

NOT FOR DISTRIBUTION OUTSIDE MACQUARIE UNIVERSITY**MACQUARIE**
University**Meeting of Academic Senate**

4 August 2026 at 9:30am

VENUE: Senate Meeting Room, Lincoln Building, 16 Wally's Walk (16WW)**AGENDA**[Link to Academic Senate Annual Agenda Plan 2026](#)**R** - Resolution required, see paper for details

- Item is confidential

* - Starred items are items listed for discussion

				Item	Person Responsible	Timing (Indicative)
1.				<i>Procedural Items</i>		
1.1.		*		Acknowledgement of Country	Chair	9:30 am
1.2.		*		Quorum and Apologies		
1.3.		*		Disclosures of Conflicts of Interest		
1.4.		*	R	Adoption of Unstarred Items		
1.5.		*	R	Minutes of the meeting held on 26 May 2026		
1.6.		*		Matters Arising		
2.				<i>Reports</i>		
2.1.		*		Report from the Chair	Chair	9:35 am
2.2.		*		Report from the Vice-Chancellor	Vice-Chancellor	
2.3.		*		Report from the Deputy Vice-Chancellor (Academic)	DVC(A)	
2.4.		*		Question Time	Chair	
2.5.		*		Student-Led Business	Student members	
3.				<i>Items for Decision</i>		
3.1.		*	R	Curriculum Architecture Policy	PVC(E)	10:00 am
3.2.			R	Aegrotat and Posthumous Awards Policy	PVC(DoS)	
3.3.		*	R	Report of the Course Reaccreditation Reporting Standardisation Project Working Group	Chair, ASCS	10:30 am
3.4.		*	R	Curriculum Proposals	ED, MQBS and ED, FSE	10:45 am
3.5.			R	Course Reaccreditation	ED, MQBS	
3.6.			R	Report on Approved Global PhD Arrangements	PVC(GR)	
3.7.	#		R	Professor Emerita Emeritus Nomination	Chair	
3.8.	#		R	Posthumous Award	ED, FSE	

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				Item	Person Responsible	Timing (Indicative)
4.				Items for Information		
4.1.		*		Admission Pathways and Entry Schemes Annual Report	PVC(E)	11:00 am
4.2.		*		Quality Assurance and Regulatory Compliance Reports	DVC(A)	11:15 am
4.3.		*		Draft Edits to the Special Consideration Policy and Procedure	PVC(DoS)	11:30 am
4.4.		*		2026 Academic Senate and Academic Senate Committee Projects: Update	Chair	11:45 am
4.5.				Policies Under Review / Development (as at 24 July 2026)	Director, GS	
5.				Items Approved by the Chair under Executive Action		
5.1.	#		R	Summary of items approved by Executive Action by the Chair	Chair	
5.2.	#		R	Report on Waiving of Course Requirements approved by the Chair	Chair	
6.				Reports from Standing Committees		
6.1.				Academic Senate Education Committee: meeting of 20 July 2026	Chair, ASEC	11:45 am
6.2.				Academic Senate Standing Committee: circular resolution from June 2026	Chair	
7.				Reports from Faculty/College Boards		
7.1.				Faculty of Arts Faculty Board: meetings of 26 May and 7 July 2026	ED, FoA	
7.2.				Macquarie Business School Faculty Board: meetings of 18 May and 6 July 2026	ED, MQBS	
7.3.				Faculty of Medicine, Health and Human Sciences Faculty Board: meeting of 7 July 2026	ED, FMHHS	
7.4.				Faculty of Science and Engineering Faculty Board: meetings of 2 June and 7 July 2026	ED, FSE	
7.5.				Macquarie University College Board: meeting of 9 July 2026	Director, MQ College	
8.				Other Business and Late Papers		
				Questions on Notice <i>Members are requested to submit questions on notice to the Chair two business days in advance of the meeting.</i>		
9.				Next Meeting		

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				Item	Person Responsible	Timing <i>(Indicative)</i>
9.1.				<i>The next meeting of the Academic Senate will be held on Tuesday 29 September 2026.</i> <i>Agenda Items are due by Tuesday 15 September 2026.</i>		12.00 pm [close time]



Minutes of the Academic Senate meeting held on Tuesday 26 May in the Senate Meeting Room (Room 127), Level 1, Lincoln Building, 16 Wally's Walk (16WW) and by video/teleconference.

Please note that the minutes reflect the order of items in the agenda.

Present:

Professor Jacqueline Phillips (Chair)	Professor Simon McMullan
A/Professor Wylie Bradford (Deputy Chair)	Professor Patrick McNeil
Dr Govand Azeez	Professor Grant Michelson
Professor Amanda Barnier	Sam Moran
Associate Professor Clifton Chan	Pratishtha Natarajan
Professor Chris Dixon	Professor Verity Pacey
Professor S Bruce Dowton	Professor Leanne Piggott
Associate Professor Ray Eaton	Professor Sakkie Pretorius
Professor Tanya Evans	Sam Ricketts
Dr Andrew Farrell (<i>by Zoom</i>)	Professor Peter Roger
Associate Professor Pamela Humphreys	Professor Leonie Tickle
Professor Taryn Jones	Dr Belinda Tiffen
Damian Jurd	Associate Professor Kerrie Tomkins
Associate Professor Prashan Karunaratne	Lulu Tucker
Associate Professor Maurizio Manuguerra	Professor Rorden Wilkinson

In attendance:

Professor Linda Beaumont	Deborah Hadwen
Sophie Buck	Chris Josifovski (<i>by Zoom</i>)
Melissa Collins	Megan Kemmis
Professor Jennifer Cornish	Myff Sharp
Dr Ronny Eidels	Maxwell Stein
Keelin George	Professor Gordon Wyeth

Apologies:

Jessica Cheung	Professor Simon Handley
Dr Paul Crosby	Andrew Jenkins
Aidan Downey	Thomas Lawson
Dr Joanne Faulkner	Professor Samuel Muller

Absent:

Elisha James	Kendra Mulder
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1. PROCEDURAL ITEMS

1.1 ACKNOWLEDGEMENT OF COUNTRY

The meeting commenced at 9:30 am with the Chair acknowledging the traditional custodians of the land on which the University stands.

1.2 QUORUM AND APOLOGIES

The Chair noted the apologies listed above and welcomed observers to the meeting, including Council member Ms Hadwen. She advised Academic Senate that Associate Professor Holly Doel-Mackaway has left the University and outlined her

work with Senate, also noting that the student member Ms Bella Mantakoul has stepped down from membership. She then introduced two new members of Academic Senate: Mr Sam Moran, the new Graduate Research student member and Dr Govand Azeez, the new member from the Faculty of Arts.

1.3 DISCLOSURES OF CONFLICTS OF INTEREST

Associate Professor Ray Eaton disclosed a conflict of interest with Agenda Item 3.3 and it was agreed he would abstain from voting on this matter.

1.4 ADOPTION OF UNSTARRED ITEMS

No further items were starred.

RESOLUTION AS26/41

Academic Senate RESOLVED that the items not starred for discussion (Items 1.6, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4 and 7.5) be noted and, where appropriate, be adopted as recommended.

1.5 MINUTES OF THE MEETING HELD ON 24 MARCH 2026

Academic Senate approved the minutes of the meeting held 24 March 2026 as set out in the agenda, with members who did not attend the meeting abstaining.

RESOLUTION AS26/42

Academic Senate RESOLVED to approve the minutes of the meeting held 24 March 2026 as a true and correct record.

1.6 MATTERS ARISING

RESOLUTION AS26/43

Academic Senate NOTED the updates on matters arising from previous meetings.

2. REPORTS

2.1 REPORT FROM THE CHAIR

The Chair advised Academic Senate that its annual report for 2025 was presented to the April meeting of Council with the Chancellor and Council expressing their sincere thanks for the comprehensive and detailed work undertaken by Senate. She asked the Chairs of Senate's committees to ensure this feedback was also conveyed to their committees.

2.2 REPORT FROM THE VICE-CHANCELLOR

The Vice-Chancellor reported to Academic Senate on the following matters:

- he provided an update on admissions for Session 1 2026 and forecasts for Session 2 2026 and Session 1 2027, noting the role of the new Australian Tertiary Education Commission (ATEC) in determining caps for domestic student numbers at each university. He also noted a softening in international student numbers for Australian universities in general;
- the Department of Education has issued assessments of each university's response on gender-based violence with Macquarie one of only five universities

to be deemed fully compliant. The Vice-Chancellor noted there is more work underway on this issue at the University;

- he provided a presentation on the mission based compacts which ATEC has asked each university to develop, noting these will be formal agreements between the Commonwealth and higher education providers that align each university's mission with national goals for education, research and community engagement. The first compacts will be for 12 months, with further iterations running for four years with annual adjustments and will outline KPIs to be met by the University in six performance domains (national, state/territory and regional priorities; First Nations; equity; quality teaching; research; and a joined-up tertiary system). Agreed compacts will be published by ATEC in October or November this year, with the Vice-Chancellor noting the timeline will make the University's budget-setting processes much tighter than usual.

2.3 REPORT FROM THE DEPUTY VICE-CHANCELLOR (ACADEMIC)

The Deputy Vice-Chancellor (Academic) provided advice on the following matters:

- he advised Senate that the University had notified TEQSA of a potential material change relating to media reports of a data breach involving the Canvas Learning Management System. The University's investigations indicated that Canvas had been used on a very limited basis between 2019 and 2022 for a single Business School course involving approximately 55 students. Information held in Canvas was limited to student names and University email addresses. No sensitive personal, financial, or contact information was involved. The University is continuing to monitor advice from the Australian Signals Directorate and undertake further investigations. No broader use of Canvas within the University has been identified;
- the results of the 2025 QILT Employer Survey were released in early April, with 35 responses related to Macquarie. This was a higher response rate than for many other universities, but the sample size is too low to warrant in-depth analysis;
- the 2026 Student Life Survey is underway with around 6,000 responses so far. Results will be reported back to students and to Academic Senate.
- applications are open for the 2026 Vice-Chancellor's Awards for Excellence in Education, and he encouraged members to speak to colleagues about applying;
- the [Big Five](#) program (run in conjunction with MindSpot) will be launched in Session 2 2026.

2.4 QUESTION TIME

The following questions were raised:

- The Vice-Chancellor was asked to comment on the Federal Government's focus on reducing over-enrolment by universities while supporting the Universities Accord goal of increasing participation. He responded that the Accord goal refers to VET/TAFE participation as well as universities, adding that Jobs and Skills Australia has reported on specific short falls in trade qualifications;
- A question was raised about the likelihood of the Government mandating formal qualifications for teaching staff at universities and the type of qualification that might be involved. The Deputy Vice-Chancellor (Academic) responded that the Macquarie Academy had been established in part to prepare for this eventuality, adding that there are no details as yet on what will be required or what grandfathering provisions would be involved. He added that it is also likely there will be continuing professional development requirements;
- The Vice-Chancellor was asked to comment on recent remarks by the Federal Minister for Education regarding the shape of universities and the possible

impact on the University's research priorities and advised that the University's draft mission-based compact will highlight the University's research strengths by providing links to additional information. He noted that neither the instructions for the compacts nor the 2026-2027 Federal budget had focussed on research at universities.

2.5 STUDENT-LED BUSINESS

There were no matters of student-led business raised.

3. ITEMS FOR DECISION

3.1 REVIEW OF HIGHER DEGREE RESEARCH DEFERMENT OF A COURSE OFFER PROCEDURE

RESOLUTION AS26/44

Academic Senate RESOLVED to approve the proposed changes to the Higher Degree Research Deferral of a Course Offer Procedure with effect upon publication.

3.2 AMENDMENT OF COURSE OF STUDY DISCONTINUATION POLICY

RESOLUTION AS26/45

Academic Senate RESOLVED to approve the amendment to Clause 10 of the Course of Study Discontinuation Policy, with effect upon publication.

3.3 CURRICULUM PROPOSALS

The Chair asked each of the Executive Deans to present their Faculty's proposals. The Executive Dean, Faculty of Arts advised Academic Senate that the tranche of proposals from his Faculty related to the comprehensive review of its curriculum started in 2024. Two degrees (the Bachelor of Media and Communications and the Bachelor of International Studies) were being amended to add new majors, and twenty-one courses were being discontinued. He drew Senate's attention to the detailed mapping of teach out arrangements for current students in the discontinued courses and reassured Senate that the Faculty is ensuring clear and frequent communications with affected students. The Chair of the Academic Senate Curriculum Subcommittee (ASCS) added that the Subcommittee had commended the detail provided on all proposals.

The Executive Dean, Macquarie Business School introduced her Faculty's proposals to amend two existing postgraduate degrees (the Master of Commerce and the Master of Marketing) to introduce new specialisations, and the accreditation of a new exit award, the Diploma of Business Studies. She advised that the exit award is similar in concept to one introduced last year by the Faculty of Medicine, Health and Human Sciences and will allow students in any of the Faculty's undergraduate degrees who have completed at least 80 credit points (including at least 50 credit points from the relevant core zone) to exit their degree with a qualification. In response to a comment on how the Diploma could help the University improve student success rates the Executive Dean agreed it will allow better acknowledgement of student achievement. The proposed amendments to the Master of Marketing were also commended. The Chair recommended that both the Faculty of Medicine, Health and Human Sciences and the Macquarie Business School provide follow up reports on their exit awards in twelve months' time.

The Executive Dean, Faculty of Medicine, Health and Human Sciences presented his Faculty's proposals, highlighting the introduction of five new vertical double degrees which will allow students to double the Bachelor of Clinical Science with five different postgraduate degrees. He noted similar programs are being offered by other universities, and that these degrees will be aimed at students with high ATARs. In response to a question on how specific admission requirements to the postgraduate degrees (such as interviews) will be dealt with, the Executive Dean advised that a range of approaches is being developed. He also provided advice on the current progression of Bachelor of Clinical Science graduates into postgraduate study at the University (noting many go to the Doctor of Medicine or Doctor of Physiotherapy) and confirmed that students can exit with the Bachelor of Clinical Science at the end of their third year in the double degree. The Pro Vice-Chancellor (Education) added that these programs address the national priority of creating more medical and health graduates.

The Deputy Dean (Education and Employability), Faculty of Science and Engineering briefly introduced the proposal from her Faculty for a new degree, the Master of Environment and Conservation. The Dean of the School of Engineering then provided a presentation on the proposed amendments to the Bachelor of Engineering (Honours), highlighting the demand for engineering graduates and the main changes to the structure of the degree. In response to a question on the new complementary option set he confirmed that units in this set have been chosen to ensure the full 280 credit points of the degree is cognate to engineering and will meet external accreditation requirements. He also clarified that students have only one optional unit to choose in the flexible first year with a clear choice point between civil/structural engineering and software engineering. The Chair advised that a related proposal seeking an exemption from Academic Senate to allow the creation of three double degrees would be referred to the Academic Senate Standing Committee for approval by circular resolution.

Action arising: The Faculty of Medicine, Health and Human Sciences and the Macquarie Business School to provide reports in mid-2027 on the operation of the Diploma of Health Science and the Diploma of Business Studies exit awards.

RESOLUTION AS26/46

Academic Senate RESOLVED to approve the following curriculum proposals:

Faculty of Arts

- i. **the amendment of the following courses from 1 January 2027:**
 - a. **C000030 Bachelor of Media and Communications (Proposal-193820); and**
 - b. **C000458 Bachelor of International Studies (Proposal-194130);**
- ii. **the discontinuation of the following courses from 1 January 2027:**
 - a. **C000080 Master of Ancient History (Proposal-194076);**
 - b. **C000127 Graduate Certificate of Ancient History (Proposal-194074);**
 - c. **C000149 Graduate Certificate of Security Studies and Criminology (Proposal-193894);**
 - d. **C000168 Master of Counter Terrorism (Proposal-193933);**
 - e. **C000172 Master of Criminology (Proposal-193939);**
 - f. **C000178 Master of Intelligence (Proposal-193970);**
 - g. **C000183 Master of International Trade and Commerce Law (Proposal-193176);**

- h. C000188 Master of Public and Social Policy (Proposal-194018);**
- i. C000189 Master of Security and Strategic Studies (Proposal-193982);**
- j. C000207 Bachelor of Security Studies and Master of Security and Strategic Studies (Proposal-193931);**
- k. C000208 Bachelor of Security Studies and Master of Intelligence (Proposal-193928);**
- l. C000210 Bachelor of Security Studies and Master of Criminology (Proposal-193921);**
- m. C000223 Graduate Certificate of Ancient History (OUA) (Proposal-194075);**
- n. C000224 Graduate Certificate of Security Studies and Criminology (OUA) (Proposal-193901);**
- o. C000225 Master of Ancient History (OUA) (Proposal-194077);**
- p. C000226 Master of Counter Terrorism (OUA) (Proposal-193934);**
- q. C000227 Master of Criminology (OUA) (Proposal-193943);**
- r. C000229 Master of Intelligence (OUA) (Proposal-193971);**
- s. C000230 Master of Security and Strategic Studies (OUA) (Proposal-193985);**
- t. C000232 Master of Public and Social Policy (OUA) (Proposal-194021);**
- u. C000428 Master of Laws in Corporations, Human Rights and Sustainability (Proposal-193175);**

Macquarie Business School

- i. the accreditation of the following course from 1 January 2026:**
 - a. C000466 Diploma of Business Studies (Proposal-175790);**
- ii. the amendment of the following courses from 1 January 2027:**
 - a. C000121 Master of Commerce (Proposal-194159);**
 - b. C000049 Master of Marketing (Proposal-194209);**

Faculty of Medicine, Health and Human Sciences

- i. the accreditation of the following vertical double degree combinations from 1 January 2027:**
 - a. C000470 Bachelor of Clinical Science and Doctor of Medicine (Proposal-179397);**
 - b. C000482 Bachelor of Clinical Science and Doctor of Physiotherapy (Proposal-192404);**
 - c. C000480 Bachelor of Clinical Science and Master of Clinical Audiology (Proposal-192366);**
 - d. C000483 Bachelor of Clinical Science and Master of Speech and Language Pathology (Proposal-192416);**
 - e. C000479 Bachelor of Clinical Science and Master of Research (Proposal-192313);**
- ii. the amendment of the following course from 1 January 2027:**
 - a. C000026 Master of Speech and Language Pathology (Proposal-184127);**

Faculty of Science and Engineering

- i. the accreditation of the following course from 1 January 2027:**
 - a. C000481 Master of Environment and Conservation (Proposal-192390); and**
- ii. the amendment of the following course from 1 January 2027:**
 - a. C000133 Bachelor of Engineering (Honours) (Proposal-192808).**

Associate Professor Ray Eaton left the meeting at 11:00 am

3.4 COURSE REACCREDITATION

RESOLUTION AS26/47

Academic Senate RESOLVED to reaccredit the following courses for a period of seven years without conditions:

Macquarie Business School:

- i. C000166 Master of Business Administration;***
- ii. C000388 Graduate Diploma of Business Administration; and***
- iii. C000387 Graduate Certificate of Business Administration.***

3.5 POSTHUMOUS AWARD

RESOLUTION AS26/48

Academic Senate RESOLVED to recommend that Council approve the posthumous award of the Doctor of Philosophy to Carolyn Strachan (SID 44822243).

3.6 REPORT ON APPROVED GLOBAL PHD ARRANGEMENTS

RESOLUTION AS26/49

Academic Senate RESOLVED to approve the Global PhD arrangements executed since the last report to Senate on 24 March 2026, noting that arrangements were executed with the following partner institutions:

Cotutelles

- i. Ghent University;***
- ii. University of St Andrews.***

3.7 NOMINATIONS FOR PROFESSOR EMERITA/EMERITUS

RESOLUTION AS26/50

Academic Senate RESOLVED to endorse the recommendations of the Professor Emerita Emeritus Panel and recommend the nomination of Professor Judith Dawes, Distinguished Professor Michelle Leishman and Professor Deborah Richards to Council for its approval.

4. ITEMS FOR INFORMATION

4.1 STUDENT EXPERIENCE SURVEY (2025 QILT RESULTS)

The Deputy Vice-Chancellor (Academic) presented the University's results from the 2025 Student Experience Survey, noting the response rate of 46% was one of the highest in the sector. He reminded Academic Senate that students at the University in 2025 were dealing with change management proposals in two faculties, increased financial pressure and in the case of international students changes in government approaches. He highlighted areas of decline and current work to arrest this, such as the review of the University's curriculum framework to address dissatisfaction with current course structures. He also noted the importance of the current Student Life Survey given student responses to questions on whether they had considered leaving the University indicated stress and mental health were major reasons.

Student members commented on the report, with one pointing to study plan changes as a source of stress and frustration for students, and the need for students

to work as well as study. The promotion of student resources was commended but it was noted that students need a level of self-advocacy to engage with most of these. The decrease in peer engagement and sense of belonging was also noted with a student member asking what could be done to build community across the campus and to extend the cross-campus focus beyond Kick Start and O-Week. The Deputy Vice-Chancellor acknowledged these concerns noting work under way to simplify the University's curriculum and approaches such as the Buddies program to improve student wellbeing and sense of connection.

The decrease in student agreement with the statement "staff set challenging assessments" was noted, and a comment made on the lack of consequences for students not attending classes as potentially creating frustration for those students who do focus on campus attendance. The Deputy Vice-Chancellor acknowledged both points, noting the item on challenging assessments indicates an area requiring more data on why some students do not feel challenged.

RESOLUTION AS26/51

Academic Senate NOTED the report on Macquarie University's 2025 QILT Student Experience Survey results.

4.2 2025 ANNUAL REPORT ON ACADEMIC INTEGRITY AND CONDUCT

The Pro Vice-Chancellor (Dean of Students) presented this report and outlined highlights including a decrease in academic integrity cases from 2024 to 2025 and the rise in cases involving the use of Generative AI. She advised that the rise in numbers of student conduct cases related to a cluster of contract cheating events which have been complex to manage and are still being finalised. A student member commented on the frustration felt by some students regarding how their peers use Generative AI, including using it in tutorials to generate speaking points. The Deputy Vice-Chancellor (Academic) advised that a set of principles is being developed which will be released later this year and should help provide guidance.

The Pro Vice-Chancellor responded to a comment that many postgraduate students are reluctant to submit complaints believing they should handle matters themselves, advising that the University can do more to clarify how students can seek help.

RESOLUTION AS26/52

Academic Senate NOTED the 2025 Annual Report on Academic Integrity and Student Conduct.

4.3 2025 ANNUAL REPORT ON APPEALS AND COMPLAINTS

The Pro Vice-Chancellor (Dean of Students) presented this report, noting the report has been revised to address TEQSA's [Statement of Regulatory Expectations: Student grievance and complaint mechanisms](#). She outlined the main points from the report, noting while appeals had increased by 13% the total numbers represented just over 2% of all students, while the main appeals category, special consideration, represents around 1.3% of all special consideration applications. 35% of all appeals were upheld, with the largest rate of success related to Notice of Intent to Report. With complaints, the Pro Vice-Chancellor advised that there are increased reporting requirements regarding complaints on racism and antisemitism. Complaints are also referred from the NSW Ombuds and the National Student Ombuds (NSO), with the Pro Vice-Chancellor advising that the NSW Ombuds is now referring student matters to the NSO.

It was suggested that some appeals against special consideration decisions could be avoided if the outcome advice to students was better worded and more informative with the Pro Vice-Chancellor agreeing more could be done. The Deputy Vice-Chancellor (Academic) added that work is underway to review all student communications to improve wording and clarity.

RESOLUTION AS26/53

Academic Senate NOTED the 2025 Annual Report on Academic Appeals and Complaints for reporting to Council.

4.4 QUALITY AND STANDARDS COMPLIANCE REPORTS

The Deputy Vice-Chancellor (Academic) emphasised that the University is compliant with Domain 1 (Student Participation and Attainment) of the Higher Education Standards Framework, noting that where amber is used for some items it is to indicate increased regulatory focus and reporting requirements. Positive feedback was received on the detail and candour of the reports.

The Chair asked members to send any further feedback or comments on the reports following the meeting.

RESOLUTION AS26/54

Academic Senate NOTED the Quality and Standards Compliance Reports for HESF Domain 1 (Student Participation and Attainment) for reporting to Council.

4.5 WARANARA LIBRARY REPORT 2025-2026

The University Librarian presented the report. She noted the Library's focus on the impacts of Generative AI and developing ways to support its ethical use by students, including developing a module on Generative AI and updating guidelines on referencing and other relevant topics. She particularly noted the importance and impact of Library staff working in partnership with specific disciplines to improve academic and other literacy skills. Changes to the spaces offered by the Library and to its opening hours were noted, underpinning its importance as a common space for students. The Librarian also highlighted the Library's work with the Council of Australasian University Librarians (CAUL) to negotiate favourable financial and licence terms with a range of academic publishers, with further negotiations underway.

Academic Senate commented favourably on the report with the Pro Vice-Chancellor (Research Performance and Development) thanking the Librarian and her team for their support of researchers at the University, and a student member commending the changes to study spaces. In response to a question on whether there was any data comparing Library visits with use of its resources the Librarian advised it was difficult to capture this information, noting the Library can see rates of usage of digital resources and gets feedback from its surveys of users.

The Chair of the Academic Senate Education Committee noted the trial of SensusAccess to improve the accessibility of library resources and asked if a report on this could come to her committee.

RESOLUTION AS26/55

Academic Senate NOTED the Waranara Library Report presented for information and discussion.

At this point the meeting moved to deal with Agenda Item 4.7.

4.6 2021-2025 PROFESSOR EMERITA EMERITUS NOMINATIONS EQUITY AND DIVERSITY REPORT

The Chair drew Academic Senate's attention to the report noting it will also be presented to Council. She asked for any comments or feedback to be sent to her after the meeting.

RESOLUTION AS26/56

Academic Senate NOTED the report on Professor Emerita Emeritus nominations for the period 2021-2025 with comments on equity and diversity issues.

Mr Sam Ricketts left the meeting at 11:56 am.

At this point the meeting moved to deal with Agenda Item 8.

4.7 POLICIES UNDER REVIEW/DEVELOPMENT

The Director, Governance Services presented this report noting the two policy matters on the agenda for this meeting were approved earlier in the meeting. She highlighted the revised Curriculum Architecture Policy which is currently on the Policy Central Bulletin Board for feedback.

The Pro Vice-Chancellor (Education) gave a presentation on the principles underpinning the revised Curriculum Architecture Policy and outlined the main drivers for streamlining the University's curriculum framework, including changing community expectations, student feedback, the renewed focus on tertiary harmonisation and increased regulatory scrutiny. She outlined the six design principles for the new Macquarie Degree which are: clarity and navigability, visible learning gain, assured quality, meaningful choice, graduate readiness and lifelong learning. Academic Senate noted the development of the revised Policy which aims to simplify and clarify its content with specific detail moved to associated schedules. The Deputy Vice-Chancellor (Academic) added that the concept for a distinctive Macquarie degree had arisen from discussions at the workshops held to develop the Macquarie Advantage Education Strategy.

The revised Policy and collated responses to Bulletin Board feedback will be presented to the July meeting of the Academic Senate Curriculum Subcommittee for discussion before its submission to the August meeting of Academic Senate for approval.

RESOLUTION AS26/57

Academic Senate NOTED the list of policies under review/development as of 18 May 2026 and the status of policies currently under review as detailed in this submission.

