tr>
<th><strong>Full Time Mode</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will international students be able to undertake the award in full time mode?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internal Mode</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be able to study the proposed award in internal mode for at least 75% each semester?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Session 2 commencements</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)</td>
<td>No</td>
</tr>
</tbody>
</table>

---

**Certification**

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

---

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

**Name of MI representative:** Helen McConachie  **Date:** 28 September 2015

**Comments**

The program meets the requirements for international students.

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**Other**

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<table>
<thead>
<tr>
<th>Student Liability Category</th>
<th>Fee Paying</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Arrangements with Other Providers</strong></th>
<th>Does the program have arrangements with other providers? No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>External Benchmarks</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State the names (with links) of any external benchmarks that have been applied in the design of this program. Refer to senate.mq.edu.au/apc/resources.html.</td>
<td></td>
</tr>
</tbody>
</table>

## Approvals

<table>
<thead>
<tr>
<th>Name: Helen Boneham</th>
<th>Ext: 4813</th>
<th>Email: <a href="mailto:helen.boneham@mq.edu.au">helen.boneham@mq.edu.au</a></th>
<th>Date: Mon - 7/9/15</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment: Submitted on behalf of Dept of Marketing and Management.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Name: Mark Gabbott</th>
<th>Ext: 8554</th>
<th>Email: <a href="mailto:mark.gabbott@mq.edu.au">mark.gabbott@mq.edu.au</a></th>
<th>Date: Mon - 7/9/15</th>
<th>Faculty Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
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<th>Ext: 4813</th>
<th>Email: <a href="mailto:helen.boneham@mq.edu.au">helen.boneham@mq.edu.au</a></th>
<th>Date: Tue - 13/10/15</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment: Submitted on behalf of Program Director.</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: David Rooney</th>
<th>Ext: 8553</th>
<th>Email: <a href="mailto:david.rooney@mq.edu.au">david.rooney@mq.edu.au</a></th>
<th>Date: Tue - 13/10/15</th>
<th>Head of Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Catriona Lavermicocca</th>
<th>Ext: 8528</th>
<th>Email: <a href="mailto:catriona.lavermicocca@mq.edu.au">catriona.lavermicocca@mq.edu.au</a></th>
<th>Date: Tue - 13/10/15</th>
<th>FSQC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td></td>
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If you experience problems with this site, please email curriculum@mq.edu.au
General
The Education Services for Overseas Students (ESOS) Act 2000, and The National Code of Practice govern the delivery of courses to International students. All programs of study offered to International students studying in Australia on a student visa must have a CRICOS code and comply with these provisions. This includes the requirement that holders of an international student visa maintain full-time enrolment. Therefore, consultation with Macquarie International will be required prior to submission.

Name of Award
Master of Management and Leadership Extension

Exit Award Status
Is this award an exit award only (i.e. not available for admission)? No

AQF Level and Qualification Type
Level 9 Masters by Coursework Degree

Volume of Learning / Duration
1.5 years FTE

Study Mode
Full-time + Part-time

Attendance Mode
Internal

Location
North Ryde

Study Period Offerings
Session 1 North Ryde

Owning Faculty
Faculty of Business and Economics

Owning Department
Department of Marketing and Management

Year of First Offering
2017

Rationale
The Master of Commerce underwent an external review in 2014. In response to some of the recommendations made, it was decided to conduct a full review in 2015 of all the Faculty's Master programs. The Faculty review concluded that the following issues should be addressed:

- Diversify risk by spreading enrolments more evenly across programs;
- Clarify the positioning and value proposition of Master programs; and
- Maintain or increase postgraduate coursework enrolment numbers.

The context of the review was the downward trend in enrolments in the Faculty’s Master programs, with the exception of the stable enrolments in accounting programs. The review included extensive consultation with all FBE departments and the Faculty leadership. The outcome of the Faculty review was the proposal to offer four new Management awards, including the Master of Management and Leadership Extension.

These proposed new programs have been developed with Macquarie International and Faculty Industry Advisory Committee’s input. They reflect the changing market needs and expectations from Business Masters programs. This includes being designed to appeal to the international market by including an internship preparation unit and the opportunity to complete an internship as part of the program.

Replacement
Does the proposed award replace an existing award? No

Admission Requirements
Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines

Admission Criteria
Published in Handbook, Coursefinder and UAC

- Australian level 7 bachelor's qualification or recognised equivalent in relevant discipline
- Satisfactory performance in a selection interview
• 1 year full-time equivalent relevant professional work experience

Required Supporting Documents
(e.g. Portfolio or CV)
Published in Handbook, Coursefinder and UAC
• Submission of a current CV
• Submission of a statement of motivation

(Full details of the requirements for submission of CV and statement of motivation to follow).

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

English Language Requirements
English language requirements are expressed as an “IELTS or IELTS equivalent” across five categories. Provide IELTS scores against the listed categories. Refer to English Language Requirements

Overall: 7
Speaking: 6
Listening: 6
Writing: 6

Program Structure
Is the award structured on Specialisations? No

Requirements
Upload Program Structure template. Templates are available from here. Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document

Requirements file has been uploaded.
To view the requirements download the file FBE PG A ManLeafExt ID237-3.xlsx

Specific Minimum Requirements for Level 9 Masters degree (Coursework)
Capstone or Professional-practice
FOBE8XX Integrative Strategy and Leadership delivers on the capstone requirements for this degree.
This unit will incorporate a major independent research project with an assessment weighting of 20% or above.

Independent Research
As reflected in the curriculum map, independent research will be embedded across multiple units, which will include FOBE8XX Integrative Strategy and Leadership with a major independent research component worth 20% or above.
Independent research will also be embedded / distributed across *FOBE8XX Integrated Business Consulting.
Research Methodologies
Research methodologies will be incorporated into MKTG806 Applied Marketing Strategy, FOBE8XX Data Analytics and FOBE8XX Integrated Business Consulting.

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

Award Type
Is this a professional named award (accredited award)? No

Professional Accreditation
Provide details of the professional body and timeframe
N/A

Articulated/Nested Award Arrangements
Does this award have Articulated/Nested Award Arrangements? No

Work Component
Refer to Section 1 of the CRICOS Application Guide
Does the program have a work-based training component which must be undertaken to gain the qualification? No

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

Overview and Aims of the Program
The Master of Management and Leadership will provide students with advanced leadership knowledge and skills grounded in the context of management. It aims to attract high quality domestic and international students, which will help to diversify FBE’s postgraduate student cohort. It will be positioned as the premier postgraduate program in the Faculty.
The program is structured around advanced and applied leadership units, and includes an internship opportunity. Students also have a wide range of elective units from which to choose, to deepen or widen their knowledge in specific areas.

Program Learning Outcomes
1. Demonstrate advanced and integrated theoretical knowledge in management and leadership (K);
2. Apply expert technical skills required to exercise informed professional judgement in leadership and management (K);
3. Demonstrate knowledge of research principles and methods applicable to the area of business (or related disciplines) (K);
4. Critically analyse management and leadership theory / practice (T);
5. Conduct independent research in order to formulate and recommend sound solutions to complex leadership and management issues (P);
6. Demonstrate communication skills relevant to an appropriate professional environment (C);
7. Demonstrate an awareness for the need for corporate social responsibility and ethical behaviour (E); and
8. Apply teamwork knowledge and skills for effective collaboration to achieve diverse purposes in a range of contexts (C).
The number of PLOs that a program should have is not specified. As a guide, between eight and twelve PLOs would be a reasonable number.

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

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

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

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

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

The Master of Management and Leadership Extension (MMLExtension) assists students to develop advanced analytical, evaluative and communications skills and to critically apply their knowledge and skills to real world situations. Throughout the MMLExtension program, students will participate in a range of traditional and innovative learning activities designed to develop the knowledge, understanding, skills and techniques required for successful participation in employment.

Learning activities are varied and include both formal and informal experiences. Many units in the program are supported by an online environment that provides access to resources such as lecture notes and recordings, readings, quizzes, discussion forums and assessment materials, and that facilitates communication between teaching staff and students.

The learning outcomes associated with individual units in the MMLExtension have been aligned with program level learning outcomes and the Macquarie University graduate capabilities. Students are expected to actively engage in their learning and work with their teaching staff and fellow students to achieve these learning outcomes.

Learning styles used in the MMLExtension may include:
- Case studies, which provide students with an opportunity to apply their knowledge to real or simulated scenarios in individual or group situations.
- Simulations, modelled on real-life situations and providing learning experiences that promote integration of knowledge, skills and critical thinking.
- Project work, which may be independent or involve group learning. Projects assist students in developing more in-depth knowledge and skills in conducting research, communication, and in planning, organisation and time management.
- Readings taken from textbooks, journals, websites and other sources provide material to further develop concepts and knowledge referred to in individual units.
- Reflective activities, such as journals, assist students in integrating the course content and in developing the ability to transfer knowledge and skills from the learning environment into the workplace.
- Self-study activities, such as questions with worked examples, online quizzes, and textbook questions and answers.
- Online discussion forums, in which students may be required to submit responses to set questions, and/or to participate in a set discussion topic.

Learning in the MMLExtension may be facilitated through the following teaching methods:
- Lectures or Seminars: lectures and seminars are presentations designed to communicate a body of knowledge to a group of students and provide insight into key concepts and understanding of the subject matter relating to the unit of study. Lectures and seminars in this program are typically delivered in the traditional face-to-face mode and are generally interactive, with students participating in discussions or other learning activities during the class. They may be recorded using the Echo 360 lecture audio recording system, enabling students to access lecture material on an “on demand” basis.
- Tutorials: tutorial classes, designed for interactive learning with a small group of students, may also be scheduled in a number of units in the program. Tutorials provide students with the chance to ask questions, seek clarification, resolve problems, enhance their communication skills, and develop their ability to work in a collaborative manner with their peers.
- Computer lab workshops or practicals: the environment in which our graduates will work is one requiring high level quantitative skills. These quantitative skills are developed, in part, in computer lab workshop sessions.

The inclusion of the Capstone unit FOBEBXX Integrative Strategy and Leadership in the Master of Management and Leadership Extension provides students with opportunities to integrate and synthesise their knowledge and experiences from across the whole program in preparation for the next stage of their professional careers.

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

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

Assessment in the Master of Management and Leadership Extension (MMLExtension) is carefully aligned with the program’s learning outcomes, and is both formative and summative. Formative assessment provides students with feedback on their learning, but is often not graded, or makes a small contribution to the final grade. Summative assessment gives students a judgement on their learning, for grading purposes.

For each unit of study, students will typically complete between 3 and 4 assessment tasks. The unit guide will indicate the relationship between the assessment tasks and program learning outcomes.

The types of assessment tasks employed in the MMLExtension are diverse and may include the following:
- Written assessments in traditional academic format ranging from short essays to longer, self-directed research papers, literature reviews and annotated bibliographies.
- Case studies or reports, written documents outlining the results of a detailed analysis of a situation using empirical data and research. Case studies are used to assess critical thinking, analytical and research skills.
- Assignments, in a variety of formats such as the analysis of a data set, or a brief written response to a topic question.
- Online quizzes, designed to assess knowledge, skills or capabilities, and typically consisting of a series of questions requiring brief responses.
- Class participation, including engagement in seminar or tutorial discussions, or online discussions.
- Written class tests, time limited assessments designed to assess a student’s knowledge or skills.
- Individual or group oral presentations which may incorporate presentation technologies or be accompanied by handouts.
- Final examination, an invigilated assessment conducted at the end of session and designed to assess a student’s body of knowledge and critical thinking skills.

Support for Learning
Describe how learners are supported in the

Macquarie University aspires to be an inclusive and supportive community of learners where all students are given the opportunity to meet their academic and personal goals. The University offers a comprehensive range of free and accessible student support services which include academic advice,
Program Standards and Quality
Describe the principal mechanisms by which the standards and quality of provision are maintained, assured and enhanced.

Graduate Destinations and Employability
Describe the career opportunities for graduates of this program. Describe how students are prepared for the world of work, training and/or further study.

Assessment Regulations
Identify any approved dispensation from the assessment regulations that applicants are likely to need to know about or any special features of the regulations, such as accrediting body requirements.

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

RPL

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

Relevant Disciplines
Relevant Disciplines indicate that a formal learning experience is completed in a related area of study, also listed as 'cognate'.

Relevant Area
Relevant Areas indicate informal learning experiences, such as work or professional experience, which is completed in a related industry or position.
# RPL for Entry

Enter conditions for entry (standard program length) into the program of study based on the prior learning.

## Non-Cognate Bachelor (AQF7)
Complete Bachelor degree in any discipline

<table>
<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th>Additional requirements/supporting evidence (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please specify GPA requirements</td>
<td>Automatic Offer</td>
</tr>
<tr>
<td>for delegation to and assessment</td>
<td>Eg. GPA &gt;2.5 with no experience</td>
</tr>
<tr>
<td>by the Admissions Team.</td>
<td>Refer to Department</td>
</tr>
<tr>
<td>Alternatively, should you wish</td>
<td>Eg. GPA 2.0-2.5 or if applicant has work experience or with</td>
</tr>
<tr>
<td>to make all entry decisions or</td>
<td>no formal qualifications, but 8+ years of relevant work,</td>
</tr>
<tr>
<td>feel the program is complex/too</td>
<td>internship, or volunteer experience</td>
</tr>
<tr>
<td>difficult for delegation please</td>
<td>Straight Rejection</td>
</tr>
<tr>
<td>specify &quot;NO DELEGATION&quot;</td>
<td>e. All applicants with either (a) GPA &lt;2 with less than 5</td>
</tr>
<tr>
<td></td>
<td>years of relevant work experience or no relevant work</td>
</tr>
<tr>
<td></td>
<td>experience; or (b) no formal qualifications and less than</td>
</tr>
<tr>
<td></td>
<td>8 years relevant work experience.</td>
</tr>
</tbody>
</table>

## Automatic Offer

- NO DELEGATION
- Refer to Department
- Straight Rejection

## Non-Cognate Bachelor (AQF7) + Work Experience
Complete Bachelor degree in any discipline and work experience in a relevant area

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<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th>Minimum years experience:</th>
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<tbody>
<tr>
<td>Please specify GPA requirements</td>
<td>(No option selected)</td>
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<tr>
<td>for delegation to and assessment</td>
<td>Automatic Offer</td>
</tr>
<tr>
<td>by the Admissions Team.</td>
<td>NO DELEGATION</td>
</tr>
<tr>
<td>Alternatively, should you wish</td>
<td>Refer to Department</td>
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<td>to make all entry decisions or</td>
<td>Straight Rejection</td>
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<td>feel the program is complex/too</td>
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<tr>
<td>difficult for delegation please</td>
<td></td>
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<tr>
<td>specify &quot;NO DELEGATION&quot;</td>
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</tbody>
</table>

## No Formal Learning + Work Experience
No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area

<table>
<thead>
<tr>
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<tbody>
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<td></td>
</tr>
<tr>
<td>specify &quot;NO DELEGATION&quot;</td>
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</tbody>
</table>
RPL for Credit Recognition

Enter conditions for reduced duration upon entry into the program of study based on the prior learning.

<table>
<thead>
<tr>
<th>Cognate Diploma (AQF5)</th>
<th>Not applicable</th>
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</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Cognate Diploma (AQF6)</th>
<th>Not applicable</th>
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</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th>Years to complete degree (reduced full time study load):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in a relevant discipline</td>
<td>(No option selected)</td>
</tr>
</tbody>
</table>

Specific RPL Applied

Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer

NO DELEGATION

Refer to Department

Straight Rejection

Non-Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

Minimum years experience:

(No option selected)

Years to complete degree (full time study load):

(No option selected)

Specific RPL Applied

List units of credit/block exempted:

Remaining credit points to complete degree:

Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer

NO DELEGATION

Refer to Department

Straight Rejection

Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

Minimum years experience:

(No option selected)

Years to complete degree (full time study load):

(No option selected)

Specific RPL Applied

List units of credit/block exempted:

Remaining credit points to complete degree:

Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.

Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

Automatic Offer

NO DELEGATION

Refer to Department

Straight Rejection

| NO DELEGATION

| Refer to Department

| Straight Rejection
### Minimum years experience
(No option selected)

### Years to complete degree (full time study load)
(No option selected)

### List units of credit/block exempted:

### Remaining credit points to complete degree:

### Automatic Offer

### Delegation to the Admissions Team

Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

### Refer to Department

### Straight Rejection

### (Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)

(Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

### Years to complete degree (reduced full time study load):
(No option selected)

### Specific RPL Applied
List units of credit/block exempted:

### Remaining credit points to complete degree:

### Automatic Offer

### Refer to Department

### Straight Rejection

### Other

Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Chartered Professional Accountants towards the Master of Accounting (Professional)

### Describe alternative entry requirements:

### Years to complete degree (reduced full time study load):
(No option selected)

### List units of credit/block exempted:

### Remaining credit points to complete degree:

### Automatic Offer
NO DELEGATION

### Refer to Department

### Straight Rejection
Justification

Market Analysis

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

For awards which will be offered to the International market, explain why this award will be attractive to International students. For assistance please contact Nicola Bate, Associate Director, Business Development, Macquarie International (ext 1190).

Domestic Market

Business has been relatively consistent in its position on how well universities are doing in providing them with work ready business graduates. The general feedback is that we have the disciplinary technical skills well covered in the sense that our students have the knowledge to be competent accountants, financiers, marketers, HR managers and related operational managers and economists but they don’t have the soft skills that allow them to rapidly adapt to agile and highly innovative modern organisations.

Early indications, following extensive discussions with our network of employers, suggest that our graduates have not had opportunities to develop higher level skills to lead people, work collaboratively in teams, rapidly adapt to changing circumstances, come up with innovative and creative solutions to business problems, communicate clearly and effectively, and manage diversity and inclusive practice. Employers are increasingly emphasising the criticality of these ‘soft’ skills which provide a lifetime of value if they are developed early.

The Faculty seeks to respond to employers’ needs concerning the ‘technical vs soft skills balance’ debate by developing a product in the premium degree space. The proposed MML program combines personal leadership development with a traditional professional business degree. Such a degree provides good alignment with the Faculty’s strategic platforms. By developing this program, we seek to establish our credentials for soft business skill development which will become ever more in demand for business graduates.

This proposed degree is consistent with the University’s Academic Plan as it fulfils the strategic aims and objectives to ‘provide an inspiring educational experience’ and the University’s aim to deliver relevant, future focused and high quality programs which prepare students for the future as future business leaders. Macquarie’s advantage is that we will provide a highly relevant and desirable product to the market.

Our intention is to focus the development of a Business Leadership product at the premium postgraduate level, primarily because feedback from many employers indicates they desire graduates with good communication, interpersonal and leadership qualities.

Due to the likely positioning of this degree, we will be utilizing a higher IELTS entry requirement, work experience, and interview process for a cohort of 30-35.

The programs will include components such as leadership, project management, managing change, work experience, and interview process for a cohort of 30-35.

The proposed MML program combines personal leadership development with a traditional professional business degree. Such a degree provides good alignment with the Faculty’s strategic platforms. By developing this program, we seek to establish our credentials for soft business skill development which will become ever more in demand for business graduates.

Macquarie Advantages

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

Macquarie’s advantage is that we will provide a highly relevant and desirable product to the market.

Our intention is to focus development of Business Leadership product at the premium postgraduate level, primarily because feedback from many employers indicates they desire graduates with good communication, interpersonal and leadership qualities.

Due to the likely positioning of this degree, we are utilizing a higher IELTS entry requirement, work experience, and interview process for a cohort of 30-35.

The programs will include components such as leadership, project management, managing change, work experience, and interview process for a cohort of 30-35.

Competitive Offerings

Provide a summary of similar awards offered by Australian and International institutions which could be considered as competition for the proposed award.

<table>
<thead>
<tr>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Sturt University</td>
<td>Master of Business Leadership</td>
<td>2 years full time or equivalent part time program.</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>Master of Business Leadership</td>
<td>1 year full-time program.</td>
</tr>
<tr>
<td>ACU</td>
<td>Master of Global Leadership</td>
<td>Available to domestic students only. 1.5 years full-time or equivalent part-time.</td>
</tr>
<tr>
<td>Deakin University</td>
<td>Master of Master of Leadership/Business Administration</td>
<td>The Master of Leadership comprises 12 credit points including 8 credit points of core units and 4 credit points of elective units.</td>
</tr>
</tbody>
</table>

Estimated Student Demand

Estimated number of domestic and international students expected to enrol in this award.

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated full-time and part-time students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>estimated number of full-time students</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>estimated number of part-time students</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Number of international students expected to enrol in this award</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of domestic students expected to enrol in this award</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consultation

Stakeholder Consultation

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

Consultees: Date of consultation: Method of consultation and outcomes

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGSM, Vice-Dean, Prof Charles Areni</td>
<td>1/10/2015</td>
<td>Email - Response from Prof Areni: “All is fine on this end. Would you like to meet up for a coffee to discuss points of similarity and difference with our MMgmt Program?”</td>
<td></td>
</tr>
<tr>
<td>FBE Industry Advisory Board</td>
<td>17 September 2015</td>
<td>17 Sept IAB meeting, The Board supported FBE’s proposal.</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Arrangements: Availability of teaching and support staff

This program is broadly within the core capabilities of the Department of Marketing and Management. However resources (and budget) will be required to develop new units in [S2] 2016 for delivery in
The below sections need to be filled in by Library and LTC staff respectively prior to submission to your Head of Department. Relevant staff members can be found as follows:


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

Please contact the relevant staff members with:

1. The name and unit code for this unit
2. The link to this webform ([http://senate.mq.edu.au/apc/webforms_prog/](http://senate.mq.edu.au/apc/webforms_prog/))

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

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

---

### International

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

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

<table>
<thead>
<tr>
<th>Full Time Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will international students be able to undertake the award in full time mode?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be able to study the proposed award in internal mode for at least 75% each semester?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2 commencements</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)</td>
<td></td>
</tr>
</tbody>
</table>
Certification
The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

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

Name of MI representative: Helen McConachie  Date: 28 September 2015

Comments
The program meets the requirements for international students.

Other

<table>
<thead>
<tr>
<th>Student Liability Category</th>
<th>Fee Paying</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Arrangements with Other Providers</th>
<th>Does the program have arrangements with other providers? No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>External Benchmarks</th>
<th>State the names (with links) of any external benchmarks that have been applied in the design of this program. Refer to senate.mq.edu.au/apc/resources.html.</th>
</tr>
</thead>
</table>

Approvals

<table>
<thead>
<tr>
<th>Name: Helen Boneham</th>
<th>Ext: 4813</th>
<th>Email: <a href="mailto:helen.boneham@mq.edu.au">helen.boneham@mq.edu.au</a></th>
<th>Date: Mon - 7/9/15</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td>Submitted on behalf of Dept of Marketing and Management.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Mark Gabbott</th>
<th>Ext: 8554</th>
<th>Email: <a href="mailto:mark.gabbott@mq.edu.au">mark.gabbott@mq.edu.au</a></th>
<th>Date: Mon - 7/9/15</th>
<th>Faculty Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Helen Boneham</th>
<th>Ext: 4813</th>
<th>Email: <a href="mailto:helen.boneham@mq.edu.au">helen.boneham@mq.edu.au</a></th>
<th>Date: Tue - 13/10/15</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td>Submitted on behalf of Program Director.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: David Rooney</th>
<th>Ext: 8553</th>
<th>Email: <a href="mailto:david.rooney@mq.edu.au">david.rooney@mq.edu.au</a></th>
<th>Date: Tue - 13/10/15</th>
<th>Head of Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Catriona Lavermicocca</th>
<th>Ext: 8528</th>
<th>Email: <a href="mailto:catriona.lavermicocca@mq.edu.au">catriona.lavermicocca@mq.edu.au</a></th>
<th>Date: Tue - 13/10/15</th>
<th>FSQC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Mark Gabbott</th>
<th>Ext: 8554</th>
<th>Email: <a href="mailto:mark.gabbott@mq.edu.au">mark.gabbott@mq.edu.au</a></th>
<th>Date: Tue - 13/10/15</th>
<th>Faculty Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you experience problems with this site, please email curriculum@mq.edu.au
ITEM 11.2 AMENDMENT TO THE RPL SCHEDULE OF MINIMUM REQUIREMENTS (ASQC)

This item was considered and recommended for approval by Academic Senate at the Academic Standards and Quality Committee meeting held 20 October 2015 (Refer to Item 12.1).

For approval.

Recommended Resolution:
Academic Senate resolve to approve the addition of Schedule C Sub-Undergraduate Award Programs to the RPL Schedule of Minimum Requirements.
ITEM 8.3  AMENDMENT OF THE SCHEDULE OF MINIMUM REQUIREMENTS

Background
The Schedule of Minimum Requirements at Macquarie University was approved prior to the finalisation of the programs to be offered by Macquarie University at the Foundation and Diploma Level through the Macquarie University International College.

Discussion
Under the RPL Policy Schedule A of the Minimum Requirements at Macquarie University covers Undergraduate Awards and Schedule B covers Postgraduate awards. In line with the intent of the current schedule it is proposed to add to the Schedule of Minimum Requirements at Macquarie University, the following:

Schedule C Sub-Degree Award Programs

<table>
<thead>
<tr>
<th>Macquarie University</th>
<th>Minimum requirement</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Foundation Program</td>
<td>The full program must be completed at Macquarie University</td>
<td></td>
</tr>
<tr>
<td>Standard Foundation Programs</td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the total credit point load of the Award at Macquarie University</td>
<td>-</td>
</tr>
<tr>
<td>Diploma Programs</td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the total credit point load of the Award at Macquarie University</td>
<td>-</td>
</tr>
</tbody>
</table>

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

- MUIC

Recommendation
That ASQC recommend to Senate for approval the addition of Schedule C Sub-Undergraduate Award Programs to the Schedule of Minimum Requirements at Macquarie University.

Operational Impact
Incorporated into business as usual RPL operations.

Submitted by:  Dr Brad Windon, Manager, Student Lifecycle
Kate Roth, Associate Director Academic Programs, Macquarie International

For enquiries contact:  Dr Brad Windon, Manager, Student Lifecycle, phone 9850 6404
ITEM 11.3 EXIT GPAS FOR MUIC DIPLOMA PROGRAMS (ASQC)

This item was considered and recommended for approval by Academic Senate at the Academic Standards and Quality Committee meeting held 20 October 2015 (Refer to Item 12.1).

For approval.

Recommended Resolutions:
Academic Senate resolve to approve that GPA exit requirements be removed for MUIC Diploma students who have passed eight Diploma units and who are articulating to the 2nd year of an undergraduate degree, with the following exceptions:
  i. Actuarial Studies (5.75/7);
  ii. Applied Finance (5.0/7); or
  iii. BA-Media (5.0/7).
ITEM 8.4   EXIT GPAS FOR MUIC DIPLOMA PROGRAMS

Issue
When MUIC's four Diplomas were created, exit GPA requirements were stipulated across the programs as a measure of quality assurance and academic ability, with the majority of programs requiring a GPA of 3.5 out of 7.

After further discussion within MUIC's Curriculum Working Group and Academic Subcommittee, a conclusion has been reached that these exit requirements are not required for the following reasons:

- Having MUIC Diploma students meet exit GPA requirements would be inequitable compared to first year, as mainstream students doing the same units do not have GPA exit requirements to progress into 2nd year.
- The focus on quality assurance and academic ability will be measured within MUIC's Diploma programs at the beginning, middle and end of each unit of the programs through the college's own academic progression, intervention and support strategies for its students.
- MUIC will consult and work very closely with the Faculties on the quality of its delivery and the performance of its students to ensure MUIC's students have the fitness to progress to 2nd year.

Note: MUIC is not requesting the GPA requirements set for articulation into Actuarial Studies (5.75/7), Applied Finance (5.0/7) or the BA-Media (5.0/7) be lowered from where they are currently set.

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

- Prof. John Simons, DVC Academic
- Prof. Sherman Young, PVC Learning and Teaching
- MUIC Curriculum Working Group
- MUIC Subcommittee of the ASQC

Recommendation
It is recommended to ASQC, with the exceptions as noted above, that GPA exit requirements for MUIC Diploma students be removed so MUIC students who have passed eight Diploma units can progress to 2nd year of an undergraduate degree.

Submitted by: Jake Garman, College Director, jake.garman@mq.edu.au, ext. 6030

For enquiries contact: Jake Garman, College Director, jake.garman@mq.edu.au, ext. 6030
ITEM 11.4  UPDATED PRINCIPLES OF SHARED TEACHING (ASQC)

At its meeting of 6 October 2015, Academic Senate approved the Principles of Shared Teaching (as amended at the 22 September 2015 ASQC meeting) with effect from 1 January 2017. At its 20 October 2015 meeting, the Academic Standards and Quality Committee noted that the paper should include a specific exemption for practical fieldwork and PACE activities from timetabled teaching as discussed at the 22 September 2015 ASQC meeting.

For approval.

Recommended Resolutions:
Academic Senate resolve to approve the revised Principles of Shared Teaching with effect from 1 January 2017.
ITEM 11.4 PRINCIPLES FOR COMBINING THE TEACHING OF DIFFERENT UNITS (SHARED TEACHING)

Issue and Discussion

Different cohorts of students may share teaching with that of another unit in limited circumstances with the approval of ASQC on behalf of Academic Senate. The following over-arching principles should be observed:

1) Students are not to be disadvantaged in their capacity to engage with or achieve the learning outcomes of the unit.
2) The quality of the student experience must be preserved while the two cohorts engage in common activities, and/or where there is shared content.
3) Where there is shared activity across cohorts at different unit levels there must be clearly differentiated Learning Outcomes and assessment regimes.

There are 3 categories of shared teaching that can be considered. These categories refer to regular timetabled teaching, and do not apply to practical experiences undertaken in the field (i.e. off-campus), nor preclude the arrangement of one-off guest lectures or other ad-hoc arrangements. These categories also do not preclude access to shared online resources. Two units should not be shared across the categories.

If exemptions to the categories for shared teaching are required an academic rationale for the exemption must be submitted to ASQC for approval. In order to approve an exemption ASQC must be satisfied that the rationale demonstrates that the over-arching principles of shared teaching are being met.

The definitions are as follows:

1) Co-Badging
   Definition: refers to an arrangement through which a single unit is assigned different unit codes and names.
   Principles:
   a) Co-Badged units will only be approved if taught at the same level and have the same assessments and learning outcomes.
   b) Co-Badging is an exceptional arrangement where, for example, funding at the unit level would otherwise be problematic, or students might not consider units with a different subject code.

2) Co-Teaching:
   Definition: refers to an arrangement through which students from different units share equivalences of some or all of the learning activities. This can occur in live (lectures, tutorials and seminars for timetabling purposes) or online (including discussion forums, wikis and other activities in
iLearn or other LMS/Web-based platform) settings. Co-Taught units must have differentiated learning outcomes and assessment regimes.

**Principles:**

a) Co-Teaching will only be approved if the expected level of preparation for entry to the unit (in order to achieve the learning outcomes) is sufficiently consistent for all students.

b) 100 Level Units will only be approved to be co-taught with other 100 Level Units. This is because of the specific nature of these units in inducting students to study skills at university level which is distinct to that cohort.

c) UG and PG units will not generally be approved to be co-taught together. This is because the differentiation between the learning outcomes, the assessment regimes, as well as the preparation for entry to the units for the respective cohorts should be too pronounced not to impact the quality of the student experience.

3) **Co-Locating:  
Definition:** refers to an arrangement through which students from different units share a teaching location but undertake distinctly different teaching activities.

**Principles:**

a) Co-Locating will only be approved if the group activities are sufficiently distinct to meet the needs of all groups of students, and no group will be disadvantaged.

b) Co-Locating will only be approved if the teaching activity concerns individual and/or small group activity such as lab work or some tutorials. Lectures and other large group activities cannot be Co-Located because it is not possible to deliver a different experience/activity to large groups in the same setting.

c) UG and PG units can be co-located together and may offer very positive student experiences in small group settings.

**Table of Examples:**

<table>
<thead>
<tr>
<th>Over-Arching Principle</th>
<th>Co-Badging</th>
<th>Co-Teaching</th>
<th>Co-Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Learning Outcomes</td>
<td>Outcomes must be the same</td>
<td>Outcomes must be differentiated</td>
<td>Outcomes must be distinct and separate</td>
</tr>
<tr>
<td>Differentiated Teaching/ Assessment Activity</td>
<td>Activity must be the same</td>
<td>Activity must be differentiated</td>
<td>Activity must be distinct between cohorts</td>
</tr>
<tr>
<td>Combinations that preserve Student Experience</td>
<td>Units must be at same level</td>
<td>Not Level 100 with other cohorts Not UG with PG</td>
<td>Available for individual/ small group activity only</td>
</tr>
</tbody>
</table>

---

1 For the purposes of this paper 700 level units will be treated as Postgraduate units.
ITEM 11.5 DISABILITY SUPPORT POLICY AND PROCEDURES (SLTC)

The Student Disability Support Procedure; Schedule 1: Disability Service Practitioner; Schedule 2: Health Practitioner’s Report; Guideline: Developing Individual Educational Access Plans; and the Decision Flowchart were considered and recommended for approval by Academic Senate at the Senate Learning and Teaching Committee meeting held 12 October 2015 (Refer to Item 12.2).

On 25 August 2015, Academic Senate approved the Disability Support Policy (Resolution number 15/77). Subsequent to that meeting, a minor amendment has been requested to Section 5 point 4 of the Policy. It is proposed to change the wording from:

provide a university experience to be treated with dignity and respect which provides equal opportunity for all students with disability to access, participate and enjoy the benefits of education and to participate fully in university life;

to:

provide a university experience that treats students with dignity and respect, providing equal opportunity for all students with disability to access, participate and enjoy the benefits of education and to participate fully in university life;

For approval.

Recommended Resolutions:
Academic Senate resolves to approve the amendments to the Student Disability Support Policy

Academic Senate resolves to approve the; Student Disability Support Procedure; Schedule 1: Disability Service Practitioner; Schedule 2: Health Practitioner’s Report; Guideline: Developing Individual Educational Access Plans; and the Decision Flowchart.
STUDENT DISABILITY SUPPORT POLICY

1 PURPOSE

This policy supports Macquarie University’s provision of a virtual or physical, social and learning environment that complements and enhances the University experience for students with a disability on the same basis as other students, in an environment free from harassment and discrimination.

2 BACKGROUND


This policy outlines the rights and responsibilities of Macquarie University staff and students in relation to:

a) Students with disability;
b) Students who have an associate with disability;
c) The University's application of the principle of reasonable adjustment to ensure fair and inclusive treatment for students with disability.

3 SCOPE

This Policy applies to all staff and students of the University

4 DEFINITIONS

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

Adjustment
A measure or action (or a group of measures or actions) taken by the University that has the effect of assisting a student with disability on the same basis as a student without disability, and includes an aid, a facility, or a service that the student requires because of their disability. An adjustment can be administrative, environmental or procedural alterations in the learning situation which removes barriers for a student with disability so they can perform the inherent requirements of the course of study.

Assessment
Illustrative task or performance opportunity that closely targets defined learning outcomes, allowing students to demonstrate their knowledge and ability to meet the learning requirements of a course. This includes both the content and design of assessment tasks.
Associate
A student who provides support to a person with disability who may or may not be a student at the University. An associate may include but is not limited to:

a) a spouse of the person; or,
b) another person who is living with the person on a genuine domestic basis; or,
c) a relative of the person; or,
d) a carer of the person, or,
e) other groups listed within the Disability Discrimination Act 1992 (Commonwealth).

Disability
Disability is very broadly defined under the DDA as any physical, sensory, neurological, intellectual, psychiatric, or learning disability in relation to a person and includes:

- total or partial loss of the person’s bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person’s body; or
- a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

And includes a disability that:

- presently exists; or
- previously existed but no longer exists; or
- may exist in the future (including because of a genetic predisposition to that disability); or
- is imputed to a person.

A disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Disability Action Plan
An organisational plan for the removal, as far as possible, of discrimination against people with disability. The Disability Action Plan identifies actions that the University does and will take to ensure that education and employment, services, premises and facilities are accessible and non-discriminatory to people with disability.

Disability Service
The University Disability Service provides specialised assessment, advice, information, support and recommendations to staff and students regarding reasonable adjustments, resources and services for students with a disability. Academic and professional staff can obtain advice and information on accessibility, inclusive teaching and learning strategies and how various disabilities may affect a student’s study.

Disruption to Studies
A process implemented by the University intended to help minimise the impact of serious and unavoidable disruptions that arise after a study period has commenced, which may adversely affect a student’s academic performance in assessment activities. Such disruptions commonly relate to changes in personal, social or domestic circumstances, and may include, the commencement or exacerbation of illnesses (either physical or psychological) or injuries, accidents, societal demands (such as jury service), bereavement, family breakdown, or unexpected changes in employment situations.
Harassment
Any type of behaviour, explicit or implicit, verbal or non-verbal that is unwelcome, offensive, abusive, belittling or threatening.

Individual Educational Access Plan
A student centred plan that sets out the academic, practicum, examination, assessment, library, security and information technology requirements the student will need whilst studying at Macquarie University. Where appropriate, a student undertaking placement may require the development of an additional plan that includes adjustments recommended by an independent workplace risk assessment.

Inherent requirements
The essential activities, capacities and academic requirements that are necessary for a student to successfully achieve the core learning outcomes of a Macquarie University degree or program or unit. Students must meet the inherent requirements in order to complete their Macquarie University degree, program or unit and graduate.

Inherent requirements do not refer to all of the requirements of a learning outcome, but rather contrast with the minor or non-essential elements, which may be negotiable or flexible. All students, including students with disability, must meet the inherent requirements of the individual compulsory units to complete the course or program of study. Inherent requirements ensure the academic integrity of a course or unit is maintained and preserves the University’s learning, assessment and accreditation processes. They must be met by all students. In assessing whether an adjustment to the course or unit in which the student is enrolled, or proposes to be enrolled, is ‘reasonable’ (see below), the University is entitled to maintain the academic requirements of the course or unit, and other requirements or components that are inherent in or essential to their nature.

On the same basis
A student with disability has opportunities and choices in courses or programs and the use of the University’s facilities and services comparable to those of other students without disability.

Placement
Fieldwork, workplace experiences and/or other practical training requirements that compromise:

a) all or part of a subject or course and/or,
b) a PACE unit and/or,
c) optional placements or internships offered by the University.

Reasonable
An adjustment is reasonable in relation to a student with disability or an Associate if it balances the interests (including the health and safety) of all parties affected. Consideration needs to be given to:

a) the effect of the adjustment on the student’s ability to meet the inherent requirements and learning outcomes of the unit or course;
b) the costs and benefits of making the adjustment; and
c) the interests of all parties affected, including those of the student with disability, staff and other students, the University or colleges.

Staff
All persons appointed as academic or professional staff of Macquarie University, whether they hold full-time, part-time, casual or conjoint appointments.
**Student**
A person registered for a course at Macquarie University including a person who approaches the University about seeking admission to, or applying for enrolment in, the University.

**Support Services**
An action or program provided by Macquarie University that assists a student’s ability to participate in the University’s physical, virtual, social and learning environments.

**Universal design**
Is the design of services, devices, products, communication and built environments, to be usable by as many people as possible at little or no extra cost without need for adaptation or specialised design.

A universal design to curricula is student centred, inclusive and enables students with disability to fully participate and demonstrate equivalence in learning outcomes.

**University Activities**
The activities of the University, any student organisation or any member of the University community including:

- teaching, study and research at the University;
- the conduct of any academic exercise;
- recreational, commercial, disciplinary, commercial or ceremonial activities of the University or the University community;
- any clinical, professional or practical work, research, workshops, camps or field or vocational placements and any other activities arranged, sponsored, controlled or supervised by the University whether or not it is part of a program or unit of study at the University;
- the provision by the University of services to the general community;
- the use or enjoyment of any University property by any person authorised by the University; and
- the management or administration of the University.

**Unjustifiable hardship**
Under section 10.2 of the Standards, it is not unlawful for the University to fail to comply with a requirement of the Standards if, and to the extent that, compliance would impose unjustifiable hardship on the University.

Unjustifiable hardship has a meaning in accordance with Section 11 of the DDA.

In determining what constitutes unjustifiable hardship, in relation to an adjustment for a student with disability, all relevant circumstances of the particular case are to be taken into account including:

- the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
- the effect of disability of a person concerned; and
- the financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship; and
- in the case of the provision of services, or the making available of facilities - an action plan given to the Australian Human Rights Commission under section 64 of the DDA would
5 POLICY STATEMENT

Macquarie University aims to:

- provide current and future students with a disability the opportunity to realise their potential for physical, social, emotional and intellectual development through full participation in the University;
- respect an individual's right to privacy and confidentiality when providing support services to current and future students with disability;
- raise the awareness of its community regarding the requirements and rights of people with disability;
- provide a university experience that treats students with dignity and respect, providing equal opportunity for all students with disability to access, participate and enjoy the benefits of education and to participate fully in university life;
- to ensure that future students with disability are able to seek admission to the University on the same basis as future students without disability and without experiencing discrimination.