At this point the meeting moved to deal with Agenda Item 4.6

5. ITEMS APPROVED BY THE CHAIR UNDER EXECUTIVE ACTION

5.1 SUMMARY OF ITEMS APPROVED BY EXECUTIVE ACTION BY THE CHAIR

RESOLUTION AS26/58

Academic Senate:

- i. *RESOLVED to ratify the following decisions made under executive action by the Chair of Academic Senate:***
 - a. *the award of the Macquarie University Award for Academic Excellence to coursework graduands;***
 - b. *the award of the Macquarie University College Award for Academic Excellence to Macquarie University College graduands; and***
- ii. *NOTED the approval of the appointment of the following nominees:***
 - a. *to the Academic Senate Education Committee for a term of membership expiring 24 March 2028:***
 - *Associate Professor Pearl Rozenberg***
 - *Dr Nihal Akdere***
 - b. *to the Academic Senate Curriculum Subcommittee for a term of membership expiring 30 June 2028:***
 - *Jenna Rasmusen***
 - c. *to the Academic Senate Research Committee for a term of membership expiring 31 December 2026:***
 - *Julie Toma.***

5.2 REPORT ON WAIVING OF COURSE REQUIREMENTS APPROVED BY THE CHAIR

RESOLUTION AS26/59

Academic Senate RESOLVED to ratify the waiving of course requirements approved by the Chair of Academic Senate under Executive Action.

6. REPORTS FROM STANDING COMMITTEES

6.1 ACADEMIC SENATE EDUCATION COMMITTEE: MEETING OF 4 MAY 2026

Academic Senate noted the report of the Academic Senate Education Committee meeting of 4 May 2026.

6.2 ACADEMIC SENATE RESEARCH COMMITTEE: MEETING OF 12 MAY 2026

Academic Senate noted the report of the Academic Senate Research Committee meeting of 12 May 2026.

6.3 ACADEMIC SENATE STANDING COMMITTEE: REPORT OF CIRCULAR RESOLUTIONS FROM MAY 2026

Academic Senate noted the reports of matters dealt with by circular resolution by the Academic Senate Standing Committee in May 2026.

7. REPORTS FROM FACULTY BOARDS

7.1 FACULTY OF ARTS FACULTY BOARD: MEETING OF 14 APRIL 2026

Academic Senate noted the report of the Faculty of Arts Faculty Board meeting of 14 April 2026.

7.2 MACQUARIE BUSINESS SCHOOL FACULTY BOARD: MEETINGS OF 23 MARCH AND 13 APRIL 2026

Academic Senate noted the reports of the Macquarie Business School Faculty Board meetings of 23 March and 13 April 2026.

7.3 FACULTY OF MEDICINE, HEALTH AND HUMAN SCIENCES FACULTY BOARD: MEETING OF 14 APRIL 2026

Academic Senate noted the reports of the Faculty of Medicine, Health and Human Sciences Faculty Board meeting of 14 April 2026.

7.4 FACULTY OF SCIENCE AND ENGINEERING FACULTY BOARD: MEETING OF 14 APRIL 2026

Academic Senate noted the report of the Faculty of Science and Engineering Faculty Board meeting of 14 April 2026.

7.5 MACQUARIE UNIVERSITY COLLEGE BOARD: MEETING OF 23 APRIL 2026

Academic Senate noted the report of the Macquarie University College Board meeting of 23 April 2026.

8. OTHER BUSINESS

8.1 QUESTIONS ON NOTICE

There were no questions on notice received for this meeting.

9. NEXT MEETING

The next meeting of the Academic Senate will be held on Tuesday 4 August 2026.

CLOSURE

There being no further business, the meeting concluded at 12:05 pm.

Meeting of:	Academic Senate
Item No:	1.6
Date of meeting:	4 August 2026



MATTERS ARISING FROM THE ACADEMIC SENATE MEETING HELD ON 26 MAY 2026

Item	Responsibility	Due Date	Status
1. Diploma of Health Science and the Diploma of Business Studies exit awards: reports to be provided on the operation of these awards	Deputy Deans (Education & Employability), FMHHS and MQBS	Mid-2027	In progress

PREVIOUS MATTERS ARISING

Item	Responsibility	Date Raised	Status/Due Date
1. Curriculum Proposals (course discontinuations): Governance Services was advised prior to the November meeting that 3 of the 24 courses being presented to Academic Senate for discontinuation may need to be reported against the Macquarie University Commonwealth Grant Scheme (CGS). This advice was not available at the time of the meeting.	Deputy Vice-Chancellor (Academic)	25 November 2025	On hold – awaiting further advice regarding completion of reporting requirements. Work is underway to amend the Course of Study Discontinuation Policy to better reflect reporting requirements on this issue.
2. Review of Freedom of Speech and Academic Freedom Policy: paper to be presented on this review.	Vice-Chancellor	24 March 2026	In progress Item to be presented by the end of 2026

Meeting of	Academic Senate
Item No.	3.1
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	CURRICULUM ARCHITECTURE POLICY
Submitted by	Professor Taryn Jones – Pro Vice-Chancellor (Education)
Approved by	Professor Rorden Wilkinson – Deputy Vice-Chancellor (Academic)

☒ **For approval**
☐ **For recommendation to Council**
☐ **For noting/discussion**

Executive Summary

The Curriculum Architecture Policy has undergone a comprehensive review following extensive university-wide consultation. Significant amendments to this policy are proposed to ensure alignment with student needs and expectations, as well as those of employers and the community more broadly, ongoing regulatory requirements, and the positioning of Macquarie's coursework suite as a hallmark of the highest standard of academic quality.

Recommendation

That Academic Senate RESOLVES to approve the revised Curriculum Architecture Policy with immediate effect, noting that implementation will be phased over 2027-2029.

Details

The Curriculum Architecture Policy was approved by Academic Senate on 24 July 2018 (**Res 18/70**) and was most recently amended on 23 July 2024 (**Res AS24/48**). At this time the scope of the review was on clauses related to double degrees without any other substantive change to the overall architecture of the University's coursework suite.

Macquarie University has undertaken a comprehensive review, community consultation, and redesign of its undergraduate and postgraduate degree structures. The program was initiated in response to:

- Quality assurance and regulatory pressures.
- Growing public questioning of the value of higher education.
- Increasing need to assure alignment of graduate capabilities with workforce readiness.
- Student feedback pertaining to a lack of clarity and clear progression pathways through course structures.
- The University's ambition to position our degrees as a hallmark of graduate quality and future-readiness.

A significant driver was the unintended complexity of Macquarie's flexible degree model introduced in 2018-19 and launched in 2020. While innovative at the time, this model resulted in a proliferation of degree types, structural complexity, and lack of clarity that generated persistent student frustration. This pattern of student feedback has been confirmed consistently in institutional data.

The review of Macquarie's curriculum architecture has involved extensive, multi-layered consultation process spanning 18 months preceded by an extensive preparatory phase. The work was organised across the following phases:

1. Preparatory phase
2. Curriculum Design Principles phase
3. Detailed Curriculum Architecture Design phase
4. Curriculum Architecture Policy phase.

A detailed outline of the consultation process across all phases is presented here.

1	Preparatory Phase <i>The Macquarie Advantage education strategy</i> <i>May 2023-November 2023</i>
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The preparatory work for reform of the curriculum architecture was undertaken by a working group set up for the Academic Excellence stream of The Macquarie Advantage, co-chaired by Professor Taryn Jones and Professor Albert Atkin.

A series of structured working group meetings ran from May to September 2023, bringing together academic leaders across the institution to develop the principles and direction that would underpin the new curriculum architecture.

The working groups analysed student experience data, student success data and student feedback related to curriculum and assessment from QILT Student Experience data. Each working group also had a student representative.

A structured all-staff and student engagement process was conducted in the second half of 2023, complementing the working group process with broader institutional input. This engagement included workshops, student participation, and a university-wide webinar.

Consultation

Date	Activity
19 May 2023	Briefing session—scene-setting for working group members
24 May 2023	Working group meeting 1
31 May 2023	Working group meeting 2
7 June 2023	Working group meeting 3
14 June 2023	Working group meeting 4
21 June 2023	Working group meeting 5
23 June 2023	First cross-workstream workshop—all working groups together
29 June 2023	Outcomes shared with ESC
14 September 2023	Second cross-workstream workshop—all workstreams
27 September 2023	Staff workshop (open to staff to register)
27 September 2023	Student workshop
28 September 2023	Staff workshop (open to staff to register)
5 October 2023	Staff workshop (open to staff to register)

16-19 October 2023	All-staff survey
9 November 2023	All-staff webinar

2**Curriculum Design Principles Phase***University-wide engagement**November 2024–March 2025*

Work undertaken in the preparatory phase established new Curriculum Design Principles which form the anchors for a new approach to our curriculum architecture. The principles form a coherent, mutually reinforcing framework that establishes our curriculum as a recognised and reliable hallmark of quality for students, employers, and the broader community. These principles are:

1. **Clarity & Navigability:** Simple, straightforward degree structures that students, advisors, and staff can understand and navigate.
2. **Visible Learning Gain:** Staged progression that locks in learning at each phase of the degree.
3. **Assured Quality:** Keystones and Capstones embedded across all programs to strengthen program-level assessment.
4. **Meaningful Choice:** Building student agency through choice that has meaningful impact through the provision of curated and meaningful options that make sense within the context of the course.
5. **Graduate Readiness:** Embedding authentic experiential learning in every course.
6. **Lifelong Learning:** Enhancing student mobility across time, enhanced through exit awards, RPL, and credit transfer optimisation.

These design principles were moulded through ongoing consultation across the institution.

Consultation

Date	Type	Item / Forum	Audience
4 Nov 24	EG	Discussion on curriculum and assessment principles	Executive Group
4 Nov 24	Kick-off workshop #1	Engagement & implementation	PVC (Education), DDEEs, Student Shared Services
8 Nov 24	Workshop #2	Engagement & implementation	PVC (Education), DDEEs, Student Shared Services
12 Nov 24	Workshop #3	Engagement & implementation	PVC (Education), DDEEs, Student Shared Services
20 Nov 24	Meeting	Curriculum principles revision	DVC(A), PVC (Education), DDEEs
28 Nov 24	Workshop #4	Engagement & implementation	PVC (Education), DDEEs, Student Shared Services
9 Dec 24	Workshop #4	Engagement & implementation	PVC (Education), DDEEs, Student Shared Services

13 Dec 24	Leaders Desk	Transforming our Curriculum Architecture and assessment practices	MQ Staff Intranet
6 Feb 25	Leaders Desk	Deputy Vice-Chancellor (Academic) outlines the University's progress and work ahead in realising The Macquarie Advantage	MQ Staff Intranet
11 Feb 25	Workshop	Curriculum Architecture and Assessment Principles workshop	Invited Academic and Faculty stakeholders
18 Feb 25	Workshop	Curriculum Architecture and Assessment Principles workshop	Invited Academic and Faculty stakeholders
20 Feb 25	Workshop	Curriculum Architecture and Assessment Principles workshop	Invited Academic and Faculty stakeholders
10 Mar 25	Presentation	Curriculum Architecture and Assessment Principles	Academic Senate Education Committee (ASEC)

3**Curriculum Architecture Design Phase***University-wide engagement**December 2024– 2025*

Dedicated consultation on curriculum architecture and assessment changes was led by the DVC (Academic) and PVC (Education). The work was taken to an extensive and diverse range of audiences from University Council and Academic Senate to student groups, Faculty workshops, Course Directors', and Senior Leaders' forums, and the Macquarie Staff community through Intranet content. The table below summarises engagement from December 2024 through to April 2026.

Consultation

Date	Type	Item / Forum	Audience
17 Dec 24	Meeting	Curriculum architecture revision meeting	DVC (PO), BIR, PVC (Education), Student Shared Services, DDEEs
15 Apr 25	Workshop	Updating our curriculum architecture—Course Directors' Forum	Course Directors
15 Apr 25	Workshop	FMHHS degree structure workshop	FMHHS staff (invitation by faculty)
19 May 25	Consultation	Academic Senate Education Committee	ASEC consultation

18 Jun 25	Workshop	MQBS degree structure workshop	MQBS staff (invitation by faculty)
24 Jun 25	Workshop	FSE degree structure workshop	FSE staff (invitation by faculty)
21 Jul 25	Presentation	Course Directors Forum—Degree structure refresh update	Course Directors
1 Aug 25	Presentation	Faculty of Arts Executive Group consultation	Faculty of Arts Executive Group
6 Aug 25	Leaders Desk	Intranet: What's ahead this session	All MQ Staff
11 Aug 25	Consultation	SRC Consultation	Student Representative Committee
8 Oct 25	Paper / discussion	The Macquarie Degree	Executive Group
15 Oct 25	Consultation	Faculty consultation	Executive Deans and Deputy Deans (Education & Employability)
22 Oct 25	Verbal update	Executive Group update	Executive Group
28 Oct 25	Workshop	Detailed degree structure workshop	DDEEs
29 Oct 25	Consultation	DVCPO portfolio consultation	DVCPO senior leaders
25 Nov 25	Presentation	Course Directors' Forum: The Macquarie Degree	Course Directors
1 Dec 25	Workshop	MQBS degree structure workshop	MQBS staff (invitation by faculty)
1 Dec 25	Workshop	FSE degree structure workshop	FSE staff (invitation by faculty)
2 Dec 25	Presentation	Senior Leaders Forum	All MQ Seniors Leaders
8 Dec 25	Workshop	FMHHS degree structure workshop	FMHHS staff (invitation by faculty)
10 Dec 25	Presentation	ESC: The Macquarie Degree	Education Strategy Committee
12 Feb 26	Presentation	Executive Group Retreat Priority initiatives—Curriculum architecture	Executive Group
17 Feb 26	Presentation	ESC: The Macquarie Degree	Education Strategy Committee

26 Feb 26	Paper & Presentation	Council: Education Strategy and curriculum architecture	University Council
3 Mar 26	Presentation	Seniors Leaders Forum	All MQ Seniors Leaders
12 Mar 26	Consultation	MQBS Education Committee meeting	MQBS Education Committee
12 Mar 26	Presentation	DVCA Town Hall: The Macquarie Degree	DVCA portfolio
24 Mar 26	Presentation	ESC: The Macquarie Degree — Course Architecture	Education Strategy Committee
25 Mar 26	Consultation	FSE Education Committee meeting	FSE Education Committee
26 Mar	Consultation	FMHHS Education Committee meeting	FMHHS Education Committee
26 Mar 26	Workshop	Faculty of Arts degree structure workshop	Faculty of Arts staff (invitation by faculty)
6 May 26	Workshop	Faculty and key stakeholder workshop	Faculty DDEEs, ADs and HES, EDSSS
11 May 26	Workshop	Curriculum administration & systems workshop	Key academic and professional staff from faculty and professional portfolios
19 May 26	Workshop	Curriculum administration & systems workshop	Key professional staff from faculty and central portfolios

4

Curriculum Architecture Policy Phase*University-wide engagement**April 2026– July 2026*

Drafting of the revised Curriculum Architecture Policy was led by Pro Vice-Chancellor (Education) Professor Taryn Jones in conjunction with an expert group of Deputy Deans (Education and Employability), Associate Deans, Heads of Education Services and Executive Director Student Shared Services. Input was also sought from Academic Director Graduate Research. The draft Policy then underwent extensive university-wide consultation before final refinements by the expert group.

Consultation

Date	Type	Item / Forum	Audience
21 April 26-8 May 26	Shared document editing	Revised draft policy reviewed and edited	DDEEs, ADs, HESs, ED Student Shared Services, Academic Director Graduate Research

18 May 26-30 Jun 26	Bulletin Board	Bulletin Board feedback	All MQ staff
26 May 26	Verbal update	Academic Senate-Policies under review	Academic Senate
2 Jun 26	Consultation	Graduate Research consultation	Academic Director GRA, Faculty MRes Directors
9 Jul 26	Workshop	Faculty/College and key stakeholder workshop – Bulletin Board feedback	Faculty DDEEs, ADs and HES, EDSSS

A draft of the revised Curriculum Architecture Policy was open on the Bulletin Board from 18 May 2026 until 30 June 2026. The policy received 1841 posting views with 165 comments from 31 respondents. These responses have been carefully considered and reviewed in conjunction with faculty and central education leaders with some subsequent revisions to the proposed policy made following this feedback.

A detailed presentation was made to the Academic Senate Curriculum Subcommittee (ASCS) meeting of 21 July 2026, with members of Academic Senate and its committees invited to attend as observers. ASCS members and observers commented favourably on the proposed changes but raised comments about engagement with students, benchmarking with other universities and measuring the effectiveness of the changes as the revised Policy is implemented.

Attachments

- Attachment A: Proposed Curriculum Architecture Policy
- Attachment B: Curriculum Architecture Policy with edits following Bulletin Board consultation
- Attachment C: Curriculum Architecture Policy Bulletin Board consultation

ATTACHMENT A



Curriculum Architecture Policy

Section 1 - Purpose

- (1) This Policy governs the design and structure of Macquarie University's award courses.
- (2) This Policy provides a consistent and coherent structure for courses and programs, which supports the quality and integrity of the University's academic offerings and helps to provide students with an exceptional academic experience.
- (3) This Policy aligns with the strategic priorities of the University as outlined within:
- a. Our University: A Framing of Dynamic Futures;
 - b. The Macquarie Advantage education strategy; and
 - c. Indigenous Strategy 2026-2030.

Scope

- (4) This Policy applies to:
- a. all award courses of study (courses) accredited by the University, and their constituent components (units of study, majors and specialisations), including:
 - i. courses delivered with a third-party provider; and
 - ii. courses delivered onshore, at an offshore delivery location or delivered entirely through an online platform.
 - b. The following non-award programs delivered by Macquarie University College:
 - i. Standard Foundation or Intensive Program;
 - ii. UniReady; or
 - iii. Masters Qualifying Program.
- (5) Transnational education (TNE) courses or programs where a Macquarie University degree is awarded are in scope for this Policy. However, necessary variations to this Policy may be approved by Academic Senate and included within specific TNE agreements as required to allow for local context and processes while also ensuring legislative and regulatory responsibilities are being met.
- (6) This Policy does not apply to:
- a. The Doctor of Philosophy, Master of Philosophy, and Master of Research degrees;
 - b. Macquarie University College non-award programs not listed in clause 4(b); and
 - c. any other Macquarie University non-award course or program.

Section 2 - Policy

Part A - Qualifications

(7) The University delivers a range of courses that lead to designated [Australian Qualifications Framework](#) (AQF) higher education awards as well as non-award programs to support access to AQF award courses for students who do not meet admission requirements to their desired award course. The qualifications covered within this Policy, and their relevant AQF levels, are:

AQF level	Qualification Type
Non-award	Standard Foundation Program Intensive Program UniReady Masters Qualifying Program
No specified level – may be level 5, 6 or 7	Undergraduate Certificate
Level 5	Diploma
Level 6	Associate Degree (exit award only)
Level 7	Bachelor Degree
Level 8	Bachelor (Honours) Degree Graduate Certificate Graduate Diploma
Level 9	Masters Degree (Coursework) Masters Degree (Extended)

(8) The University also delivers a suite of Double Degrees that enable students to undertake an integrated course that leads to the attainment of two AQF awards at the same time.

(9) Where appropriate, awards that align sequentially may be structured in a manner that courses at lower qualification levels are 'nested' within courses leading to a higher qualification enabling multiple entry and/or exit points for students.

(10) The name of each award must accurately reflect the relevant AQF level and nature of study undertaken.

Part B - Course Structure and Design

(11) All courses and programs must align with the relevant structural requirements appropriate to the award type set out within this Policy and Procedure unless otherwise approved by Academic Senate. The structural elements available to be used within each award type, and the relevant minimum or maximum credit point requirements, are outlined in Schedule 1 – Course structural requirements and options.

(12) All courses must have specified course learning outcomes and a volume of learning aligned to the relevant AQF level of the specific award and be approved by Academic Senate. Courses must be designed to enable achievement of course learning outcomes within the specified volume of learning.

(13) All courses and programs delivered by Macquarie University should be purposefully designed in a manner that provides clarity, coherence and supports student success and progression. To achieve this the following principles should be applied in the design of a course or program:

- a. Clarity and navigability – courses should have simple, straightforward structures that are easily understood by students.
- b. Visible learning gain – courses should be designed to scaffold and progress student learning and skill development in increasingly more complex and challenging environments, enabling students to recognise how they develop depth and breadth of knowledge and capability over time.
- c. Assurance of learning – courses should be designed to assure achievement of course learning outcomes and protect award integrity.

- d. Meaningful choice – where appropriate, student agency is provided to select areas of study from a limited and curated selection of options that optimise impact and value and support student success.
- e. Graduate readiness – courses should be designed to enhance post-study success through the embedding of authentic experiential learning.
- f. Lifelong learning – where relevant, courses should be designed to support student mobility across time and tertiary harmonisation, including consideration of appropriate exit awards, entry points and credit optimisation.

(14) To support student mobility, tertiary harmonisation and optimisation of credit transfer, a student may qualify for an award with a variation of study to that represented in the structural design requirements set out in Schedule 1. Permitted variations, where applicable, are outlined in Schedule 2 – Variation to course structural requirement allowances. In all instances, any approved variations must still require students to meet the course learning outcomes and overall volume of learning requirements, and for any credit recognition to be in accordance with the [Recognition of Prior Learning Policy](#).

Section 3 - Procedures

Part C - Volume of learning

(15) All courses and programs are structured to meet a total volume of learning that is represented in an overall credit point (cp) requirement that is a multiple of 10. Credit point value/s for each qualification type that ensure alignment with AQF requirements are outlined in Schedule 1.

Units of Study

(16) All courses and programs comprise units of study ('units'), which have a designated credit point value that contributes towards the achievement of the total credit points required to attain an award.

(17) All units must be used in the Core Zone or Foundation Zone of at least one course.

(18) Units within courses and programs will generally be in multiples of 10cp. However, in appropriate circumstances units may be valued as multiples of 5cp where greater modularisation is desired or to meet volume of learning requirements for specific external accreditation requirements, such as placement hours.

(19) To meet volume of learning requirements, a 10cp unit equates to 150 hours of student workload, including scheduled and unscheduled learning activities and time assigned for completion of assessments. Where a lower or higher credit point value is assigned to a unit, the volume of learning must be adjusted proportionally.

(20) In some instances, such as to meet specific institutional or external accreditation requirements, a 0cp unit may be approved as part of a course structure. Where a 0cp unit is utilised, justification for the inclusion and the associated student workload must be considered as part of the approval process.

(21) In some instances, a 0cp unit/s may be considered to count towards unit of study level requirements. In these instances a course may be approved where a proportional reduction in credit points is allowed to reflect the volume and level of study undertaken within the 0cp unit/s.

(22) Units are classified as meeting a specified level of learning appropriate to the AQF level of the course in which they are positioned and the stage of the course in which they are delivered. Principles for determining the appropriate level of a unit are outlined in Schedule 3 – Unit of study level principles.

Part D - Undergraduate course structures

(23) Undergraduate Bachelor courses are structured around a progressive framework of unit of study levels,

commencing at 1000-level and advancing one level for each 80 credit points of the course, unless otherwise indicated.

(24) All undergraduate courses must contain a Core Zone comprising Essential Units and if relevant, a Core Major, that align with the minimum and maximal credit point value requirements at each relevant level of the course.

(25) All undergraduate courses must have a minimum requirement of Essential Units undertaken by all students in the course at each unit of study level as outlined within Schedule 1 to support assurance of learning across the course.

(26) All Core Majors used in undergraduate courses will have an 80cp structure as outlined in Schedule 1, unless utilised within a course greater than 240cp in volume where a different structure is required to meet external accreditation requirements.

(27) In some instances, a course may utilise a limited option set of Essential Units to:

- a. enable a streaming of students towards specific discipline fields covered within the Core Majors; and/or
- b. provide for a differentiated level of knowledge or skills requirements to be addressed.

(28) A course may utilise an Elective Zone to provide additional options for students to add depth and/or breadth of study in a chosen field/s. The Elective Zone may:

- a. allow open choice for a student to enrol in any unit in which they are eligible, provided they meet relevant unit level requirements; or
- b. be limited to electives from a specified option set/s of units and/or Elective Majors; or
- c. provide the option to students to select from either a or b.

(29) Where an Elective Zone is utilised, a selection of Elective Majors can be offered to students that have a 60cp structure that:

- a. are derived from all or some of the Core Majors offered within the course; and/or
- b. curated from Elective Majors derived from Core Majors offered in other courses where these are suitably cognate to that course.

(30) All Elective Majors will be purposefully designed by the faculty selecting the appropriate removal of units to achieve the required volume reduction while still ensuring the structure enables students in a cognate area to be successful. A derived Elective Major will bear the same name as the Core Major.

(31) All undergraduate courses must have an identified Capstone unit that contributes to the assurance of course learning outcomes. The Capstone must be at the highest unit of study level within the course structure.

(32) All undergraduate courses of greater than 80cp in volume should also incorporate Keystone units at a minimal rate of at least one (1) every 80cp across the course to support assurance of learning and visibility of learning gain to students, with the exception of the final 80cp where a Capstone unit is used.

(33) Where awards are nested, a Keystone unit of the higher level qualification may serve as the Capstone unit of the lower qualification. Keystone units may also be embedded within the highest level of each Core and Elective Major to support assurance of learning.

(34) All Bachelor courses and Bachelor (Honours) courses, with the exception of those that are a stand-alone 80cp structure and courses offered through Open Universities Australia, must incorporate a University approved experiential education unit as designated by Academic Senate (such as Future Ready or PACE) to support the implementation of quality experiential education and enhance employability outcomes. This unit may also serve as the Capstone unit.

Part E - Postgraduate course structures

- (35) All postgraduate courses are designed in Zones that equate to multiples of 40cp.
- (36) Each Zone is classified as one of the following:
- a. Foundation – provides fundamental knowledge and skills required to support student success across other Zones of the course.
 - b. Core – provides essential units undertaken by all students within the course.
 - c. Specialisation – provides focused depth in a specific area of study.
 - d. Elective – provides an opportunity for students to select additional units of study from a curated set of options, or where available, to select an additional Specialisation from a curated set.
- (37) Where an Elective Zone is part of a course structure this may:
- a. allow open choice for a student to enrol in any unit in which they are eligible, provided they meet relevant unit level requirements; or
 - b. be limited to electives from a specified option set/s of units and/or Specialisations; or
 - c. provide the option to students to select from either a or b.
- (38) If an existing Graduate Certificate structure is deemed to be attractive and appropriate to be offered to students within an Elective Zone of a course, this structure can be listed as a Specialisation option within the Elective Zone.
- (39) The structural requirements and Zone options for postgraduate courses are outlined in Schedule I.
- (40) In designing a postgraduate course, each unit must be distinct to a single Zone, unless part of a Specialisation where a unit may exist in more than one Specialisation.
- (41) In some instances, a course may utilise a limited option set of Essential Units within the Core Zone to:
- a. enable a streaming of students towards specific Specialisations; and/or
 - b. provide for a differentiated level of knowledge or skills requirements to be addressed.
- (42) All postgraduate courses of 80cp or more must have an identified Capstone unit that contributes to the assurance of course learning outcomes, unless assurance of learning can be demonstrated through a highly structured course design.
- (43) All postgraduate courses of >80cp in volume should also incorporate Keystone units at appropriate stages within the course to support assurance of learning and visibility of learning gain to students. Where awards are nested, a Keystone unit of the higher-level qualification may serve as the Capstone unit of the lower qualification.