The University will:

- consult with students with disability to identify reasonable adjustments that may be required to facilitate their access to and participation in programs and courses on the same basis as students without disability;
- ensure that students with disability can access support services that it provides on the same basis as students without disability and without these students experiencing discrimination. The University will provide specialised support services to students with disability so that they may negotiate reasonable adjustments;
- identify and uphold the essential academic requirements of its programs and courses;
- implement universal design principles that plan for maximum access to content, tasks, activities, events and environments without the need to action adjustments based on individual circumstances or needs;
- consider and respond to the health and safety needs of all individuals during university activities;
- provide an environment free from harassment and discrimination, and a clear process for redress where a student believes they have been harassed, bullied or discriminated against.

STUDENT RESPONSIBILITIES AND DISCLOSURE

All current or future students are required to familiarise themselves with the inherent requirements of their chosen course before enrolment.

All current or future students are required to familiarize themselves with the eligibility criteria for registration with professional registration boards before enrolling in the course.

Current or future students with a disability are encouraged to disclose the nature and extent of their disability to the Disability Service. Students have the right to disclose only to the Disability Service for the purpose of identifying and implementing appropriate education related adjustments without having to disclose their disability to all other staff.

It is the responsibility of the student with disability to register and disclose to the Disability Service any disability they experience that is likely to impact on their ability to access course materials/content or environments, participate and meet the learning outcomes or inherent requirements (including assessments) of course units in which they are enrolled.
Information provided to the Disability Service about the nature of a student's disability will not be disclosed outside of the Disability Service unless:

a) the University has reasonable grounds for concern about the health or safety of the student or other persons; or
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Information about the functional impact of a student’s disability will be included in the student’s Individual Educational Access Plan for each student with a disability registered with the Disability Service. The Individual Educational Access Plan will set out the specific reasonable adjustments required for the student. Students will be required to give written approval for the Individual Educational Access Plan to be distributed, in accordance with the University’s privacy compliance framework to those with a legitimate need to know, for implementation.

Current or future students with a disability who believe they will require any reasonable adjustments will be required to disclose the nature of their impairment or medical condition and provide appropriate supporting documentation about the possible impact on them in the context of the learning environment in a timely manner and to the Disability Service.

While the University undertakes to assist students with disability, it can only do so if students identify and engage in a process of consultation with the University to determine reasonable adjustments. Students are responsible for disclosing to the Disability Service if the reasonable adjustments provided are ineffective and/or if further adjustments are required to manage the impact of their disability. Failure to declare specific requirements at the earliest opportunity may lead to a disruption of a student's study program, or a delay in service provision.

The purpose of disclosure is not to exclude students from opportunities but to enable full participation, and access to a safe environment with appropriate adjustments.

MAKING REASONABLE ADJUSTMENTS

The University will provide reasonable adjustments to students with disability consistent with the Disabilities Standards for Education 2005. In determining whether a particular adjustment for a student with disability is reasonable, all relevant circumstances and interests will be taken into account, including the following:

a) the student’s disability;
b) the views of the student and the student’s advocate;
c) the effect of the adjustment on the student, including the effect on the student’s:
   • ability to achieve learning outcomes,
   • ability to participate in courses or programs, and
   • independence;
d) the effect of the proposed adjustment on anyone else affected, including but not limited to the University and its Colleges, staff and other students;
e) the inherent requirements of the course or program; and
f) the costs and benefits of making the adjustment.

Following assessment and registration with the Disability Service, the University may implement support services and programs intended specifically for the benefit of a student with disability to participate in their studies and to facilitate independent learning.
The Disability Service may support a student who is an Associate of a person with disability by making recommendations for adjustment to meet the specific needs of the Student.

**EVIDENCE**

To assist with the identification of appropriate reasonable adjustments, the University requires students seeking adjustments to supply supporting documentation about the nature and impact of their disability in the learning environment. In assessing a particular adjustment for a student with a disability, current, relevant and appropriate medical or specialised documentation must be provided to substantiate the reasonableness of the adjustment.

The evidence must:

- identify and describe the disability;
- explain the severity and impact of the disability;
- clearly describe how the disability may adversely impact on the student’s capacity to undertake educational tasks; and
- state whether the disability is temporary, permanent/unchanging, or likely to fluctuate over time

For conditions that are indicated to be temporary or fluctuate over time, the Disability Service may need to request updated disclosures, via new supporting documentation from the student’s health professional, prior to completing their assessment and recommending reasonable adjustments to be implemented.

The University may not be able to assess and/or determine the provision of a reasonable adjustment if supporting evidence is not provided to the Disability Service.

A student who is an Associate of a person with disability may be entitled to reasonable adjustments. Alternatively, such students may be eligible for special consideration. In this case, students should refer to the Disruption to Studies Policy to determine whether they are eligible. In either case, the student associate of the person with disability will need to provide evidence of their relationship to the person with disability and how their responsibilities in that relationship impact on their capacity to undertake educational tasks.

**ACADEMIC ASSESSMENT**

A student with disability may be entitled to reasonable adjustment to assessment.

Consultation shall occur in relation to reasonable adjustment to assessments. Consultation shall involve the student requesting reasonable adjustment, the Unit Convener and/or HDR supervisor.

Students with disability who have not registered with the Disability Service may be eligible for special consideration for an assessment task and should refer to the Disruption to Studies Policy.

**PRACTICAL PLACEMENT**

A student with disability undertaking fieldwork, workplace experiences and/or other practical training (e.g. PACE unit) may be entitled to reasonable adjustment.

Consultation shall occur in relation to reasonable adjustment to placements. Consultation shall involve the student requesting reasonable adjustment, the Disability Service, the staff
member responsible for coordinating the placements, and (if applicable) the placement organisation.

Where appropriate, an independent workplace risk assessment may be completed to make recommendations regarding reasonable adjustments for students with disability on placement.

Students are encouraged to contact the University as early as possible to disclose their disability to discuss required reasonable adjustments. Late disclosure may affect the University in being able to assess or provide for reasonable adjustments for students before they commence their placement.

**WORK HEALTH AND SAFETY**

Macquarie University recognises its obligations and responsibilities under the Work Health and Safety Act 2011. The University is committed to ensuring a safe work/study environment and to ensuring that Work Health and Safety planning and activities also incorporate the requirements of people with disability. Students with disability must meet Work Health and Safety requirements when participating in University activities.

**COMPLAINTS**

Complaints are governed by the University’s Complaints Management Policy and Procedure.

Students who believe they have been treated unfairly, or received inadequate delivery or quality of services, are encouraged to use the University procedures on appeals, grievances and complaints. Macquarie University is committed to accessible, fair and confidential processes for the resolution of complaints, including those based on allegations of discrimination on the grounds of disability.

Any questions or concerns on matters pertaining to disability discrimination may be referred to the Equity and Diversity Unit or to Disability Services in the first instance.

Complaints may also be made externally to the Australian Human Rights Commission or the NSW Anti-Discrimination Board.

6 RELEVANT LEGISLATION

Disability Discrimination Act (Cwlth) 1992
Disability Standards for Education 2005 and accompanying Guidance Notes

7 KEY RELATED DOCUMENTS

Macquarie University Privacy Framework
Macquarie University Disability Action Plan
PACE Operational Disability Action Plan
Assessment Guideline
Complaint Management Procedure for Students and Members of the Public (under development)
Discrimination, Bullying and Harassment Prevention Policy
Disruption to Studies Policy
Final Examination Policy
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Approved by Academic Senate 25 August 2015 (Resolution Number 15/77) |
| 8.5 | Date of Commencement | tba |
| 8.6 | Date for Review | July 2018 |
| 8.7 | Documents Superseded by this Policy | Nil |
| 8.8 | Amendment History | n/a |

Please complete the following:

#### REQUIREMENTS FOR PUBLISHING TO POLICY CENTRAL

| Category [select ONE only] | Academic (including Learning and Teaching; Academic Quality; Library)  
Corporate Engagement and Advancement (including Marketing)  
Governance (including Legal; Risk, Compliance and Insurance)  
International  
Operations (including Equity and Diversity; Finance; Health and Safety; Human Resources; Information Technology; Property; Sustainability)  
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Students (including Academic Administration; Student Support; Sports and Recreation) |
|----------------------------|---------------------------------------------------------------------|
| Audience [select ALL that apply] | Academic staff  
Professional staff  
Researchers & HDR Candidates  
Students  
Visitors to Macquarie  
Other – specify |
ITEM 5.4: STUDENT DISABILITY SUPPORT PROCEDURE

Issue:

The Senate has adopted the inaugural Student Disability Support Policy. There is a requirement and need for a procedure including decision flow and schedule to support policy implementation.

Discussion:

Student Disability Support Policy has been adopted by the Senate (refer attachment 1).

A draft Student disability support procedure and decision flow has been developed (refer attachment 2).

A draft Health Practitioners Report has been developed (refer attachment 3).

A guideline for the development of Individual Education Access Plans (IEAP) has been developed (refer attachment 4).

Consultation Process:

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

Manager Allied Health, Student Advocacy Manager, Disability support staff, Policy Unit.

Recommendation:

For discussion.

Operational Impact:

Campus Wellbeing & Support Services, Student Connect, Faculty Student Administration Centres, Unit Convenors.

Submitted by:

Darren Peters, Director Campus Wellbeing & Support Services 98507728

For enquiries contact: Dr Ben Wilkes (0407786397) or Kim Carmody (0409415143)
STUDENT DISABILITY SUPPORT POLICY

1 PURPOSE

This policy supports Macquarie University’s provision of a virtual or physical, social and learning environment that complements and enhances the University experience for students with a disability on the same basis as other students, in an environment free from harassment and discrimination.

2 BACKGROUND


This policy outlines the rights and responsibilities of Macquarie University staff and students in relation to:

a) Students with disability;
b) Students who have an associate with disability;
c) The University’s application of the principle of reasonable adjustment to ensure fair and inclusive treatment for students with disability.

3 SCOPE

This Policy applies to all staff and students of the University

4 DEFINITIONS

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

Adjustment
A measure or action (or a group of measures or actions) taken by the University that has the effect of assisting a student with disability on the same basis as a student without disability, and includes an aid, a facility, or a service that the student requires because of their disability. An adjustment can be administrative, environmental or procedural alterations in the learning situation which removes barriers for a student with disability so they can perform the inherent requirements of the course of study.

Assessment
Illustrative task or performance opportunity that closely targets defined learning outcomes, allowing students to demonstrate their knowledge and ability to meet the learning requirements of a course. This includes both the content and design of assessment tasks.
Associate
A student who provides support to a person with disability who may or may not be a student at the University. An associate may include but is not limited to:
   a) a spouse of the person; or,
   b) another person who is living with the person on a genuine domestic basis; or,
   c) a relative of the person; or,
   d) a carer of the person, or,
   e) other groups listed within the Disability Discrimination Act 1992 (Commonwealth).

Disability
Disability is very broadly defined under the DDA as any physical, sensory, neurological, intellectual, psychiatric, or learning disability in relation to a person and includes:

- total or partial loss of the person’s bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person’s body; or
- a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

And includes a disability that:
   - presently exists; or
   - previously existed but no longer exists; or
   - may exist in the future (including because of a genetic predisposition to that disability); or
   - is imputed to a person.

A disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Disability Action Plan
An organisational plan for the removal, as far as possible, of discrimination against people with disability. The Disability Action Plan identifies actions that the University does and will take to ensure that education and employment, services, premises and facilities are accessible and non-discriminatory to people with disability.

Disability Service
The University Disability Service provides specialised assessment, advice, information, support and recommendations to staff and students regarding reasonable adjustments, resources and services for students with a disability. Academic and professional staff can obtain advice and information on accessibility, inclusive teaching and learning strategies and how various disabilities may affect a student’s study.

Disruption to Studies
A process implemented by the University intended to help minimise the impact of serious and unavoidable disruptions that arise after a study period has commenced, which may adversely affect a student’s academic performance in assessment activities. Such disruptions commonly relate to changes in personal, social or domestic circumstances, and may include, the commencement or exacerbation of illnesses (either physical or psychological) or injuries, accidents, societal demands (such as jury service), bereavement, family breakdown, or unexpected changes in employment situations.
Harassment
Any type of behaviour, explicit or implicit, verbal or non-verbal that is unwelcome, offensive, abusive, belittling or threatening.

Individual Educational Access Plan
A student centred plan that sets out the academic, practicum, examination, assessment, library, security and information technology requirements the student will need whilst studying at Macquarie University. Where appropriate, a student undertaking placement may require the development of an additional plan that includes adjustments recommended by an independent workplace risk assessment.

Inherent requirements
The essential activities, capacities and academic requirements that are necessary for a student to successfully achieve the core learning outcomes of a Macquarie University degree or program or unit. Students must meet the inherent requirements in order to complete their Macquarie University degree, program or unit and graduate.

Inherent requirements do not refer to all of the requirements of a learning outcome, but rather contrast with the minor or non-essential elements, which may be negotiable or flexible. All students, including students with disability, must meet the inherent requirements of the individual compulsory units to complete the course or program of study. Inherent requirements ensure the academic integrity of a course or unit is maintained and preserves the University’s learning, assessment and accreditation processes. They must be met by all students. In assessing whether an adjustment to the course or unit in which the student is enrolled, or proposes to be enrolled, is ‘reasonable’ (see below), the University is entitled to maintain the academic requirements of the course or unit, and other requirements or components that are inherent in or essential to their nature.

On the same basis
A student with disability has opportunities and choices in courses or programs and the use of the University’s facilities and services comparable to those of other students without disability.

Placement
Fieldwork, workplace experiences and/or other practical training requirements that compromise:
  a) all or part of a subject or course and/or,
  b) a PACE unit and/or,
  c) optional placements or internships offered by the University.

Reasonable
An adjustment is reasonable in relation to a student with disability or an Associate if it balances the interests (including the health and safety) of all parties affected. Consideration needs to be given to:
  a) the effect of the adjustment on the student’s ability to meet the inherent requirements and learning outcomes of the unit or course;
  b) the costs and benefits of making the adjustment; and
  c) the interests of all parties affected, including those of the student with disability, staff and other students, the University or colleges.

Staff
All persons appointed as academic or professional staff of Macquarie University, whether they hold full-time, part-time, casual or conjoint appointments.
Student
A person registered for a course at Macquarie University including a person who approaches the University about seeking admission to, or applying for enrolment in, the University.

Support Services
An action or program provided by Macquarie University that assists a student’s ability to participate in the University’s physical, virtual, social and learning environments.

Universal design
Is the design of services, devices, products, communication and built environments, to be usable by as many people as possible at little or no extra cost without need for adaptation or specialised design.

A universal design to curricula is student centred, inclusive and enables students with disability to fully participate and demonstrate equivalence in learning outcomes.

University Activities
The activities of the University, any student organisation or any member of the University community including:

a) teaching, study and research at the University;
b) the conduct of any academic exercise;
c) recreational, commercial, disciplinary, commercial or ceremonial activities of the University or the University community;
d) any clinical, professional or practical work, research, workshops, camps or field or vocational placements and any other activities arranged, sponsored, controlled or supervised by the University whether or not it is part of a program or unit of study at the University;
e) the provision by the University of services to the general community;
f) the use or enjoyment of any University property by any person authorised by the University; and
g) the management or administration of the University.

Unjustifiable hardship
Under section 10.2 of the Standards, it is not unlawful for the University to fail to comply with a requirement of the Standards if, and to the extent that, compliance would impose unjustifiable hardship on the University.

Unjustifiable hardship has a meaning in accordance with Section 11 of the DDA.

In determining what constitutes unjustifiable hardship, in relation to an adjustment for a student with disability, all relevant circumstances of the particular case are to be taken into account including:
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<td>Visitors to Macquarie</td>
</tr>
<tr>
<td></td>
<td>Other – specify</td>
</tr>
</tbody>
</table>
STUDENT DISABILITY SUPPORT PROCEDURE

1 PURPOSE

To outline the responsibilities and actions required to enable students with a disability or a student associate of a person with a disability (both hence referred to as ‘student’) to access services and support in accordance with the Student Disability Support Policy (‘the Policy’).

2 SCOPE

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

3 DEFINITIONS

Commonly defined terms are located in the University Glossary. In the event of an inconsistency of definitions this procedure will yield to definitions in the Student Disability Support Policy, followed by University Rules.

Disability Service Practitioner

A Disability Service Practitioner is a staff member who works for Campus Wellbeing and Support Services, and, has an employment title specified in Schedule 1.

In this specific context, Campus Wellbeing and Support Services is limited to including: The Disability Service and Counselling and Psychologist Services (CAPS). It does not include other departments/business units.

A person who bears an employment title not listed in Schedule 1, or, is employed in a department/business unit which is not Campus Wellbeing and Support Services, shall not constitute a Disability Service Practitioner under any circumstances.

Manager, Allied Health

The Manager, Allied Health is the manager responsible for operations of the Disability Service, CAPS and the associated Disability Service Practitioners. For the purposes of this procedure and associated policy, the Manager, Allied Health is able to perform (if required) all functions of a Disability Service Practitioner.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

Refer to the Flowchart for an overview

STUDENT

In order to obtain reasonable adjustments student(s) must first register with the Disability Service. A student is under no obligation to register however the University may be unable to provide services if registration does not occur.

Register with the Disability Service

Complete a registration form, and agree to any Terms of Service.

Attach to the registration form supporting document(s) as outlined below. Supporting document(s) must be attached to the registration form before it can be submitted.
Meet with a Disability Service Practitioner who will assess the information, discuss relevant reasonable adjustments and their implementation.

(NB: These steps may occur concurrently, individually and may vary in the order in which they occur, but all must be completed in order to consider registration complete).

Supporting Document(s) (‘evidence’) Any supporting document must comply with the evidence requirements as follows:

The preferred type of evidence (supporting document) is that of a ‘Health Practitioners Report’, contained within Schedule 2 of this procedure.

Where evidence does not comply with the requirements the Disability Service will require new or additional documentation to satisfy these requirements.

The Disability Service may request updated or new documentation to support the current status of the health condition.

The Disability Service or delegate may refer any documentation for verification as part of the University’s fraud prevention measures.

Communicate with the Disability Service and Staff Generally Raise any questions or concerns related to this procedure and the related processes in a timely manner with the Disability Service.

Raise any questions or concerns relating to reasonable adjustments with both Academic Staff and the Disability Service concurrently.

Raise any questions or concerns relating to reasonable adjustments of a non-academic nature with the relevant staff member/unit (e.g. Security, Library, etc) and the Disability Service concurrently.

Complaints Refer to the Complaint Management Procedure for Students and Members of the Public (CMP) to complain about any aspect of the University’s approach to Disability Support.

Seek advice and support from the Disability Service or the Equity and Diversity Unit, in addition to those mentioned in the CMP, in an effort to resolve any concerns.

Engage in any dispute resolution internal to the University in good faith so that a resolution can be achieved in a timely and fair manner.

Nothing in this procedure shall limit a Student or Associate’s right to engage in dispute resolution bodies external to the University.

DISABILITY SERVICE

Upon receipt of a Registration Form and supporting document(s):

Consultation with and Assessment of Student Meet with a Student who has completed a registration form and accepted the Terms of Service.
Explain to the Student via an appropriate modality the management of their health information, including confidentiality and limitations of confidentiality. This should include an explanation of potential stakeholders who will be required to receive information about the Student in order to implement their reasonable adjustments.

Assess the Student's health condition(s) / situation and discuss reasonable adjustments and how they might be implemented. During this assessment set reasonable expectations of the Disability Service and the reasonable adjustments in the context of inherent requirements of their studies.

**Individual Educational Access Plan (IEAP)**

1. Prepare an Individual Educational Access Plan (IEAP) which outlines the agreement between the student and the Disability Service with relation to reasonable adjustments.

2. Obtain acceptance and agreement of the IEAP from the Student in writing.

**Consultation with other Stakeholders**

3. Liaise with all and only relevant Staff to
   - effect implementation of the IEAP. This may include academic staff, administrative staff, examinations staff, security staff, library staff, etc. This may also include the engagement of other specialist staff or contractors engaged for specific purposes related to the IEAP, and
   - discuss any difficulties which may arise concerning implementation of the IEAP.

4. Document any difficulties that arise and consult with the relevant stakeholder(s) to identify alternatives or otherwise options to address such difficulties.

5. Where a difficulty results in a change to the reasonable adjustment able to be offered, consult with the Student.

6. Continue consultation with relevant staff and the Student until a satisfactory resolution / satisfactory reasonable adjustments are achieved.

7. This tripartite consultation regarding the IEAP must be concluded within 5 working days, to avoid any detriment to the Student's studies, academic standards, or otherwise.

8. Where a satisfactory resolution cannot be achieved within 5 working days, engage the assistance of the Manager, Allied Health and relevant academic Head of Department or Associate Dean, Learning and Teaching.

Following the completion of steps 1 - 8 the IEAP shall be considered finalized as an agreement.

Implement the agreed reasonable adjustments per the timeframes in the IEAP; should a timeframe not be stipulated, within five (5) working days.

Receive, record, store any and all documents tendered by a Student as part of their registration. Such documents should be handled in accordance with the University's privacy requirements, and stored within the designated secured electronic record and information management system of the Disability Service.

Maintain records of all interactions between the Student and Disability Service staff. Records must be held securely but quickly accessed by authorized staff. Records are not to be held solely in private systems, e.g. email.
Non-Registration or Non-Disclosure
Where a Student chooses to not register with the Disability Service, the University will not be in a position to provide any reasonable adjustments. Reasonable adjustments can only be provided after assessment of information obtained through the registration process.

Where a Student chooses to not provide supporting documentation, or otherwise does not provide required documentation, the University will not be in a position to provide any reasonable adjustments. Reasonable adjustments can only be provided after assessment of information obtained through the registration process.

This procedure does not limit any Student’s ability to engage the use of other policy areas such as Disruptions to Study. It is however noted that other policy areas such as Disruptions to Study may impose eligibility criteria which must be complied with.

This procedure and any steps herein do not modify nor affect any other Policy or Procedure’s operation or requirements.

ACADEMIC STAFF / PROFESSIONAL STAFF
Reasonable Adjustments
Receive notification from the Disability Service that a Student has an IEAP.

Where appropriate and necessary discuss the relevant reasonable adjustments from the IEAP with the relevant Disability Service staff member.

Consult with the relevant Disability Service staff member regarding any questions or concerns relating to the implementation of the IEAP.

Where issues arise with respect to the implementation of the IEAP, engage with the relevant Disability Service staff member and Student per the process described in Steps 3 – 8 above until a satisfactory resolution can be achieved.

Implement the relevant reasonable adjustments from the IEAP within a timely manner.

Do not implement a reasonable adjustment if it would compromise academic standards or otherwise create a situation where inherent requirements of a course or unit would not be met. Liaise with the Disability Service as soon as possible.

Document the implementation of reasonable adjustments via the designated system to evidence what has been done. This documentation may be batched if there are multiple reasonable adjustments being implemented to ensure evidence is available without creating additional workloads.

Review effectiveness of the reasonable adjustments and liaise with the Disability Service if there is any concern.

Where appropriate, receive or request training to become familiar with the University’s obligations to provide reasonable adjustments as set out in the Student Disability Support Policy.

PLACEMENT PROVIDER / PROFESSIONAL STAFF
Receive notification from the University that a Student has an IEAP.

Implement the relevant reasonable adjustments from the IEAP within a timely manner.
Consult with the Disability Service regarding any questions or concerns relating to the implementation of the IEAP.

Document the implementation of reasonable adjustments via the designated system to evidence what has been done. This documentation may be batched if there are multiple reasonable adjustments being implemented to ensure evidence is available without creating additional workloads.

Review effectiveness of the reasonable adjustments and liaise with the Disability Service if there is any concern.

**UNIVERSITY LIBRARIAN / PRO-VICE CHANCELLOR (LEARNING AND TEACHING) / CHIEF INFORMATION OFFICER**

Ensure educational resources are available in an accessible format. Educational resources may include (but not limited to): hard and soft copy journals, books, etc provided by the Library; student administration systems, such as iLearn, eStudent, AskMQ, etc; course documents.

Ensure professional assistance is available to students if required when accessing educational resources.

Ensure all website content produced after the date of this procedure’s approval is compliant with W3C Guidelines to AA level or above.

**EXCEPTIONS**

Disability legislation and the Student Disability Support Policy outline exceptions to the implementation of the above procedures for specific reasons. Any invocation of an exception must be documented and clearly communicated to the Student who is affected by such an exception.

The University will not provide an adjustment where it would impose an unjustifiable hardship on the University or on a placement provider.

The University will not alter or otherwise compromise academic standards which are inherent or essential to the nature of the unit, program, or other required component of study.

The University will, where it is reasonably necessary to protect the health or welfare of the Student or other people, implement appropriate safety measures which may include the isolation or discrimination of the student.

5 RELEVANT LEGISLATION

List the title, year and jurisdiction of relevant Legislation, Regulations, Standards, Codes or any internal legislation (Rules)

6 KEY RELATED DOCUMENTS

- Student Disability Support Policy
- Student Disability Support Schedule 1: Disability Service Practitioners
- Student Disability Support Schedule 2 Evidence Requirements (Health Practitioners’ Report)
- Disability Services Registration Form
Complaint Management Procedure for Students and Members of the Public
Disruption to Studies Policy
Discrimination, Bullying and Harassment Policy

7 NOTES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Contact Officer</td>
<td>Which position will answer telephone enquiries about this procedure? Disability Services Administration Officer?</td>
</tr>
<tr>
<td>7.2</td>
<td>Implementation Officer</td>
<td>Which position is responsible for implementation of this document? Director: Campus Wellbeing?</td>
</tr>
<tr>
<td>7.3</td>
<td>Approval Authority / Authorities</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>7.4</td>
<td>Date Approved</td>
<td>Draft 29 July 2015</td>
</tr>
<tr>
<td>7.5</td>
<td>Date of Commencement</td>
<td>tba</td>
</tr>
<tr>
<td>7.6</td>
<td>Date for Review</td>
<td>tba</td>
</tr>
<tr>
<td>7.7</td>
<td>Documents Superseded by this Procedure</td>
<td>nil</td>
</tr>
<tr>
<td>7.8</td>
<td>Amendment History</td>
<td>n/a</td>
</tr>
</tbody>
</table>
**Student Disability Support (SDS) – ‘Reasonable Adjustment’ Flowchart**

### RESOURCES
- Student Disability Support Website
- SDS Schedule 2
- SDS Guideline
- SDS Procedure
- SDS Procedure
- SDS Procedure

### STEPS TO BE TAKEN
1. **REGISTER**
   - **Student with a disability seeks ‘reasonable adjustment’ to participate equitably in learning environment**
   - Gather supporting documentation eg Health Practitioner Report*
   - Register with Disability Services, accept Terms of Service and submit all supporting documentation

2. **DEVELOP IEAP AGREEMENT**
   - Meet with Disability Services who will assess the information, discuss relevant ‘reasonable adjustments’ and prepare an Individual Educational Access Plan (IEAP)
   - IEAP agreed to and signed

3. **IMPLEMENT IEAP**
   - Consult only relevant stakeholders (maintain privacy) about IEAP implementation
   - If no agreement reached within 5 working days engage relevant assistance.
   - IEAP ‘Reasonable Adjustments’ agreed upon.
   - IEAP Implemented

4. **REVIEW IEAP**
   - Liaise regularly with FDA about any issues
   - Document ‘reasonable adjustments’ provided
   - Review effectiveness of ‘reasonable adjustments’

### RESPONSIBILITY
- **STUDENT**
- * from DISABILITY SERVICE PRACTITIONER
- STUDENT / DISABILITY SERVICE PRACTITIONER
- STUDENT
- DISABILITY SERVICE PRACTITIONER
- MANAGER ALLIED HEALTH / ASSOC DEAN L&T / HEAD OF DEPARTMENT
- DISABILITY SERVICE PRACTITIONER / RELEVANT STAKEHOLDERS / STUDENT
- ACADEMIC STAFF / PLACEMENT PROVIDER / PROFESSIONAL STAFF

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*Health Practitioner Report*
HEALTH PRACTITIONER’S REPORT

Campus Wellbeing and Support Services provides support and assistance to students/associates of a student with a disability or health condition studying at Macquarie University.

In order to affect reasonable adjustments to support the student, they must provide the University with appropriate supporting documentation relevant to their experience of the health condition(s). Documentation must be provided by a suitably qualified health professional in the field relating to the health condition(s).

This Health Practitioners Report is used to satisfy the above requirement and is stored in line with the Health Records and Information Privacy Act 2002 (NSW).

Please note: The University may contact health practitioners to verify the authenticity of this document.

FORM TO BE COMPLETED BY A REGISTERED HEALTH PRACTITIONER

<table>
<thead>
<tr>
<th>Student Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given Name</td>
</tr>
<tr>
<td>Family Name</td>
</tr>
<tr>
<td>MQ Student ID</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Health Condition(s)/Disability Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Condition Name</td>
</tr>
<tr>
<td>Date of Diagnosis</td>
</tr>
<tr>
<td>Expected Duration</td>
</tr>
<tr>
<td>□ Temporary: ______ Weeks</td>
</tr>
<tr>
<td>Lay Description of Condition’s Impact</td>
</tr>
<tr>
<td>Title(s) of any other professionals involved in treatment</td>
</tr>
<tr>
<td>Medication Prescribed?</td>
</tr>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>If medication is prescribed, describe any side effects which may impact the student’s ability to study:</td>
</tr>
</tbody>
</table>

If additional health conditions/disabilities exist, please indicate these on page 2. If not, please proceed to page 3.
### Optional: Additional Health Condition(s)/Disability Details

<table>
<thead>
<tr>
<th>Condition Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Diagnosis</td>
<td></td>
</tr>
<tr>
<td>Expected Duration</td>
<td>□ Temporary: _____ Weeks □ Permanent</td>
</tr>
<tr>
<td>Lay Description of Condition’s Impact</td>
<td></td>
</tr>
<tr>
<td>Title(s) of any other professionals involved in treatment</td>
<td></td>
</tr>
<tr>
<td>Medication Prescribed?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If medication is prescribed, describe any side effects which may impact the student’s ability to study:</td>
<td></td>
</tr>
</tbody>
</table>
Likely Impact on Student’s Studies at University

Please comment on the functional impact of the student’s disability/health condition(s) on the following areas (if relevant):

A. Cognition - Memory (retention of content); Concentration (attending to content); Processing (manipulating and applying content); Organisation (planning and prioritising tasks)

B. Interpersonal – Interacting with other people

C. Vision – Accessing visual content

D. Hearing – Accessing auditory content

E. Handwriting/Typing – Physically producing written content

F. Communication – Developing and producing spoken or written content

G. Physical / Mobility – Accessing and completing tasks within academic environments

Study Load Recommendation

<table>
<thead>
<tr>
<th>Based on the student health condition(s)/Disability please indicate how many subjects you would recommend the student study per semester</th>
<th>1 (Part Time, 25% load)</th>
<th>2 (Part Time, 50% load)</th>
<th>3 (Full Time, 75% load)</th>
<th>4 (Full time, 100% load)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Professional’s Details</td>
<td></td>
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<td>-----------------------------</td>
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<td></td>
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</tr>
<tr>
<td>Date of Report</td>
<td></td>
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</tr>
<tr>
<td>Full Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provider Number</td>
<td></td>
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<tr>
<td>Profession</td>
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<tr>
<td>Phone</td>
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<tr>
<td>Email</td>
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<tr>
<td>Practice Address</td>
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<td></td>
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</tr>
<tr>
<td>Signature</td>
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</tbody>
</table>

**AFFIX PROVIDER STAMP HERE**
GUIDELINE: DEVELOPING INDIVIDUAL EDUCATIONAL ACCESS PLANS

The University has chosen to adopt and adapt the principles of the International Classification of Functioning, Disability and Health (ICF; WHO, 2001) when developing individual educational access plans for students with disability. Functioning and disability are viewed as a complex interaction between the health condition of the student and the contextual factors of the environment, as well as personal factors.

With a focus on the individual experience of impairment, the assessment process is carefully designed to be relevant across cultures as well as age groups and genders, making it highly appropriate for the heterogeneous Macquarie University student population. All aspects of a student’s life (development, participation and environment) are therefore incorporated into the assessment of current functioning instead of solely focusing on their diagnosis.

Figure 1 (below) illustrates the processes involved in the development of individual educational access plans. The assessment of the potential impact of a disability on a student’s experience of University is treated as interactive and dynamic across domains rather than linear or static. The process allows for an assessment of the degree of disability, although it is not dependent on a measurement instrument. It is applicable to all students, whatever their health condition(s).

FIGURE 1: INDIVIDUAL EDUCATIONAL ACCESS PLAN ASSESSMENT AND DEVELOPMENT PROCESS

In assessing a particular adjustment for a student with a disability, the Disability Service requires current, relevant and appropriate medical or specialised documentation to substantiate the impact of a disability on the student’s level of functioning. To assist the assessment, the supporting documentation must:

- identify and describe the disability;
- explain the severity and impact of the disability;
- clearly describe how the disability may adversely impact on the student’s capacity to undertake educational tasks; and
- state whether the disability is temporary, permanent/unchanging, or likely to fluctuate over time

For conditions that are indicated to be temporary or fluctuate over time, the Disability Service may need to request updated disclosures, via new supporting documentation from the student’s health professional, prior to completing their assessment and recommending reasonable adjustments to be implemented.
<table>
<thead>
<tr>
<th>Domains of functioning</th>
<th>Physical Disability</th>
<th>Chronic Medical Condition</th>
<th>Mental Health Condition</th>
<th>Neurological Impairment</th>
<th>Vision Impairment</th>
<th>Deaf or Hearing Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognition</strong></td>
<td>Unlikely – Possible in conditions where symptoms involve recurring pain or medications with side affects</td>
<td>Unlikely - Possible in conditions where symptoms involve recurring pain, seizures, injuries to the brain, or medications with side affects</td>
<td>Highly Likely to some extent for most mental health conditions</td>
<td>Likely to some extent for most mental neurological conditions. Can be a feature of specific learning disorders</td>
<td>Unlikely without co-morbidity</td>
<td>Unlikely without co-morbidity</td>
</tr>
<tr>
<td><strong>Behaviour</strong></td>
<td>Unlikely without co-morbidity</td>
<td>Unlikely without co-morbidity</td>
<td>Unlikely - Possible in conditions involving emotional dysregulation or trouble identifying/responding to social cues</td>
<td>Unlikely - Possible following brain injury</td>
<td>Unlikely without co-morbidity</td>
<td>Unlikely without co-morbidity</td>
</tr>
<tr>
<td><strong>Vision</strong></td>
<td>Unlikely without co-morbidity</td>
<td>Unlikely without co-morbidity</td>
<td>Unlikely - Possible in severe cases</td>
<td>Unlikely - Possible in specific learning disorders and following brain injury</td>
<td>Highly Likely</td>
<td>Unlikely without co-morbidity</td>
</tr>
<tr>
<td><strong>Hearing</strong></td>
<td>Unlikely without co-morbidity</td>
<td>Unlikely without co-morbidity</td>
<td>Unlikely - Possible in severe cases</td>
<td>Unlikely - Possible in specific learning disorders and following brain injury</td>
<td>Unlikely without co-morbidity</td>
<td>Highly Likely</td>
</tr>
<tr>
<td><strong>Handwriting / Typing</strong></td>
<td>Likely when dominant hand is injured or if there is damage to vertebra</td>
<td>Unlikely – Possible where symptoms affect mobility and control</td>
<td>Possible – particularly in reference to time taken to produce when cognition is affected</td>
<td>Possible – particularly for learning disorders</td>
<td>Highly Likely</td>
<td>Likely - particularly for deaf students – English as second language</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Possible: severe cases / following certain treatments</td>
<td>Possible: severe cases / following certain treatments</td>
<td>Unlikely – Possible in severe cases / following certain treatments</td>
<td>Unlikely – Possible in severe cases / following certain treatments</td>
<td>Likely to require adjustments to inform them of the content produced (written content) in an alternate format</td>
<td>Highly Likely – particularly for spoken content</td>
</tr>
<tr>
<td><strong>Physical / Mobility</strong></td>
<td>Highly Likely</td>
<td>Likely – particularly where fatigue or pain is a symptom</td>
<td>Possible – a moderate impact on energy levels is most</td>
<td>Unlikely - Some restricted mobility in severe cases</td>
<td>Unlikely - may require some environmental training in severe cases</td>
<td>Unlikely without co-morbidity</td>
</tr>
<tr>
<td>common. Some restricted mobility in severe cases</td>
<td></td>
<td></td>
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</table>
Seven domains of functioning are reviewed by the Disability Service during the functional assessment interview with the student:

A. **Cognition** - Memory (retention of content); Concentration (attending to content); Processing (manipulating and applying content); Organisation (planning and prioritising tasks)
B. **Behaviour** – Interacting with other people
C. **Vision** – Accessing visual content
D. **Hearing** – Accessing auditory content
E. **Handwriting/Typing** – Physically producing written content
F. **Communication** – Developing and producing spoken or written content
G. **Physical / Mobility** – Accessing and completing tasks within academic environments

Each of the above domains of functioning has a significant impact on a student’s ability to meet the inherent requirements and expected learning outcomes of course units, tasks and assessments. Table 1 (Page 2) provides a guide to the likely impacts of common disability types on the domains of academic functioning.

Following review of the health documentation received, the Disability Service practitioners are able to tailor the functional assessment interview with the student based upon the likely impacts of the experience of their identified disability. Disability Service practitioners rate of the level of impairment in each of the seven domains of functioning. A five-point scale (0-4) is applied to levels of impairment:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td><strong>No impairment</strong>: no problem; unlikely to interfere with the student’s academic functioning.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Mild impairment</strong>: a problem that is present less than 25% of the time; has an intensity the student can tolerate, which minimally interferes with their academic functioning, but not to a degree beyond the experienced of a student without a disability; happens rarely over the last 30 days.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Moderate impairment</strong>: a problem that is present less than 50% of the time; has an intensity that is likely to interfere in the student’s academic functioning; happens occasionally over the last 30 days.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Severe impairment</strong>: a problem that is present more than 50% of the time; has an intensity that is likely disrupting the student’s academic functioning; happens frequently over the last 30 days.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Complete impairment</strong>: a problem that is present more than 95% of the time; has an intensity that is totally disrupting the student’s academic functioning; happens every day over the last 30 days.</td>
</tr>
</tbody>
</table>
Appendix 1 (page 5) has been produced to aid the development of individual educational access plans following the functional assessment interview. Adjustments considered reasonable based on an assessed level of functioning are presented for each domain.