Part F - Double degree course structures

- (44) In general, double degrees will comprise two undergraduate degrees, or two postgraduate degrees.
- (45) In some limited cases a double degree may incorporate an undergraduate and postgraduate degree combination. This will only be approved in exceptional circumstances such as if this combination supports the timely progression of students through to a professional qualification, or qualifications in areas of institutional and/or national priority.
- (46) All double degrees are purposefully structured as a double degree with course learning outcomes that reflect the integrated learning of both fields of study and a volume of learning that enables students to meet the course learning outcomes within an appropriate timeframe which are approved by Academic Senate.
- (47) A double degree does not have to be identical in structure to the constituent singles degrees, but should:

- a. align to each relevant constituent single degree in a manner that allows for representation of these degrees to be seen as equivalent, including meeting all relevant external accreditation requirements;
- b. ensure any options provided to students within the double degree, such as Majors or Specialisations, are curated specifically for the context of the double degree. This may mean there are fewer Major or Specialisation options than are available for selection within the relevant single degree;
- c. ensure that units taken from each constituent single degree do not duplicate learning of knowledge and/or skills unnecessarily; and
- d. is consistent with the principles of unit of study level requirements outlined in Schedule 1 for the relevant degree types within the double degree combination to ensure alignment with attainment of relevant AQF level/s.

(48) Where feasible, a double degree may contain a single Capstone that enables a student to integrate their expertise across both discipline fields. Where this is not feasible, such as to maintain external accreditation requirements and/or assurance of learning, the course structure should enable opportunity to showcase integrated application of knowledge and skills from both discipline fields where possible.

(49) Where feasible, a double degree may contain shared Keystone units that reflect the integrated, staged learning across both discipline fields.

(50) All undergraduate double degrees will have one (1) University approved experiential education unit as designated by Academic Senate (such as Future Ready or PACE) unit. This may serve as the Capstone for one of the constituent courses, or for the double degree as a whole.

Part G - Non-award program structures

(51) All non-award programs should, where possible, consist of Essential Units undertaken by all students.

(52) In some instances, a limited option set of Essential Units may be used to:

- a. enable a streaming of students towards specific discipline fields that may require differentiated admission requirements; and/or
- b. provide for a differentiated level of knowledge or skills requirements to be addressed.

Part H - Distinctiveness across course structures

(53) It is recognised that units will often be shared across more than one course, particularly in the first year of a course or a foundational zone, and that this offers benefits to students obtaining introductory knowledge and skills that are transferable across disciplines, supports student mobility and enhances course viability and sustainability. However, each course should demonstrate clear distinctiveness from others through the application of the following principles:

- a. That a course reflects an overall pattern of study that makes it clearly distinct from any other course and provides clarity to a potential student who may be choosing between degrees as to the difference between them.
- b. Core Majors and Specialisations must have a structure that is at least 50% distinct from any other Core Major or Specialisation within that course.
- c. Students can only complete a second Major or Specialisation where at least 75% of the units are distinct from all other units undertaken as part of their overall credit point requirements.

(54) Where a unit is recognised to be contributing to more than one (1) Major or Specialisation a student must complete an additional unit of the same unit of study level to fulfil the volume of learning requirement for the course.

Section 4 - Definitions

(55) The following definitions apply for the purpose of this Policy:

- a. Assurance of learning – the verification that students have met all requirements for eligibility for an award.
- b. Capstone – a Core Zone unit undertaken at the end of the course that is designed to enable a student to demonstrate integrated and synthesised application of knowledge and skills obtained across the duration of a course and contribute to assuring course learning outcomes have been met.
- c. Keystone - a unit undertaken at the end of a stage or component of a course that is designed to enable a student to demonstrate integrated and synthesised application of knowledge and skills obtained across the course to that point, provide feedback on progression to meeting course learning outcomes and contribute to assurance of learning.
- d. Future Ready – a unit that is designed to meet institutional standards for the implementation of quality experiential education and enhance employability outcomes.
- e. PACE – a Professional and Community Engagement program unit including experiential learning activity/s, that is approved by the University and carried out in conjunction with an external organisation or by an internal University partner.

Curriculum Architecture Policy - Schedule 1: Course structural requirements and options

Section 1 - Purpose

(56) This Schedule outlines the structural requirements and options available for each course or program, required volume of learning and relevant minimum or maximum credit point requirements for relevant unit of study levels.

Section 2 - Schedule

Undergraduate courses

Undergraduate certificate

(57) Undergraduate Certificate awards have the following structural design requirements:

- a. 40cp of Core essential units
- b. All units to be at 1000 level or above
- c. If award is deemed to be higher than AQF level 5 the following additional requirements apply:
 - i. Level 6 – requires at least 20cp at 2000 level
 - ii. Level 7 – requires at least 20cp at 3000 level.

Diploma

(58) Diploma awards have the following structural design requirements:

- a. 80cp of Core essential units
- b. All units to be at 1000 level or above

Associate Degree

(59) Associate Degree awards are exit only awards with a structural design that reflects 160cp of the relevant Bachelor Degree award in which it is nested. This may include:

- a. Core unit option sets that reflect units within Core Majors of the relevant Bachelor Degree.
- b. Elective units where the relevant Bachelor Degree has an Elective Zone.

(60) Structure may contain options sets to reflect students exiting with an Associate Degree may have undertaken varied patterns of study. However, the structure should reflect:

- a. A maximum of 80cp at 1000 level;
- b. A minimum of 80cp at 2000 level or above; and
- c. No more than 40cp of units undertaken as part of an Elective Zone that are not within the Core Zone or Core major of the relevant Bachelor Degree.

Bachelor Degrees

(61) Bachelor Degrees are generally 240cp in overall volume of learning, unless a higher volume of learning is required to meet external accreditation requirements.

(62) Bachelor awards of 240cp have four options for structural design as outlined in the following table:

240cp Bachelor model options	Zone requirements & options			Unit level requirements
	Core Zone		Elective Zone	
	Essential units	Core Major		
Model 1	240cp	No	No	All models comprise: • 80cp at 1000 level • 80cp at 2000 level • 80cp at 3000 level or above
Model 2	180cp	No	60cp	
Model 3	160cp	80cp	No	
Model 4	100cp	80cp	60cp	

(63) All Core Majors in 240cp Bachelor Degrees will have the following structural design:

- a. 20cp at 1000 level
- b. 30cp at 2000 level
- c. 30cp at 3000 level

(64) All Elective Majors will have the following structural design:

- a. 10cp at 1000 level
- b. 20cp at 2000 level
- c. 30cp at 3000 level

(65) Bachelor Degrees of 320cp will be designed to align with the unit level requirements of the 240cp Bachelor Degree wherever feasible, with an additional 80cp at 4000 level or above.

Bachelor (Honours) Degrees

(66) A Bachelor (Honours) Degree is typically an 80cp structure that is either:

- a. embedded with a Bachelor Degree as part of a 320cp structure; or
- b. a stand alone 80cp Bachelor (Honours) Degree that follows completion of a Bachelor Degree.

(67) A Bachelor (Honours) Degree structure must

- a. have a minimum of 80cp at 4000 level or above; and
- b. include a project and/or piece of research and scholarship that has at least some level of independence.

Postgraduate courses

(68) All postgraduate courses must be structured with units that are 6000 level or above and have a minimum of one 40cp Core Zone undertaken by all students in the course.

(69) Foundation and Elective Zones may only be utilised in Masters Degree (Coursework) awards >80cp in volume.

(70) An Elective Zone can only be a maximum of 40cp and contain curated options for students to ensure study undertaken in this zone is meaningful and impactful for students within the context of the specific course.

(71) Masters Degree (Extended) awards are only for externally accredited courses where additional volume of learning is required to meet accreditation requirements.

(72) The structural requirements and Zone options for postgraduate courses are outlined in the table below:

Award	Total credit points	Zone requirements & options				Unit level requirements	Additional course requirements
		Core	Specialisation	Foundation	Elective		
Graduate Certificate	40cp	Minimum 40cp	No	No	No	All units 6000 level or above	No
Graduate Diploma	80cp	Minimum 80cp	No	No	No	Minimum of 40cp at 7000 level or above	No
Masters Degree (Coursework)	80cp	Minimum 40cp	Maximum 40cp	No	No	All units 8000 level or above	Structure must include: a. a research project or piece of scholarship demonstrating advanced knowledge; or b. a project or practice-related experience.
	160cp	Minimum 40cp	Maximum 80cp	Maximum 80cp	Maximum 40cp	Minimum 80cp at 8000 level or above	
Masters Degree (Extended)	240cp			No	No	All units 8000 level or above	Structure must include: a. a research project or piece of scholarship demonstrating advanced knowledge; or b. a significant proportion of practice-related learning.
	320cp			No	No	All units 8000 level or above	

(73) A 160cp Masters Degree (Coursework) may be structured to enable entry points at 120cp or 80cp in accordance with the Admission Policy and Recognition of Prior Learning Policy.

Curriculum Architecture Policy - Schedule 2: Variation to unit level requirement allowances

Section 1 - Purpose

(74) This Schedule outlines the allowances given for a student to attain a relevant award where they have undertaken a variation of unit of study level that differ to the requirement/s represented in the structural design requirements set out in Schedule 1 that may be recognised as credit towards their award.

(75) Allowances applied are designed to balance the support of student mobility, tertiary harmonisation and optimisation of credit transfer while also protecting the integrity of awards conferred by the University.

(76) In all instances, any permitted variations still require students to meet the course learning outcomes and overall volume of learning requirements, and for any credit recognition to be in accordance with the Recognition of Prior Learning Policy.

(77) Double degree structures will generally be purposefully constructed to reflect a shorter duration of study aligned to one or both of the single constituent courses in recognition of the breadth and/or depth of study across two discipline areas with a larger volume of learning in total than required for a single degree. Should a student transfer out of the double degree to one of the constituent courses, they will be required to meet volume of learning requirements and course learning outcomes of the relevant single degree.

(78) Variations permitted beyond those set out in this Schedule will require approval from the appropriate Delegate in accordance with the [Delegations of Authority Policy](#).

Section 2 - Schedule

(79) The permissions for variation of unit of study level requirements to awards conferred by the University to that represented in the structural design requirements are outlined in the following table:

Award type	Variation permitted	Detail of allowances
Non-award programs including: Standard Foundation Program Intensive Program UniReady Masters Qualifying Program	No	
Undergraduate Certificate	No	
Diploma	No	
Associate Degree (exit award only)	Yes	Maximum of 100cp at 1000 level Minimum of 60cp at 2000 level or above
Bachelor Degree	Yes	Maximum of 100cp at 1000 level with Minimum of 60cp at 2000 level No variation to requirements at higher levels
Bachelor (Honours) Degree (final year only if embedded – see Bachelor Degree for permitted variations to earlier years)	No	
Graduate Certificate	No	
Graduate Diploma	No	
Masters Degree (Coursework)	No	

Masters Degree (Research)	No	
Masters Degree (Extended)	No	

Curriculum Architecture Policy - Schedule 3: Unit of study level principles

Section 1 - Purpose

(80) This Schedule outlines the principles applied to identifying unit of study levels within the University.

Section 2 - Schedule

(81) All units of study are identified by an alphanumeric code containing four letters followed by four numerical digits. The first digit of the numerical component is aligned to the level of study expected to be achieved at the completion of study within that unit as indicated through the unit learning outcomes as outlined in the following table:

Unit code level	Principles for unit learning outcome level setting	Indicative AQF level
0000-level	These units have learning outcomes that align with a year 12 or equivalent level of performance. They are typically designed for units within non-award programs designed to facilitate a pathway of entry to a degree.	Non-award
1000-level	These units have foundational or introductory learning outcomes. They are typically designed for units within the first year of tertiary level study where there is either no or limited prior knowledge or skills in the discipline or field.	AQF level 5
2000-level	These units have learning outcomes that build upon foundational or introductory learning outcomes to further develop knowledge and/or skills in the relevant discipline or field, and/or the application of knowledge and/or skills. These units are equivalent to the second year of a Bachelor Degree.	AQF level 6
3000-level	These units have learning outcomes that reflect application of a broad and coherent body of knowledge and/or skills in a range of contexts to undertake professional work and as a pathway for further learning, equivalent to the final year of a Bachelor Degree.	AQF level 7
4000-level or 5000-level	These units have learning outcomes that demonstrate advanced application of knowledge and skills in a specific context to undertake professional work or as a pathway for research and further learning following completion of an undergraduate degree. These units are typically equivalent to a Bachelor (Honours) Degree.	AQF level 8
6000-level	These units have learning outcomes that reflect a level of general knowledge and/or maturity for postgraduate study but do not typically require prior knowledge or skills in the discipline or field. These units reflect entry level of a Masters Degree.	AQF level 8
7000-level	These units have learning outcomes that demonstrate advanced research knowledge and/or skills, and/or the application of research knowledge and skills within the context of a specific discipline or field.	AQF level 8
8000-level	These units have learning outcomes that reflect a postgraduate level of application of knowledge and/or skills to undertake professional or highly skilled work or as a pathway for research and further learning as indicated by a postgraduate level of study.	AQF level 8 or AQF level 9

Status and Details

Status	Not Yet Approved
Effective Date	To Be Advised
Review Date	To Be Advised
Approval Authority	Academic Senate
Approval Date	To Be Advised
Expiry Date	Not Applicable
Responsible Executive	Rorden Wilkinson Deputy Vice-Chancellor (Academic)
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ATTACHMENT B



Curriculum Architecture Policy

Section 1 - Purpose

- (1) This Policy governs the design and structure of Macquarie University's award courses.
- (2) This Policy provides a consistent and coherent structure for courses and programs, which supports the quality and integrity of the University's academic offerings and helps to provide students with an exceptional academic experience.

(3) This Policy aligns with the strategic priorities of the University as outlined within:

- a. Our University: A Framing of Dynamic Futures;
- b. The Macquarie Advantage education strategy; and
- c. Indigenous Strategy 2026-2030.

Scope

(3)(4) This Policy applies to:

- a. all award courses of study (courses) accredited by the University, and their constituent components (units of study, majors and specialisations), including:
 - i. courses delivered with a third-party provider; and
 - ii. courses delivered onshore, at an offshore delivery location or delivered entirely through an online platform.
- b. The following non-award programs delivered by Macquarie University College:
 - i. Standard Foundation or Intensive Program;
 - ii. UniReady; or
 - iii. Masters Qualifying Program.

(4)(5) Transnational education (TNE) courses or programs where a Macquarie University degree is awarded are in scope for this Policy. However, necessary variations to this Policy may be approved by Academic Senate and included within specific TNE agreements as required to allow for local context and processes while also ensuring legislative and regulatory responsibilities are being met.

(5)(6) This Policy does not apply to:

- a. The Doctor of Philosophy, Master of Philosophy, and Master of Research degrees;
- b. Macquarie University College non-award programs not listed in clause 43(b); and
- c. any other Macquarie University non-award course or program.

Section 2 - Policy

Part A - Qualifications

~~(6)~~(7) The University delivers a range of courses that lead to designated [Australian Qualifications Framework](#) (AQF) higher education awards as well as non-award programs to support access to AQF award courses for students who do not meet admission requirements to their desired award course. The qualifications covered within this Policy, and their relevant AQF levels, are:

AQF level	Qualification Type
Non-award	Standard Foundation Program Intensive Program UniReady Masters Qualifying Program
No specified level – may be level 5, 6 or 7	Undergraduate Certificate
Level 5	Diploma
Level 6	Associate Degree (exit award only)
Level 7	Bachelor Degree
Level 8	Bachelor (Honours) Degree Graduate Certificate Graduate Diploma
Level 9	Masters Degree (Coursework) Masters Degree (Extended)

~~(7)~~(8) The University [also](#) delivers a ~~curated~~ suite of Double Degrees that enable students to undertake an integrated course that leads to the attainment of two AQF awards at the same time.

~~(8)~~(9) Where appropriate, awards that align sequentially may be structured in a manner that courses at lower qualification levels are 'nested' within courses leading to a higher qualification enabling multiple entry and/or exit points for students.

~~(9)~~(10) The name of each award must accurately reflect the relevant AQF level and nature of study undertaken.

Part B - Course Structure and Design

~~(10)~~(11) All courses and programs must align with the relevant structural requirements appropriate to the award type set out within this Policy and Procedure unless otherwise approved by Academic Senate. The structural elements available to be used within each award type, and the relevant minimum or maximum credit point requirements, are outlined in Schedule 1 – Course structural requirements and options.

~~(11)~~(12) All courses must have specified course learning outcomes and a volume of learning aligned to the relevant AQF level of the specific award [and be approved by Academic Senate](#). Courses must be designed to enable achievement of course learning outcomes within the specified volume of learning.

~~(12)~~(13) All courses and programs delivered by Macquarie University should be purposefully designed in a manner that provides clarity, coherence and supports student success and progression. To achieve this the following principles should be applied in the design of a course or program:

- Clarity and navigability – courses should have simple, straightforward structures that are easily understood by students.
- Visible learning gain – courses should be designed to scaffold and progress student learning and skill development in increasingly more complex and challenging environments, enabling students to recognise how they develop depth and breadth of knowledge and capability over time.
- Assurance of learning – courses should be designed to assure achievement of course learning outcomes and protect award integrity.

- d. Meaningful choice – where appropriate, student agency is provided to select areas of study from a limited and curated selection of options that optimise impact and value and support student success.
- e. Graduate readiness – courses should be designed to enhance post-study success through the embedding of authentic experiential learning.
- f. Lifelong learning – where relevant, courses should be designed to support student mobility across time and tertiary harmonisation, including consideration of appropriate exit awards, entry points and credit optimisation.

~~(13)(14)~~ To support student mobility, tertiary harmonisation and optimisation of credit transfer, a student may qualify for an award with a variation of study to that represented in the structural design requirements set out in Schedule 1 – ~~Course structural requirements and options. Permitted variations, where applicable. Whether a variation for a relevant award is supported, and if so, the minimal and maximal credit point requirements at unit of study level for a student to attain a relevant award~~ are ~~set out~~ outlined in Schedule 2 – Variation to course structural requirement allowances. In all instances, ~~these any approved~~ variations ~~must~~ still require students to meet the course learning outcomes and overall volume of learning requirements, and for any credit recognition to be in accordance with the [Recognition of Prior Learning Policy](#).

Section 3 - Procedures

Part C - Volume of learning

~~(14)(15)~~ All courses and programs are structured to meet a total volume of learning that is represented in an overall credit point (cp) requirement that is a multiple of 10. Credit point value/s for each qualification type that ensure alignment with AQF requirements are outlined in Schedule 1 – ~~Course structural requirements and options~~.

Units of Study

~~(15)(16)~~ All courses and programs comprise units of study ('units'), which have a designated credit point value that contributes towards the achievement of the total credit points required to attain an award.

~~(16)(17)~~ All units must be used in the Core Zone or Foundation Zone of at least one course, ~~unless approved as part of a purpose-built Elective Major~~.

~~(17)(18)~~ Units within courses and programs will generally be in multiples of 10cp. However, in appropriate circumstances units may be valued as multiples of 5cp where greater modularisation is desired or to meet volume of learning requirements for specific external accreditation requirements, such as placement hours, ~~or~~.

~~(18)~~ may be 0cp where this is required to meet specific institutional or external accreditation requirements.

(19) To meet volume of learning requirements, a 10cp unit equates to 150 hours of student workload, including scheduled and unscheduled learning activities and time assigned for completion of assessments. Where a lower or higher credit point value is assigned to a unit, the volume of learning must be adjusted proportionally.

~~(20)~~ In some instances, such as to meet specific institutional or external accreditation requirements, a 0cp unit may be approved as part of a course structure. Where a 0cp unit is utilised, justification for the inclusion and the associated student workload must be considered as part of the approval process.

~~(21)~~ In some instances, a 0cp unit/s may be considered to count towards unit of study level requirements. In these instances a course may be approved where a proportional reduction in credit points is allowed to reflect the volume and level of study undertaken within the 0cp unit/s.

~~(20)(22)~~ Units are classified as meeting a specified level of learning appropriate to the AQF level of the course in which they are positioned and the stage of the course in which they are delivered. Principles for determining the

appropriate level of a unit are outlined in Schedule 3 – Unit of study level principles.

Part D - Undergraduate course structures

~~(21)~~(23) Undergraduate Bachelor courses ~~must be~~ structured around a progressive framework of unit of study levels, commencing at 1000-level and advancing one level for each 80 credit points of the course, unless otherwise indicated.

~~(22)~~(24) All undergraduate courses must contain a Core Zone comprising Essential Units ~~and if relevant,~~ a Core Major, that align with the minimum and maximal credit point value requirements at each relevant level of the course.

~~(23)~~(25) All undergraduate courses must have a minimum requirement of Essential Units undertaken by all students in the course at each unit of study level as outlined within Schedule 1 ~~—Course structural requirements and options to support assurance of learning across the course.~~

~~(24)~~(26) All Core Majors used in undergraduate courses will have a an harmonised 80cp structure as outlined in Schedule 1 ~~—Course structural requirements and options~~, unless utilised within a course greater than 240cp in volume where a different structure is required to meet external accreditation requirements.

~~(25) Each Core Major within a course must be designed to have at least 40cp that are distinct from any other Core major within that course.~~

~~(26)~~(27) In some instances, a course may utilise a limited option set of Essential Units to:

- a. enable a streaming of students towards specific discipline fields covered within the Core Majors; and/or
- b. provide for a differentiated level of knowledge or skills requirements to be addressed.

~~(28) In some instances, a~~ course may utilise an Elective Zone to provide additional options for students to add depth and/or breadth of study in a chosen field/s. The Elective Zone may:

- a. allow open choice for a student to enrol in any unit in which they are eligible, provided they meet relevant unit level requirements; or the Elective Zone can
- b. be limited to electives from a specified option set/s of units and/or Elective Majors; or:
- c. provide the option to students to select from either a or b.

~~(27)~~(29) ~~Provide the option to students to select from either a or b.~~ Where an Elective Zone is utilised, a ~~curated~~ selection of Elective Majors can be offered to students that have a harmonised 60cp structure that:

- a. are derived from all or some of the Core Majors offered within the course; and/or
- b. ~~curated from a limited selection of purpose-built~~ Elective Majors derived from Core Majors offered ~~across the institution in other courses where these are suitably cognate to that provide meaningful impact and outcomes for students within~~ that course.

~~(28)~~(30) ~~Where an All~~ Elective Majors ~~is derived from a Core Major will be purposefully designed by;~~ the faculty ~~will~~ selecting the appropriate removal of units to achieve the required volume reduction while still ensuring the structure enables students in a cognate area to be successful. A derived Elective Major will bear the same name as the Core Major.

~~(29) Faculties may provide up to two (2) purpose-built Elective Majors that can be offered to students in a wide range of courses across the University to provide meaningful impact and outcomes.~~

~~(30)~~(31) All undergraduate courses must have an identified Capstone unit that contributes to the assurance of course learning outcomes. The Capstone must be at the highest unit of study level within the course structure.

~~(32)~~ All undergraduate courses of greater than 80cp in volume should also incorporate Keystone units at a minimal rate of at least one (1) every 80cp across the course to support assurance of learning and visibility of learning gain to students, with the exception of the final 80cp where a Capstone unit is used.

~~(31)~~~~(33)~~ Where awards are nested, a Keystone unit of the higher level qualification may serve as the Capstone unit of the lower qualification. Keystone units may also be embedded within the highest level of each Core and Elective Major to support assurance of learning.

~~(32)~~~~(34)~~ All Bachelor courses and Bachelor (Honours) courses, with the exception of those that are a stand-alone 80cp structure and courses offered through Open Universities Australia, must incorporate a University approved experiential education unit as designated by Academic Senate (such as Future Ready or PACE) ~~unit~~ to support the implementation of quality experiential education and enhance employability outcomes. ~~The This Future Ready~~ unit may also serve as the Capstone unit.

Part E - Postgraduate course structures

~~(33)~~~~(35)~~ All postgraduate courses are designed in Zones that equate to multiples of 40cp.

~~(34)~~~~(36)~~ Each Zone is classified as one of the following:

- a. Foundation – provides fundamental knowledge and skills required to support student success across other Zones of the course.
- b. Core – provides essential units undertaken by all students within the course.
- c. Specialisation – provides focused depth in a specific area of study.
- d. Elective – provides an opportunity for students to select additional units of study from a curated set of options, or where available, to select an additional Specialisation from a curated set.

~~(37)~~ Where an Elective Zone is part of a course structure this may:

- a. allow open choice for a student to enrol in any unit in which they are eligible, provided they meet relevant unit level requirements; or
- b. be limited to electives from a specified option set/s of units and/or Specialisations; or
- c. provide the option to students to select from either a or b.

~~(38)~~ If an existing Graduate Certificate structure is deemed to be attractive and appropriate to be offered to students within an Elective Zone of a course, this structure can be listed as a Specialisation option within the Elective Zone.

~~(35)~~~~(39)~~ The structural requirements and Zone options for postgraduate courses are outlined in Schedule I — Course structural requirements and options.

~~(36)~~~~(40)~~ In designing a postgraduate course, each unit must be distinct to a single Zone, unless part of a Specialisation where a unit may exist in more than one Specialisation.

~~(37)~~~~(41)~~ In some instances, a course may utilise a limited option set of Essential Units within the Core Zone to:

- a. enable a streaming of students towards specific Specialisations; and/or
- b. provide for a differentiated level of knowledge or skills requirements to be addressed.

~~(38)~~~~(42)~~ All postgraduate courses of 80cp or more must have an identified Capstone unit that contributes to the assurance of course learning outcomes, unless assurance of learning can be demonstrated through a highly structured course design.

~~(39)~~(43) All postgraduate courses of >80cp in volume should also incorporate Keystone units at appropriate stages within the course to support assurance of learning and visibility of learning gain to students. Where awards are nested, a Keystone unit of the higher-level qualification may serve as the Capstone unit of the lower qualification.

Part F - Double degree course structures

~~(40)~~(44) In general, double degrees will comprise two undergraduate degrees, or two postgraduate degrees.

~~(41)~~(45) In some limited cases a double degree may incorporate an undergraduate and postgraduate degree combination. This will only be approved in exceptional circumstances such as if this combination supports the timely progression of students through to a professional qualification, or qualifications in an area deemed as of institutional and/or national education priority.

~~(42)~~(46) All double degrees are purposefully structured as a double degree with course learning outcomes that reflect the integrated learning of both fields of study and a volume of learning that enables students to meet the course learning outcomes within an appropriate timeframe which are approved by Academic Senate.

~~(43)~~(47) A double degree does not have to be identical in structure to the constituent single degrees, but should:

- a. align to each relevant constituent single degree in a manner that allows for representation of these degrees to be seen as equivalent, including meeting all relevant external accreditation requirements;
- b. ensure any options provided to students within the double degree, such as Majors or Specialisations, are curated specifically for the context of the double degree. This may mean there are fewer Major or Specialisation options than are available for selection within the relevant single degree; ~~and~~
- c. ensure that units taken from each constituent single degree do not duplicate learning of knowledge and/or skills unnecessarily; ~~and~~
- d. is consistent with the principles of unit of study level requirements outlined in Schedule I for the relevant degree types within the double degree combination to ensure alignment with attainment of relevant AQF level/s.

~~(44)~~(48) Where feasible, a double degree may contain a single Capstone that enables a student to integrate their expertise across both discipline fields. Where this is not feasible, such as to maintain external accreditation requirements and/or assurance of learning, the course structure should enable opportunity to showcase integrated application of knowledge and skills from both discipline fields where possible.

~~(45)~~(49) Where feasible, a double degree may contain shared Keystone units that reflect the integrated, staged learning across both discipline fields.

~~(46)~~(50) All undergraduate double degrees will have one (1) University approved experiential education unit as designated by Academic Senate (such as Future Ready or PACE)Future Ready unit. This may serve as the Capstone for one of the constituent courses, or for the double degree as a whole.