**GUIDELINES WHEN USING THE REASONABLE ADJUSTMENT GUIDE FOR FUNCTIONAL IMPAIRMENTS (APPENDIX 1):**

1. Many academic assessments have been allocated time and submission periods by learning and teaching staff members who have set the tasks in consideration of universal design principles.
2. It is not expected that a student will receive all adjustments as a result of being assessed at a particular level of functioning.
3. Students are not recommended adjustments that address the same impaired function (e.g. Notetaking, captioning and transcription services).
4. An adjustment applied in response to one academic domain of functioning may similarly assist a student in one of the other domains of academic functioning. As per guideline 3 (above), adjustments will not be recommended that duplicate function.
5. An assessment rating of 1 (Mild) on a single domain of academic functioning is not linked with an expected adjustment, however, if there are instances of mild impairment across multiple domains, Disability Service practitioners may still assess and recommend an adjustment to be implemented due to a likely cumulative impact.
6. Adjustments are recommended based on an interaction between current levels of functioning and current task requirements. In many cases the recommended adjustment will vary based on course unit content and even the tasks within a course unit.
7. Double time is considered the maximum cumulative time adjustment recommended for an assessment task (i.e. examinations).
8. Scores of 3 (Severe) and 4 (Complete) often involve impairments across multiple domains. In these circumstances it is not unusual for the assessment process to require considerable feedback from course convenors related to the expected academic outcomes and inherent requirements of a course unit or task prior to the finalisation of recommendations and the individual educational access plan.
9. Timeliness, availability, access and encouraging agency are considered as first principles when developing an individual educational access plan.
10. A student who is an associate of a person with a disability may be entitled to an individual educational access plan. Such students need to demonstrate and provide supporting documentations as to how their responsibilities in that relationship impact on their capacity to function (i.e. the seven domains of functioning will similarly be rated following a functional assessment interview).
Appendix 1: Reasonable Adjustment Guide for Functional Impairments

A: Cognition
[Memory (retention of content) / Concentration (attending to content) / Processing (manipulating and applying content) / Organisation (planning and prioritising tasks)]

MODERATE IMPAIRMENT -
- Note-taking (where there is no access to audio content or adequate iLearn notes)
- Access to assistive technology software and devices (e.g. WYNN; alarm clocks and planners, etc.)
- Q room access
- Additional 5-10 minutes per hour to complete exams and class tests of more than 60 minutes duration
- Permission to administer prescribed medication or bring food and drink into the exam
- Referral to services focused on adjustment to the university environment, learning skills and the use of assistive technologies

SEVERE IMPAIRMENT -
- Permission to pre-record assessment tasks involving presentations.
- Permission to have earlier or later examination start times (if required due to the affects of medication)
- Permission to have one exam per day
- Permission to split exams.
- Additional 15-20 minutes per hour to complete exams and class tests

COMPLETE IMPAIRMENT -
- Consider up to 30 minutes additional time per hour in exams and class tests where there are multiple cognitive impairments
B: Behaviour
(interacting with other people)

MODERATE IMPAIRMENT -
- Note-taking (where there is no access to audio content or adequate iLearn notes)
- Permission to administer prescribed medication or bring food and drink into the exam
- Q room access
- Own or room with fewer students for exams and class tests
- Additional 5-10 minutes per hour to complete exams and class tests of more than 60 minutes duration
- Referral to services focussed on adjustment to the university environment, learning skills and the use of assistive technologies

SEVERE IMPAIRMENT -
- Permission to complete alternative assessment tasks where group work is not possible or may cause undue hardship to other group members.
- Permission to pre-record assessment tasks involving presentations.
- Support staff to liaise and attend meetings with the student with academic or faculty staff.
- Permission to undertake alternative on and off campus activities such as fieldwork, interviews or industry visits where this does not compromise the learning outcomes of the unit
- Permission to have earlier or later examination start times if required due to the affects of medication
- Permission to have one exam per day
- Permission to split exams
- Permission to take unpenalised breaks up to 30 minutes to regulate mood and behaviour during exams.
- Additional 15-20 minutes per hour to complete exams and class tests

COMPLETE IMPAIRMENT -
- Recommend external enrolment where possible (i.e. no on-campus sessions)
- Permission to have earlier or later examination start times if required due to the affects of medication
- Own room for exams (Consider: off-campus settings)
- Up to 30 minutes additional time per hour in exams and class tests
C: Vision  
(accessing visual content)

MODERATE IMPAIRMENT -
- Advanced access to unit readings where possible
- Tailoring of reading lists to identify key texts where possible
- Class seating that provides unobstructed line of vision, for students who have some vision
- Permission to sit class tests and exams in rooms with specified lighting (e.g. natural)
- Q room access (if access to software required)
- Note-taking (where there is no access to audio content or adequate iLearn notes)
- Examination and study materials in a font size that can be read by the student where use of a magnifier or large screen is not sufficient
- Permission to use a computer or reader during exams and class tests
- Additional 5-10 minutes per hour to complete exams and class tests of more than 60 minutes duration
- Orientation to university environment and classrooms
- Referral to services focussed on adjustment to the university environment, learning skills and the use of assistive technologies

SEVERE IMPAIRMENT -
- Photocopying and/or book retrieval assistance in the library
- Permission to use adaptive technology (e.g. close circuit TV, magnifier or computer, screen reader or Braille display in class tests & exams
- Provision of a study support assistant in practical settings to facilitate access to visual or audio information that is inaccessible to the student and/or the completion of mechanical tasks associated with conducting experiments or activities in computer labs
- Permission to use lined paper or larger examination booklets/answer sheets for large print users
- Provision of alternative assessment tasks that require physical representations such as models where this does not compromise the learning and assessment outcomes of the unit
- Permission to have one exam per day
- Provided with sufficient working space in class test and exam venues to work with large print materials, adaptive technology and/or interpreters/reader/scribe, if required
- Additional 15-20 minutes per hour to complete exams/class tests

COMPLETE IMPAIRMENT -
- Permission to split exams or have day gaps between exams
- Permission to undertake alternative on and off campus activities such as fieldwork, interviews or industry visits where this does not compromise the learning outcomes of the unit
- Interpreter for students who are Deaf-blind
- Modification of start and finish times of academic tasks (exams/practical placements) for students with night vision impairments
- Permission to answer alternate questions where the content is of a visual nature and is inaccessible to blind or deaf-blind students where this does not compromise learning outcomes for the unit
- Additional 30-60 minutes per hour to complete exams and class tests of more than 60 minutes duration
D: Hearing
(accessing auditory content)

**MODERATE IMPAIRMENT** -
- Class seating that facilitates best reception of hearing (i.e. line of sight, distance to presenters or access to hearing technology)
- Adaptive hearing technology, such as infra red or real time captioning
- Q room access (if access to quiet study space required)
- Note-taking (where there is no access to audio content or adequate iLearn notes)
- Permission for student with a hearing disability to use a computer with spelling and grammar check enabled and dictionary or thesaurus during exams and class tests
- Permission to use flash card instructions prior to and during exams and class tests
- Additional **5-10** minutes per hour to complete exams and class tests of more than 60 minutes duration

**SEVERE IMPAIRMENT** -
- Advanced access to unit readings
- AUSLAN interpreter (NAATI registered)
- Captioning of audio and/or video for students who are unable to hear the audio; Note-taking (if not using captioning)
- Provision of a study support assistant in practical settings to facilitate access to audio information that is inaccessible to the student
- Permission to answer alternate questions where the content is of a audio nature and is inaccessible to Deaf students where this does not compromise learning outcomes for the unit
- Permission to have own room with reader or interpreter, if required
- Additional **15-20** minutes per hour to complete exams/class tests
- Referral to services focussed on adjustment to the university environment, learning skills and the use of assistive technologies (if no closed captioning is used)

**COMPLETE IMPAIRMENT** -
- Permission to undertake alternative on and off campus activities such as fieldwork, interviews or industry visits where this does not compromise the learning outcomes of the unit
- Interpreter for students who are Deaf-blind
- Up to an additional **30** minutes per hour to complete exams/class tests (where there are verbal instructions used throughout the assessment task).
E: Handwriting / Typing
(physically producing written content)

**MODERATE IMPAIRMENT** -
- Note-taking (where there is no access to audio content or adequate iLearn notes or it is painful to write)
- Use of computer for exams and in class tests with written answers (not required or not appropriate for multiple choice or math formats)
- Additional 5-10 minutes per hour to complete exams and class tests of more than 60 minutes duration

**SEVERE IMPAIRMENT** -
- Use of assistive technology (e.g. Dragon dictate)
- Scribe or use of computer for exams and in class tests with written answers
- Permission to have one exam per day
- Extra time to complete typed assessment tasks (e.g. essays/reports)
- Additional 15-20 minutes per hour to complete exams and class tests
- Referral to services focussed on the use of assistive technologies

**COMPLETE IMPAIRMENT** -
- Permission to split exams or have day gaps between exams
- Up to 60 minutes per hour to complete exams and class tests
### F: Communication
*(developing and producing spoken or written content)*

**MODERATE IMPAIRMENT**
- Access to assistive technology software and devices (e.g. WYNN; alarm clocks and planners, etc.)
- Permission to use communication aids in class and during assessment tasks
- Additional **5-10** minutes per hour to complete exams and class tests of more than 60 minutes duration
- Alternative assessment task for public speaking (as required)
- Referral to services focussed on adjustment to the university environment, learning skills and the use of assistive technologies

**SEVERE IMPAIRMENT**
- AUSLAN Interpreter (if appropriate)
- Permission to pre-record assessment tasks involving spoken content
- Permission to have earlier or later examination start times if required due to the affects of medication
- Permission to use a computer with spelling and grammar check enabled, and dictionary or thesaurus, during exams and class tests
- Permission to have one exam per day
- Permission to split exams
- Extra time to complete written assessment tasks (e.g. essays/reports)
- Additional **15-20** minutes per hour to complete exams and class tests

**COMPLETE IMPAIRMENT**
- Up to **30** minutes additional time per hour in exams and class tests

### G: Physical / Mobility
*(accessing and completing tasks within academic environments)*

**MODERATE IMPAIRMENT**
- Permission to lodge all assessment tasks electronically
- Q room access (if access to ergonomic furniture or adaptive software is required)
- Provision of a locker if unable to carry educational materials on campus
- Permission to administer prescribed medication or bring food and drink into the exam
- Access to a mobility scooter, subject to an assessment by an Occupational Therapist/Disability Assessment Advisor
- Further practice with scooter use with an Occupational Therapist as required
- Level access to class and assessment venues
- Assistance with timetabling changes if their rooms are inaccessible/does not meet their needs
- Environmental assessment and adaptation if required
- Lift access provided in restricted buildings such as C10A
- Permission to stand during classes or learning activities should their disability cause difficulty with extended sitting
- Recognition that the student may run late to classes when there is some distance between teaching venues
• Physical assistance may be required with opening doors
• Provision of ergonomic furniture in educational environments (including exams/tests)
• Permission to use a slope board for assessment tasks
• Permission for the student to use their own aids (e.g. cushions)
• Permission to sit assessment tasks with a small number of other students or in own room
• Permission to sit assessment tasks in a temperature controlled environment if their symptoms are exacerbated by heat or cold
• Students with a temporary disability may need to apply for Disruption to Studies and if successful sit a supplementary exam with relevant exam provisions
• Additional 5-10 minutes per hour to complete exams and class tests of more than 60 minutes duration

**SEVERE IMPAIRMENT** -
• Note-taking
• Permission to administer prescribed medication or bring food and drink into the exam
• Permission to have earlier or later examination start times if required due to personal care and/or transport arrangements
• Use of assistive technology (e.g. Dragon dictate)
• Permission to have one exam per day
• Permission to split exams
• Additional 15-20 minutes per hour to complete exams and class tests
• Referral to services focussed on adjustment to the university environment and the use of assistive technologies

**COMPLETE IMPAIRMENT** -
• Provision of a study support assistant to assist with mechanical tasks such as those found in computing, science and language laboratories when the student's disability significantly impacts on their dexterity, co-ordination, balance and/or communication
• Permission to undertake alternative on and off campus activities such as fieldwork, interviews or industry visits where this does not compromise the unit learning outcomes
• Permission to have an assistant when completing an exam if unable to read, hold or manipulate exam materials
• Permission to have a carer, provided by the student, available to provide personal care during class tests and exams (if required)
• Permission to complete no more than one exam per day (with rest days between)
• Unpenalised rest breaks for toileting and eating for exams of greater than 2 hours duration
• Up to 60 minutes per hour to complete exams and class tests
ITEM 11.6   MUIC – NEW AND AMENDED POLICY DOCUMENTS

By flying minute, on 30 November 2015 the Academic Senate Standing Committee resolved to approve the:

i. Attendance and Study Load Policy for Students enrolled in Programs delivered by MUIC; and the Progression Policy for Students enrolled in Programs delivered by MUIC and their associated Procedures; and

ii. the amendments to the Assessment Policy and Procedure, Final Examinations Policy and Procedure, and grade Appeal Policy and Procedure.

For ratification.

Recommended Resolutions:

Academic Senate ratify the approval of the Attendance and Study Load Policy for Students enrolled in Programs delivered by MUIC.

Academic Senate ratify the approval of the Progression Policy for Students enrolled in Programs delivered by MUIC and their associated Procedures.

Academic Senate ratify the approval of the amendments to the Assessment Policy and Procedure, Final Examinations Policy and Procedure, and Grade Appeal Policy and Procedure.
ITEM 1  MACQUARIE UNIVERSITY INTERNATIONAL COLLEGE – NEW AND AMENDED POLICY DOCUMENTS

Issue:

At its meeting of 6 October 2015, Academic Senate noted the update on policy development for the Macquarie University International College (Item 8.4). Academic Senate was informed that:

The full suite of amended and new policy documents will be presented to the SLTC meeting of 12 October and circulated to the MUIC Sub-Committee of ASQC by flying minute for endorsement, for subsequent approval by the Academic Senate Standing Committee at their meeting of 19 October. This will ensure that relevant policies are in place for the first cohort of students commencing in November 2015.

Consideration by the Senate Learning and Teaching Committee

At its meeting of 12 October 2015, SLTC considered amendments to six existing University policy documents to incorporate MUIC. The Committee resolved to:

endorse the amendments to the current Assessment Policy and Procedure, Final Examinations Policy and Procedure, and Grade Appeal Policy and Procedure and recommend for approval by Academic Senate.

The Committee also considered two new MUIC policies:

- Attendance and Study Load Policy for Students enrolled in Programs delivered by MUIC, and
- MUIC Progression Policy.

SLTC noted that the Attendance Policy is an ESOS requirement, and the MUIC Progression Policy is an interim arrangement pending the development of a University-wide Course Progression Framework. The appeal provisions in both policies are interim pending the finalisation of an Appeals Framework.

SLTC endorsed the two new MUIC policies and requested that the supporting procedures be circulated for endorsement by flying minute.

The subsequent finalisation of the supporting Procedures resulted in a number of proposed amendments being made to the policies for clarity. SLTC considered the amended policies and the supporting procedures and on 27 October 2015, resolved to:

i. endorse the two MUIC policies Attendance and Study Load Policy for Students enrolled in Programs delivered by MUIC and MUIC Progression Policy as amended
ii. endorse the two new accompanying Procedures.

and recommend for approval by the Academic Senate.

Consideration by the MUIC Sub-Committee of ASQC

The MUIC Sub-Committee of ASQC considered the two new MUIC policies (as amended) and accompanying procedures by flying minute, and on 27 October 2015 resolved to:

endorse the Attendance and Study Load Policy for Students enrolled in Programs delivered by MUIC and MUIC Progression Policy and their associated Procedures and recommend for approval by the Academic Senate.

Recommendation

That the Academic Senate Standing Committee:

i. approve the Attendance and Study Load Policy for Students enrolled in Programs delivered by MUIC and the Progression Policy for Students enrolled in Programs delivered by MUIC and their associated Procedures; and
ii. approve the amendments to the Assessment Policy and Procedure, Final Examinations Policy and Procedure, and Grade Appeal Policy and Procedure.

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

For enquiries contact: Zoe Williams, Head Governance Services, zoe.williams@mq.edu.au or ext. 4322.
ATTENDANCE AND STUDY LOAD POLICY FOR STUDENTS ENROLLED IN PROGRAMS DELIVERED BY THE MACQUARIE UNIVERSITY INTERNATIONAL COLLEGE

1 PURPOSE

This policy establishes the criteria used to determine satisfactory attendance. It also specifies the standard number of credit points and the expected study load for students enrolled in programs delivered by the Macquarie University International College.

2 BACKGROUND

Macquarie University International College (the College) is required to monitor student attendance and ensure study load is appropriate in order to comply with the requirements of external accrediting bodies.

3 SCOPE

This policy applies to all international and domestic students undertaking studies at the Macquarie University International College and comes into effect at the commencement of each term.

4 DEFINITIONS

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

**Course Progress**
The measure of performance within a course prior to completion.

**Department of Education**
The Government Department responsible for national policies and programs that help Australians access quality education.

**DIBP**
Department of Immigration and Border Protection, the Commonwealth Government department responsible for issuing international students with visas.

**eCoE**
Electronic Confirmation of Enrolment – the document registered via the PRISMS database with DIBP to confirm a student’s acceptance into a particular program of study for a specified duration.
ESOS Act 2000
The Education Services of Overseas Students (ESOS) Act, which regulates the delivery of education services to international students.

National Code
The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (July 2007).

Minimum Rate of Progress (MRP)
The MRP is passing 50% or more of the units attempted in 2 or more terms.

PRISMS
The Provider Registration and International Student Management Systems database.

Satisfactory Academic Progress
Successful completion of at least 50% of the study load undertaken during a Term. Successful completion at the Macquarie University International College includes both a passing grade and fulfilment of the College attendance requirements.

Satisfactory attendance
At least 80% of the scheduled contact hours for each unit in a term; and for international Foundation Program students at least 80% of the scheduled program contact hours in a term.

Potential attendance
Maximum attendance a student can attain by the end of the term in which they are enrolled.

Term
A 7 week period of study at the Macquarie University International College, which includes an examinations week, in which an entire unit of study is delivered.

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

5 POLICY STATEMENT

Study Load

Macquarie University International College units of study are all assigned 3 credit points. Students are expected to undertake two units of study per term unless an alternate study load has been expressly approved by the College.

Under certain circumstances students may be allowed to reduce their study load to 1 unit per term. Applications to reduce study load on compassionate or other compelling circumstances must be made to the Student Administration and Services Manager. Applications to reduce study load based on academic grounds must be made to the Program Manager.

Satisfactory attendance
The College teaching staff are responsible for recording student attendance in classes.
The Student Administration and Services Manager, Macquarie University International College and their representatives are responsible for monitoring student attendance at both unit and program levels.

All students, international and domestic, are required to attend at least 80% of the scheduled contact hours in a unit.

In addition, the College closely monitors the attendance of all international students to ensure that the student complies with the conditions of their visa relating to attendance. International Foundation program students are required to attend at least 80% of the scheduled program contact hours in a term.

**Attendance monitoring**

A student is not permitted to 'swap' classes or to attend a class other than the one in which they are enrolled without prior permission from the Student Administration and Services Manager or a Student Advisor. If a student's name does not appear on the class attendance list and they do not have an authorisation form to attend a substitute class, the student will be referred to a Student Advisor to discuss the matter.

An official Certificate of Attendance may be issued on request to all Macquarie University International College students.

**Attendance calculation for a unit of study**

The attendance percentage for a unit of study is calculated as follows:

\[ 100\% \times \left( \frac{a \times b - c}{a \times b} \right) \]

where

- \(a\) - Number of scheduled unit contact hours recorded per week
- \(b\) - Number of weeks attendance is recorded (6 weeks per Term)
- \(c\) - Total contact hours absent

**Attendance calculation for a program of study**

The attendance percentage for a program of study is calculated as follows:

\[ 100\% \times \left( \frac{a \times b - c}{a \times b} \right) \]

where

- \(a\) - Number of scheduled program contact hours recorded per week
- \(b\) - Number of weeks attendance is recorded (6 weeks per Term)
- \(c\) - Total contact hours absent

**Attendance warnings**

The University will send three warning messages to students whose potential attendance for a unit has dropped below 90%, 85% and 80% via their student email address.

In addition, the University will send three warning messages to international Foundation Programs students whose potential attendance for their program has dropped below 90%, 85% and 80% in one term via their student email address. International Foundation Program students whose attendance has dropped below 80% will receive a Notice of Intention to Report from the University.

**Reporting of unsatisfactory student attendance**

The University will notify the Department of Immigration and Border Protection (DIBP) through the Provider Registration and International Students Management
System (PRISMS) of any international Foundation Program student with attendance less than 80% of the scheduled program contact hours. This may result in the cancellation of the student’s visa and exclusion from the Foundation Program.

The University may choose not to report an international Foundation Program student whose attendance has fallen below 80% where they are deemed to be making satisfactory Academic progress and can achieve greater than 70% attendance of the scheduled program contact hours for the term.

An international Foundation Program student who can no longer achieve 70% attendance in a term will be deemed to have not achieved satisfactory attendance. The University will advise the student that it intends to report them to DIBP for not achieving satisfactory attendance by issuing a Notice of Intention to Report letter.

Appealing against a Notification of Intention to Report

If the student is unsatisfied with the University’s Notice Intention to Report, the student may lodge a written appeal to the university. The following steps will then occur;

(i) The Associate Director – Administration and Student Services will review the written appeal within 5 working days of its receipt.

(ii) If the appeal is not upheld, it will be referred to the College Director for further review within 5 working days of the decision.

(iii) If the appeal is not upheld, the student will be advised in writing that the original decision stands and that the student will be reported to DIBP.

(iv) A student who is dissatisfied with their appeal may make a Request for Assistance to the Macquarie University Student Ombudsman.

(v) If a student is not satisfied with the result or conduct of the University’s review of the appeals process, they may submit an appeal to the NSW Ombudsman. Students intending to appeal to the NSW Ombudsman must notify the University so that they are not reported to DIBP.

During any appeals process, the student must attend class and the University will not report the student to DIBP and will maintain their enrolment. If the appeal is successful, the student’s enrolment will continue.

The University will notify DIBP of the student not achieving satisfactory attendance when the student has chosen not to access the above process within the 20 working day period, withdraws from the appeals process, or the process is completed and results in a decision supporting the University.

Once the University determines that an international student is to be reported to DIBP, a notification will be sent to the student indicating that their eCoE has been cancelled and their enrolment terminated.

Exclusion periods – non-attendance or Minimum Rate of Progress (MRP)

An exclusion period of one academic calendar year is applied to candidates who have had eCoE cancelled for non-attendance.
An exclusion period of **two academic calendar years** is applied to candidates who have had eCoE cancelled for failure to meet MRP (no earlier application possible).

6 RELEVANT LEGISLATION

The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007, Standards 10 and 11
Education Services for Overseas Students Act 2000

7 KEY RELATED DOCUMENTS

Attendance and Study Load (MUIC) Procedure
Progression (MUIC) Policy / Procedure

8 NOTES

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ATTENDANCE AND STUDY LOAD PROCEDURE FOR STUDENTS ENROLLED IN PROGRAMS DELIVERED BY MACQUARIE UNIVERSITY INTERNATIONAL COLLEGE

1 PURPOSE

To provide an overview of the actions required when monitoring and responding to attendance and study load of Students at Macquarie University International College in accordance with the Attendance and Study Load (MUIC) Policy.

2 SCOPE

This procedure applies to all international and domestic students undertaking studies at the Macquarie University International College and comes into effect at the commencement of each term.

3 DEFINITIONS

Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

Print version of Attendance and Study Load Flowchart (PDF)
Print version of Attendance Appeals Flowchart (PDF)

Please click on each item of the flowchart to see more information.

If you have difficulty accessing this document please contact the Policy Unit policy@mq.edu.au or 9850 4791.
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<td>MUIC Student and MQ notified of outcome within specified timeframe</td>
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5 RELEVANT LEGISLATION

- Education Services for Overseas Students (ESOS) Act 2000
- The National Code of Practice 2007, Standard 8
- The National Code of Practice 2007, Standard 9
- The National Code of Practice 2007, Standard 10

6 KEY RELATED DOCUMENTS

- Progression (MUIC) Policy / Procedure
- Attendance and Study Load (MUIC) Policy

7 NOTES

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1 PURPOSE

This policy specifies the way in which Macquarie University will manage progress requirements for students enrolled in the Macquarie University International College (the College).

2 BACKGROUND

Macquarie University International College programs of study are delivered under a teaching and learning model that differs significantly from the undergraduate and postgraduate programs delivered by the University. The intensive nature of the delivery model requires clearly articulated requirements for progression and the processes for supporting students.

3 SCOPE

This policy applies to all students undertaking studies at the Macquarie University International College.

4 DEFINITIONS

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

At Risk
Students who have been identified by the College staff as unlikely to achieve Satisfactory Academic Progress in a unit or units of study during a Macquarie University International College Term.

Expected Duration of Study
The duration for the program of study specified in the CoE
eCoE
Electronic Confirmation of Enrolment – the document registered via the PRISMS database with the Department of Immigration and Border Protection to confirm a student’s acceptance into a particular program of study for a specified duration.

Intervention Strategy
The approach taken to support and assist students enrolled in the College identified as “at risk” meet satisfactory academic progress requirements.

Minimum Rate of Progress (MRP)
The MRP is passing 50% or more of the units attempted in 2 or more terms.
PRISMS
The Provider Registration and International Student Management Systems – the database used to process information given to the Secretary of DET by Registered Providers.

Progress
Monitoring of a students' progress across the duration of their program of study

Satisfactory Academic Progress
Successful completion of at least 50% of the study load undertaken during a Macquarie University International College Term. Successful completion at the College includes both a passing grade and fulfilment of the College attendance requirements.

Satisfactory Attendance
At least 80% of the scheduled contact hours for each unit in a term; and for international Foundation Program students at least 80% of the scheduled program contact hours in a term.

Term
A 7 week period of study at the College, which includes an examinations week, in which an entire unit of study is delivered.

Units
The units of study (also known as subjects) within a program of study, each worth a fixed number of credit points.

5 POLICY STATEMENT

To be successful in their program of study, students need to demonstrate that they meet the learning outcomes required in each unit. These learning outcomes are set by the Macquarie University International College Sub-Committee of the Academic Standards and Quality Committee and are conveyed to the teacher through a moderation of assessments process, where a moderator is appointed to monitor the quality of the assessment tasks set and the marking of those assessments.

The following academic progress criteria are provided to facilitate the progression of students within and between Macquarie University International College programs of study.

Minimum rate of Progress (MRP)
The MRP is passing 50% or more of the units attempted in 2 or more terms.

Satisfactory Academic Progress
The University will reliably and efficiently monitor the academic progress of students, and have systems in place to promote the early detection and support of students who are at risk of not making satisfactory progress.

Students ‘At Risk’
A student may be deemed to be at risk of not making satisfactory academic progress if they:

1. During a term:
   • fail to submit assessments
   • fail to meet participation and/or homework requirements
   • receive low grades in ongoing formative and summative assessments including in-class tasks and mid-term assignments and exams
   • fail to meet the satisfactory attendance requirements
2. At the end of a term:
   - fail to successfully complete 50% or more of their study load for a term
   - fail the same unit twice
   - fail to re-enrol after an approved study break
   - withdraw more than twice from any unit
   - fail to undertake an enrolment load that will enable them to complete their program of study within the requirements of this policy.

Supporting students - Intervention Strategy

The University will support students to achieve academic success. The University has in place an intervention strategy to assist students enrolled in the College identified as “at risk”. In accordance with Standard 10 of the National Code, the intervention strategy specifies:

a. procedures for contacting and counselling identified students
b. strategies to assist identified students to achieve satisfactory progress
c. the process by which the intervention strategy is activated.

The intervention strategy will be made available to students and staff of the College.

Failure to Meet Satisfactory Academic Progress and Minimum Rate of Progress (MRP) Requirements

A Macquarie University International College student will be subject to exclusion if they have not met satisfactory academic progress requirements for 2 consecutive terms or if they have not satisfied Minimum Rate of Progress (MRP) requirements.

Domestic students

Any domestic student who has been identified as not meeting Minimum Rate of Progress (MRP) requirements will be issued with an Intention to Exclude letter and will have the opportunity to appeal prior to exclusion.

Any student wishing to appeal is encouraged to advise the University of their intention to appeal within 48 hours after receiving the Intention to Exclude letter. Students must continue to attend classes during the reporting and appeals process.

International Students

Any international student who has been identified as not meeting MRP will be issued with an Intention to Exclude letter and a Notification of Intention to Report to comply with Department of Immigration and Border Protection requirements. The following will apply:

a. As stated in the Notification of Intention to Report, the student will have access to both an internal and external appeal process
b. The student will be informed that they have 20 working days to submit an appeal against this decision
c. The parents of students under the age of 18 will also be notified in writing. Consent must be given by students over the age of 18 for the University to notify their parents.
d. The University will not report any international student formally to DIBP until the student has no further avenues of appeal available
e. Once all avenues of appeal have been exhausted, the University will report the student’s enrolment as cancelled. A ‘Section 20’ letter will be issued to the student via PRISMS and placed on the student’s academic file.
Appeals
If a student is unsatisfied with a decision to exclude, they may lodge a written appeal to the University. The following steps will then occur;

i. The Associate Director Academic Programs will review the written appeal within 5 working days of its receipt.
ii. If the appeal is not upheld, it will be referred to the College Director for further review within 5 working days of the decision.
iii. If the appeal is not upheld, the student will be advised in writing that the original decision stands.

Internal Review
A student who is dissatisfied with their appeal may make a Request for Assistance to the Macquarie University Student Ombudsman.

External Review
A student who is dissatisfied with the result or conduct of the internal appeal process or internal review is able to access the NSW Ombudsman for an external review.

Years to complete
The number of years permitted to meet program of study completion requirements is listed in the table below. The completion date will be calculated from the date of the student’s initial commencement date in the program of study (period and year) stated on the student’s transcript.

Note, international students are required to study full time (unless approval has been granted for a variation of enrolment), and therefore the maximum time to complete will be related to the length of their student visa.

<table>
<thead>
<tr>
<th>Course name</th>
<th>Enrolment Requirements (Study Load)</th>
<th>Program of Study Duration*</th>
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<tbody>
<tr>
<td>Intensive Foundation</td>
<td>2 core units + 2 elective units</td>
<td>1 year or 6 terms</td>
</tr>
<tr>
<td>Standard Foundation</td>
<td>6 core units + 2 elective units</td>
<td>18 months or 10 terms</td>
</tr>
<tr>
<td>Diploma</td>
<td>core units + Elective units</td>
<td>18 months or 10 terms</td>
</tr>
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</table>

*Program of study duration listed in the above table is the maximum time approved for a student studying without visa restrictions. International students must complete their program of study within the time indicated on their Confirmation of Enrolment (CoE) and in accordance with visa conditions. This is defined as the prescribed period.
Applications for an extension of time

Students who fail to complete within the prescribed period and who can reasonably be expected to meet the program of study requirements within two additional terms (inclusive of any intervention strategies employed by the College and the student during the student's study) may apply for an extension of time. Each application will be considered on its merits and with reference to the student’s academic performance during the study period as well as any matters that warrant special consideration. In general the maximum extension of time that will be granted in any circumstance is between two (2) and four (4) terms, depending on the length of the program of study.

Applications for an extension of time must be made in writing to the College Director a minimum of four (4) weeks prior to the expiry of the student's prescribed period (or within four (4) weeks of receiving results that indicate they will not finish within the prescribed period).

The application must include a letter outlining the reasons for the student’s inability to complete the program of study in the prescribed period and a current resume.

These documents will assist the College in assessing the application, and in particular the student’s ability to complete the program of study within any granted extension period.

Extension of Confirmation of Enrolment (CoE) for Student Visas

In accordance with Standard 9 of the National Code of Practice, an extension of the student’s CoE may only be granted by Student Advocacy where it is clear that the student will not complete the program of study within the prescribed duration, as specified on the CoE:

a. If there are compassionate, compelling or extenuating circumstances:
   Such circumstances are defined in Standard 13 in the National Code as “generally those beyond the control of the student and which have an impact upon the student’s course progress or wellbeing. These could include, but are not limited to:
   i. serious illness or injury, where a medical certificate states that the student was unable to attend classes
   ii. bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
   iii. major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student’s studies; or
   iv. a traumatic experience which could include:
      1. involvement in, or witnessing of a serious accident; or
      2. witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists’ reports)
   v. where the registered provider was unable to offer a pre-requisite unit; or
   vi. inability to begin studying on the course commencement date due to delay in receiving a student visa."

b. If not completing is a result of a revised enrolment pattern due to the implementation of an intervention strategy for a student who was ‘at risk’ of not making satisfactory academic progress in the program of study, or
c. If an approved deferment or suspension of study has been granted and the variation will affect the prescribed period indicated on a student’s CoE, a new CoE will be issued via PRISMS. The reason for the issuing of the new CoE will be recorded in PRISMS.

The University will print the ESOS Act Section 20 notice that PRISMS generates, and will send a copy of the notice to the student and keep records of any meeting/contact with the student on the student’s academic file.

6 RELEVANT LEGISLATION

The Education Services for Overseas Students (ESOS) Act 2000
The National Code of Practice 2007, Standard 8
The National Code of Practice 2007, Standard 9
The National Code of Practice 2007, Standard 10

7 KEY RELATED DOCUMENTS

Progression (MUIC) Procedure
Attendance and Study Load (MUIC) Policy / Procedure

8 NOTES

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<td>8.8</td>
<td>Amendment History</td>
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PROGRESSION PROCEDURE FOR STUDENTS ENROLLED IN PROGRAMS DELIVERED BY MACQUARIE UNIVERSITY INTERNATIONAL COLLEGE

1 PURPOSE

To provide an overview of the actions required when monitoring and responding to progression of Students at Macquarie University International College in accordance with the MUIC Progression Policy.

2 SCOPE

This procedure applies to all international and domestic students undertaking studies at the Macquarie University International College and comes into effect at the commencement of each term.

3 DEFINITIONS

Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

Print version of Progression Flowchart (PDF)
Print version of Progression Appeals Flowchart (PDF)

Please click on each item of the flowchart to see more information.

If you have difficulty accessing this document please contact the Policy Unit policy@mq.edu.au or 9850 4791.
MUIC Progression – Procedure flowchart

**MUIC STUDENT 'AT RISK'**
- Progression Policy
- Attendance and Study Load Policy
- Student 'At Risk' criteria
- Intervention Strategy Fact Sheet including extension, deferral, suspension

**MUIC STUDENT MEETS SAP / MRP**
- MUIC Students' progress monitored
- Student identified as 'At Risk'
- Intervention Strategy Activated and Monitored
- STUDENT MEETS SAP / MRP
  - NO
  - YES
  - Enrolment continues

**EXCLUSION**
- Progression Policy
  - Letters: Intention to Exclude / Notification of Intention to Report
  - Student enrolled or Visa cancelled / Exclusion period applied.
  - SUBMIT APPEAL?
  - NO
  - YES
  - APPEAL / INTERNAL REVIEW / EXTERNAL REVIEW considered and outcome notified within timeframe

**APPEAL**
- Progression Policy
- Appeal Flow Chart
5 RELEVANT LEGISLATION

Education Services for Overseas Students (ESOS) Act 2000
The National Code of Practice 2007, Standard 8
The National Code of Practice 2007, Standard 9
The National Code of Practice 2007, Standard 10

6 KEY RELATED DOCUMENTS

Progression (MUIC) Policy
Attendance and Study Load (MUIC) Policy / Procedure

7 NOTES

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ASSESSMENT POLICY

1 PURPOSE

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

2 BACKGROUND

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

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

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

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

Principles of Quality Assessment

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

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

3 SCOPE

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

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

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

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

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

Examination: a time-limited assessment task conducted under invigilation. For example, tests, practical assessments, in-unit quizzes, final examinations.

Final Examination: an examination held within a specified examination period that is defined by the University and conducted in compliance with the Final Examination Policy. This excludes what is referred to as a ‘take home examination’. Final examinations only are managed through the Academic Programs Section; all other examinations are managed locally by the relevant department/faculty.

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

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

5 POLICY STATEMENT

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

Standards based assessment will be used.

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

COMPLETION OF A UNIT

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

QUALITY ASSURANCE AND MANAGEMENT OF ASSESSMENT

The faculties, through the Executive Deans, MUIC through the Director, and the University, through Academic Standards and Quality Committee (ASQC), will:
- ensure the quality assurance of assessment practice
- ensure that all assessment tasks undergo regular cycles of moderation.

The Unit Convenor / MUIC Teacher will institute a process to ensure alignment between teaching strategies, expected learning outcomes and assessment requirements by all staff with a responsibility for unit assessment.
UNIT ASSESSMENT REQUIREMENTS
Each unit will:
- have at least three assessment tasks
- require more than one type of assessment task
- have no single assessment task worth more than 60% of the total assessment of the unit
- not include a total examination component of more than 80% of the total assessment of the unit

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

GROUP ASSESSMENT
A group assessment task prepared and presented as a single entity where the contributions of individual students cannot be identified are to be:
- graded on a pass/fail basis, and
- limited to 30% of the total assessment for the unit.

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

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

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

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

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

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

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

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

6 RELEVANT LEGISLATION
7 KEY RELATED DOCUMENTS

Academic Honesty Policy / Procedure
Academic Standards and Quality Committee – Terms of Reference
Assessment Procedure / Guideline
Disability Action Plan
Final Examination Policy
Grade Appeal Policy
Grading Policy
Policy Framework Policy
Records Management Policy
Rules
Staff Code of Conduct
Student Code of Conduct
Unit Guide Policy / Procedure

Resources
Assessment Toolkit
Assessment and Feedback Case Studies
Graduate Capabilities

8 NOTES

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<td>Assessment Policy approved 12 August 2008</td>
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<td>Amendment History</td>
<td>September 2015 – included MUIC March 2012 – clarification to definition of Final Examination</td>
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ASSESSMENT PROCEDURE

1 PURPOSE

To detail the actions and responsibilities required for the efficient and ethical management of the assessment process at Macquarie University.

2 SCOPE

This Policy applies to all coursework units offered by or on behalf of Macquarie University. It will be relevant to all academic leaders and managers of learning and teaching, all teaching staff, including sessional teachers, and all coursework students.

3 DEFINITIONS

Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

This procedure requires actions by the following:

- Academic Senate
- Academic Standards and Quality Committee (ASQC)
- Associate Dean, Learning and Teaching / MUIC Associate Director Academic Programs
- Executive Dean / Dean / Director MUIC
- Faculty / MUIC Student Administration Manager
- Head of Department / MUIC Program Manager
- Student
- Unit Convenor / MUIC Teacher

ASSOCIATE DEAN LEARNING AND TEACHING / MUIC ASSOCIATE DIRECTOR ACADEMIC PROGRAMS

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

Ensure new staff are routinely inducted into institutional assessment expectations.

Assessment Literacy
Provide all stakeholders with opportunities to develop a level of assessment literacy.
Eligibility For Continuation In A Unit
Determine whether a student is eligible to continue in a unit. A student not considered eligible will be excluded from the unit and this will result in the student being awarded a Fail grade (F) for the unit.

UNIT CONVENOR / MUIC Teacher

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

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

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

Resubmission
Detail the resubmission options in the Unit Guide. Note that if resubmission is available, it is only permissible after the original assessment task has been graded and returned to students.

Change To Unit Assessment Requirements During A Unit Offering
If recommending a change to the assessment requirements after a unit has commenced, consider the implications of the recommended change on both the students and staff members involved. Make the recommendation to the Head of Department / MUIC Program Manager or delegated authority.

Upon approval notify students in writing.

STUDENT

Academic Honesty
Comply with the Academic Honesty Policy, noting particularly the need to ensure that all the assessment tasks submitted are your original work.

Formative Assessment
Be an active participant in the feedback process, act upon the advice given and provide evidence of having done so.

Retention Of Records
Keep a copy of all assignment items lodged for assessment, regardless of whether or not they will be graded.

Ensure the copies are kept until the final unit grade has been officially released or until the finalisation of any appeals process.

Inclusive Practice
Where applicable, submit a request for reasonable adjustment, with the necessary supporting documentation, to Campus Wellbeing as soon as practicable after enrolment in the unit. Any such reasonable adjustments must be negotiated between the Disability Support Unit and the Unit Convenor / MUIC Teacher.
Eligibility For Continuation In A Unit
Attend required classes and submit required assessment tasks.

Note that the Executive Dean / Director MUIC has the authority to refuse students permission to continue in a unit. If not considered eligible to continue, the student will be excluded from the unit and this will result in the award of a Fail grade (F) for the unit. Where there is a final examination, this will result in permission being denied to sit this examination.

HEAD OF DEPARTMENT / MUIC PROGRAM MANAGER

Consider Requests For A Change To Unit Assessment Requirements During A Unit Offering
Consider requests for a change to unit assessment requirements.

In exceptional circumstances, and where they maintain the relationship between the assessment methods and the expected learning outcomes, approve the request.

In giving approval for the change, be satisfied that students are not disadvantaged by either the change or the timing.

ACADEMIC STANDARDS AND QUALITY COMMITTEE / MUIC SUB-COMMITTEE OF ACADEMIC STANDARDS AND QUALITY COMMITTEE

Consider An Exception To The Assessment Policy
Consider a request for an exception to unit assessment requirements and, where the request is based on sound pedagogical rationale and if appropriate, provide approval.

ACADEMIC SENATE

Approve Final Grades
Consider and approve final unit grades for each coursework student.

FACULTY / MUIC STUDENT ADMINISTRATION MANAGER

Records Management
Ensure there is a system to record receipt and track the submission of assessment tasks.

Results Management
Ensure a record of the results for each assessment task is retained until the end of any appeal period (six months).

Retention Of Records
Maintain a system to allow uncollected assessment tasks to be returned to the student or retained for the mandated period (six months).

Comply with any officially authorised request for assessment records (eg by subpoena, for a student discipline case, for a grade appeal, through a Government Information (Public Access) request, or from an audit request).

Disposal Of Records
At the end of the mandated retention period, arrange for the secure and final disposal of assessment records.
### 5 RELEVANT LEGISLATION

### 6 KEY RELATED DOCUMENTS

Academic Honesty [Policy / Procedure]
Academic Standards and Quality Committee – [Terms of Reference]
Assessment [Policy / Guideline]
Disability Action Plan
Disruption to Studies [Policy / Procedure]
Final Examination [Policy]
Grade Appeal [Policy]
Grading [Policy]
Policy Framework [Policy]
Privacy [Statement]
Records Management Policy
Rules
[Staff Code of Conduct]
Student [Code of Conduct]
Unit Guide [Policy / Procedure]

**Resources**
- [Assessment Toolkit]
- [Assessment and Feedback Case Studies]

### 7 NOTES

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#### 7.8 Amendment History
- September 2015 – included MUIC; alignment with Policy Framework template
- 28 May 2014 – Disruption to Studies Policy replaced Special Consideration Policy
- October 2011 – to replace the Assessment Procedure approved 12 August 2008
FINAL EXAMINATION POLICY

1 PURPOSE

To set out the principles underpinning the use of a final examination in the assessment of student learning.