Part G - Non-award program structures

~~(47)~~(51) All non-award programs should, where possible, consist of Essential Units undertaken by all students.

~~(48)~~(52) In some instances, a limited option set of Essential Units may be used to:

- a. enable a streaming of students towards specific discipline fields that may require differentiated admission requirements; and/or
- b. provide for a differentiated level of knowledge or skills requirements to be addressed.

Part H - Distinctiveness across course structures

~~(49)~~(53) It is recognised that units will often be shared across more than one course, particularly in the first year of a course or a foundational zone, and that this offers benefits to students obtaining introductory knowledge and skills that are transferable across disciplines, supports student mobility and enhances course viability and sustainability. However, each course should demonstrate clear distinctiveness from others through the application of the following principles:

- a. That a course reflects an overall pattern of study that makes it clearly distinct from any other course and provides clarity to a potential student who may be choosing between degrees as to the difference between them.
- b. Core Majors and Specialisations must have a structure that is at least 50% distinct from any other Core Major or Specialisation within that course.
- c. Students can only complete a second Major ~~(Core or Elective)~~ or Specialisations where at least ~~80~~75% of the units are distinct from all other units undertaken as part of their overall credit point requirements.

(54) Where a unit is recognised to be contributing to more than one (1) Major or Specialisation a student must complete an additional unit of the same unit of study level to fulfil the volume of learning requirement for the course.

Section 4 - Definitions

~~(50)~~(55) The following definitions apply for the purpose of this ~~study~~Policy:

a. Assurance of learning – the verification that students have met all requirements for eligibility for an award.

~~a-b.~~ Capstone – a Core Zone unit undertaken at the end of the course that is designed to enable a student to demonstrate integrated and synthesised application of knowledge and skills obtained across the duration of a course and contribute to assuring course learning outcomes have been met.

~~b-c.~~ Keystone - a unit undertaken at the end of a stage or component of a course that is designed to enable a student to demonstrate integrated and synthesised application of knowledge and skills obtained across the course to that point, provide feedback on progression to meeting course learning outcomes and contribute to assurance of learning.

d. Future Ready – a unit that is designed to meet institutional standards for the implementation of quality experiential education and enhance employability outcomes.

e. PACE – a Professional and Community Engagement program unit including experiential learning activity/s. that is approved by the University and carried out in conjunction with an external organisation or by an internal University partner.

Curriculum Architecture Policy - Schedule 1: Course structural requirements and options

Section 1 - Purpose

~~(51)~~(56) This Schedule outlines the structural requirements and options available for each course or program, required volume of learning and relevant minimum or maximum credit point requirements for relevant unit of study levels.

Section 2 - Schedule

Undergraduate courses

Undergraduate certificate

~~(52)~~(57) Undergraduate Certificate awards have the following structural design requirements:

- a. 40cp of Core essential units
- b. All units to be at 1000 level or above
- c. If award is deemed to be higher than AQF level 5 the following additional requirements apply:
 - i. Level 6 – requires at least 20cp at 2000 level
 - ii. Level 7 – requires at least 20cp at 3000 level.

Diploma

~~(53)~~(58) Diploma awards have the following structural design requirements:

- a. 80cp of Core essential units
- b. All units to be at 1000 level or above

Associate Degree

~~(54)~~(59) Associate Degree awards are exit only awards with a structural design that reflects 160cp of the relevant Bachelor Degree award in which it is nested. This may include:

- a. Core unit option sets that reflect units within Core Majors of the relevant Bachelor Degree.
- b. Elective units where the relevant Bachelor Degree has an Elective Zone.

~~(55)~~(60) Structure may contain options sets to reflect students exiting with an Associate Degree may have undertaken varied patterns of study. However, the structure should reflect:

- a. A maximum of 80cp at 1000 level;
- b. A minimum of 80cp at 2000 level or above; and
- c. No more than 40cp of units undertaken as part of an Elective Zone that are not within the Core Zone or Core major of the relevant Bachelor Degree.

Bachelor Degrees

~~(56)~~(61) Bachelor Degrees are generally 240cp in overall volume of learning, unless a higher volume of learning is required to meet external accreditation requirements.

~~(57)~~(62) Bachelor awards of 240cp have four options for structural design as outlined in the following table:

240cp Bachelor model options	Zone requirements & options			Unit level requirements
	Core Zone		Elective Zone	
	Essential units	Core Major		
Model 1	240cp	No	No	All models comprise: • 80cp at 1000 level • 80cp at 2000 level • 80cp at 3000 level or above
Model 2	180cp	No	60cp	
Model 3	160cp	80cp	No	
Model 4	100cp	80cp	60cp	

~~(58)~~(63) All Core Majors in 240cp Bachelor Degrees will have the following structural design:

- a. 20cp at 1000 level
- b. 30cp at 2000 level
- c. 30cp at 3000 level

~~(59) Each Core Major must have at least 50% of its structure as unique from any other Core Major.~~

~~(60)~~(64) All Elective Majors will have the following structural design:

- a. 10cp at 1000 level
- b. 20cp at 2000 level
- c. 30cp at 3000 level

~~(61) Each Elective Major must have at least 50% of its structure as unique from any other Elective Major.~~

~~(62)~~(65) Bachelor Degrees of 320cp will be designed to align with the unit level requirements of the 240cp Bachelor Degree wherever feasible, with an additional 80cp at 4000 level or above.

Bachelor (Honours) Degrees

~~(63)~~(66) A Bachelor (Honours) Degree is typically an 80cp structure that is either:

- a. embedded with a Bachelor Degree as part of a 320cp structure; or
- b. a stand alone 80cp Bachelor (Honours) Degree that follows completion of a Bachelor Degree.

~~(64)~~(67) A Bachelor (Honours) Degree structure must

- a. have a minimum of 80cp at 4000 level or above; and
- b. include a project and/or piece of research and scholarship that has at least some level of independence.

Postgraduate courses

~~(65)~~(68) All postgraduate courses must be structured with units that are 6000 level or above and have a minimum of one 40cp Core Zone undertaken by all students in the course.

~~(66)~~(69) Foundation and Elective Zones may only be utilised in Masters Degree (Coursework) awards >80cp in volume.

~~(67)~~(70) An Elective Zone can only be a maximum of 40cp and contain curated options for students to ensure study undertaken in this zone is meaningful and impactful for students within the context of the specific course.

~~(68)~~(71) Masters Degree (Extended) awards are only for externally accredited courses where additional volume of learning is required to meet accreditation requirements.

~~(69)~~(72) The structural requirements and Zone options for postgraduate courses are outlined in the table below:

Award	Total credit points	Zone requirements & options				Unit level requirements	Additional course requirements
		Core	Specialisation	Foundation	Elective		
Graduate Certificate	40cp	Minimum 40cp	No	No	No	Minimum of 20cp at 8000 level or above All units 6000 level or above	No
Graduate Diploma	80cp	Minimum 80cp	No	No	No	Minimum of 40cp at 78000 level or above	No
Masters Degree (Coursework)	80cp	Minimum 40cp	Maximum 40cp	No	No	All units 8000 level or above	Structure must include: a. a research project or piece of scholarship demonstrating advanced knowledge; or b. a project or practice-related experience.
	160cp	Minimum 40cp	Maximum 80cp	Maximum 80cp	Maximum 40cp	Minimum 80cp at 8000 level or above	
Masters Degree (Extended)	240cp			No	No	All units 8000 level or above	Structure must include: a. a research project or piece of scholarship demonstrating advanced knowledge; or b. a significant proportion of practice-related learning.
	320cp			No	No	All units 8000 level or above	

~~(70)~~(73) A 160cp Masters Degree (Coursework) may be structured to enable entry points at 120cp or 80cp in accordance with the Admission Policy and Recognition of Prior Learning Policy.

Curriculum Architecture Policy - Schedule 2: Variation to unit level requirement allowances

Section 1 - Purpose

~~(74)~~(74) This Schedule outlines the allowances given for a student to attain a relevant award where they have undertaken a variation of unit of study level that differ to the requirement/s represented in the structural design requirements set out in Schedule 1 – ~~Course structural requirements~~ that may be recognised as credit towards their award.

~~(72)~~(75) Allowances applied are designed to balance the support of student mobility, tertiary harmonisation and optimisation of credit transfer while also protecting the integrity of awards conferred by the University.

~~(73)~~(76) In all instances, any permitted variations still require students to meet the course learning outcomes and overall volume of learning requirements, and for any credit recognition to be in accordance with the Recognition of Prior Learning Policy.

~~(74)~~(77) Double degree structures will generally be purposefully constructed to reflect a shorter duration of study aligned to one or both of the single constituent courses in recognition of the breadth and/or depth of study across two discipline areas with a larger volume of learning in total than required for a single degree. Should a student transfer out of the double degree to one of the constituent courses, they will be required to meet volume of learning requirements and course learning outcomes of the relevant single degree.

~~(75)~~(78) Variations permitted beyond those set out in this Schedule will require approval from the appropriate Delegate in accordance with the [Delegations of Authority Policy](#).

Section 2 - Schedule

~~(76)~~(79) The permissions for variation of [unit of study level requirements](#) to awards conferred by the University to that represented in the structural design requirements are outlined in the following table:

Award type	Variation permitted	Detail of allowances
Non-award programs including: Standard Foundation Program Intensive Program UniReady Masters Qualifying Program	No	
Undergraduate Certificate	No	
Diploma	No	
Associate Degree (exit award only)	Yes	Maximum of 100cp at 1000 level Minimum of 60cp at 2000 level or above
Bachelor Degree	Yes	Maximum of 100cp at 1000 level with Minimum of 60cp at 2000 level No variation to requirements at higher levels
Bachelor (Honours) Degree (final year only if embedded – see Bachelor Degree for permitted variations to earlier years)	No	
Graduate Certificate	No	
Graduate Diploma	No	
Masters Degree (Coursework)	No	

Masters Degree (Research)	No	
Masters Degree (Extended)	No	

Curriculum Architecture Policy - Schedule 3: Unit of study level principles

Section 1 - Purpose

~~(77)(80)~~ This Schedule outlines the principles applied to identifying unit of study levels within the University.

Section 2 - Schedule

~~(78)(81)~~ All units of study are identified by an alphanumeric code containing four letters followed by four numerical digits. The first digit of the numerical component is aligned to the level of study expected to be achieved at the completion of study within that unit as indicated through the unit learning outcomes as outlined in the following table:

Unit code level	Principles for unit learning outcome level setting	Indicative AQF level
0000-level	These units have learning outcomes that align with a year 12 or equivalent level of performance. They are typically designed for units within non-award programs designed to facilitate undergraduate degree a pathway of entry to a degree .	Non-award
1000-level	These units have foundational or introductory learning outcomes. They are typically designed for units within the first year of tertiary level study where there is either no or limited prior knowledge or skills in the discipline or field.	AQF level 5
2000-level	These units have learning outcomes that build upon foundational or introductory learning outcomes to further develop knowledge and/or skills in the relevant discipline or field, and/or the application of knowledge and/or skills. These units are equivalent to the second year of a Bachelor Degree.	AQF level 6
3000-level	These units have learning outcomes that reflect application of a broad and coherent body of knowledge and/or skills in a range of contexts to undertake professional work and as a pathway for further learning, equivalent to the final year of a Bachelor Degree.	AQF level 7
4000-level or 5000-level	These units have learning outcomes that demonstrate advanced application of knowledge and skills in a specific context to undertake professional work or as a pathway for research and further learning following completion of an undergraduate degree. These units are typically equivalent to a Bachelor (Honours) Degree.	AQF level 8
6000-level	These units have learning outcomes that reflect a level of general knowledge and/or maturity for postgraduate study but do not typically require prior knowledge or skills in the discipline or field. These units reflect entry level of a Masters Degree.	AQF level 8
7000-level	These units have learning outcomes that demonstrate advanced research knowledge and/or skills, and/or the application of research knowledge and skills within the context of a specific discipline or field.	AQF level 8
8000-level	These units have learning outcomes that reflect a postgraduate level of application of knowledge and/or skills to undertake professional or highly skilled work or as a pathway for research and further learning as indicated by a postgraduate level of study.	AQF level 8 or AQF level 9

Status and Details

Status	Not Yet Approved
Effective Date	To Be Advised
Review Date	To Be Advised
Approval Authority	Academic Senate
Approval Date	To Be Advised
Expiry Date	Not Applicable
Responsible Executive	Rorden Wilkinson Deputy Vice-Chancellor (Academic)
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ATTACHMENT C

Bulletin Board Report

Feedback Summary	
Document	Curriculum Architecture Policy (Version 6, Draft 2)
Number of Responses	31
Number of Posting Views	1841

Feedback Outline	
Respondent	Date
Section 1 - Purpose	Previous policies: 22.02.21 - 20.07.21; 21.07.21 - 20.07.21; 8.09.21 - 11.10.23 provide Background information including alignment to the Indigenous Strategy (2016-2025). Will this version may evident the alignment with the new Indigenous Strategy (2026-2030) ensuring this is seen as a priority and important work at MQ? Observations only on this CA policy as a whole - there seem to be 2 issues - 1. Increased complexity in managing student transitions and teach-out arrangements AND 2. Reduced flexibility for students due to prescribed course structures - These two issues are likely to have the most significant operational impact from both a student administration and accreditation perspective, as they directly affect student progression, curriculum mapping, transition planning and compliance with professional accreditation requirements. The information presented in this policy is quite disjointed. It would be helpful to restructure it so that related content is grouped together, for example, placing all rules relating to units in one section and all course components in another. This would improve clarity and make the policy easier to navigate.
Clause 3	Do microcredentials need to be added here? Should there be more clarity here that this policy is specifically for coursework awards? It is a little ambiguous for courses like the Grad Dip in Phil that are coursework, and whether this policy applies to it. Should there be more clarity here that this policy is specifically for coursework awards? It is currently a little ambiguous for courses like the Grad Dip in Phil that are coursework and whether this policy applies to it.
Clause 5	For consideration, some MQ Policies refer to (5)a. as 'Graduate Research awards'. Could be amended to: a. Graduate Research awards (i.e., Doctor of Philosophy, Master of Philosophy, and Masters of Research degrees); The Master of Research no longer exists
Clause 7	I would recommend removing "e;curated"; as it is not a term that provides clarity within the context of this clause and it could be misinterpreted by readers.
Part B - Course Structure and Design	Structure and design should consider generative AI, authentic assessment, invigilation processes, evidencing learning and ethical AI use.

Response	Amendments
Will add in the Indigneous Strategy in Purpose as important associated document. Just noting that much of the Indigneous Strategy work will be picked up more in content, delivery etc rather than in the architecture itself.	Added clause in section 1 linking to key strategy documents.
There is significant complexity in our current curriculum which makes student progression highly complex. Faculties have reported their preference for a better way to support progression as well as supporting more part time students is to have less units offered more times across a year. So the assumption that this will limit progression is not founded. Similarly we have significant complexity in current teach out arrangements and significant numbers of student complaints about course structure. There is a detailed implementation plan being worked on with faculties across the next 3 years which will ensure that any required teach out is managed. Not all courses will require teach out because there is already strong alignment to many of the features of this policy already in place. The policy is also written to ensure that high level information only is included int he policy section and more detailed information that is more procedural is moved into the procedures section.	No change
No. These are small non-award credentials and are not required to be considered within the curriculum architecture policy.	No change
If a course is not specified as out of scope then it is within scope. There is also no Grad Dip in Phil currently offered.	No change
If a course is not specified as out of scope then it is within scope. There is also no Grad Dip in Phil currently offered.	No change
There are other graduate research awards (Diploma) that are currently in scope. So for clarity it has been written in this manner	No change
The Master of Research does exist.	No change
Noted	Word curated removed
This policy outlines the high level structural requirements of our curriculum. These are not within the scope to include within this policy.	No change

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Clause 11	Clause 11 in the current policy includes the statement that course learning outcomes will be approved by Academic Senate, noting this is also included in the current Delegations of Authority register. It would be useful to have a clear statement on approval at this point. This no longer specifically identifies the relevant delegation for approval and recommend the following change "All courses must have specified course learning outcomes and a volume of learning aligned to the relevant AQF level of the specific award, both of which are approved by Academic Senate." Alignment should be evidenced at the course and unit level, not only through credit-point structure. Require course proposals to include AQF rationale. level of knowledge, skills, application, autonomy, assessment complexity. This is important information for design and planning.	This is outlined within the Delegations of Authority register which is the authoritative document so doesn't need to be added here as well, but have done so for additional clarity. As above This refers to administrative processes by which this determination is made that a course aligns to the policy rather than the architecture to be included within this policy.	Minor amendment to clause (now clause 12) Minor amendment to clause (now clause 12) No change
Clause 12	The idea that students are unable to select from electives without heavy curation is very troubling. This feels like a rationale for economising on staffing rather than a genuine reason for slimming down offerings. Students vote, marry, drive cars, can join the army. They can make meaningful choices. If we are going to give them limited choices because we don't want to pay for staffing of a wider range of choices, lets not gaslight staff and students as to the reason for these decisions. I presume "optimise impact and value" - largely meaningless weasel words - speak to the fact that we are cutting the curriculum to save money. Students in generalist degrees (eg a BA) need to be able to experience a range of possible choices of subjects at first or second year level. Restricting choices at that level makes doing such generalist degrees meaningless. Diminishing enrolments in generalist degrees over the last couple of year at exactly the time that the array of electives has been slashed supports this theory. Constantly changing offerings leads to confusion among students and requires a massive amount of deeming, as well as creating huge amounts of work for staff. This is a reason for confusion, not giving students an array of electives to choose from. What is the proposed framework and approach for evaluating course designs, both new programs and redesigns, against the principles list here, at the point of governance approval and at defined intervals throughout the seven-year curriculum lifecycle? Specifically, how will quality of outcomes and consistency of application be assessed and assured over time? Furthermore, how do these principles interact with Curriculum Architecture Principles? https://policies.mq.edu.au/download.php?associated=1&id=221&version=2 I note that the Curriculum Architecture Principles are not up for review alongside the policy. Will they be? Or are there different plans for this document? There are items in this document that go beyond the policy (old or new) and will also need to be considered/updated in light of new MQ strategies (e.g. the recently launched Indigenous Strategy). Regarding sub-clause (12)c and assurance of learning: I think every unit should have a minimum of one 'observed' assessment as part of meeting the assured learning requirement. AI use is widespread, and the result is a significant reduction in student engagement across a unit. I don't think it is sufficient for assured learning to be treated as a course level requirement, rather than a unit-level requirement. If not already stated elsewhere, it would be good to define 'assurance of learning'. Its operationalisation can be customised depending on the course/unit, but a common accepted definition would facilitate clear design guidance.	Opinion These matters are not relevant for the CA Policy but relate to QA, much of which is covered within other policies. The CA principles were designed to provide guidance on good course design. This revised policy captures and formalises with greater authority the principles relevant for a policy document. This is out of scope for the architecture policy which does not provide detail on content or assessment. Detail on assessment is scoped within the Assessment Policy. However, it should be noted that simply having one observed assessment per unit does not in of itself assure learning. This is a well defined term within the HESF and extremely well known concept related to education. And extends far beyond just curriculum architecture. However, a definition has been added for completeness sake.	No change No change No change Definition added

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	Use of "e;should"e; and "e;may"e; suggest these things are optional. It makes the policy ambiguous and difficult to operationalise or provide advice.	Policy documents only use terms such as 'must' and 'will' when these are absolute requirements, such as when something is a legislative requirement or a rule that the university wants to impose without any variation in any way. In other areas terms such as 'should' and 'may' are used purposefully to provide a framework and/or principles for approval authorities to be guided by in making decisions, but do not dictate the only processes or requirements that may be considered in making such decisions. Having too many strict rules can mean that policies are applied in very rigid, and at times poorly considered, ways. Instead, good academic judgement and critical thought should be applied.	No change
	As someone who assists students with enrolment, I wonder if more clarity might be achieved by upgrading e-student enrolment processes. I find students don't tend to understand how the system works, rather than lacking an understanding of their degree structure as it's outlined in the handbook.	This is not an area to address within the CA policy. However, e-student is complex because curriculum is complex. Communications to students at an institutional level to assist with clarity cannot be made when there is so much variation and inconsistency in our course structures. The underlying issue remains curriculum complexity rather than the system itself.	No change
Clause 13	Is this clause for articulation students? Can the language be cleaner, as there is too much room for interpretation? Depending on the intent of this clause, there are further questions about waivers, RPL, and general student progression. It also raises issues with accredited courses.	As per statement above, there needs to be space for good academic judgement and critical thought. Articulation agreements are one way in which this flexibility may be applied. RPL is another. It does not raise issues with accredited courses because the accreditation requirements are considered in the overall assessment of RPL or credit as outlined within the RPL policy. However, the clause has been amended for greater clarity.	Amendment to clause for clarity
	This clause is very difficult to read and understand. If this clause is meant to carve out exceptions, then this could be spelt out in simpler terms.	Noted	Amendment to clause for clarity (now clause 14)
	This is a very long and somewhat confusing clause. Alternative phrasing "To support student mobility, tertiary harmonisation and credit transfer, students may qualify for an award with approved variations to the course structural requirements as set out in Schedule 1. Permitted variations and the associated minimum and maximum unit level credit point requirements are set out in Schedule 2. Any variation must still require students to meet the course learning outcomes and overall volume of learning, and for any credit recognition to be in accordance with the Recognition of Prior Learning Policy."	Noted	Amendment to clause for clarity (now clause 14)
Clause 16	Why? No reason is offered here. Presumably this is in the interest of saving money.	Opinion. Policy documents do not contain rationale, evidence or reasons. Furthermore, this is also not a change to the current policy which has the same stipulation.	No change
	We appreciate the intent (putting a lid on unit proliferation), but we need to have an exception pathway for special units. For example: exchange units, Colombo plan units, and other limited circumstances where such units are desirable. Would suggest: "All units must be used in the Core Zone of at least one course, unless approved by XXX" where XXX is an appropriate University wide approver (presumably Senate delegate).	The 'units' mentioned here for exchange, including NCP, are administrative tools only for enrolment while students are on exchange. This ensures that students on exchange are managed appropriately from an administrative point of view. They are not units housed within the curriculum system and positioned within courses. Students are credited for units within their course as appropriate once they have completed their exchange. This is also a current clause in our current CA Policy	No change
Clause 18	This read oddly following the previous (17) that says 0cp units are okay. This point (18) implies that the volume of learning for those 0cp units must be 0hrs. Perhaps flipping the order of points 17 & 18 would help so that the 0cp exception could more naturally also apply to the volume of learning to cp relation.	This is a good point. Thank you for the suggested change. Instead a separate clause that speaks to 0cp units following both of clauses mentioned here would provide greater clarity.	New clause added specifically for 0cp units has been added (now clause 20) with subsequent amendment to clause 18 (previously clause 17).

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Clause 21	The language of "majors" is well understood nationally and internationally. If we are truly wanting to harmonise and allow students to move around through tertiary education, we should not be inventing new terminology eg "core major". This kind of terminology is confusing.	This term will not be listed on testamurs etc. But given that students are often interested in using elective space to take a major we need to provide students with clarity about what they must take as part of their core vs what they might choose to take as an elective. We currently use core majors when speaking with students to differentiate between that and a flex major.	No change
	The term "e;+/-"e; should be replaced by words for clarity.	Noted	Amendment made
Clause 22	For simplicity and to assist with "readability", from their initial introduction, only refer to Schedule 1 and Schedule 2 - not also include the schedule title. T	Generally the Policy team uses the full title each time with a link, so the coloured link helps with readability. The Policy team can review and amend as editorial as required.	No change
Clause 23	"e;Harmonised"e; is not necessary in this clause as the requirements in Schedule 1 are very clear. It is a term that could be misinterpreted by readers and does not clarify the content of this clause.	Noted	Removed word 'harmonised'
	Will Core (80cp) and Derived (60cp) both be listed in the same way on the student's official transcript? I do wonder about this as it gives the same recognition for a lower volume of learning. This also means that the 20cp that is additional study in the core major carries less importance, as majors will need to be designed in a way that the core major (80cp) meets the same outcomes and provides the same structured study as the derived (60cp) version. What value then does this additional 20cp provide in the core major? This seems like additional complexity in our curriculum, which is in contrast with clauses 12 a and 12 c above.	No - these terms will not be listed, just as with current practice. The elective major set will be curated to be appropriate for the context of that course so that the major learning outcomes are met within the 60cp given the study taken across the course. There is also no change to the 3000 level volume in the elective major. The volume reduction is no different to the principle applied in reducing overall volume of learning within a double degree.	No change
	Does the specialisation need to be included at the UG level?	No - majors at UG, specialisations at PG level.	No change
	What market research has been conducted to suggest this is a good idea? It is out of step with the way that courses are structured at other universities and allows less flexibility and choice. Will that impact upon student enrolments? We need to see real evidence that this is what students want - this seems a big risk that is totally untested.	This is not out of step. It is in alignment with changes across the sector as it is well recognised that students want clearer course structures. Future Students and Group Marketing were consulted and both support greater structure and clarity. Furthermore there is significant evidence from QILT data and student connect data that students find the current course structures confusing, and include units that consider irrelevant to their overall employment outcomes.	No change
Clause 24	Should there be a similar clause for elective majors under clause 27?	This is not necessary as elective majors are now only derived from Core majors, so this becomes redundant. However, clause removed as is covered within section H	Clause removed
	It isn't clear how this is distinct from (49b) and (59) unless it is relation to scope of comparison. In which case it would be helpful to put all three into a single point that would clearly specify that distinctiveness needs to be achieved at both levels. Would also be useful to stick with percentages or cp consistently within the document.	Correct - duplicates distinctiveness section	Clause removed
	Should there be a similar clause for elective majors under clause 27	This is not necessary as elective majors are now only derived from Core majors, so this becomes redundant. However, clause removed as is covered within section H	Clause removed
Clause 25	Again, bespoke terms like "Essential units" which have not been defined leads to confusion. Can we perhaps keep some connection to what is going on in the rest of the tertiary education sector?	Again - this is a term we currently use. And we are well aligned to the sector.	No change
	Use of "e;should"e; and "e;may"e; suggest these things are optional. Makes the policy ambiguous and difficult to operationalise or provide guidance.	As above on same issue	No change