2 BACKGROUND

The demonstration of academic learning is an integral component of the student learning experience. Equally, the quality of that experience is influenced by the learning environment. The integrity of the assessment process is central to both the quality of the learning experience and the integrity of the process. Universities have a commitment to both their students and the wider community to ensure their processes are equitable, fair and transparent. This is especially the case in relation to the use of final examinations in the assessment of student learning.

3 SCOPE

This policy applies to all coursework units offered by or on behalf of Macquarie University, including those undertaken by research students.

It is relevant to all staff and students involved in any aspect of the coursework unit final examination process.

4 DEFINITIONS

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

Examination: a time-limited assessment task conducted under invigilation. For example, tests, practical assessments, in-unit quizzes, final examinations.

Final Examination: an examination held within a specified examination period that is defined by the University and conducted in compliance with this Policy. This excludes what is referred to as a ‘take home examination’. Final examinations only are managed through the Academic Programs Section; all other examinations are managed locally by the relevant department/faculty.

Final Examination paper: the original document prepared by the member of academic staff.

Final Examination script: the student’s attempt at the final examination paper.

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

A final examination is one form of assessment that provides an opportunity for a student to demonstrate that they have met some or all of the learning outcomes of a unit. This Policy does not prescribe the use of a final examination. However, should a final examination be set, it must be conducted in accordance with this Policy.

The Head of Department / MUIC Program Manager will be responsible for ensuring all examination papers are moderated by a person who is not also the Unit Convenor / MUIC Teacher.

The Unit Convenor / MUIC Teacher is responsible for:
- the development and submission of a final examination paper and
- marking and moderation of the final examination scripts.

TIMETABLE

The University will publish the dates of each final examination period for each study period.

Final examinations will not be held before the start date of the final examination period.

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

Each student will be responsible for:
- checking the final examination timetable
- adhering to the final examination timetable
- ensuring they are available for the full duration of the final examination period.

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

QUALITY ASSURANCE

Details of the structure and format of the final examination paper will be made available to students prior to the start of the final examination period. This detail will include:
- a copy of the examination coversheet, giving the conditions under which the examination will be held
- information on the types of questions the examination will contain, and
- an indication of the unit content the paper will examine.

Example questions of the kind to be encountered in the final examination will also be provided to students to aid the revision process. These must be representative both of the content of the current offering and of the style of question in the final examination paper. Where appropriate, these may be taken from the final examination paper for a previous offering of the unit. Possible correct answers to these kinds of questions will be discussed, and guidance on how to answer questions of the style given will be provided.

Where past final examination papers are made publicly available, students should be advised that the content or style of these previous examination papers may not be representative of that of the final examination paper for the current offering.

Where a unit includes in-unit tests, quizzes, supplementary examinations and practical assessments they will follow the Final Examination Policy and Procedure, as much as is practicable.
FORMAT
A standard cover page will be used on all final examination papers.

The cover page will be written in English.

DURATION
The duration of a final examination (excluding reading time) will not exceed one hour per credit point.

The maximum duration of a final examination will be three hours (excluding reading time).

A maximum of ten minutes reading time may be allowed at the beginning of each final examination.

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

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

ELIGIBILITY
The Executive Dean / Director MUIC will determine who is eligible to sit a final examination. Students not considered eligible will be excluded from the unit and this will result in the student being awarded a Fail grade (F) for the unit.

CONDUCT
Where sufficient notice has been provided, the University will cater for students with a disability or other special needs to ensure fairness and equality of opportunity for all students.

There will be a Final Examination Supervisor in charge at every final examination.

The Unit Convenor / MUIC Teacher will be contactable by phone for the duration of the final examination.

Students will be required to:
- provide their Macquarie University Campus Card as photographic proof of identity for the duration of the final examination. This must be visible at all times during the examination. In exceptional circumstances, the Final Examination Supervisor may allow alternative photographic proof of identity such as a current Australian drivers licence, a current Australian Proof of Identity card or a current passport
- leave mobile phones, electronic devices, bags, computers, notes, books and similar outside a final examination venue unless with the written permission of the Unit Convenor / MUIC Teacher
- ensure any water brought into the final examination room is in a clear and unmarked bottle
- obey all instructions provided by a Final Examination Supervisor
- refrain from communicating in any way with another student once they have entered the final examination venue.
Students are not permitted:

- into a final examination venue once one hour from the time of commencement (excluding any reading time) has elapsed
- to leave a final examination venue before one hour from the time of commencement (excluding any reading time) has elapsed
- to be readmitted to a final examination venue unless they were under approved supervision during the full period of their absence
- to obtain, or attempt to obtain, assistance in undertaking or completing the final examination script
- to receive, or attempt to receive, assistance in undertaking or completing the final examination script.

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

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

SUPPLEMENTARY EXAMINATION
The availability of a supplementary examination will follow the Disruption to Studies Policy. A supplementary examination is not considered a final examination for the purposes of this Policy.

STORAGE
All final examination papers and scripts will be kept in a secure location up to and during the final examination period.

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

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

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

EXCEPTIONS
Exceptions to this Policy will only be considered when supported by a case made on the basis of a sound pedagogical or operational argument.

Cases for exception are to be submitted for consideration to the Academic Standards and Quality Committee and will require the approval of Academic Senate.

6 RELEVANT LEGISLATION
## 7 KEY RELATED DOCUMENTS

Academic Honesty Policy  
Assessment Policy / Procedure / Guideline  
Disruption to Studies Policy / Procedure / Supporting Evidence Schedule / Outcomes Schedule  
Final Examination Procedure  
Student Misconduct and Discipline Rules  
Unit Guide Policy / Procedure

### 8 NOTES

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| 8.8  | Amendment History | September 2015 – included MUIC; alignment with Policy Framework template  
30 June 2014 – updated to reference the Disruption to Studies policy |
FINAL EXAMINATION PROCEDURE

1 PURPOSE

To outline the activities required for the development of final examination papers and arrangements for the conduct of final examinations. Whilst these procedures relate to the University’s officially designated final examination periods, they provide a guide to the conduct of all other examinations held by the University.

2 SCOPE

This policy applies to all coursework units offered by or on behalf of Macquarie University, including those undertaken by research students.

It is relevant to all staff and students involved in any aspect of the coursework unit final examination process.

3 DEFINITIONS

Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

This procedure requires actions by the following:

- Examination Room Supervisor
- Examinations Manager
- Head of Department / MUIC Program Manager
- Student
- Unit Convenor

The procedure covers the following topics:

- Development
- Conduct
- Emergencies
- Marking

STUDENT

Check

Check the final examination timetable noting carefully the time, day and room for each final examination.

Adhere to the final examination timetable. Misreading the final examination timetable does not meet the grounds for special consideration.
Availability
Note the requirement to ensure availability to the last day of the final examination period.

Note that if a final examination is required to be rescheduled, it will be rescheduled to the last day of the final examination period, where possible. Unavailability on this day does not meet the grounds for special consideration.

Compliance
Comply with:
- all instructions given by a staff member involved in the conduct of a final examination
- any written instructions, including those on the examination paper
- any instruction given in the event of an emergency
- all instructions given by a Fire Warden or similar officer.

Bring photographic identification in the form of the Macquarie University Student ID card to the examination venue. If for valid reasons this is not possible, bring an alternative valid form of photographic identification.

Note that permission to attempt the final examination depends, at a minimum, on the presentation of valid photographic identification.

Additional Materials
Check well in advance of the time and date of the final examination to determine if any additional materials are able to be brought into the final examination venue. Where permitted, ensure the additional materials (eg calculator) comply with the stated requirements.

Emergencies
Where a final examination has been interrupted due to an emergency, check your official email account for updates. Note that whilst every effort will be made to make this advice available as soon as possible, it might take up to two working days for it to become available.

Do not contact the Unit Convenor direct in these circumstances.

UNIT CONVENOR

Development
Ensure the final examination paper is developed and moderated by the due date for submission to the Academic Programs Section (APS).

Security And Storage
Take all necessary measures to ensure that all copies of a final examination paper, whether in draft or final form, are stored and transmitted in a secure manner.

Lock physical copies in departmental offices.

Do not transmit a final examination paper through the internal or external mail.

Store electronic copies only on devices that are secured by a password and that can only be accessed by authorised personnel.
Encrypt and secure with a password a final examination paper that is to be transmitted electronically, stored on an email server or via cloud storage facilities (such as GMail, Dropbox or iCloud).

Once the final examination paper has been moderated arrange for a hard copy to be included in the APS-supplied envelope and sent to APS. Delete all but the final version from any stored on a server.

Shred any paper copies.

Ensure all staff involved in the development of the final examination paper comply with these storage and security arrangements.

**Availability**
Provide a telephone number to APS for contact on the day of the final examination. Be contactable at this number for at least 30 minutes prior to the scheduled commencement time, and for the full duration of the final examination.

**Marking**
Ensure all staff involved in marking final examination scripts are provided with:
- sample answers
- marking rubric
- due dates and process for submission of results
- requirements for annotations
- contact details for any questions.

Where the marking of a final examination involves more than one staff member, undertake moderation of the marking.

**Emergencies**
Where there has been an emergency during a final examination:
- ensure those students who were affected are notified, via their official student email account and within two working days of the original date of final examination, of the consequences of the emergency
- notify the faculty office accordingly, and
- work with the Examinations Manager to reschedule the final examination, where appropriate.

**Options following an Emergency**
Where an emergency has interrupted a final examination determine:
- whether the students had sufficient time to attempt the final examination paper such that the completed examination scripts can be marked
- if it is appropriate to reschedule the final examination (preferably to the final day of the scheduled final examination period)
- whether an alternative assessment task would be more appropriate.

In all cases, the students affected by the emergency will still be required to demonstrate that they have met the learning outcomes.

If not all students in the unit were affected by the emergency, ensure neither group is advantaged nor disadvantaged in being able to demonstrate that they have met the learning outcomes.
HEAD OF DEPARTMENT / MUIC PROGRAM MANAGER

Moderation
Establish and implement a system to ensure all final examination papers are moderated prior to being submitted to APS.

EXAMINATIONS MANAGER

Timetable
Develop and publish the final examination timetable.

Co-ordinate the timetable for students requiring reasonable adjustments.

Notify external students of the location of external final examination centres.

Staffing
Recruit, select, appoint, train and manage sufficient staff to undertake the role of an examination supervisor.

Manage
Oversee the entire final examination process in relation to scheduling, conduct and security.

Distribution
Coordinate the distribution of completed final examination scripts to Unit Convenors.

Emergencies
In the event of an emergency:

- contact security, if not already notified
- record the:
  - building and room details
  - time and date
  - units impacted
  - students impacted
- arrange for the relevant unit convenors to be notified as soon as possible
- work with the unit convenors to reschedule the final examination to the final day of the scheduled final examination period, where appropriate.

Review the circumstances of the emergency. Identify if any changes to existing practices need to be implemented for future final examination periods.

EXAMINATION ROOM SUPERVISOR

Preparation
Check the room to ensure it complies with the setup required for a final examination.

Identification
Require each student to prove their identity by presenting their Macquarie University Student ID card prior to commencing the final examination. Where a student does not have their Macquarie University ID card, require an alternative valid form of photographic identification.

Do not permit any student to attempt a final examination without adequate photographic proof of their identity.
Conduct
Permit students with valid photographic identification to enter the room. Explain:
- that students are not permitted to talk to any other person, except the Examination Room Supervisor, whilst in the final examination venue
- that it is the student’s individual responsibility to read and follow the instructions on the final examination paper
- how students will be notified regarding time remaining
- that any student considered to be in breach of a request from any staff member will be required to cease their attempt at the examination paper and leave the room
- that any student who is unwell or becomes unwell during the final examination is to complete a sickness form.

Commence the final examination.

On conclusion of the time period allocated for the final examination require all students to stop writing and follow instructions.

Emergencies
In the event of an emergency implement the emergency room evacuation process, ensuring the safe egress of students and staff.

Ensure APS is contacted as soon as possible with details of the emergency, time it commenced and any other relevant details. Await instructions from APS.

Keep students at the muster point until advised that it is safe to leave.

Once security advises that it is safe to re-enter the room do so and collect all final examination papers and scripts. Ensure the attendance lists are completed and that any students who left prior to the evacuation have been identified.

Only once this process has been completed, allow students to re-enter to collect any items they may have left in the room.

Advise students that:
- details regarding consequences will be emailed to their official student email account within two working days, and may also be available on the relevant faculty website
- it is not necessary to apply for special consideration for the emergency.

5 RELEVANT LEGISLATION

6 KEY RELATED DOCUMENTS

Academic Honesty Policy
Assessment Policy / Procedure / Guideline
Disruption to Studies Policy / Procedure / Outcomes Schedule / Supporting Evidence Schedule
Final Examination Policy
Student Misconduct and Discipline Rules
Unit Guide Policy / Procedure

Emergency Room Evacuation Process (internal document)
### 7 Notes

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GRADE APPEAL POLICY

1 PURPOSE

To outline the expectations and requirements involved in a review of the final grade for a coursework unit of study.

2 BACKGROUND

The University is committed to promoting excellence in its learning and teaching. The final grade a student is awarded through this learning and teaching is a reflection of their performance against the stated aims and objectives of a unit of study. It is a permanent record of the performance of the student. It is imperative that the University has in place policies and procedures to ensure that the grade that is awarded is appropriate and correct. The emphasis is on procedural fairness – that is, on the procedures used in the grade appeal process, rather than the actual outcome of the appeal. It requires a fair and proper procedure be used when making a decision.

The University expects students to take an active role in their learning and to assimilate and incorporate feedback received throughout their studies. Students are encouraged to discuss their progress with relevant teaching staff and to reflect on their expectations against the stated learning outcomes of each unit they attempt.

In promoting excellence in its learning and teaching, the University is committed to ensuring it continuously improves. It has therefore built-in a requirement for a review of the grade appeal process as part of its quality assurance processes.

3 SCOPE

This policy applies to any student enrolled in a Macquarie University or MUIC coursework unit.

It is relevant to all Foundation, Diploma, undergraduate and postgraduate coursework students; research students enrolled in coursework units; academic and professional staff involved in the teaching, assessment, management and review of units.

It applies to the final Standardised Numerical Grade (SNG) a student receives for a unit of study. It is does not apply to results received for individual assessment tasks.

4 DEFINITIONS

Commonly defined terms are located in the University Glossary.

5 POLICY STATEMENT

The University will operate a quality assured system for the recording and awarding of a final grade for each student officially enrolled in a coursework unit of study.

A student who has been awarded a final grade for a unit has the right to appeal that grade.
FEEDBACK
Coursework units involve continuous assessment. A student is expected to seek feedback on individual assessment tasks prior to the award of a final grade. In particular, a student is expected to view their final examination paper in advance of submitting a grade appeal, if this is relevant to their case.

Students also have the right to request feedback from the Unit Convenor/MUIC Teacher on their overall performance in the unit, including in a final examination. This can be done at any time in the six month period starting from the day on which the final grade of the relevant unit is published.

GROUNDS FOR APPEAL
A formal Grade Appeal must be supported by evidence. Grounds for a Grade Appeal are limited to:

- a clerical error occurred in the determination of a final grade
- the Unit Guide was not in accordance with the Unit Guide Policy
- due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration
- the student had been disadvantaged in some way due to the conduct of an assessment task
- the student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide
- the assessor’s judgement was not objectively applied*.

*Appeals on this basis will be reviewed by at least two members of the academic staff, one of whom must be either the Head of Department/MUIC Program Manager or the Associate Dean, Learning and Teaching/MUIC Associate Director Academic Programs.

PROCESS
Requests based on a suspected clerical error will be processed administratively.

An appeal will not be reviewed by an individual who has been involved in the assessment processes or the determination of the final grade of the relevant unit.

Where the student believes there has been a procedural irregularity in the consideration of their Grade Appeal, they may submit a written appeal to the University Grading Appeals Committee (addressed to the Deputy Registrar). Appeals on this basis are limited to procedural grounds only.

All requests will be managed through the University’s official Grade Appeal system.

SYSTEMS AND DEADLINES
The absolute deadline for submission of a Grade Appeal will be 20 working days from the published result date for the relevant unit. Any exceptions to this requirement will require documented exceptional circumstances and approval by the Deputy Registrar.

A Grade Appeal must be submitted via the University’s approved Grade Appeal system.

The successful submission of a Grade Appeal will be acknowledged.

The student will be notified of the outcome of their Grade Appeal.
Executive Deans / Director MUIC will ensure that Grade Appeals are reviewed in a timely manner.

Each Grade Appeal will be considered on its own merits.

**OUTCOME**
A Grade Appeal may result in no change, an increase or a reduction to the awarded Standardised Numerical Grade (SNG).

The notification of the outcome of a Grade Appeal will detail the grounds upon which the reviewer came to that finding.

The University will ensure the absolute minimum number of staff will have access to the documentation related to a Grade Appeal.

**REPORT**
The University’s approved Grade Appeal system will have reports available for use by Executive Deans / Director MUIC, Heads of Department / MUIC Program Manager and the Senate Learning and Teaching Committee (SLTC), in which de-identified data is provided on:
- the number and type of Grade Appeal submissions during the last calendar year, by unit and Faculty
- the outcome of each application
- the grounds upon which these decisions had been made, and
- a comparison of this information with that from previous years.

Executive Deans / Director MUIC will also report to the SLTC on the operation of the Grade Appeal process within their Faculties by 1 April each year. The reports will detail issues that arose in the operation of these processes and the strategies to be implemented to address them.

The Director MUIC will report to the MUIC Sub-Committee of the Academic Standards and Quality Committee on the operation of the Grade Appeal process within MUIC by 1 April each year.

The University will implement quality enhancements strategies to reduce the number of Grade Appeals received.

**6 RELEVANT LEGISLATION**

**7 KEY RELATED DOCUMENTS**

Assessment Policy / Procedure / Guideline
Previous Grade Appeal Policy
Online Grade Appeal System
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GRADE APPEAL PROCEDURE

1 PURPOSE

To outline the roles and responsibilities associated with an appeal by a student against the grade they have been awarded for a coursework unit of study.

2 SCOPE

This policy applies to any student enrolled in a Macquarie University or MUIC coursework unit.

3 DEFINITIONS

Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

This procedure requires actions by the following:
- Deputy Registrar
- Executive Dean / Director MUIC
- Faculty / MUIC Student Administration Manager
- Grading Appeals Committee
- Head of Department/MUIC Program Manager
- Review Team
- Student
- Unit Convenor MUIC Teacher

UNIT CONVENOR / MUIC Teacher

Ensure feedback on academic performance is provided to students throughout the session by all staff involved in the teaching of the unit.

STUDENT

Request Feedback
Receive and reflect on all feedback received during the session, including that provided generally to all students in the unit and that provided individually.

Note that it is not possible to appeal the result for an individual assessment task completed during the teaching of the unit. An appeal is only possible once the final grade has been released.

Request feedback from the Unit Convenor / MUIC Teacher on your overall performance in the unit.
Perceived Problem
Where there appears a discrepancy between the grade received for a unit of study and that expected, and where this discrepancy can be demonstrated with sufficient documentary evidence, consider submitting a grade appeal.

Submit Appeal
Where appropriate, log in to the grade appeal system and within 20 working days from the published result date for the particular unit of study, submit a grade appeal. Ensure all necessary supporting evidence is provided. Note that applications not supported by sufficient evidence are invalid and will not be considered eligible for consideration.

Late applications will not be considered unless supported by valid reasons for the delay.

Perceived Procedural Irregularity
After receiving notification on the outcome of a grade appeal, and where there appears an irregularity in the conduct of that appeal, submit a written appeal to the Deputy Registrar. The appeal must include details of the perceived procedural irregularity.

FACULTY / MUIC STUDENT ADMINISTRATION MANAGER

Oversee the process for all appeals.

Ensure all appeals are conducted in a timely and efficient manner.

Arrange for the University's online grade appeal and student systems to be updated appropriately.

Notify the student of the outcome of their appeal.

Review Validity

Undertake an initial review of all appeals to determine if there is sufficient evidence, and that the evidence supports the selected grounds, for the appeal to be considered valid.

Where the evidence submitted does not provide sufficient grounds for the appeal to be considered valid, advise the student that the appeal is invalid and will not considered.