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Clause 26	The idea that Electives are a minority sport in higher education is very troubling. Diminishing choices for students infantilises them and makes it difficult for students to move sideways from one discipline or degree to another if they find they are interested in different things than they initially expected when enrolling. This kind of shifting is a very typical feature of university study. Minimising electives is a kind of asset stripping of university education.,	Opinion	No change
	Is the elective zone open (like the existing flexible zone), or can it be designed to include a list of units for each course? If so, can we create option sets in the elective zone?	You can create option sets. However, noted that this could be made clearer	Amendment to clause for clarity (now clause 28)
Clause 27	The idea that we are getting rid of well recognised concepts like "Major" and "Double Major" in order to develop an unknown elsewhere set of concepts like "Elective Major" and "Core Major" clashes completely with the idea of articulating with the rest of the tertiary sector, and that we are trying to make our programmes simple and easily navigated. This kind of language is academic Newspeak. It's unnecessary and confusing and inappropriate.	Opinion	No change
	In reference to point a. for courses under model 2 in the MQ Degree can they still take up elective majors in other courses? If so this need to be clearer in this clause. This clause implies they can only select a curated elective major.	Additional clarity required as noted	Amendment to clause for clarity (now clause 28)
	Does this imply that elective majors within a course can only be curated from core majors from the same course? Is it possible for a model 2 course to have an elective major derived from the core major in a model 4 course, provided both courses are from the same faculty? For example, can a Bachelor of Economics (a model 2 course) student complete an elective finance major, which is derived from the core finance major in the Bachelor of Commerce (a model 4 course)?	Additional clarity required as noted	Amendment to clause for clarity (now clause 28)
	Recommend a simplified terminology. Students already refer to subject choice as "electives" - calling a second major an "elective major" could be confusing. use First major and second major. It isn't clear how this would apply to Law degrees, given our professional requirements. Law does not have any majors and cannot design coherent majors with our restricted offering of electives. We would need a carve out from these requirements. Law students, our accrediting bodies and employers, would prefer that students entering the profession have the option to choose additional units in the Elective Zone, rather than being forced into a non law major.	There is no requirement to offer elective majors. The terms first major and second major also do not work where there is an elective zone in a course that does not bear a major within its core. Hence why these terms are described in this way. It also makes it clear to students what they must do vs what they may elect or choose to do. There is no issue with application to law degrees. You will continue to have a structure without a major and use the elective zone to offer additional units.	No change
	Again, "e;curated"e; does not add to the content of the clause and is a term that could be misinterpreted or confusing to readers.	Noted	Term removed
	The terminology of 'Core Major' and 'Elective Major' is confusing and does not accord with the definition of major used across the sector. A major overwhelmingly consists of 8 units of study. Anything less is considered a minor. At USYD, a minor consists of 6 units of study. Defining 6 units of study as a major risks institutional misalignment with sector norms.	Students are often interested in using elective space to take a major we need to provide students with clarity about what they must take as part of their core vs what they might choose to take as an elective. We currently use core majors when speaking with students to differentiate between that and a flex major. There is no risk if the options are well curated to the course to ensure they are cognate. The principle is similar to a reduction in volume of learning seen in a double degree.	No change

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	Does clause 27 (a) mean that derived core zone majors will only be allowable in Model 4 courses? Similarly, are Model 2 courses then restricted to only purpose-built Elective Majors as noted in clause 27 (b)? Current enrolment behaviour indicates that students appreciate the option to undertake an elective major. Most of these are majors that are closely tied to broadening employability. This restriction creates friction between student behaviour and university rules. What modelling of student behaviour has been done to justify this restriction? Additionally, in a Model 2 course, students will have the space to complete the units from a derived Core Major as they will have a 60cp Elective Zone. However, if they are not to receive recognition for completing the major requirements this seems like a flaw in our curriculum design. What would the rationale be for a Model 4 Bachelor of Arts student to be granted a derived History Major, but not for a Model 2 Bachelor of Security Studies student not to be granted a derived History Major if they have completed the exact same units in the Elective Zone?	There is no intention to restrict any UG students in courses that have elective zone from taking a major. See above comments.	Amendment to clause for clarity (now clause 28)
	Is there any reason for restricting students to Elective Majors from their own Course? Currently students often choose to do a major from outside their own course. This may be particularly attractive for students who would like to take a major from a related but distinct course, eg within Arts/History/Social Sciences. Has consideration been given to the place of 'NESA majors' in teaching subjects such as English and History, taken within the Bachelor of Education (secondary)? NESA only requires 6 units in teaching subjects, so if there are going to be 60CP derived majors this would seem to be a mechanism for capturing and tracking those NESA majors, but it would mean taking derived Majors from the BA, for example, into the BED.	See above	Amendment to clause for clarity (now clause 28)
	I appreciate the chance for students to complete an 'elective major' alongside their core major. However, in one of the degrees I teach into, the ability to do two equal majors (not one core and one elective) is very much appreciated by students who may want to be proficient in journalism and non-fiction writing alongside screen production. I worry that having one 'elective major' and 'core major' may give the impression that the degree cannot prepare them for a convergent media environment. I also worry that calling elective majors by the same name as the core major may lead to confusion among the cohort.	The principle applied here is no different to that of a double degree where the same course name is used. See above comments on volume of learning.	No change
Clause 28	Confusing and unnecessary. It is very clear this is only being done because of the overloading the core zone such that double majors are not possible. Lets fix the problem of overloading the core zone, and keep the well recognised language of single and double majors.	Opinion. Core zone requirements are essential for assurance of learning.	No change
	Can students study two core majors when both majors share two units?	Additional clarity required as noted	Amendments to section H to provide greater clarity on this
	Calling Majors the same name, regardless of the number of credit points, is confusing	See above comments	No change
	Should this be "e;Owning Faculty"; for majors that have units from multiple Faculties? I think this highlights the absence of definitions at the start of the document (i.e. Faculty = the owning faculty for courses / course components / units)	Who owns the course or units is not relevant to the architecture of a course.	No change
	In general Elective majors lack clarity as presented: Does this imply that an elective major within a degree must be derived from a core major in the same degree. Will this result in confusion to students / employers: two students will have the same "major name" but with different required units.	Additional clarity on elective major structure required as noted. The elective major recognises that a student already has some foundational level cognate understanding and the same outcomes can therefore be achieved at the 3000 level. Students will have these all recognised as majors.	Amendment to clause for clarity (now clause 28)
	This seems problematic. Having two majors with the same name but a different number of units will cause significant confusion amongst students and staff	See above comments	No change
	Having different requirements for a named major depending on where it fits into the course is likely to be confusing for students and advisors. It would be much simpler to keep the existing 80CP flexible/elective zone, to allow for another full major for students who choose to do one.	See above comments	No change

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	As noted above, I worry this will lead to confusion.	See above comments	No change
Clause 29	I note that each Faculty may provide up to two purpose-built elective majors, resulting in a maximum of eight across the entire University. This feels quite restrictive and does not leave sufficient space to showcase the breadth of expertise within each Faculty. For a Faculty like FSE, which spans disciplines from mathematics and statistics through to physics, computing, engineering and natural sciences, two elective majors cannot adequately represent our range. Perhaps allowing up to two per School would provide a better mix and more meaningful representation across the University. I think the 1-2-3 elective major structure that can work across the Faculty boundary is constrained enough on its own already.	Now redundant as faculties have opted to remove these	Clause removed
	What is "meaningful impact"? Why only 2 elective majors? Some kind of rationale for these changes needs to be offered somewhere.	Now redundant as faculties have opted to remove these	Clause removed
	I don't believe this is enough to account for discipline expertise within the faculties. Might I suggest 2 per school within a faculty?	Now redundant as faculties have opted to remove these	Clause removed
	Why just two? Seems highly constrained to have only two across the whole Faculty (when each School might have 1-2 they might like to offer). Maybe the number of Schools in the Faculty could be the qualifying factor?	Now redundant as faculties have opted to remove these	Clause removed
	Two seems very limited given the breadth and diversity of Faculties. Should this be two per discipline?	Now redundant as faculties have opted to remove these	Clause removed
	Does this mean MQBS cannot provide a purpose-built major as they are a School? Again, I think this may need to be made clearer with definitions.	MQBS is well recognised as a faculty.	N/A
	What is the justification for limiting the majors to two per faculty?	Justification is not provided within a policy document. However, now redundant as clause removed	N/A
	Am I reading correctly that, our Faculty is limited to 2 elective majors that can be taken by students from non-faculty courses? These will be challenging to build and unlikely to be something that reflects the potentially useful elective majors potentially available from the Faculty. Given the inverted structure, it will be a challenge to feed 3 x 3000-lvl units from 1 x 1000-lvl unit for students from different faculties. It is not clear how we could do this for non-cognates without making new built-for-purpose units. If done well this would involve tailoring to a specific cohort rather than a broad swath of non-cognate students. Limiting each faculty to 2 restricts the ability to design specific elective majors for the context of the intended students... Would suggest allowing the approval of elective majors based on a business case.	Now redundant as faculties have opted to remove these	Clause removed
	Limiting the choice to only 2 elective majors means that the University will be funneling students into a very small number of units. Has there been consideration as to the implications of this for educational quality?	This is not stating that there are only two elective majors.	N/A
	Is there a reason for restricting the number of these purpose-built majors to two per faculty? While recognising the need for simplicity, this seems an arbitrary restriction if, for example, Faculties could make a case for three.	Now redundant as faculties have opted to remove these	Clause removed
Clause 30	There needs to be consideration for double degrees and a recognition that students should only be required to complete a single Capstone in their primary degree.	This is already outlined within the section relevant to double degrees	No change
	A better approach would be to require either a common course capstone or equivalent capstones across majors, all mapped to shared CLOs and assessed using comparable standard.	Not all course have majors, and capstones need to reflect assurance of learning at the course level, not at a major level.	No change

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Clause 31	I have been in higher education for over 30 years and have never heard the idea of "learning gain". Why is this term being used when "learning" is sufficient? How is learning in a keystone unit more visible than learning elsewhere? Surely there are already a range of ways of students becoming aware of their learning - grades, staff feedback, reflection. Is this phrasing being used because we don't want to directly refer to the difficulty of ensuring learning in the era of generative AI? Can't we actually be honest with our students about this? It is unclear to me why "keystone" units can't be built into the core such that double majors are still possible. That said, I saw nowhere in this document mapping out why "core majors" and "elective majors" was being used - it only made sense in the light of powerpoint presentations I have seen ("you can't download these" - no explanation given) and explanations from staff who have been informed of the wider rationale.	These are very common and well known concepts within education.	No change
	It would be helpful to get more clarity around what a "Keystone" unit must entail.	This level of detail does not reside within a policy document	No change
	Does the capstone in the final year replace the need for a keystone at that level?	Yes	Amendment to clause for clarity (now clause 32)
	It is difficult to understand how this requirement can also accommodate a goal of student mobility, and harmonisation. In our professional course, our mandatory units are very prescribed with topics set down in legislation. Adding this additional requirement would create unit design problems. Courses already scaffold skills and learning, without adding this additional requirement	This clause contains the word 'should' rather than 'must'. If there can be evidence that the award assures learning against all requirements, including accreditation requirements, it may be that you do not need clearly identified keystone units. The approval authority would make this determination.	No change
	The classification of units as Capstone is currently outlined in the Delegations of Authority Register and the ASCS Terms of Reference. Will Keystone units require a similar level of approval for classification (as opposed to creation/amendment/discontinuation) purposes?	No. Only Capstone requires this.	No change
	Use of "e;should"e; and "e;may"e; suggest these things are optional	Please see point above relevant to this comment	No change
	Keystones function to consolidate and assure learning, but if they occur at every 80cp, this increases the risk of artificial checkpoint units, while limiting space in a course for convenors to cover new, important content. The principle is sound, but courses would need to undergo course-level healthchecks and redesigned to ensure Keystones actually do what they're meant to do. An alternative might be embedded keystone assessments across a course, rather than a standalone unit.	There is no stipulation that keystone units cannot introduce new content. New content in these units is likely to be required as students develop the skills needed to help them bring what they have learnt together.	No change
	What is the justification for the incorporation of Keystone units? How does that work for courses like Arts degrees? Again, this limits flexibility and the ability to undertake more than one major	Opinion	No change
	"Keystone units may also be embedded within the highest level of each Core and Elective Major to support assurance of learning." Does this imply that a student could have 2 keystones (1 for each major) and a degree capstone?	You could if this was seen as desirable and/or the approval authority deemed this to be important for assuring learning more fulsomely. It is not a set requirement.	No change
	It would be very useful to understand what makes a 'keystone' unit in this instance. I understand it will offer assurance of learning and visibility of learning gain to students, but wonder how this will be achieved -- will these units need a different format and structure to other units?	The overall structure of a unit as relevant to the architecture policy will not differ. There may be consideration by faculties as to the content, assessments etc for supporting assurance of learning within these units during design but this is not relevant to the curriculum architecture policy.	No change
Clause 32	Where the Future Ready unit serves as the Capstone unit, what happens to the Future Ready slot in the course? Can this be prescribed as a core unit in this case?	Yes - these are already core units	No change
	It would be helpful to get more clarity around what a "Future Ready" unit must entail. Is there only one per Faculty? Can they exist per degree?	This level of detail does not reside within the CA Policy	No change

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	Law students require a stand alone Law PACE unit with supervision from a qualified legal practitioner. Students are required to complete this placement for Admission to the profession. Recommend adding in the text: Subject to an exception for courses with a Professional Placement, all Bachelor courses 	It is recognised that accredited courses often require placements. However, it is also the case that these do not have to be the same as PACE or Future Ready units. Courses can meet these requirements in other units and still provide students with a transdisciplinary experience that can be of great benefit to them. However, it is recognised that PACE is still in place in many courses at this time.	Clause amended to recognise PACE, including reference to delegated authority (now clause 34)
	At this point and all relevant clauses, refer to Future Ready/PACE to support transition from PACE to Future Ready, noting also changes will be required to delegations of authority register to support this change.	Noted	Clause amended to recognise this, including reference to delegated authority. Other references to Future Ready within the policy have also been amended accordingly (now clause 34).
	To confirm, Future Ready will include an online-flex offering so that it can be incorporated in OUA award courses? Previously, both the 80cp and any OUA award course were exempt from the PACE requirement. See Clause 44 of current CA Policy.	OUA courses could undertake a Future Ready unit online, however can recognise exemption as per current policy.	Clause amended
	How can the Future Ready unit also serve as a capstone unit when the purpose of the Capstone is to ensure assurance of learning of all CLOs within the course, but Future Ready intends to be an interdisciplinary unit, applying learnings from a broad spectrum of disciplines. Additionally, Is Future ready required in OUA courses? I ask because PACE was not required in OUA and Future ready appears to be replacing PACE. If it is not required, can this please be made clear.	See above comment. And Future Ready can be ideal as a Capstone as working in transdisciplinary groups provides students with very strong disciplinary identification which can be assessed.	No change
	How can the Future Ready unit also serve as a capstone unit when the purpose of the Capstone is to ensure assurance of learning of all CLOs within the course, but Future Ready intends to be an interdisciplinary unit, applying learnings from a broad spectrum of disciplines. Is Future ready required in OUA, as PACE was not required in OUA courses. This needs to be made clear.	As above	No change
Clause 33	This structure would not work for our Juris Doctor. Most of our course is prescribed by the accrediting body and can't be designed according to a 40cp point structure. It is 170cp of core and 70cp of electives. Core units consist of stand alone content in prescribed areas, it does not necessarily follow that each builds on the other	All the JD units are considered core with your electives being an option set in a core zone as opposed to an open elective zone so there are no issues with the JD aligning with this structure	No change
Clause 34	Can Faculties curate a "Research Specialisation" in the PG elective zone based on units in the Graduate Certificate and Graduate Diploma of Research?	A specialisation must exist, however a research stream of units can be offered within the elective zone that can then be credited if the student was to go onto a MRes. Have also provided greater detail to enable Grad Certs to be offered as specialisations within the elective zone.	Additional clarity to existing clause (now clause 37) plus new clause 38
	This structure seems overly prescriptive and unnecessary. Looking at clause a. and b. it is difficult to understand what the difference is between foundation and core (ie. foundation units are essential for students to undertake. Are they also "core" because they are "essential")	This is an important distinction for PG courses with multiple admission points. This is current practice in many PG courses.	No change
Clause 36	With respect to course distinctiveness and unit sharing, would it be possible to further elaborate on how this applies to PG courses? Is it accurate to interpret this that a unit must be distinct to a single zone within a single course, and cannot be shared across PG courses? I'm concerned that there will be excessive unit sharing across courses, which will impact distinctiveness of courses and on student volume requirements with no/limited option sets to fill those gaps within a course. I've highlighted some key challenges, considerations, and risks in Part H - Distinctiveness across course structures for your consideration if helpful for expanding any relevant sections in the Policy as you deem appropriate.	This applies to a single course as indicated by the start of the clause	No change
Clause 38	This would add an additional expense to our Masters because we would need to offer the Capstone twice a year. Unless the intention is to stop mid year entry	Noted	Have made an amendment to the clause to reflect that assurance can also be demonstrated via a highly structured course design (now clause 42)

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Clause 39	As above - for our Juris Doctor - it is difficult to see how adding this requirement could be achieved in our very prescribed professionally accredited course	Noted	Have made an amendment to the clause to reflect that assurance can also be demonstrated via a highly structured course design (now clause 42)
	For Graduate Certificates how will the keystone/capstone be incorporated if articulating in to the Graduate Diploma?	Noted. Can remove requirement for small courses such as a Grad Cert	Clause amended to reflect only courses of 80cp or more (now clause 42)
Part F - Double degree course structures	Can we include the approval authority for double degrees in this section for clarity, noting they are not covered by the current Delegations of Authority Register. Alternatively, the following statement or similar wording (from the amendments list for the DoA Register) could be added "e; each degree (course) is accredited by Academic Senate and the identification of degrees that may be marketed as double degrees does not require a subsequent accreditation"e;.	They are covered as these courses are still distinct courses in their own right, so the delegations talk to all courses. They do require subsequent accreditation. However, the clause is amended for clarity.	Clause amended to stipulate delegation of authority (now clause 46)
	Can it please be clearly defined who owns a double degree, especially considering it will be considered "e;purposefully"e; structured.	This is not relevant to the curriculum architecture of a course.	No change
	The naming convention as per rules 15-17 in the current Curriculum Architecture Policy, which clearly provides guidance on this: In the instance of a Double Degree or Combined Degree, the Course Authority of one of the degrees will be appointed as the 'Steward', unless a unique Course Authority is assigned. (16)Unless determined otherwise, stewardship will be determined by the course that is named second in the Double Degree or Combined Degree. (17)The order of the course names within the combination is determined as follows: where a Double Degree or Combined Degree consists of courses of differing AQF levels, the course with the higher AQF level will be named second; where a Double Degree or Combined Degree consists of a course with no external accreditation requirement and a course with external accreditation requirement, the externally accredited course will be named second; and if none of the above conditions apply, or in the instance of a combination of two externally accredited courses, the courses will be arranged in alphabetical order unless specified otherwise.	The ownership of a course is not relevant to the curriculum architecture, and therefore this clause has been removed. The owner or steward of a course is provided within the CMS which is the appropriate database for this detail.	No change
Clause 41	Suggest terminology such as vertical double introduced for clarity to clearly distinguish from other double structures. Also suggest removing the statement regarding national education priority as it ties us unnecessarily to external factors and limits institutional strategic initiatives.	There is a need to limit these as they create significant complexity and can have other impacts. The clause did have a 'such as' aspect so was not restricted. However the clause has been amended to ensure institutional priorities are captured overtly.	Clause amended (now clause 45)
Clause 42	This requirement is not possible for the multitude of doubles that incorporate law and it is difficult to understand how going through such a process would improve the experience for students	That is already noted within the clause by the fact that it states 'where feasible'.	No change
Clause 43	The biggest transfer of students is from Double to Single degrees. How will students exit with a single if a double is distinctively different from a single degree?	Students currently can take different units and still be awarded a single award. The important consideration is ensuring students meet course learning outcomes not that the courses are identical unit by unit.	No change
	Students seem to be attracted in part by the difference between the two single degrees that make up a double, rather than the desire to understand how they work together. Query how this will improve the student experience or student mobility	Students will still be taking two degrees, but they also complain about issues related to duplication of study where this exists, requirement of two PACE units, and are not currently able to have the opportunity to realise the benefit of bringing both fields of study together. It should be noted that these clauses do not stipulate the requirement to fully integrate, but this should be considered where this can enhance the student experience.	No change
	In subclause (b), can "e;curated"e; be replaced with a plainer term to reduce the risk of misinterpretation? "e;Chosen"e; or "e;selected"e; are two options.	Curated is an appropriate term in this instance	No change

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	43 through to 46 Has student behaviour been taken into account with this? Students transfer between degrees all the time, either taking up a double or dropping from a double to a single degree. By pushing doubles to have separate capstones, keystones and future ready units from the single degrees, every student who makes this kind of change will need to complete new capstones, keystones and future readys. This appears to add complexity to the curriculum and detracts from the goals of clause 12 about making our curriculum simple to navigate and easy to understand.	Students generally do not transfer at the end of the course when they have completed capstones. The student experience has been at the heart of the design. Students do complain about issues related to duplication of study where this exists, requirement of two PACE units, and are not currently able to have the opportunity to realise the benefit of bringing both fields of study together. They do not need to have an identical structure to still meet course learning outcomes in the single course - students in single courses currently take different units. These are all considered during transfer.	No change
Clause 44	The University does not currently provide systems for interdisciplinary unit design or teaching. Until those systems are developed it is difficult to see how this would work.	There are no barriers to this being done within our current systems - it happens already in other areas of the university, for example within Bcomm and Bscience PACE units, and within the PG health units.	No change
	This rule is unclear - if one Capstone isn't feasible, can we have two capstones listed in the degree? Otherwise, how is the course going to "e;showcase integrated application of knowledge and skills from both discipline fields"e;.	The clause is not unclear. It states where feasible one Capstone can be used. It is clear then, that if not feasible it will have two.	No change
	This rule is unclear. If a single capstone is not feasible, does this mean the degree can include two capstones instead? Otherwise, it's not clear how the course would effectively "showcase the integrated application of knowledge and skills from both discipline fields."	The clause is not unclear. It states where feasible one Capstone can be used. It is clear then, that if not feasible it will have two.	No change
Clause 46	So, a double degree may simply have one future ready unit that serves as capstone for the double degree. Does this mean that in setting up a double degree, there is the possibility of 1) two capstones, one for each degree, plus one future ready unit; 2) one future ready unit and one capstone to cover both degrees; 3) one future ready unit only?	Yes, noting that if there was option 3 it needs to be clear that this is a capstone serving both courses. Any of these combinations are possible. It is up to the faculty or faculties as to what meets the needs of the course best, and then to the approval authority as to whether the assurance of learning can be met by the course structure.	No change
	At this point and all relevant clauses, refer to Future Ready/PACE to support transition from PACE to Future Ready, noting also changes will be required to delegations of authority register to support this change.	Noted	Clause amended (now cause 50)
	What is the reason for the limit of only one Future Ready unit in a double degree? Wouldn't it be more appropriate to incorporate two to give students the same opportunity as the single degrees?	Students do not separate themselves by identity based on one degree or the other. Instead they bring to the Future Ready unit the learning gained from both degrees.	No change

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Part H - Distinctiveness across course structures	I've highlighted some key challenges, considerations, and risks for your consideration if helpful for expanding any relevant sections in the Policy as you deem appropriate. Key challenges and considerations: - Course distinctiveness and quality: High-levels of shared units between courses (particularly in double degrees) risk reducing the distinctiveness of individual qualifications, potentially impacting academic integrity, course identity, and market positioning. - Student progression and experience: Increased complexity in shared structures may create challenges for students in understanding progression pathways, meeting credit point requirements, and ensuring timely completion. It is likely this would result in an increased volume of individual cases to manage their completion. - Governance and approval integrity: Any changes must remain consistent with the courses as approved by Academic Senate. Significant unit-level or course structural changes may require re-approval and careful management of multiple cohorts and versions. Key risks if unresolved - Student confusion and progression risks, particularly where course rules, component overlaps, or credit requirements become complex. - Reduced marketability and clarity of offerings, especially where courses are perceived as insufficiently distinct. - International implications, including potential concerns regarding genuine course differentiation and implications under ESOS/visa frameworks. - Increased administrative and governance complexity, including management of individual student cases, exemptions, and transition arrangements. - Potential misalignment with TEQSA/HESF expectations, particularly around assurance of learning, volume of learning, and course coherence.	These issues have either been addressed previously, are not relevant to this policy or are based on an opinion which is not substantiated by fact. There is also greater alignment within this architecture to TEQSA and HESF requirements than currently exists.	No change
	Calause 49c - nfers that a student can take a second core major in the elective zone which is I don't believe is possible if 80% need to be distinct (80% of 60cp is 48cp and 80% of 80cp is 64cp). In both instances only allows one 10cp unit of overlap	Noted	Clause amended to 75% (now clause 53 c)
Clause 49	49 b. Does this clause allow the core major or specialisation to have an overlap with the core zone units? 49c. At MQBS many of the highest-selling major combinations have up to 50% overlapping units. This clause contradicts students' known preferences and behaviour and may result in a loss of EFTSL. For example, the AI in business innovation major has overlapping units with the business information systems major. These two majors are complementary for employability. Due to the restrictions of this clause, students will not be able to do this style of combination.	A core major or specialisation should not have overlap with core units within that course - it would be poor course design to build a unit into a major where that unit already is taken by all students. Majors should be offered that are appropriate to the context of the course and designed with that in mind	No change
	This is in response to clause (49) c. Should this be 75% rather than 80%? For example, the newly approved specialisations for the Master of Marketing share a common unit. As currently written, clause (49) c prevents students enrolled in the course from completing more than one specialisation.	Yes - 75% is the correct level	Clause amended to 75% (now clause 53 c)
	Clause 49 speaks mainly to unit sharing within a course/component and course distinctiveness as it relates to recruitment and course transfers. For your consideration, could you please expand this section to provide greater clarity on unit sharing and distinctiveness within the curated suite of purposefully structured double degrees.	As double degree structures are now purposefully built, the structure would be designed to ensure that the only place that overlap could occur, similarly to a single degree, would be in a major or specialisation. Any unit that existed as an essential unit within the core of both courses will be replaced with another unit in the design of the degree prior to approval to ensure the courses overall volume of learning is met.	No change
	What about core course level units overlapping with core zone major units? Current policy specifically states that all units within the Core Zone must be distinct, so no overlap between course level core units and core zone majors. Additionally, Unit distinctiveness no longer specifies unit level either. How does this change impact/consider preexisting course, individual cases and program advise that is based on previous unit sharing rules? Can thjis please be made clear.	Given all students within a course must take core units, these units are not also listed within a major.	No change

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	b) Is the distinctiveness evaluated against any core major in any MQ degree? Or just in the context of the core majors within a single degree? There are good examples where two different degrees may have very similar majors, but the distinctiveness is in the context of the degree - e.g. Chemistry in the BMedSci and BSc. c) As worded this is confusing and I am not sure how the math works. Could it be reworded: "A student can complete a Core major or its derived Elective Major, but not both." If that the intent. Otherwise, it is not clear the intent here given how the distinctiveness above is enforced.	The distinctiveness is just within the context of the majors listed within that degree. Note additional clarity can help to make this clearer	Clause amended for clarity (now clause 53 b)
	What about core course level units overlapping with core zone major units? Current policy specifically states that all units within the Core Zone must be distinct, so no overlap between course level core units and core zone majors. Unit distinctiveness no longer specifies unit level either This suggests that a student could complete a second core major within the elective zone, which doesn't seem possible given the 80% distinct requirement. For a 60cp major, 80% (48cp) must be distinct, and for an 80cp major, 80% (64cp) must be distinct—meaning in both cases only one 10cp unit could overlap.	Given all students within a course must take core units, these units are not also listed within a core major in that course.	No change
Section 4 - Definitions	This section should be earlier in the document and extended to include all definitions into one place. I.e. Units, Courses, Faculty/Faculties, etc	Definitions are in the same place in every policy document. This is a standard format.	No change
	This section should be at the start of the document and extended to include all definitions into one place. I.e. Units, Courses, Faculty/Faculties, capstone, future ready etc	Definitions are in the same place in every policy document. This is a standard format.	No change
Clause 50	Will these definitions be further expanded on or guidance on how they will be implemented in practice? Can the keystone be in the capstone? Can the future ready unit be the capstone is a 4-year honours degree e.g. BEng?	A keystone can not be in a Capstone. A keystone in a larger course may be the capstone in a nested award. The policy already states that Future Ready can be the capstone in a honours degree.	No change
	The Keystone idea really seems problematic. I can understand the theory behind them, but it adds a layer of assessment that seems to fly in the face of current assessment principles. It would be really difficult for any student transferring in from another University and again, difficult to see how it wouldn't add costs and admin burden across all courses in terms of unit design, lifecycle assessment by prof staff, and the requirement for multiple offerings	This is a well known concept within education and supports assurance of learning which is critical to our course quality and reputation. This has no bearing of complexity within assessment nor the assessment principles.	No change
	Add in PACE definition also until full transition to Future ready	Noted	Amended (now clause 54)
	in a) and b) given that some units are likely to be only offered in 1 session, is there guidance or clarity around what the "end of a stage/course..." means? Or are we free to interpret this as we currently do... such that a keystone would likely have co-reqs of ~60cp at the appropriate level, but that it would not be a strict pre-requisite to the next level of study.	It is correct that there is no stipulation to have specific prereqs etc. Any prereqs (whether specific units and/or maturity prereqs) should be appropriate and consider impact on student progression	No change
Clause 54	Associate Degree exits, do they require a keystone need to be completed?	The course would require course learning outcomes for the associate degree to be met. The stipulation of exactly what is essential to be completed as part of this exit would be stipulated within each associate degree structure and approved by the appropriate authority - Senate in the initial instance.	No change
	Can this be more specific as to how much credit points needs to be completed from the Core Majors to qualify for an Associate Degree, e.g is it entire 80cp.	There is not a requirement for a specific number of units out of a major for the award of an associate degree. The Associate Degree would require learning outcomes that would need to be met for an award to be issued just like all other degrees. The stipulation of exactly what is essential to be completed as part of this exit would be stipulated within each associate degree structure and approved by the appropriate authority - Senate in the initial instance. It should also be noted that not all will be exits from courses with majors.	No change

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	Referring to 54a) Can this be more specific as to how much credit points needs to be completed from the Core Majors to qualify for an Associate Degree, e.g is it entire 80cp.	As above	No change
Clause 56	Can it be made clearer as to when and what extent an exemption can be applied, especially for accredited courses	There need to be appropriate academic judgement made by the approval authority. The policy can not possibly address all scenarios and nor should it. It provides a framework upon which appropriate decision making by approval authorities can be guided, but not dictated.	No change
	Can it be made more clear as to when and what extent exemption can be applied, especially for accredited courses	There need to be appropriate academic judgement made by the approval authority. The policy can not possibly address all scenarios and nor should it. It provides a framework upon which appropriate decision making by approval authorities can be guided, but not dictated.	No change
Clause 57	These models do not allow for specialisations	Specialisations are at PG level only. Majors are at UG level. There are no longer any UG specialisations being used.	No change
	What consultation with academic staff has been conducted to decide upon these structures?	Refer to accompanying coversheet - consultation has been deep and extensive over 18 months with significant input from academic and professional staff within faculties.	No change
Unit level requirements	80cp at 3000 raises concerns, and we believe this will create progression and completion issues for the quality of students MQ attracts, given our students' lower ATAR requirements. Higher quality students go to the G08 unis, it's a simple fact.	ATAR does not have any bearing on a student being able to complete study at 3000 level. AQF requires assurance of learning at an appropriate level across all Australian universities.	No change
	Are there any unit level requirements for double bachelor degrees?	This is a good point. To support the variation of double degree structure that can exist, a principled approach is best to apply here.	New subclause added to Double Degree section of the policy to support a principled approach (now clause 54)
Essential units	Why this language. How is an "essential unit" different from a "core unit"? Why do we have these 2 sets of units and where are they defined?	Essential units are taken by all students within a core zone, as opposed to units that exist in a core major. This is part of our current terminology so is already well utilised within the university.	No change
Core Major	Again, the idea of a core major is ridiculous. Lets use the standard language across the sector.	Opinion	No change
Model 4	Is there a pedagogical reason why keystones need to be in addition to the core units? The biggest impact of this model is that it destroys the flexibility that Macquarie is known and often chosen for - would it not be a more appropriate balance of gain:loss to require one of the four required core 1000 level to be a keystone unit and the same at 2000 level? This would ensure students still had an 80cp flexible zone in which to major from anywhere.	Keystones are core units, not additional to them. They are critical in assuring learning. Macquarie has too much flexibility which creates many issues for students and risk to assurance of learning.	No change
	Is it possible to further explain the rationale for increasing the number of core units at first year, taking the essential units to 100 rather than sticking with 80cp, 80cp, 80cp structure? The previous structure tends to make explanations simpler and will give students more flexibility if they change their majors etc.	The 80, 80, 80 structure is for the design of a course. The 100cp allowance stipulated here allows students who have articulated, changed courses etc some flexibility in carrying some additional 1000 level units over - so they are about different things. The 80, 80, 80 will be what is communicated - but we need a bit of flexibility to support progression.	No change
Clause 59	Is this redundant with 49b or is there additional intent here?	Correct - it is redundant.	Removed clause as redundant as covered in Section H of the Policy
Clause 60	Surely this is a minor? Why are we inventing new language here? What is the point? Unless we are simply trying to confuse students and staff. I'm not sure if this is a KPI of some kind, or connected to the "Macquarie Advantage" brochure in some way.	Opinion	No change
	For Honours degrees, should this be elevated to 20cp at 2000, 20cp at 3000 and 20cp at 4000 level?	No.	No change

	I am very concerned that students completing an Elective Major will only have 10cp at 1000 level and 20cp at 2000 level. I believe this will put them at a disadvantage when they reach 2000 level, relative to students in the Core Major who will have 20cp at 1000 level; and again at 3000 level, relative to students in this core major who will have 30cp at 2000 level. Overall students graduating with an Elective Major will not have comparable or sufficient subject matter expertise if they have completed only 60cp in their Elective Major topic area. They will potentially seek to enter HDR programs (at MQ or elsewhere) but will have reduced subject knowledge and this will set them up poorly, compared to graduates from degrees from other universities with majors that are equivalent to our Core Majors. A potential remedy here would be to get discipline-specific streams incorporated within relevant Core units at both 1000 and 2000 level. But ideally, both Majors would provide equivalent and comparable disciplinary knowledge, whether Core or Elective, to ensure that graduates who may want to go on to postgraduate study in the area of their Elective major, are not significantly hampered by comparative lack of discipline knowledge.	These points will be mitigated with good course design that provides students with the right pathways into any majors that are offered.	No change
	Having only 10cp at 1000-level will in many cases undermine the coherence of a major. Core majors will have to be designed so that 1000-level units provide a foundation for upper level units, so losing one of those units will mean losing half of the foundation for upper levels. If it's not possible to have a 20/20/20 structure because 30cp are required at 3000 level, 20/10/30 would be preferable to 10/20/30. Having 20cp for each major at 1000-level would also allow for some mobility for students who change their minds after starting about which unit will be their core major and which will be their elective. Losing that flexibility will be detrimental for disciplines that may not be as familiar to students entering the course, who often pick up major students in first year.	There needs to be appropriate consideration of what majors are offered in this zone so that there is adequate maturity of learning. This is mitigated with good course design	No change
Clause 61	Should there be an additional principle around elective majors being designed around subset of existing core majors? Again, clarity in relation to the scope of uniqueness -- is this from other elective majors within the degree or globally within any elective major. It would seem valuable to students that (for example) without our faculty we might offer elective majors in one of our specialised degrees based on core majors in the BSc. Given the cognate knowledge and potential relevance of interdisciplinary study it would be desirable to tailor the elective major to the pedagogical context of the host degree.	Given the underlying design of Core Majors being 50% different to other core majors and the other distinctiveness rules, this clause is likely to be unnecessary and so can be removed. Above changes have provided greater clarity on this to ensure cognate majors only offered in elective space.	Clause removed Reflected in previous amendments
Clause 62	Observations only on this CA policy as a whole - there seem to be 2 issues - 1. Increased complexity in managing student transitions and teach-out arrangements 2. Reduced flexibility for students due to prescribed course structures - These two issues are likely to have the most significant operational impact from both a student administration and accreditation perspective, as they directly affect student progression, curriculum mapping, transition planning and compliance with professional accreditation requirements.	This comment does not recognise that students are wanting greater structure and clarity. Implementation will be phased and managed but the current complexity and lack of adequate unit level specifications across the whole course is something that must be amended.	No change
Clause 64	80cp at 4000 level or above appears higher than is typically included in the Bachelor of Engineering (Honours). In the 2026 handbook, this degree has 10CP at 4000 level in the core zone and (in the mechatronic specialisation) 50CP at 4000 level in the specialisation. I think this is largely the same in the 2027 EPIC redesign of the course that has recently been approved. Further, in a 320 CP 4 year honours degree with a flexible zone of 40CP, it is reasonable to have 10CP of flexible zone units each year, leaving just 70CP at 4000 level. Please note that the wording of subclause (b) does not align with current wording in the University Medal Policy i.e. clause 5 (a) of the University Medal Policy refers to "e;substantial piece of independent work";e;.	Noted. Given the small number of Hons courses and the external accreditation requirements they must meet, these structures all assure learning at the required AQF level. It is also recognised that the overall level of learning is met through the additional 0cp study that engineering students must undertake for accreditation. The wording used in the CA policy is drawn directly from the AQF qualification type learning outcomes descriptors for a Bachelor (Honours) degree and does not contradict the wording used within clause 5 (a) of the University Medal Policy.	Additional clause added at clause 21 to address this No change
Clause 67	Can "e;curated";e; be replaced by plainer language to reduce the possibility of misinterpretation? As suggested elsewhere, options could include "e;chosen";e; or "e;selected";e;.	Curated is an appropriate term in this instance	No change

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	Can Graduate Certificates, which are only used as exit awards, be structured as 40 cp at the 6000 level or above? For example, the Graduate Certificate of Commerce is an exit award for the Master of Commerce. This exit award would typically be awarded after the first session of study, which would consist of 40 cp of 6000 level foundation units.	Yes. Given a 6000 level unit is AQF 8 level this is appropriate.	Clause amended to indicate that a Graduate Certificate must have all units 6000 level or above (now clause 72)
Curriculum Architecture Policy – Schedule 2: Variation to unit level requirement allowances	For consideration, should there be explicit reference to the Aegrotat and Posthumous Awards Policy in Schedule 2?	The Aegrotat and Posthumous Awards policy supports an award to be conferred with a reduction in volume of learning, hence also allowing for variations in unit level requirements without the need for explicit reference in this policy.	No change
Clause 70	IT is unclear if this is to allow credit for prior learning, to allow deeming or generally to allow variation. It makes sense that when we are being asked to change our programmes multiple times a year that we will need flexibility in deeming etc. but perhaps it would be better to stop tinkering with our programmes constantly so this is less necessary.	Opinion	No change
Clause 71	Tertiary harmonisation is in no way helped by the creation of a bespoke and confusing set of terms that jars with the rest of the higher ed sector.	Opinion	No change
Clause 74	This should probably refer to the Register, as the Delegations of Authority Policy does not contain details of specific Delegates or the decisions they can make. Clause 74 identifies that variations beyond the Schedule require approval from the appropriate Delegate in accordance with the Delegations of Authority Policy. However, the Delegations of Authority Register reserves to Academic Senate any amendment that changes a course's course learning outcomes or volume of learning. A Delegate cannot approve such a change. Suggested addition to this section is a proviso that where a variation would change a course's course learning outcomes or volume of learning, the approval authority is Academic Senate (refer also to clause 11 comment)	The Delegations of Authority Policy is appropriate here. The schedule refers to variations in the unit levels, not volume of learning or course learning outcomes, therefore no change is required. Furthermore, if the appropriate delegate is Senate, this is listed in the delegations of authority and therefore would still be appropriate.	No change No change
Curriculum Architecture Policy – Schedule 3: Unit of study level principles	this should be earlier in the document	Schedules are located at the end of the policy and numbered in order of appearance.	No change
Unit code level	7000-lvl units have been removed from this list. FSE still uses 7000-lvl units for the core units in our Graduate Diploma of Research program. Is the omission of 7000-lvl an accidental omission (hopefully), or is the intent to have FSE renumber out GDRes core units? Previously they were defined as (and recognising that the restructure of the MRes into a single year would mean this definition would need to be adjusted): "These units have learning outcomes that demonstrate advanced research knowledge and/or skills, and/or the application of research knowledge and skills within the context of a specific discipline or field. These units are typically designed for students within the first-year equivalent of a Master of Research course." Add expectations for first-year curriculum: early low-stakes assessment, academic literacies, feedback before census or early in session where feasible, orientation to discipline conventions and embedded support.	Noted. Had been told by GRA that these were all removed. Will add this back in again. This level of detail does not reside within the CA Policy	7000 level unit descriptors have been added back into the schedule and the structural requirements table now allows for 7000 level units at the graduate diploma level (now clause 81) No change
Principles for unit learning outcome level setting	Re 0000-level units: the definition is correct for the Standard Foundation and Intensive Programs, and UniReady which are alternative to Year 12. However, the College also delivers Masters Qualifying Programs (bridging programs between AQF6 to a master course); therefore, the definition may need to be revised.	Noted	Have amended definition to be more agnostic to degree level by referring to pathway to entry (now clause 81)

Consolidated Questionnaire

Do you have any further comments regarding the draft?

No

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	The way this policy has been initiated has been shockingly bad. As a senior member of staff, I have been hearing about this policy for years - "changes are coming" "you can lose colleagues from the department because you will have less students because of the new curriculum architecture" "you need to change your curriculum because there will be a new structure but we can't tell you what it is". I am astonished that an organisation would rationalise huge cuts to offerings, job losses, and wholesale curriculum change genuflecting to a curriculum architecture policy that hasn't had ANY KIND of governance process until now. My colleagues and I have been ask to revision our whole programmes, in meetings that have taken hours and would have cost thousands in staff costs, long before this policy was put on bulletin board. I only found this out by checking that the policy had not as yet gone through the governance process. As I understand it new degree structures have been brought to the Curriculum subcommittee of Senate and had to be knocked back because they were devised in the light of this as-yet-un-approved curriculum architecture. Presumably this means that the architects of this policy believe Senate and its subcommittees are so tame and toothless they will simply agree with the policy as it stands, so staff can be obliged to modify offerings, and even lose colleagues, in the name of a policy that has had no critical scrutiny for its academic implications. This is a massive governance failure, and everyone associated with this revision of the Curriculum Architecture should be ashamed of the way it has been done. I have no idea who has been consulted as part of the "deep and wideranging" consultation, but I have never had the opportunity to discuss this policy on any of the committees I belong to, or in any formal context and I am a senior member of staff. Presumably this means that consultation has been with Pro Vice Chancellors, Deans, Directors of Education and perhaps Education Committees at a Faculty level but nothing below that. This is not wideranging and deep consultation. Staff such as teaching and leadership staff, discipline chairs, and more broadly people with extensive experience of teaching should be involved in making these decisions rather than such decisions being made by a group of people who may not have been in a classroom for quite a number of years.
	How is the teaching out going to be managed? Will there be a sunset clause? What are the technical solutions/improvements to help students and staff understand overlap rules and level requirements in the elective zone? What is the technical solution for students to create study plans?
	We have proposed offering a Serious Games elective major, which we think could be of high value and interest as an elective major across the University. We also intend for COMP3152 to serve as the Capstone and Future Ready unit in the Bachelor of Game Design and Development degree, so need clarity on the point around what happens to the Future Ready slot in the course structure in this case.
	No
	Looking forward to hearing more specific information especially on keystone and future-ready units.
	No
	While I can understand some of the objectives of these changes, the overall feeling is that some of the proposals will create a lot of administrative complexity and costs for limited improvement of the student experience. They Keystone requirement in particular seems problematic and I would predict that it would likely create technical and superficial compliance without underlying redesign or improved experience.
	The Policy does not includes much information about approvers and seems to rely on cross-referencing with the Delegations of Authority Register. Given the Register itself is currently under review I would recommend discussing this with the Director, Governance Services to ensure there are no gaps. Alternatively, explicit statements (where appropriate) on approval pathways could be added to this Policy.
	N/A
	I think this document will need to be complemented by and FAQ page (and examples of best practice). The document is not a giving specifics per say, so I think it will be open to interpretation by professional staff, academic staff and students. Examples will also assist in this FAQ document – especially for the FoA Education majors that rely on teaching areas for Accreditation purposes will also be impacted. FoA have multiple accredited courses and so they will be differently managed than the other courses. This will be very "messy" for the faculty in managing. The use of "may" across the document creates ambiguity (e.g. 44/45), implying an undefined set of circumstances/criteria to which these clauses will apply. Can it be made clearer as to when and to what extent exemption can be applied, especially for accredited courses Is there a way to standardise the interpretation and implementation of this process – i.e Academics deciding what courses get approved based on the new CA policy – various approval points need to be explained. Link to delegations authority etc Current and old courses (and course components may not adhere to the new Policy as they were designed based on the version of policy at the time of creation. How will students from these courses be assessed and can that be made clear in the policy?
	These are general comments relating to the policy overall - Observations only on this CA policy as a whole - there seem to be 2 issues - 1. Increased complexity in managing student transitions and teach-out arrangements AND 2. Reduced flexibility for students due to prescribed course structures - These two issues are likely to have the most significant operational impact from both a student administration and accreditation perspective, as they directly affect student progression, curriculum mapping, transition planning and compliance with professional accreditation requirements.
	Overall we are supportive of the approach being taken here, but feel that there are a few areas (especially elective majors and distinctiveness) where greater clarity would be helpful.

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	Thank you for the opportunity to review the draft policy. I only have a few comments: 1. The language in the policy is incredibly complex. For example, harmonised structure, visible learning gain, purpose-built major. Can the language please be simplified so that it is more accessible to staff and students? 2. I am concerned with the core major and the elective major, and the likely confusion in the different number of units given that the majors will have the same name. How is a major of 80 cps the same as a major of 60 cps? Why aren't all majors 60 cps? 3. I am concerned about the limited number of elective majors permitted to be offered by each Faculty and the implications of funneling large numbers of students into a small number of units. This is likely to cause un-intended consequences for staff and students. Is it necessary to specify a limit on elective majors in the policy? Can the wording on this please be deleted? 4. I find the post-graduate structure easy to understand, whereas the under-graduate structures are very difficult to understand. I am concerned with how these will be communicated to students especially now that students receive very little face-to-face academic advising. Is there scope to simplify the requirements around the under-graduate structures?
	The policy needs to be significantly clearer, more structured, and more definitive in its language. In its current form, there is considerable ambiguity, which leaves too much room for interpretation and will make it challenging to operationalise in practice. This lack of clarity creates a high risk of inconsistent application, as different readers may interpret the policy in different ways. Over time, this is likely to result in variation across courses, course components, and unit design, undermining the intent of having a standardised framework. To support effective implementation, the policy should provide more explicit guidance, clearly defined rules, and unambiguous expectations. Reducing interpretive flexibility in key areas will help ensure consistency, improve decision-making, and enable faculties and stakeholders to apply the policy with confidence and alignment. In addition, the policy does not clearly reference or link to relevant AQF and TEQSA requirements. The absence of explicit alignment to these regulatory frameworks makes it difficult to assess compliance and ensure that course and unit design decisions meet external standards. Including clear links and references to AQF and TEQSA expectations would strengthen the policy, support compliance, and provide important contextual guidance for decision-making.
	My key concerns with this draft policy include: 1. Lack of flexibility at first year. While I understand that prescribing more units at 1000 level may increase clarity of degree structures, I also worry that the lack of flexibility and of 'trying out' different units may impact levels of student disengagement. If a student starts a specific degree and finds they're not interested in it or their major, they may not have elective space to help keep them going until the end of the session. It also means students will potentially have to complete additional units in order to 'catch up' if they transfer degrees. Perhaps rather than prescribing more units, we could have a better system in e-student where students can find 'units you might like' etc. or suggestions (like Netflix). 2. Elective versus core majors: As I've stated in the feedback, I worry these new classifications will lead to more confusion and more concern among cohorts.
Are you providing these comments on behalf of a group/committee? If yes, please provide details.	
	No
	Yes MQBS professional team
	as Course Director of the GradCert & GradDip Research (FSE)
	No
	No
	On behalf of myself as the Dean of the Law School and the course directors of the LLB and JD (Dr Amanda Head and Dr Andrew Burke)
	No
	Individual in my capacity as Chair of Academic Senate
	Yes, MQ College team.
	The EGI team from the FoA made the following observations and comments - •I think this document will need to be complemented by and FAQ page. The document is not a giving specifics per say (comment relating to the wording – “should or may”), so I think it will be open to interpretation by professional staff, academic staff and students. •Examples will also assist in this FAQ document – especially for the FoA •These changes require an initial meeting/forum for people (FOA) to discuss the impact of the changes and then how they will need to be managed. •For FOA - Education majors that rely on teaching areas for Accreditation purposes will also be impacted. FoA have multiple accredited courses and so they will be differently managed than the other courses. This will be very “messy” for the faculty in managing.
	This feedback is informed by wide consultation with academics across FSE in the context of my duties as ADCL, but they are my attempt to synthesise and summarise this diverse feedback... / do not claim that they represent a specific group / committee, but I gratefully acknowledge the contributions and perspectives of my fellow academics.
	Chair of ASEC

Meeting of	Academic Senate
Item No.	3.2
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	AEGROTAT AND POSTHUMOUS AWARDS POLICY
Submitted by	Professor Leanne Piggott, Pro Vice-Chancellor (Dean of Students)
Approved by	Professor Rorden Wilkinson, Deputy Vice-Chancellor (Academic)

☒ **For approval**
☐ **For recommendation to Council**
☐ **For noting/discussion**

Executive Summary

The [Aegrotat and Posthumous Policy](#) has undergone a scheduled review. The draft Policy has been amended to reflect the change to 6.22 of the Delegations of Authority Register from the University Council to the Vice-Chancellor in relation to the conferral of awards. Further amendments have been proposed to improve clarity, update role titles, and to reflect current practice.

Recommendation

That Academic Senate RESOLVES to approve amendments to the Aegrotat and Posthumous Awards Policy for effect upon publication.

Details

The proposed amendments to the Aegrotat and Posthumous Awards Policy do not alter its intent, scope, or application.

The draft edits include:

1. the change to 6.22 of the Delegations of Authority Register from the University Council to the Vice-Chancellor in relation to the conferral of awards;
2. separating the existing Part B Nomination and Consideration section to a Part B Proposal and Part C Recommendation to provide greater clarity of the difference in the steps taken;
3. for consistency with clause 22, amendments to clauses 21 and 23 to require the Registrar's endorsement of conferral of a coursework award before the conferral is recommended to Academic Senate; and
4. updating a number of titles of roles involved in the processes.

Consultation has occurred with key stakeholders including the Chair of Academic Senate and the Registrar and feedback from the Director, Graduate Research Services and Governance has been integrated into the draft Policy.

Attachments

Attachment A: Aegrotat and Posthumous Awards Policy (tracked changes)
Attachment B: Aegrotat and Posthumous Awards Policy (clean)

ATTACHMENT A



Aegrotat and Posthumous Awards Policy

Section 1 - Purpose

- (1) This Policy specifies the requirements for awarding and conferral of ~~A~~aegrotat and ~~P~~osthumous awards.

Scope

- (2) This Policy applies to all students enrolled in a Macquarie University coursework or ~~higher-degree~~graduate research award at or near to the time of their permanent incapacity or death.
- (3) This Policy does not apply to short courses and microcredential courses.

Section 2 - Policy

- (4) In certain circumstances, for example where a student dies or sustains a permanent incapacity, the ~~University Council Vice-Chancellor~~ may confer an ~~A~~aegrotat or a ~~P~~osthumous award prior to completion of all requirements of the award by the student. By issuing such an award the University recognises that, but for permanent incapacity or death, the student would have been expected to have satisfactorily completed their studies.
- (5) For an ~~A~~aegrotat or ~~P~~osthumous award to be considered, it is a requirement that the student's representative, executor, or immediate family member consents to the ~~A~~aegrotat or ~~P~~osthumous award being considered.

Part A - Eligibility

- (6) The ~~University Council Vice-Chancellor~~ may confer awards on the recommendation of Academic Senate following Academic Senate's consideration of advice from the faculty in which the student was enrolled or the Academic Senate Research Committee (ASRC) in the case of ~~higher-degree~~graduate research awards.
- (7) Wherever possible, an ~~A~~aegrotat award or a ~~P~~osthumous award should be conferred within two (2) years of the permanent incapacity or death of the student, and preferably during the ceremony at which the student might otherwise have been expected to graduate.

Awards by Coursework

- (8) At the time of permanent incapacity or death, the student must normally have had completed a minimum of 50 per cent of their award requirement or part time equivalent.
- (9) If it is not possible to confer the full award in which the student had been enrolled, the faculty will consider whether the student had fully qualified for an alternative exit award. In this case the Executive Dean will recommend to Academic Senate that the student receive the alternative qualification as an exit award.
- (10) Where the student was undertaking a double degree across more than one faculty, it is the responsibility of each faculty to assess the eligibility of the student for the award.
- (11) Eligibility for awards recommended by the faculty is to be assessed by the ~~Progression-Student Lifecycle~~ team.

Awards by Research

(12) At the time of permanent incapacity or death the student must have completed sufficient laboratory work, papers and publications, literature reviews, or other tangible evidence to indicate that, had they lived or not sustained a permanent incapacity, they would have satisfied the requirements for the award.

(13) A preliminary assessment of the student's work must be carried out and the quality of the work judged by the supervisory panel and Head of Department / School or nominee to be of the required standard for examination to proceed.

(14) ~~If an examination has not yet taken place, the~~ the work will ~~then~~ be sent to examiners and assessed under the respective degree requirements as prescribed in the [Graduate Research Thesis Preparation, Submission and Examination Policy](#).

(15) The degree award recommendation must then be determined to be one of the following:

- a. Award: there is sufficient evidence to indicate that had the student not been permanently incapacitated or died prior to completing the degree, they would have satisfied the requirements for the awarding of the degree; or
- b. Not Award: there is not sufficient evidence to indicate that had the student not been permanently incapacitated or died prior to completing the degree, they would have satisfied the requirements for the awarding of the degree.

(16) The supervisor ~~may be requested to~~ **must** provide a brief document outlining the extenuating circumstances and details of the research project to facilitate the assessors' understanding of the ~~candidate's-~~ **student's** research contribution.

Part B - Proposal

(17) A proposal for an Aegrotat or Posthumous award may be made by a family member/next-of-kin or a staff member from the University.

(18) All proposals must be submitted through a formal request to the relevant Executive Dean, or the Research Degree Subcommittee in the case of graduate research awards.

(19) Faculty Boards will consider proposals for a coursework award.

(20) In the case of graduate research awards, the Research Degree Subcommittee will consider the proposal. If required, the Research Degree Subcommittee will approve for the thesis to be examined per the Graduate Research Thesis Preparation, Submission and Examination Policy.

Part C - Recommendation

(21) If the Faculty Board determines that the student is eligible for the conferral of a coursework award, the Executive Dean will recommend -this action to the Registrar for endorsement prior to recommendation of conferral of the award to Academic Senate.

(22) Upon completion of examination, if the Research Degree Subcommittee determines that the student is eligible for the conferral of a graduate research award, this will be recommended to the Academic Senate Research Committee for endorsement. If endorsed, the Deputy Vice-Chancellor (Research) will recommend the conferral of the award to Academic Senate.

(23) Academic Senate may, after considering the recommendation of the Faculty Board / Executive Dean/Registrar or Academic Senate Research Committee/Deputy Vice-Chancellor (Research), resolve to recommend that the Vice-Chancellor approve conferral of the award.