Where the evidence provided is sufficient arrange for the appeal to be processed.

Process Appeals
Establish an administrative system within the faculty to process appeals based on the grounds:
- of a clerical error
- that the Unit Guide was not in accordance with the Unit Guide Policy.

Where no grounds for the appeal can be found, advise the student that the appeal is dismissed.

Where there are grounds for the appeal, submit a recommendation on the outcome of the appeal to the Head of Department / MUIC Program Manager.
HEAD OF DEPARTMENT / MUIC PROGRAM MANAGER

For all appeals ensure the approved process has been undertaken.

Determine Reviewers
On receipt of a grade appeal based on one or more of the following grounds, assign a staff member to undertake a review:

- due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration
- the student had been disadvantaged in some way due to the conduct of an assessment task
- the student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide.

For appeals based on the claim that the assessor’s judgement was not objectively applied, arrange for the appeal to be considered by a review team that consists of at least two members of academic staff, one of whom must be either a Head of Department / MUIC Program Manager or an Associate Dean, Learning and Teaching / MUIC Associate Director Academic Programs.

Receive Recommendation
Receive a recommendation on the outcome of each valid grade appeal.

Review and then forward the recommendation to the Executive Dean/Director MUIC.

Receive from the Executive Dean/Director MUIC the determination as to whether the appeal is to be upheld or dismissed.

Where the determination involves a change to the student’s SNG, arrange for the SNG to be amended.

Notify the Faculty / MUIC Student Administration Manager of the outcome and actions to be undertaken.

REVIEW TEAM

Consider Appeals
Where the grounds for appeal are based on the claim that the assessor’s judgment was not objectively applied review the appeal.

Determine a recommended outcome for the appeal.

Submit the recommendation, together with reasons for the recommendation, to the Executive Dean / Director MUIC. Copy to Head of Department / MUIC Program Manager.

EXECUTIVE DEAN / DIRECTOR MUIC

Quality Assurance
Ensure no grade appeal will be reviewed by a person who was involved in the assessment process or determination of the final grade for the unit in which the grade appeal has been received.
**Determine Outcome**
Receive and consider the recommendations related to all valid grade appeals.

Determine if there are grounds for an appeal to be upheld, and if so, whether there is to be an amendment to the SNG.

Notify the Head of Department / MUIC Program Manager accordingly.

**Report**
Provide a report to the Senate Learning and Teaching Committee (SLTC) by 1 April each year indicating:

- the issues that arose in the operation of the grade appeal process for units offered by the Faculty / MUIC in the previous calendar year
- the strategies being implemented to address these issues.

**DEPUTY REGISTRAR**

**Late Appeals**
Receive and consider grade appeals submitted after the due date. Review, and where there are valid reasons for the delay in submission, arrange for the appeal to be considered by the relevant Faculty/MUIC.

**Procedural Irregularity**
Receive appeals where the student believes there has been a procedural irregularity in the grade appeal process.

Arrange for the Grading Appeals Committee to consider these appeals.

Notify the student, Head of Department / MUIC Program Manager and Executive Dean / Director MUIC of the outcome.

**GRADING APPEALS COMMITTEE**

Receive and consider appeals against the outcome of a grade appeal noting that such appeals are limited to procedural grounds only.

Advise the Deputy Registrar of the Committee’s determination.

**5 RELEVANT LEGISLATION**

**6 KEY RELATED DOCUMENTS**

Grade Appeal Policy
Online Grade Appeal System
Grade Appeal Flowchart
7 NOTES

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ITEM 12.1 ACADEMIC STANDARDS AND QUALITY COMMITTEE

Attached is the report of the Academic Standards and Quality Committee meeting held 20 October 2015.

Refer to Items 11.1, 11.2, 11.3 and 11.4.

For noting.
ITEMS RECOMMENDED FOR APPROVAL

1. Faculty of Business and Economics – Approval of Four New Postgraduate Awards 2017

The ASQC supported the academic case in principal of the four new 2017 postgraduate awards, and appointed critical friends to work with the Faculty to further develop the proposals.

RESOLUTION

The Academic Standards and Quality Committee RESOLVED TO RECOMMEND FOR APPROVAL BY ACADEMIC SENATE the academic case in principal for the following new awards for 2017:

- Master of Management and Business; and Master of Management and Business Extension;
- Master of Management and Leadership; and Master of Management and Leadership Extension.

2. Amendment to the Schedule of Minimum Requirements

The Schedule of Minimum Requirements at Macquarie University was approved prior to the finalisation of the programs to be offered by the University at the Foundation and Diploma Level through MUIC. The Recognition of Prior Learning Policy - Schedule A of the Minimum Requirements covers Undergraduate Awards and Schedule B covers Postgraduate awards.

The ASQC recommends the addition of the Intensive Foundation Program, the Standard Foundation Programs and the Diploma Programs to the Schedule of Minimum Requirements.

RESOLUTION

The Academic Standards and Quality Committee RESOLVED TO RECOMMEND FOR APPROVAL BY ACADEMIC SENATE the addition of Schedule C Sub-Undergraduate Award Programs to the Schedule of Minimum Requirements at Macquarie University.

3. Exit GPAs for MUIC Diploma Programs

The Academic Standards and Quality Committee RESOLVED TO RECOMMEND FOR APPROVAL BY ACADEMIC SENATE that GPA exit requirements for MUIC Diploma students be removed so MUIC students who have passed eight Diploma units can progress to 2nd year of an undergraduate degree, with the following exceptions:

- MUIC is not requesting the GPA requirements set for articulation into Actuarial Studies (5.75/7). Applied Finance (5.0/7) or the BA-Media (5.0/7) be lowered from where they are currently set.

4. Principles of Shared Teaching

At its meeting of 6 October 2015, Academic Senate approved the Principles of Shared Teaching (as amended at the 22 September 2015 ASQC meeting) with effect from 1 January 2017. At its 20 October 2015 meeting, the ASQC noted that the paper should include a specific exemption for practical fieldwork and PACE activities from timetabled teaching as discussed at the 22 September 2015 ASQC meeting.

A revised paper is attached.

RESOLUTION

That Academic Senate RESOLVE TO APPROVE the Principles of Shared Teaching as amended.

ITEMS FOR NOTING

4. Alternative OUA Pathway – Making CSP Entry Requirements Equivalent

At its last meeting, ASQC resolved to recommend in principle that the current Open Universities Australia (OUA) Commonwealth Supported Places (CSP) eligibility for the Bachelor of Arts and the Bachelor of Security Studies be expanded to include the current Macquarie requirements. ASQC considered a proposal with revised wording.

The Academic Standards and Quality Committee approved the same entry eligibilities (as shown in the revised proposal) for a CSP place into the Bachelor of Arts and the Bachelor of Security Studies for both OUA and non OUA students.

5. Late changes to the 2015 Schedule of Programs, Majors or Specialisations – Retrospective Changes

The Academic Standards and Quality Committee approved late changes to the Schedule of Programs, Majors or Specialisations – Retrospective Changes as detailed in the report.

6. Late changes to the 2016 Schedule of Programs, Majors or Specialisations – Program Changes for Noting

The Academic Standards and Quality Committee resolved to note that the following were approved by the Chair of the Academic Quality and Standards Committee or the Chair of Academic Senate under delegated authority following the 22 September 2015 ASQC meeting:

- Master of Clinical Sciences
- Graduate Diploma of Anatomy
- Bachelor of Education (ECE)(Birth–12)
- Master of Advanced Translation and Interpreting Studies
- Graduate Diploma of Management
- Master of Business Administration
- Graduate Certificate of Management Post-MBA
- Graduate Certificate of Management
7. **Co-taught Request: MHIS300 Making History (Faculty of Arts) and MHIZ300 Making History (PACE Stream)**

The Academic Standards and Quality Committee approved the co-teaching of MHIS300 Making History (Faculty of Arts) and MHIZ300 Making History (PACE Stream).

8. **Changes to Course Transfer Schedule for Session 1, 2016**

The Academic Standards and Quality Committee approved amendments to the Session 1 2016 undergraduate course transfer schedule, as outlined in the report, for the following:

- Bachelor of Advanced Science (Biomolecular Sciences)
- Bachelor of Advanced Science (Astronomy and Astrophysics)
- Bachelor of Advanced Science (Physics)
- Bachelor of Laws (adding B Laws to an existing degree to enter a double degree program with Law)
- Bachelor of Archaeology
- Bachelor of Planning
- Bachelor of Speech, Hearing and Language Sciences
- Bachelor of Education (Early Childhood Education)
- Bachelor of Security Studies

9. **Proposal for Generic People and Planet Unit Exemptions for HKU SPACE Associate Degree Students**

The Academic Standards and Quality Committee approved the following:

- For any student with a completed 2-year Associate Degree from HKU SPACE Hong Kong, generic People and Planet unit exemptions will be granted.

10. **Proposal for Generic People Unit Exemption for HELP University, Malaysia Degree Transfer Students**

The Academic Standards and Quality Committee approved the following:

- For any HELP University student who has completed the following general studies units a generic People unit exemption will be granted:
  - MPU3223 (or MPU3233) + MPU3123; or MPU3223 (or MPU3233) + MPU3173.

11. **MUIC Foundation Program Structures and Transition Arrangements**

The Academic Standards and Quality Committee approved:

1. amendments to the Standard Foundation Program (Transition) structure
   (a) to allow for the granting of up to 6 credit points of unspecified credit.
   (b) changing Mathematics 2 (WFMT002) from a required unit to an elective for Arts stream students.
2. amendments to the current program structures
   (a) to include WFMT001 as an alternative to WFMT002 in the Intensive Foundation Program for Arts Stream students.
   (b) moving WFMT002 in the Standard Foundation Program so that it is part of the elective set, allowing Arts Stream students to take an alternative elective unit.

12. **TEQSA Registration Renewal Submission (October 2015)**

The Academic Standards and Quality Committee endorsed the list of proposed documents to be submitted as evidence of the TEQSA Core Assessment requirements in the following core assessment areas:

2.1 Planning and Performance Outcomes (Strategic Plan);
3.1 Review Cycle Information;
3.2 Sample Review Reports (Internal);
3.3 Self-Accrediting Process (BA/B Ed (Secondary); B Engineering; and MBA);
3.4 Other Course Development/Qualification; and
3.4 Student Outcomes.

13. **Other matters**

Other matters considered by the ASQC included:

- Recommendations from the ASQC Working Group in their report on the **Review of New Undergraduate Units Approved in 2014**. The Quality Assurance and Compliance was requested to work with stakeholders on the development of an implementation plan and report back to the next ASQC meeting.
- The Exams Review Working Party provided a **Draft Ratification of Exam Results - Interim Faculty Summary Report Pro-Forma** which will be distributed to Faculty Boards to use if required for S2 2015 results. The Working Party will provide a report to the November ASQC meeting.
- The updated **2017 Academic Program – Procedures and Timetable for Curriculum Proposals** was noted. Members were reminded that the timetable is driven by marketing timeframes, and that Faculties should submit proposals as early as possible.
- ASQC noted a report from the Chair, Macquarie University International College (MUIC) Subcommittee on their recent activities.
- The Committee noted the future issues for ASQC, and proposed that the 2016 priorities be decided at the first
meeting in the 2016 ASQC meeting cycle on 2 February 2016. The following were suggested as possible projects;

a. *Saving and Deeming Cases:* A review of the decisions in relation to Saving and Deeming cases, which could assist in the tracking and identification of trends.

b. *Review of PACE Units:* A Working Party will be formed to review PACE units, using a methodology of sampling, interviewing and reporting, using surveys, interviewing colleagues and data collection.

The next meeting of ASQC will be held on Tuesday 17 November 2015.

A full copy of the minutes summarised above will be accessible after the next meeting of ASQC via this [link](#).

*A/Professor Pamela Coutts – CHAIR*
ITEM 12.2  SENATE LEARNING AND TEACHING COMMITTEE

Attached is the report of the Senate Learning and Teaching Committee meeting held 25 October 2015.

Refer to Item 11.5 and 11.6.

For noting.
ITEMS FOR APPROVAL

Student Disability Support
The Student Disability Support Procedure, Schedules and associated documents are recommended to Academic Senate for approval.

Macquarie University International College – New and amended Policy documents
Resolved at its meeting held 12 October 2015:
The amended Assessment Policy and Procedure; the Final Examinations Policy and Procedure; and the Grade Appeal Policy and Procedure are recommended to Academic Senate for approval.

By resolution conducted by flying minute on 26 October 2015:
The Attendance and Study Load Policy for Students enrolled in Programs delivered by the Macquarie University International College and the Attendance and Study Load Procedure; and the Progression Policy and Progression Procedure are recommended to Academic Senate for approval.

ITEMS FOR NOTING

Deputy Vice-Chancellor (Academic) report
• Learning and Teaching Strategy
  It was confirmed that the development of the White Paper continues with the drafting of a ‘digest’ paper which details the underpinning principles of the strategy.

• Draft Indigenous Strategy Green Paper
  The drafting of the Green Paper has commenced. It was reported that Dr Shane Hearne, Director Indigenous Strategy will undertake an extensive consultation process to ensure that the strategy is well understood throughout the University.

Strategy and policy
• Assessment Policy Review
  On 30 September 2015, the members of SLTC were invited to attend a pre-meeting discussion where the Principles of the draft Policy were discussed. Detailed discussion took place during the meeting with minor amendments to the Principles identified. Following consideration of each Principle individually, the Committee resolved to endorse the Principles of Assessment and Schedule 1: Grades.

• Disruption to Studies
  The Disruption to Studies suite of documentation was presented for endorsement by the Committee. The Committee had further queries in relation to the use of ‘Fit to Sit’ throughout the documents and requested that legal advice be obtained. Further, there was minor amendment requested to the Procedure. Subject to confirmation from Legal Services and the stated amendment to the ‘Student’ paragraph within the Procedure, the Committee resolved to endorse the Disruption to Studies Policy; Procedure; Professional Authority Form; and Disruptions Outcome Schedule and recommend to Academic Senate for approval.

• Student Experience Surveying
  The draft Policy was presented to the Committee with discussions being held regarding the intent behind its drafting. It was resolved that a discussion paper be presented to Academic Senate for its consideration whilst the procedure and schedule were written and the Policy refined.

General Business
The Committee noted the report provided on the Academic Appeals and Exclusions Data.

Reports from the Offices:
Reports from the Centre for Open Education, Macquarie City Campus, the Learning and Teaching Centre, PACE and the Library were noted.

Request for leaves of absence
The Committee granted Dr Jane Messer and Professor Kirsty Forrest a leave of absence from the 9 November 2015 SLTC meeting.

The next SLTC meeting will be held Monday, 9 November. This is the last SLTC meeting of 2015.

A full copy of the minutes as summarised above can be accessed via this link following ratification.

Professor Sherman Young
ACTING CHAIR
ITEM 13.1 REPORT FROM THE FACULTY OF BUSINESS AND ECONOMICS FACULTY BOARD

Attached is the report from the Faculty of Business and Economics Faculty Board meeting held on 6 October 2015.

For noting.
ITEMS FOR APPROVAL BY ACADEMIC SENATE

There were no items requiring Academic Senate approval.

ITEMS FOR NOTING

Report from the Executive Dean
The Chair provided a verbal report on the following matters:
- The recent University Strategic Directions Conference
  The Learning and Teaching Strategy was presented and the contribution of Faculties in its implementation was discussed.
- The recent international rankings
  Macquarie University’s performance in recent international rankings was discussed.
- AACSB retreat on self-evaluation report writing
  The positive impact of this event was noted. The Faculty will direct considerable effort into AACSB in 2016.
- 2016 University Budget
  The submission process was still in progress.
- The September 2015 Graduation Ceremonies
  A discussion of faculty members purchasing their own gowns to demonstrate the breadth and diversity of the Faculty’s qualifications from education institutions around the world was made.

Reports from Faculty Committees
The minutes from the following Faculty Committees were noted:
- Faculty Standards and Quality Committee - The minutes of the meeting held 13 August 2015 were noted.
- Faculty Learning and Teaching Committee - The minutes of the meetings held 26 August 2015 were noted. It was noted that there will be a position change at the end of 2015 and the position for a new PACE Director was advertised.

General Business

ECNU Dual Degrees – The Board was informed that a review of the progress of ECNU students in the dual degree program, demonstrates that this cohort is not suited for admission to the Master of Applied Finance program and the new Master of Banking & Finance degree was proposed. Members noted that a formal proposal would be presented for recommendation to ASQC in the future.

The Faculty Board resolved to endorse the following:
- the proposed dual degree program structure
- The minimum study rule for the proposed ECNU/Master of Banking & Finance dual degree program be interpreted as 50% of units studied after the application of RPL for cognate entrants (24 cps) for the Master of Banking & Finance.

New 2017 PG Degrees (Master of Management and Business & Master of Management and Leadership – including two Extension awards of the same name) - The Faculty has proposed the new postgraduate degrees whilst concerns with the application and interview processes for the Management and Leadership award were discussed at this meeting.

The Faculty Board resolved to recommend the proposed degrees to ASQC, subject to the revision of the application and interview processes for the Master of Management and Leadership award.

The next Faculty Board meeting will be held Monday, 7 December 2015 (Exam ratification meeting). General business agenda items for the December meeting are due Wednesday, 25 November 2015.

Professor Mark Gabbott
CHAIR
ITEM 13.2 REPORT FROM THE FACULTY OF HUMAN SCIENCES FACULTY BOARD

Attached is the report from the Faculty of Human Sciences Faculty Board meeting held on 6 October 2015.

For noting.
ITEMS FOR NOTING

Report from the Executive Dean
The Deputy Chair reported on the following matters on behalf of the Executive Dean:

- The Faculty Budget continues to be discussed. There has been a proposal put to the Faculty Executive recommending a new recruitment strategy moving forward to assist in the planning and budgeting for future staff. The strategy is known as Strategic Hires and aims to be purposeful in shaping the faculty’s staff profile going forward.
- The IEC and Education merger continues. Working Groups have been formed to assist the new Head of Department (yet to be appointed) in establishment of the Department. The Associate Dean, Learning and Teaching and Associate Dean, Research have been involved with the Working Groups.
- Consultation with BOSTES regarding double degrees is in progress with the Faculty developing alternative strategies.
- Staff changes within the Faculty include the introduction of Professor David McAlpine who has been appointed to the Department of Linguistics. It was confirmed that the new Executive Dean, Professor Simon Handley will commence his role on 2 November 2015. In addition, Professor Mike Jones has now commenced the role of Associate Dean Research and Professor Lynda Yates will transition to the role of Associate Dean International in November 2015.
- It was advised that Academic Senate will now be introducing a ‘member-led business’ item and all Faculty Board members were encouraged to contact the Faculty representatives should they have matters they wish to be put forward.

General Business
- A reminder was issued that proposals for all new programs and awards for 2017 must be submitted to the Faculty Standards and Quality Committee as soon as possible.
- The Faculty Board thanked Professor Richard Henry for all of his work whilst the Executive Dean and Professor Mike Jones for his contributions as the Deputy Chair to the Faculty Board.

Matters approved or endorsed by Faculty Board
The Faculty Board:

- endorsed a proposed exception to the RPL Schedule for the Master of Advanced Conference Interpreting and recommended its approval to the Academic Standards and Quality Committee;
- approved the amended Faculty Learning and Teaching Committee Terms of Reference;
- endorsed the draft Research Strategies and Goals Targeting 2024.

Reports from Subcommittee’s
The minutes of meetings held by the Standards and Quality, Learning and Teaching, Research, Internationalisation, Marketing and Web Advisory and WHS Subcommittee’s were noted.

Report from the Faculty General Manager
Linda Schofield provided a report on the following:

- University Marketing Review and its proposals were discussed. Discussions were regarding the Faculty’s priorities to be included within the new marketing strategy with concerns raised in relation to the potential lack of focus on individual programs under the new approach.
- It was advised that the Web Transformation Project has been developed with the focus being the student journey.

Report from the Higher Degree Research Subcommittee
Robyn Bishop provided a verbal update on the outcomes of the HDR Appeals – Rapid Improvement Event held in August and the proposed outcomes from that event. Positive improvement proposals were reported including the development of a Faculty review Panel, resources to support candidates and supervisors and the development of Tracker.

Minutes from Departments
The minutes of the meetings held by the Department of Psychology, the Department of Linguistics, the Department of Cognitive Science and the School of Education were noted.

The next meeting of Faculty of Human Sciences Faculty Board will be held on 8 December 2015 where exam results will be considered. General business agenda items are due by Monday 30 November 2015.

Professor Mike Jones
DEPUTY CHAIR