Part B – Nomination and Consideration

~~(17)~~ A proposal for an ~~A~~egrotat or ~~P~~osthumous award may be made by a family member / next of kin or a staff member from the University.

~~(18)~~ All proposals must be submitted through a formal request to the relevant Executive Dean or the Research Degree Subcommittee in the case of higher degree research awards.

~~(19)~~ Faculty Boards will consider nominations for a coursework award. If the faculty determines that the student is eligible for the conferral of a coursework award, the Executive Dean will recommend this action to Academic Senate.

~~(20)~~ If the Research Degree Subcommittee determines that the student is eligible for the conferral of a higher degree research award, this will be recommended to the Academic Senate Research Committee for endorsement. If endorsed, the Deputy Vice-Chancellor (Research) will recommend the conferral of the award to Academic Senate.

~~(21)~~ Academic Senate may, after considering the recommendation of the Faculty Board / Executive Dean or Academic Senate Research Committee / Deputy Vice-Chancellor (Research), resolve to recommend that the University Council ~~Vice-Chancellor~~ approve conferral of the award.

Part ~~DC~~ - Approval

~~(22)~~~~(24)~~ The ~~University Council~~~~Vice-Chancellor~~ will receive and consider a proposal for an ~~A~~egrotat or ~~P~~osthumous award only on the recommendation of the Academic Senate.

~~(23)~~~~(25)~~ The extract of the minutes of approval will be provided to the faculty and to the Registrar and the Manager, ~~Orientation and Graduations~~ ~~and Student Engagement~~ for completion notification.

Part ~~ED~~ - Conferral

~~(24)~~~~(26)~~ Conferral of an ~~A~~egrotat or ~~P~~osthumous award will be evidenced by both:

- a. a testamur in a form approved by the ~~University Council~~~~Vice-Chancellor~~ and executed under the Common Seal of the University; and
- b. a citation written by the Executive Dean (or nominee) from the Faculty who will confer the student approved by the ~~University Council~~~~Vice-Chancellor~~.

Part ~~FE~~ - Confidentiality

~~(25)~~~~(27)~~ The decision to bestow an ~~A~~egrotat or ~~P~~osthumous award will take into account the wishes of the immediate family.

~~(26)~~~~(28)~~ At all times interactions with the family must be undertaken sensitively and with discretion, avoiding the possibility of giving the family unreasonable or incorrect expectations as to the eventual outcome.

~~(27)~~~~(29)~~ The number of University staff contacting the family must be kept to a minimum and such contact is to be coordinated through the Registrar.

Part ~~GF~~ - Appeals

~~(28)~~~~(30)~~ An appeal may be made against the decision making process relating to the award of an ~~A~~egrotat ~~or~~ ~~Posthumous~~ award under the provisions of the ~~Appeals Policy~~.

Section 3 - Procedures

Registrar

~~(29)~~(31) The Registrar is responsible for coordinating contact with the family/next of kin of the student and ensuring the implementation of ~~University Council~~Vice-Chancellor decisions to confer an ~~A~~aegrotat or ~~P~~posthumous award.

~~Head of Student Shared Services~~Manager, Orientation and Graduations

~~(30)~~(32) The ~~Head of Student Shared Services~~Manager, Orientation and Graduations is responsible for coordinating the administrative support for actions required to confer an ~~A~~aegrotat or ~~P~~posthumous award as directed by the Registrar.

Conferral and collection of aegrotat or posthumous award

~~(31)~~(33) Where ~~University Council~~the Vice-Chancellor determines the conferral of an ~~A~~aegrotat or ~~P~~posthumous award for a student, the Manager, Orientation and Graduations ~~and Student Engagement~~ will:

- a. update the student management system with award details;
- b. update records to indicate that the award was conferred and awarded as an ~~A~~aegrotat or ~~P~~posthumous award;
- c. confirm the ceremony date and time with the Registrar for communication to the student representative/family; and
- d. provide options for the representative/family regarding the collection of the award including:
 - i. in absentia where the graduation documents are posted to the family or made available for collection at the University; or
 - ii. at a graduation ceremony where the person representing the student is presented with the testamur on behalf of the student; or
 - iii. at a private ceremony where a University representative presents the testamur to a representative/family member on behalf of the student.

~~(32)~~(34) Where practicable, the award will be presented early in the ceremony after introductions.

Head, Student Wellbeing (or nominee)

Management of graduation ceremony

~~(33)~~(35) If the representative/family wishes to attend the graduation ceremony for conferral of the award, the Head, Student Wellbeing (or nominee) will assist. Where possible, the ceremony will be scheduled with the relevant cohort of the student's course and there will be no cost associated with attending a ceremony for the representative/family.

~~(34)~~(36) The Head, Student Wellbeing (or nominee) will confirm the following details with the representative/student's family if they wish to attend a ceremony:

- a. the number of guests who will attend;
- b. names of all guests; and
- c. name of the person accepting the award.

~~(35)~~(37) The Head, Student Wellbeing (or nominee) should discuss with the representative/family what they would like to do after the ceremony and make any arrangements, such as meeting the Executive Dean, or members of the University Executive.

~~(36)~~(38) On the day of the ceremony, the Head, Student Wellbeing (or nominee) will run through the award presentation process with the representative/family member accepting the award.

~~(37)~~(39) A staff member will be seated with the representatives/family to provide such support as necessary, including

escorting them from the venue if they experience strong emotional or other reactions.

Section 4 - Guidelines

~~(38)~~(40) Nil.

Section 5 - Definitions

~~(39)~~(41) The following definitions apply for the purposes of this Policy:

- a. Aegrotat award means an award conferred where a student has sustained a permanent incapacity arising from illness or injury which prevents them from completing their course or program of study.
- b. Award means the qualification resulting from the satisfactory completion of a specific course or program of study that aligns with a level of the AQF. Also known as qualification or Degree. Awards include undergraduate and honours Degrees, postgraduate coursework and graduate research Programs/Courses of study, certificates and diplomas, graduate certificates and diplomas, at all campuses and locations of the University.
- c. Posthumous award means an award conferred where a student has died before completing their course or program of study, or where the student has died prior to being able to graduate.

Status and Details

Status	Current Draft
Effective Date	30th May 2023 TBC
Review Date	30th May 2026
Approval Authority	Academic Senate
Approval Date	30th May 2023 TBC
Expiry Date	Not Applicable
Responsible Executive	Rorden Wilkinson Deputy Vice-Chancellor (Academic)
Responsible Officer	Leanne Piggott Pro Vice-Chancellor (Dean of Students)
Enquiries Contact	Melinda Chadwick Head, Student Engagement, Inclusion and Belonging Life +61298501124

ATTACHMENT B



Aegrotat and Posthumous Awards Policy

Section 1 - Purpose

(1) This Policy specifies the requirements for awarding and conferral of Aegrotat and Posthumous awards.

Scope

(2) This Policy applies to all students enrolled in a Macquarie University coursework or graduate research award at or near to the time of their permanent incapacity or death.

(3) This Policy does not apply to short courses and microcredential courses.

Section 2 - Policy

(4) In certain circumstances, for example where a student dies or sustains a permanent incapacity, the Vice-Chancellor may confer an Aegrotat or a Posthumous award prior to completion of all requirements of the award by the student. By issuing such an award the University recognises that, but for permanent incapacity or death, the student would have been expected to have satisfactorily completed their studies.

(5) For an Aegrotat or Posthumous award to be considered, it is a requirement that the student's representative, executor, or immediate family member consents to the Aegrotat or Posthumous award being considered.

Part A - Eligibility

(6) The Vice-Chancellor may confer awards on the recommendation of Academic Senate following Academic Senate's consideration of advice from the faculty in which the student was enrolled or the Academic Senate Research Committee (ASRC) in the case of graduate research awards.

(7) Wherever possible, an Aegrotat award or a Posthumous award should be conferred within two (2) years of the permanent incapacity or death of the student, and preferably during the ceremony at which the student might otherwise have been expected to graduate.

Awards by Coursework

(8) At the time of permanent incapacity or death, the student must normally have had completed a minimum of 50 per cent of their award requirement or part time equivalent.

(9) If it is not possible to confer the full award in which the student had been enrolled, the faculty will consider whether the student had fully qualified for an alternative exit award. In this case the Executive Dean will recommend to Academic Senate that the student receive the alternative qualification as an exit award.

(10) Where the student was undertaking a double degree across more than one faculty, it is the responsibility of each faculty to assess the eligibility of the student for the award.

(11) Eligibility for awards recommended by the faculty is to be assessed by the Student Lifecycle team.

Awards by Research

(12) At the time of permanent incapacity or death the student must have completed sufficient laboratory work, papers and publications, literature reviews, or other tangible evidence to indicate that, had they lived or not sustained a permanent incapacity, they would have satisfied the requirements for the award.

(13) A preliminary assessment of the student's work must be carried out and the quality of the work judged by the supervisory panel and Head of Department / School or nominee to be of the required standard for examination to proceed.

(14) If an examination has not yet taken place, the work will be sent to examiners and assessed under the respective degree requirements as prescribed in the [Graduate Research Thesis Preparation, Submission and Examination Policy](#).

(15) The degree award recommendation must then be determined to be one of the following:

- a. Award: there is sufficient evidence to indicate that had the student not been permanently incapacitated or died prior to completing the degree, they would have satisfied the requirements for the awarding of the degree; or
- b. Not Award: there is not sufficient evidence to indicate that had the student not been permanently incapacitated or died prior to completing the degree, they would have satisfied the requirements for the awarding of the degree.

(16) The supervisor must provide a brief document outlining the extenuating circumstances and details of the research project to facilitate the assessors' understanding of the student's research contribution.

Part B - Proposal

(17) A proposal for an Aegrotat or Posthumous award may be made by a family member/next-of-kin or a staff member from the University.

(18) All proposals must be submitted through a formal request to the relevant Executive Dean, or the Research Degree Subcommittee in the case of graduate research awards.

(19) Faculty Boards will consider proposals for a coursework award.

(20) In the case of graduate research awards, the Research Degree Subcommittee will consider the proposal. If required, the Research Degree Subcommittee will approve for the thesis to be examined per the [Graduate Research Thesis Preparation, Submission and Examination Policy](#).

Part C - Recommendation

(21) If the Faculty Board determines that the student is eligible for the conferral of a coursework award, the Executive Dean will recommend this action to the Registrar for endorsement prior to recommendation of conferral of the award to Academic Senate.

(22) Upon completion of examination, if the Research Degree Subcommittee determines that the student is eligible for the conferral of a graduate research award, this will be recommended to the Academic Senate Research Committee for endorsement. If endorsed, the Deputy Vice-Chancellor (Research) will recommend the conferral of the award to Academic Senate.

(23) Academic Senate may, after considering the recommendation of the Faculty Board/Executive Dean/Registrar or Academic Senate Research Committee/Deputy Vice-Chancellor (Research), resolve to recommend that the Vice-Chancellor approve conferral of the award.

Part D - Approval

(24) The Vice-Chancellor will receive and consider a proposal for an Aegrotat or Posthumous award only on the recommendation of the Academic Senate.

(25) The extract of the minutes of approval will be provided to the faculty and to the Registrar and the Manager, Orientation and Graduations for completion notification.

Part E - Conferral

(26) Conferral of an Aegrotat or Posthumous award will be evidenced by both:

- a. a testamur in a form approved by the Vice-Chancellor and executed under the Common Seal of the University;
and
- b. a citation written by the Executive Dean (or nominee) from the Faculty who will confer the student approved by the Vice-Chancellor.

Part F - Confidentiality

(27) The decision to bestow an Aegrotat or Posthumous award will take into account the wishes of the immediate family.

(28) At all times interactions with the family must be undertaken sensitively and with discretion, avoiding the possibility of giving the family unreasonable or incorrect expectations as to the eventual outcome.

(29) The number of University staff contacting the family must be kept to a minimum and such contact is to be coordinated through the Registrar.

Part G - Appeals

(30) An appeal may be made against the decision making process relating to the award of an Aegrotat or Posthumous award under the provisions of the [Appeals Policy](#).

Section 3 - Procedures

Registrar

(31) The Registrar is responsible for coordinating contact with the family / next of kin of the student and ensuring the implementation of Vice-Chancellor decisions to confer an Aegrotat or Posthumous award.

Manager, Orientation and Graduations

(32) The Manager, Orientation and Graduations is responsible for coordinating the administrative support for actions required to confer an Aegrotat or Posthumous award as directed by the Registrar.

Conferral and collection of Aegrotat or Posthumous award

(33) Where the Vice-Chancellor determines the conferral of an Aegrotat or Posthumous award for a student, the Manager, Orientation and Graduations will:

- a. update the student management system with award details;
- b. update records to indicate that the award was conferred and awarded as an Aegrotat or Posthumous award;

- c. confirm the ceremony date and time with the Registrar for communication to the student representative / family; and
- d. provide options for the representative / family regarding the collection of the award including:
 - i. in absentia where the graduation documents are posted to the family or made available for collection at the University; or
 - ii. at a graduation ceremony where the person representing the student is presented with the testamur on behalf of the student; or
 - iii. at a private ceremony where a University representative presents the testamur to a representative / family member on behalf of the student.

(34) Where practicable, the award will be presented early in the ceremony after introductions.

Head, Student Wellbeing (or nominee)

Management of graduation ceremony

(35) If the representative / family wishes to attend the graduation ceremony for conferral of the award, the Head, Student Wellbeing (or nominee) will assist. Where possible, the ceremony will be scheduled with the relevant cohort of the student's course and there will be no cost associated with attending a ceremony for the representative / family.

(36) The Head, Student Wellbeing (or nominee) will confirm the following details with the representative / student's family if they wish to attend a ceremony:

- a. the number of guests who will attend;
- b. names of all guests; and
- c. name of the person accepting the award.

(37) The Head, Student Wellbeing (or nominee) should discuss with the representative / family what they would like to do after the ceremony and make any arrangements, such as meeting the Executive Dean, or members of the University Executive.

(38) On the day of the ceremony, the Head, Student Wellbeing (or nominee) will run through the award presentation process with the representative / family member accepting the award.

(39) A staff member will be seated with the representatives / family to provide such support as necessary, including escorting them from the venue if they experience strong emotional or other reactions.

Section 4 - Guidelines

(40) Nil.

Section 5 - Definitions

(41) The following definitions apply for the purposes of this Policy:

- a. Aegrotat award means an award conferred where a student has sustained a permanent incapacity arising from illness or injury which prevents them from completing their course or program of study.
- b. Award means the qualification resulting from the satisfactory completion of a specific course or program of study that aligns with a level of the AQF. Also known as qualification or Degree. Awards include undergraduate and honours Degrees, postgraduate coursework and graduate research Programs / Courses of study,

certificates and diplomas, graduate certificates and diplomas, at all campuses and locations of the University.

- c. Posthumous award means an award conferred where a student has died before completing their course or program of study, or where the student has died prior to being able to graduate.

Status and Details

Status	Not Yet Approved
Effective Date	To Be Advised
Review Date	To Be Advised
Approval Authority	
Approval Date	To Be Advised
Expiry Date	Not Applicable
Responsible Executive	Rorden Wilkinson Deputy Vice-Chancellor (Academic)
Responsible Officer	Leanne Piggott Pro Vice-Chancellor (Dean of Students)
Enquiries Contact	Melinda Chadwick Head, Student Life +61298501124

Meeting of	Academic Senate
Item No.	3.3
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	REPORT OF THE COURSE REACCREDITATION REPORTING STANDARDISATION PROJECT WORKING GROUP
Submitted by	Maria D'Addieggo-Kettle (Curriculum Quality Lead) Shirley Sorensen – Governance Officer
Approved by	Professor Verity Pacey – Chair, Academic Senate Curriculum Subcommittee
☒ For approval ☐ For recommendation to Academic Senate ☐ For noting/discussion	

Executive Summary

The Course Reaccreditation Reporting Standardisation project is co-sponsored by the Chair of Academic Senate and the Pro Vice-Chancellor (Education).

The Working Group was established in March 2026 to review and enhance the University's course reaccreditation reporting processes, with Academic Senate approving the project overview at its meeting of 24 March 2026 (**Res AS26/12**). The review sought to strengthen consistency and governance oversight; clarify reporting expectations; improve alignment with University governance requirements; and develop a reporting process for externally accredited courses undertaking a condensed review.

The Academic Senate Curriculum Subcommittee (ASCS) has endorsed the Working Group's final report and recommends Academic Senate approve the adoption of the report recommendations.

Recommendation

That Academic Senate RESOLVES to approve the recommendations of the Course Reaccreditation Reporting Standardisation Project Working Group.

Details

1. Background

The current course review and reaccreditation process has been in place for three full cycles, and it is timely to evaluate the current course reaccreditation reporting, reflecting on issues raised over the past three years and identifying opportunities for improvement.

ASCS encountered recurring challenges throughout the last three reporting cycles, most notably inconsistencies in the level of reporting detail. These variations have often required additional clarification and intervention during deliberations, extending decision-making timelines.

At its 24 March 2026 meeting, Academic Senate noted updates on 2026 projects, including the proposed establishment of a Working Group to support the Course Reaccreditation Reporting Standardisation Project, following discussions at ASCS meetings on 3 and 18 March 2026 (**Res AS26/12**). This project has been co-sponsored by the Chair of Academic Senate and the Pro Vice-Chancellor (Education), with work undertaken by a Working Group led by the Chair of ASCS and composed of suitably experienced academic and/or professional staff across the Faculties and the College, ASCS and the Pro Vice-Chancellor (Education) portfolio as outlined in the attached report.

2. Purpose

The Working Group was tasked with the following scope:

- i. Review the current course reaccreditation process, including existing reporting templates and guidelines.
- ii. Identify gaps, inconsistencies, and improvement opportunities in current reaccreditation reports.
- iii. Develop standardised reaccreditation report guidelines and templates to support high-quality reaccreditation reports.
- iv. Create condensed review reporting guidelines and templates for externally accredited courses.
- v. Engage ASCS and other key stakeholders, as identified by the Working Group, to validate findings and proposed enhancements.

3. Review Outcomes

The Working Group met three times in June and July 2026. A full copy of the Working Group's final report is attached. (Attachment A).

The Working Group developed a revised standardised Course Reaccreditation Report Template for use with both comprehensive and condensed internal MQ Reaccreditation reviews, supporting guidance for course directors, supporting guidance for governance bodies, and recommendations for further reporting, implementation and future evaluation.

4. Recommendations

The Academic Senate Curriculum Subcommittee is seeking Academic Senate's approval of the following recommendations from the Working Group:

1. **Note** the outcomes of the Course Reaccreditation Reporting Working Group.
2. **Endorse** the revised Course Reaccreditation Reporting documentation, including:
 - a. the standardised Course Reaccreditation Report Template;
 - b. the standalone Guidance Document;
 - c. the revised governance processes; and
 - d. the updated terminology and definitions.
3. **Support** the monitoring of in-progress recommendations in final reaccreditation reports through the University's Annual Health Check process.
4. **Note** that a review of the revised template will be undertaken within 12–24 months of implementation to evaluate its effectiveness and identify any further improvements.
5. **Endorse** the review of the Course of Study Course Reaccreditation Policy to align with agreed definitions and processes.

An implementation plan for the above recommendations is provided as Attachment B.

Attachments

Attachment A Final Report and Recommendations of the Course Reaccreditation Reporting Standardisation Project Working Group

Attachment B: Implementation plan for proposed recommendations

REPORT TO ACADEMIC SENATE via ACADEMIC SENATE CURRICULUM SUBCOMMITTEE

COURSE REACCREDITATION REPORTING

STANDARDISATION PROJECT WORKING GROUP

Executive Summary

The Course Reaccreditation Reporting Standardisation project is co-sponsored by the Chair of Academic Senate and the Pro Vice-Chancellor (Education). The Working Group was established in March 2026 to review and refine the course reaccreditation process to create clear, consistent, and effective reporting and support mechanisms. The Working Group recommends that the Academic Senate Curriculum Subcommittee endorses the Working Group's final report for submission to Academic Senate.

1. Purpose and Scope

- 1.1 The Course Reaccreditation Reporting Working Group was established by Academic Senate in March 2026 to:
 - i. Review the current course reaccreditation process, including existing reporting templates and guidelines.
 - ii. Identify gaps, inconsistencies, and improvement opportunities in current reaccreditation reports.
 - iii. Develop standardised reaccreditation report guidelines and templates to support high-quality reaccreditation reports.
 - iv. Create condensed review reporting guidelines and templates for externally accredited courses.
 - v. Engage ASCS and other key stakeholders, as identified by the Working Group, to validate findings and proposed enhancements.
- 1.2 The key objectives of the project aimed to review and refine the course reaccreditation process to create clear, consistent, and effective reporting and support mechanisms. Key proposed outcomes included:
 - i. Clear expectations for course reaccreditation reporting aligned with ASCS and Academic Senate requirements.
 - ii. A standardised reaccreditation report template to ensure consistency, clarity, and appropriate detail for ASCS and Senate.
 - iii. Guidance on addressing business-related panel recommendations within reaccreditation reports.
 - iv. A checklist for Faculty Boards, ASCS, and Academic Senate to support consistent review of reaccreditation reports.
 - v. Defined reporting requirements for externally accredited courses which undergo a condensed internal reaccreditation review.
 - vi. A structured training approach and supporting resources to assist Course Authorities in preparing and submitting course reaccreditation reports for ASCS and Senate.

2. Membership and Consultation

Co-sponsors:

Professor Jackie Phillips (Chair Academic Senate), and Professor Taryn Jones (Pro Vice-Chancellor Education),

Chair:

Professor Verity Pacey (Chair, Academic Senate Curriculum Subcommittee)

Members:

Professor Verity Pacey (Chair ASCS)	Associate Professor Thomas Fung (FSE)
Dr Onur Ates (Deputy Chair ASCS) (Macquarie University College)	Carolina Morison (FSE)
Professor Mark Wiggins (ASCS member) (FMHHS)	Dr Jimmy Van (FOA)
Maria D'Addieggo-Kettle (Curriculum Quality Lead)	Dr Consuelo Martinez Reys (FOA)
Myff Sharp (Head of Operations and Strategic Delivery)	Angela Chow (MQBS)
Associate Professor Cara Hildreth (FMHHS)	Dr Rebecca Bachmann (MQBS)

Secretariat: Shirley Sorensen (ASCS Secretariat) (Minute taker), and Hayley Sun (Secretariat – Quality and Evaluation Officer, Curriculum Quality)

All working group members were encouraged to consult with their own Faculty, College or team members throughout the time the working group was meeting. Further consultation was undertaken with the FMHHS Education and Governance Initiatives Manager regarding external accreditation reporting. Feedback on the draft guidance documents was also sought from the Course Director of the Masters of Applied Linguistics and TESOL while she was preparing her final reaccreditation report.

3. Actions and Recommendations

- 3.1 The Working Group met on three occasions: 4 June 2026, 9 June 2026 and 8 July 2026.
- 3.2 When reviewing the current course reaccreditation process, including existing reporting templates and guidelines, a number of gaps, inconsistencies, and opportunities for improvement were identified, including:
 - i. inconsistent quality and structure of reaccreditation reports;
 - ii. insufficient information to support governance decision-making and guide Course Directors when preparing reports;
 - iii. limited visibility of recommendations that were not adopted;
 - iv. a lack of clarity on when and how to define, report and review business-related recommendations;
 - v. limited visibility of the progress of recommendations being implemented post the reaccreditation report;
 - vi. no standardised reporting of commendations; and
 - vii. no structured reporting template for externally accredited courses undergoing a condensed review.
- 3.3 To support high-quality reaccreditation reports, including for condensed reviews, the following documents were developed, utilising existing resources where available:
 - i. a single Course Reaccreditation Report Template for all course reviews, including externally accredited courses undertaking a condensed review. This template includes the addition of other initiatives relevant to the course review, justification fields for noted and not adopted recommendations, clearly identifies which recommendations have been completely implemented or are in progress, and consistently captures commendations.
 - ii. a Guidance Document for Course Directors containing clear instructions and examples, noting the need to report on recommendations requiring Academic Senate oversight;
 - iii. a Guidance Document for Governing Bodies to support consistent consideration by Faculty Boards, the Academic Standards and Course Subcommittee (ASCS) and Academic Senate; and
 - iv. proposed definitions to support consistent application across the University.
- 3.4 Further consideration by the working group resulted in the following recommendations:
 - i. ongoing monitoring of 'in progress recommendations' through the Annual Health Check process.
 - ii. recommendations will support implementation of the new template and guidance through the Curriculum Quality Team, in partnership with faculties and the College. This will include providing guidance and professional development for Course Directors on preparing reaccreditation reports, sharing exemplars of effective reporting practice, providing access to new guidance documents, and conducting a six-month implementation check-in with Course Directors.
 - iii. review the Course Reaccreditation policy to align with agreed definitions and processes;
 - iv. a post-implementation review of the revised documents and process in 12–24 months.

4. Conclusion

- 4.1. The Working Group has completed its review and recommends adoption of the revised Course Reaccreditation Reporting template, guidance documents and implementation recommendations.
The proposed enhancements to the Course Reaccreditation process, templates, and supporting resources will strengthen governance oversight, improve reporting consistency and transparency, reduce duplication, and provide clearer guidance for Faculties and Course Directors. Together, these improvements will support more effective oversight of course quality and continuous improvement across the University.

RECOMMENDATIONS

The Academic Senate Curriculum Subcommittee is invited to recommend that Academic Senate:

1. **Note** the outcomes of the Course Reaccreditation Reporting Working Group.
2. **Endorse** the revised Course Reaccreditation Reporting documentation, including:
 - a. the standardised Course Reaccreditation Report Template;
 - b. the standalone Guidance Document;
 - c. the revised governance processes; and
 - d. the updated terminology and definitions.
2. **Support** in-progress recommendations in final reaccreditation reports to be monitored through the University's Annual Health Check process.
3. **Note** that a review of the revised template will be undertaken within 12–24 months of implementation to evaluate its effectiveness and identify any further improvements.
4. **Endorse** review of the Course of Study Course Reaccreditation policy to align with agreed definitions and processes.

Attachments

- i. Project Scope submitted to Academic Senate (Appendix A)
- ii. [Course of Study Reaccreditation Policy](#) (current version)
- iii. Proposed Templates and updated guidelines
 - a. [Proposed final Course Reaccreditation Report template](#)
 - b. [Proposed Guidance to Course and Faculty Authorities for preparing a Final Course Reaccreditation Report](#)
 - c. [Proposed Guidance for Governing Bodies when reviewing a Final Course Reaccreditation Report](#)
 - d. [Proposed Key Definitions](#)

APPENDIX A



Course Reaccreditation Reporting Standardisation

PROJECT SPONSORS: Professor Jaqueline Phillips, Chair, Academic Senate Committee and Professor Taryn Jones, Pro Vice Chancellor - Education

LEAD: Professor Verity Pacey, Chair, Academic Senate Curriculum Subcommittee

BACKGROUND / ISSUE

- The current course review and reaccreditation process has been in place for three full cycles – as such, it is an opportune time to evaluate the current course reaccreditation reporting, reflect on the reaccreditation process issues raised over the past three years, and identify opportunities for improvement.
- The Academic Senate Curriculum Subcommittee (ASCS) has encountered recurring challenges throughout the last three report cycles – most notably inconsistencies in the level of reporting detail. These variations have often required additional clarification and intervention during deliberations, slowing efficiency and extending decision-making timelines.

OBJECTIVE

The project will review and refine the course reaccreditation process to create clear, consistent, and effective reporting and support mechanisms. Key outcomes include:

- Clear expectations for course reaccreditation reporting aligned with ASCS and Academic Senate requirements.
- A standardised reaccreditation report template to ensure consistency, clarity, and appropriate detail for ASCSA and Senate.
- Guidance on addressing business-related panel recommendations within reaccreditation reports.
- A checklist for Faculty Boards, ASCS, and Academic Senate to support consistent review of reaccreditation reports.
- Defined reporting requirements for externally accredited courses which undergo a condensed internal reaccreditation review.
- A structured training approach and supporting resources to assist Course Authorities in preparing and submitting course reaccreditation reports for ASCS and Senate.

SCOPE

1. Review the current course reaccreditation process, including existing reporting templates and guidelines.
2. Identify gaps, inconsistencies, and improvement opportunities in current reaccreditation reports.
3. Develop standardised reaccreditation report guidelines and templates to support high-quality reaccreditation reports.
4. Create condensed review reporting guidelines and templates for externally accredited courses.
5. Engage ASCS and other key stakeholders, as identified by the Working Group, to validate findings and proposed enhancements.

EXCLUSIONS

- Course review processes unrelated to final reaccreditation reporting

WORKING GROUP

- Prof Verity Pacey - Chair
- Dr Onur Ates, ASCS Deputy Chair & MQ College staff
- Prof Mark Wiggins, ASCS member
- Maria D'Addiego-Kettle – Curriculum Quality Lead
- 1 to 2 members per Faculty/College, preferably with experience both writing and/or assessing course review final reports - TBC.

SECRETARIATS

- Hayley Sun – Curriculum Quality Officer – Secretariat
- Shirley Sorensen -ASCS Secretariat

INTERDEPENDENCIES

- Findings and outcomes of this project might trigger an early review of [Course of Study Reaccreditation Policy](#), (currently scheduled October 2027)

TIMELINE

2026	Feb	Mar	April	May	June	July	Aug
Project Overview to Academic Senate – for noting							
Working group meetings							
Present the reviewed course reaccreditation reporting templates, supporting documentation, and resources to the working group and consulted stakeholders for feedback.							
Incorporate stakeholder feedback and refine the reporting templates and supporting resources.							
Submit the finalised outcomes to ASCS and relevant committees for review and endorsement.							
Review by ASCS							
Final approval by Academic Senate and implementation							

COURSE REACCREDITATION REVIEW FINAL REPORT

CMS Proposal Number			
Course name		Course Code	
Course name		Course Code	

Processes/activities that may have informed the review of the course.

Process/activity	Details
MQ Reaccreditation Review Process	☐ Comprehensive Review Process ☐ Condensed Review Process
<i>Example: Faculty UG suite review</i>	
<i>Example: External accreditation</i>	

EXECUTIVE SUMMARY

Refer to the [Final Report Guidelines](#) for guidance and example.

Macquarie Reaccreditation Condensed Review

Domain/s reviewed	
Mapping to external standards	Attach mapping to your submission.

Macquarie Reaccreditation Review Panel Recommendations overview

Adopted - Completed	Adopted – In progress	Noted	Not Adopted

Macquarie Reaccreditation Review Panel Course Commendations

Commendations

Implementation and outcomes of adopted recommendations

Refer to the [Final Report Guidelines](#) for more guidance and examples.

Recommendation Number	Review Panel recommendations	Recommendation Status <i>Completed or in progress</i>	Please provide an overview of work done to date.

Noted recommendations

Review Panel recommendations	Justification for noting/ Actions taken

Not adopted recommendations

Review Panel recommendations	Justification/Rationale for not adopting

External Accreditation

External Accrediting Body	
Accreditation Status	☐ Accredited ☐ Accredited with conditions ☐ Provisional accreditation ☐ Not accredited ☐ Other (such as pending approved report)
Accreditation Date	
Accreditation Period / Expiry Date:	

External Accreditation - Course Commendations

Commendations

External Accreditation Recommendations/Conditions (if applicable)

Recommendations/Conditions Please indicate whether recommendation/s and/or condition/s.	Please provide an overview of work done to date and planned.

FACULTY BOARD RECOMMENDATION TO ACADEMIC SENATE

- ☐ approve Reaccreditation with no Conditions, for a specified period of time (up to a maximum of 7 years);
☐ approve Reaccreditation with Conditions ⁽¹⁾, for a specified period; or
☐ not seeking Reaccreditation

(1) specific area/s require further monitoring or evaluation based on potential risks
 If 'Reaccreditation with Conditions' is recommended, conditions and specified period of time must be included below.

Notes

Date	
-------------	--



Course Review Final Report

Guidelines

Within one (1) year of the review, Course Authorities, in collaboration with Faculty Authorities, must complete a Final Report on the status of the course after the review and plan implementation.

This report will require self-reflection on the review outcomes, work done based on the recommendations and the status of the course after the review activities, just as self-reflection was required for the submission of evidence to the MQ reaccreditation review panel and, where applicable, external accreditation processes.

The Final Report will support governing bodies to make well informed decisions on the internal reaccreditation of the course.

What does it mean 'MQ Reaccreditation Review'?

As a self-accrediting provider, we are accountable for:

- Interpreting the requirements of the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (HES Framework) and
- Ensuring that the HES framework is properly met throughout the development, approval, delivery, and discontinuance of a course of study.

Our [Course Review Institutional Domains](#) align with the HES Framework, as such, consideration on the current status of the course to be reaccredited against those Domains will drive the reaccreditation process.

Completing the Final Report

This should be a collaborative approach between the Course and Faculty Authorities.

The Final Report consists of the following sections:

1. Activities that may have informed the course review process

While the MQ reaccreditation review process is the institution's agreed mechanism for preparing courses for internal reaccreditation—providing an opportunity to identify areas for improvement, enhancement, and potential solutions—other initiatives or regulatory activities may also inform the course review.

This section allows you to outline any additional initiatives, activities, or requirements that have influenced and informed your course review, so that governing bodies have a complete understanding of the context. These may include, but are not limited to, activities such as external accreditation requirements or faculty initiatives.

2. Executive Summary

The Executive Summary should provide a high-level overview of the course following the review activities and subsequent plan implementation. It summarises the key changes already implemented, work still underway, and next steps to maintain course quality and currency.

Please keep this section as succinct as possible. (3/4 of a-page max)

Your executive summary should address the following areas:

- **What the course is**
(e.g. undergraduate/postgraduate, how long it is, what it prepares students for)
- **Why changes were needed/what prompted them**
(e.g. new accreditation requirements, reaccreditation review, Faculty strategies, and/or internal changes at the University)
- **The main areas for improvement**
(list 2–4 key things that needed to be improved)
- **What has been done so far**
(the most important changes you have made to the course)
- **What is still in progress**
(anything not finished yet)
- **What happens next**
(how ongoing work will keep the course up to date and high quality)

EXECUTIVE SUMMARY – Example

This course is a three-year full-time undergraduate program designed to prepare graduates for professional practice in the field of XX. The course is externally accredited without conditions by the Australian XX Institute (AXI), which recently revised its competency framework to place greater emphasis on sustainability practices, interdisciplinary approaches, and industry engagement. Internally, the University's renewed focus on employability, course architecture, and curriculum alignment has also driven a need for course enhancement.

The review processes undertaken identified several key areas for improvement. These included:

- a. Strengthening alignment between Course Learning Outcomes (CLOs) and updated external competency standards
- b. Enhancing opportunities for authentic, work-integrated learning
- c. Improving the coherence and progression of core units across the course.

Implementation of these recommendations is well underway. Key enhancements include revisions to CLOs to better reflect updated external standards, the introduction of a new capstone unit with embedded industry projects, and redesign of selected core units to improve scaffolding of skills and knowledge.

This work has been informed by close collaboration with industry partners, academic staff, and students through advisory groups and consultation activities.

While substantial progress has been made, implementation of some initiatives—particularly the full integration of work-integrated learning across the course—is ongoing. These activities are being progressed in a staged manner, with completion expected within the next academic cycle.

3. Macquarie Reaccreditation Condensed Review

This section will only appear for those externally accredited courses that qualified and have undergone a condensed reaccreditation review.

Please make sure you include the Institutional Domains subject to be reviewed and attach the mapping to the external standards to the report.

4. Macquarie Reaccreditation Review: Recommendations overview

Information in this section should be copied across from the tracking spreadsheet where course and faculty authorities reviewed and categorised the recommendations after the review panel. This section is prepopulated by the Curriculum Quality Team.

5. Macquarie Reaccreditation Review: Course Commendations

Prepopulated by the Curriculum Quality Team.

IMPORTANT NOTE ON RECOMMENDATIONS: The Final Report will only need to include an overview of those panel recommendations which fall within the remit of Academic Senate functions as set out in the [Academic Senate Rule](#) (clause 11)

6. Implementation and outcomes of adopted recommendations

Information in this section will provide an idea of what has been done to date to address the recommendations from the review panel. Worth reminding, that the final report is most likely to include activities that are still being completed.

Recommendations can be grouped with similar themes or points together, so they can be addressed collectively rather than one by one.

It is very important to provide concrete evidence of the work done to date. See below for some practical examples.

Recommendations	Overview	
	 Examples below do not provide concrete information on any actions taken to date to address the recommendation	 Examples below provide governance committees a clear understanding of what has been planned or done so far.
Remove the possibility of timetable clashes between classes.	A process will be developed to avoid overlapping- for all core units.	The course director has been working with the faculty governance team and the director of the Timetabling unit to identified overlapping of core units. Changes in the system will be for S1 next year. Provide examples
Increase the inclusion of Indigenous knowledge, perspectives, and voices within the curriculum.	Course Director to develop this in consultation with PVC Indigenous.	The course team has consulted with PVC Indigenous Academic Director to review existing content. New modules incorporating Indigenous perspectives on sustainability and cultural practices are being developed and will be embedded in these two core units: (X) and (Z) starting Semester 1 next year. More work is anticipated for 2026. Staff have also completed cultural competency training to support delivery. Provide examples
Integrate developing technologies and innovations throughout to ensure the course remains contemporary within the context of organisational needs and uses.	New strategies have been developed to keep the course updated with new technologies	Established an annual review of current and emerging technologies in collaboration with industry partners. Unit reviews are planned on the following to incorporate X software. Provide examples This is long term and ongoing work.

In some cases, it will be important to provide context around the recommendations to provide more guidance for governing bodies. See example below:

Endorsed Review Panel recommendations	Please provide an overview of work done to date.
Naming of units including words such as 'fundamentals of' might help students to know the content level of units.	Context: The issue identified by the panel was related to some student cohorts commencing their studies in the Session 2 intake were unclear about their study plans. The two recommendations were related to naming units to signal foundation level units. Another

More attention could be paid to orienting students to contexts such as TAFE, particularly for those starting in Session 2	recommendation was focused on providing more input to students on the professional contexts where they would be working in. - The uncertainty about study plans may have been due to the old course structure, including various option sets. Students who enrolled in the old course structure receive personalised study plans from the Course Support staff at the end of each semester. The course adopted a new course structure from Session 1 2026, which provides a clear pathway to new student cohorts. This is communicated through university enrolment guides. - Changing unit names: The recommendation was based on feedback regarding the old course structure, not making it clear how students could progress. This has been addressed in the 2026 course structure change undertaken following the Faculty review. The inclusion of units in the Foundation Zone clearly signals their content level. Therefore, unit name change is not considered an area of concern.
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For those recommendations **still in progress**, see example below

Endorsed Review Panel recommendations	Recommendation in progress
Indigenous content and approaches are not that apparent in many units. Student surveys showed it as the lowest-rated area. Mapping current content on this could highlight the gaps	Mapping of the indigenous content in the course at present has been completed by the CD demonstrating inconsistent approaches across most units. Actions to be completed in 2026 and 2027 by unit convenors and the CD in collaboration with the Academic Director, Indigenous. - Develop content and assessment in ABC1234, ABC3456 by the end of 2026 and extend this to other relevant units in 2027. - Monthly drop-in sessions will be scheduled for Course Director and Unit Convenors with Academic Director, Indigenous Education and Research to discuss potential unit-level pedagogies and resources. - The creation of two RISE Modules on (1) a general introduction to Indigenous Australia

	and Languages which will be embedded in the first-year unit ABCS7453. • Indigenous Pedagogies YarnPod, Kin and Country Framework will be embedded in select units (e.g. ABCS8765).
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Remember: The information you provide in your report forms the basis for your course's reaccreditation. Academic Senate and its subcommittees rely on detailed, comprehensive updates to determine whether recommendations have been properly addressed and to ensure there are no risks to the student experience.

7. Noted Recommendations

Information in these sections are to be copied across from the tracking spreadsheet where course and faculty authorities reviewed and categorised the recommendations after the review panel. Justification for noting should provide contextual information where necessary, including any actions taken and, where applicable, how responsibility for future work has been handed over.

This section is prepopulated by the Curriculum Quality Team.

8. Non-Adopted Recommendations

Information in these sections are to be copied across from the tracking spreadsheet where course and faculty authorities reviewed and categorised the recommendations after the review panel. Justification/rationale for not adopting should provide contextual information where necessary. This section is prepopulated by the Curriculum Quality Team.

9. External Accreditation Section

Provide a concise summary of the outcomes of the external accreditation process. Include any **commendations**, **recommendations**, and **conditions** (where applicable) identified by the accrediting body. For accreditation granted with recommendations, conditions or provisional accreditation, summarise the actions taken to date, planned activities, and progress towards meeting the accreditation requirements.

See examples below:

Conditions	Summary of Outcomes
Four (4) conditions relate specifically to the commitment to enhancing the engagement with, and integration into curriculum, of Aboriginal and Torres Strait Islander content, with all staff to take	Work is progressing on all 4 conditions through engagement with the industry advisory board (including 2 Aboriginal and Torres Strait islander members) and Aboriginal and Torres Strait islander academics in the faculty and university. Engagement with XX Organisation has now been formalised to provide placement opportunities to students in ABCD2222 and serve on the course industry advisory board. Mapping of the Aboriginal and Torres Strait islander curriculum across the whole degree has been

collective responsibility for its success. This also relates to placement opportunities.	completed by the Course Director in conjunction with Dr Y, Aboriginal and Torres Strait islander academic. Modules on systemic disadvantage, power differentials and historical injustices in Australia have been developed and implemented in ABCD1234, ABCDD1111. Assessment tasks in each of these units have been enhanced to incorporate Aboriginal and Torres Strait islander perspectives. A course planning day with Aboriginal and Torres Strait islander academics and industry advisory board members is scheduled for July 2027 to further explore opportunities for curriculum and placement enhancements, and support staff training. Since the review, all continuing academics who teach into the course have completed Manawari Staff Cultural Training, with a staged roll-out of this training to casual academics, professional staff and honorary staff contributing to the course over the next 12 months.
Recommendations	Summary of outcomes
Diversify membership of the advisory board and student awareness of graduate employment opportunities.	This recommendation was provided in the context that the current industry advisory board has industry membership from only the private sector, and students reported lacking knowledge of public sector employment opportunities. To date, anecdotal feedback has suggested most graduates work in the private sector, hence the focus the course has taken on this path until this time. Acknowledging the changing workforce in this discipline and to address this recommendation, three professionals working in the public sector have been invited to join the industry advisory board, with two agreeing to fulfil this role and now appointed to the board for a 2-year term until July 2028. The public sector industry advisory board members attended a workshop with the course director and key teaching academics in January 2026 to discuss ways in which opportunities for public sector employment could be incorporated into the course. Three new placement agreements have been confirmed with 3 students having completed placements in the public sector, and a further 4 students to attend a public sector placement in S2. A session held with final year students focusing on post-graduation employment now includes a presentation from both a public and private sector professional (previously two private sector professionals presented). A survey has also been developed to roll out after each cohort graduates, to monitor the sector in which graduates gain employment and to provide alumni feedback on course enhancements to support employability across multiple sectors. Survey results will be tabled at the industry advisory board and course planning meetings once per year

10. Faculty Board Recommendation

Faculty Board, upon consideration of the information provided in the abovementioned sections, will determine if any of the yet to be completed plans may pose a risk to the quality of the delivery of the course or if, otherwise, work done to date ensures the

course's alignment to the Institutional Domains and consequently to the HES Framework, deeming the course fit for purpose.

The Faculty Board will propose a recommendation for the course reaccreditation status for approval by Academic Senate following consideration by ASCS. This recommendation will need to be supported by justification.

Governance Body Responsibilities

Steps	Description
Review	Considers information provided in the previous sections to assess the course status and ensures the level of information/detail provided in the report is align with ASCS and Academic Senate requirements. <i>(See Section 2 recommendation implementation plan overview)</i>
Risk Assessment	Determines if any yet-to-be-completed plans pose a risk to the quality of course delivery, compromising the reaccreditation of the course
Recommendation (*)	Proposes a recommendation on the course reaccreditation status for consideration by Academic Senate via ASCS. <i>See below (*)</i>
Justification	Ensures the recommendation is supported by appropriate justification.

(*) Faculty Board could recommend:

- approve Reaccreditation with no Conditions, for a specified period of time (up to a maximum of 7 years);
- approve Reaccreditation with Conditions, for a specified period; or
- not seeking reaccreditation

Reaccreditation with Conditions:

When a Final Report is submitted for the purpose of reaccreditation, the Faculty Board may sometimes determine that additional time is required to fully address key aspects of the recommendation implementation plan. In these circumstances, the Faculty Board may recommend that the course be **reaccredited with conditions**, requiring specified actions to be completed within an agreed timeframe. This recommendation is considered by Academic Senate and, if endorsed, the course will be granted **reaccreditation with conditions** status for the specified period.

Please note that Academic Senate may determine that a course be granted **reaccreditation with conditions** status, irrespective of the Faculty Board's recommendation.

At the conclusion of the specified period, an updated Final Report must be submitted to the Faculty Board, ASCS and Academic Senate for consideration of full reaccreditation.

Courses not seeking reaccreditation

In some instances, the reaccreditation review may prompt the decision of discontinuing the course. In this instance, a final report will be completed providing an overview of the recommendations and rationale for the non- implementation. Faculty Board will not seek reaccreditation of the course

Consult with the Curriculum Quality Team for examples of such Final Report.

Final Steps

Faculty Board will submit the final report to Academic Senate via ASCS. ASCS will have the opportunity of reviewing the report and make comment to the Faculty, if necessary.

Faculties will have the opportunity to consider any feedback from ASCS before final submission to Academic Senate.



Guidance for Governance Bodies Reviewing the Final Report

Governance bodies should focus on whether the report provides sufficient evidence to support informed decision-making for the reaccreditation of the course.

When reviewing the report, consider the following:

Basic Details

- ☐ All fields have been completed
- ☐ Correct review type reflected (condensed/comprehensive)
- ☐ If course conducted a condensed review, submission should have attached:
 - mapping of domains to external standards
 - Executive Dean approval to conduct condensed review

Final Report Sections

1. Activities that may have informed the course review process

While the MQ reaccreditation review process is the institution's agreed mechanism for preparing courses for internal reaccreditation other initiatives or regulatory activities may also inform the course review.

Confirm that the report demonstrates the breadth of activities that informed the review of the course, besides the Macquarie reaccreditation reviews, where applicable. It may include external accreditation processes, benchmarking activities, suite reviews, industry/students' consultation, or other relevant initiatives.

2. Executive Summary

Reviewers should be able to understand the overall status of the course from this section alone. Should not be longer than $\frac{3}{4}$ page and does not require every detail to be listed. The focus should remain on the **key/most important** aspects.

The Executive Summary should provide a clear and concise overview of:

- ☐ the course and its context
- ☐ key drivers for review and change
- ☐ the main areas commended and identified for improvement
- ☐ significant actions undertaken and outcomes achieved
- ☐ the main ongoing work, risks, or matters requiring continued attention

3. Recommendations

Overview of the implementation plan should only be provided for those recommendations that sit within the remit of Academic Senate functions, as set out in the [Academic Senate Rule](#) (Part B, clause 11.)

Please note:

1. groups of recommendations can be considered together where sufficient similarity exists.
2. where further contextual information to better interpret a recommendation is required, this should also be provided.

3.i. Implementation of Recommendations

Focus on whether the report demonstrates outcome of the implementation of adopted recommendations, both for those recommendations completed and those still in progress. The report should explain:

- ☐ what actions have been taken
- ☐ what changes have resulted from those actions
- ☐ who was involved and consulted
- ☐ what outcomes have been achieved or are anticipated
- ☐ what work remains underway and any ongoing concerns.
- ☐ timelines, if applicable

More specifically:

a. Completed recommendations should include:

- **Key enhancements:** what has been done to improve the course based on the review recommendations. Specify tasks or units affected. e.g. which units/assessments etc have been changed, who was involved and consulted.
- **Outcome:** e.g. an industry advisory panel incorporating students, staff and employers provided feedback on the course redesign and CLOs to incorporate more xxxxx via the addition of a CLO "xxx" and a new unit covering xxx. The new version of the course was approved by Academic Senate on xxxx.

b. Recommendations in progress should include:

- **Key enhancements to date:** what has been done so far to improve the course based on the review recommendations. Specify tasks or units affected. e.g. which units/assessments etc have been changed, who was involved and consulted. Remember you may include activities that are still being completed.
- **Further actions:** provide an approximate time of when this work will be completed, by whom and when, any other relevant information including any concerns or barriers to further progression of implementation

Note: the above headings are only provided as guidance and should not be included in the recommendations' overview.

For specific examples consult the [Guideline to complete the Final Report](#)

3.ii. Noted Recommendations

- Where recommendations have been noted, ensure that the report provides sufficient context and rationale to explain the decision.
- Where responsibility for further consideration has been transferred elsewhere, the report should clearly indicate who this was handed to, when and by who.

3.iii. Non-Adopted Recommendations

- Where recommendations have **not been adopted**, ensure that the report provides sufficient context and rationale **to explain** the decision.

4. External Accreditation

This section will only appear in the report for externally accredited courses.

- Where applicable, consider whether the report appropriately addresses accreditation outcomes, including any **commendations, recommendations, or conditions**.
- For accreditation with recommendations, conditions or provisional accreditation, the report should provide assurance that appropriate actions are underway to address outstanding requirements.

5. Providing recommendation to Academic Senate

Ensure this section is properly completed and a recommendation is provided.

- If the recommendation is **for reaccreditation with no conditions**, specify a period of time (up to a maximum of 7 years).
- If the recommendation is for **a conditional reaccreditation**, conditions and length of time required needs to be included in the report.
- If the course **is not seeking reaccreditation**, rationale should be also provided in the comments section.

Course Review and Reaccreditation - Proposed Definitions

Course.Review means the formal evaluation of a course, informed by the MQ Reaccreditation Review, other relevant processes and activities, and consultation with students, staff, alumni and industry.

MQ.Reaccreditation.Comprehensive.Review.means a formal appraisal process for a course against Institutional and Course-Specific Domains, involving relevant stakeholders, including academics, professional experts, students and others as appropriate.

MQ.Reaccreditation.Condensed.Review.means the process for the formal appraisal of externally accredited courses against those Institutional Domains not covered by external accreditation standards, conducted concurrently with the external accreditation process and involving relevant stakeholders.

External.Accreditation.means the process by which an external professional, statutory, regulatory or industry body assesses a course of study against its prescribed standards and determines whether the course satisfies the requirements for accreditation.

Course.Reaccreditation means the approval granted by Academic Senate following the review of a course, based on successful implementation of recommendations arising from the reaccreditation review process and any other activities that informed the review, authorising the course to continue to be delivered.

Adopted.recommendations.means recommendations that the course/faculty authorities **accept** and will **act on** because they are relevant to course performance and/or enhancement. Adoption means the recommendation will be **implemented** through specific actions (or confirmed as already being implemented), with responsibilities assigned and, where applicable, timeframes documented.

Not.adopted.recommendations.means recommendations that the course/faculty authorities **do not accept for implementation** because they are **not relevant, not feasible** or **do not contribute** to the course's performance and/or enhancement. Not adopting means the recommendation will not be implemented, with a clear rationale recorded.

Noted.recommendations.means recommendations that are **acknowledged** as potentially relevant or beneficial but are **not being implemented at this time** because they require further consideration, depend on future decisions, or could potentially be progressed by a **central/institutional function** rather than at course level. Noted recommendations should include what follow-up is expected (for example, referral to a central office, CQ team follow-up, or an indicative decision date).

DRAFT

ATTACHMENT B**COURSE REACCREDITATION REPORTING STANDARDISATION PROJECT****Implementation plan**

Purpose

This plan aims to ensure consistent University wide implementation to the revised Course Reaccreditation Report template, associated guidance materials, and supporting governance processes following endorsement by Academic Senate.

1. Communication and Dissemination

Following endorsement by Academic Senate, the Curriculum Quality Team will formally communicate the outcomes and recommendations of the Working Group to relevant Faculty and College governance bodies and facilitate access to the following resources:

- i. the standardised **Course Reaccreditation Report Template**, applicable to all course reviews, including condensed reviews for externally accredited courses;
- ii. the **Guidance Document for Course Directors**; and
- iii. the **Guidance Document for Governing Bodies** (Faculty Boards, ASCS and Academic Senate).

Note: Agreed definitions and terminology will be shared as an appendix to the above resources to support consistent interpretation and application of the nomenclature used in the resources.

2. Implementation Support and Capability Building

The Curriculum Quality Team will provide implementation support to facilitate the effective adoption of the revised reporting template. This will include the provision of guidance, workshops and exemplars to support Course Directors in the preparation of Course Reaccreditation Reports and to ensure ready access to the guidance documentation.

Particular attention will be given to strengthening the understanding and application of requirements relating to:

- i. the identification of recommendations requiring Academic Senate oversight;
- ii. the distinction between recommendations that have been completed and those that remain in progress; and
- iii. the provision of appropriate justification for recommendations classified as *noted* or *not adopted*.

This phase will be implemented in early 2027 to support courses reviewed in March 2026 that are scheduled to commence the reaccreditation process from April 2027.

3. Ongoing Monitoring and Assurance**a. Course Review Implementation plan check-in**

A six-month check-in from completion of each course review will be conducted by the Curriculum Quality Team in consultation with Course Directors and Faculty/College governance representatives to:

- i. monitor progress against the implementation plan; and
- ii. assess the status of recommendations, with particular focus on those classified as *noted*.

The six months check-in will be introduced from September 2026.

b. Monitoring Through the Annual Health Check Process

Following course reaccreditation, recommendations classified as *in progress* will be monitored and reported through the Annual Health Check process.

To implement this approach, the Working Group Chair, in conjunction with the Curriculum Quality Team, will:

- i. propose the inclusion of a dedicated section within the Annual Health Check template in MQCMS;
- ii. seek endorsement of the proposed change from the Pro Vice-Chancellor Education;
- iii. work with the Curriculum Administration Team to implement the required system enhancements;
- iv. undertake a review of in-progress recommendations arising from previously reaccredited courses to determine whether the revised reporting requirements should apply solely to courses reviewed from 2026 onwards or be extended retrospectively to courses reviewed and reaccredited in earlier years. This determination will be informed by analysis of the available data; and
- v. communicate changes and associated expectations to Faculties and Colleges.

4. Policy Alignment

Subject to endorsement by Academic Senate, the **Course of Study Reaccreditation Policy** will be reviewed and amended, as required, to ensure alignment with the agreed definitions and governance requirements.

5. Review and Evaluation

A formal post-implementation review of the revised reporting template, guidance materials and processes will be undertaken within 12–18 months of implementation to assess their effectiveness, identify opportunities for further refinement and inform any necessary continuous improvement activities.

It is anticipated that this review will occur following the completion of the reaccreditation processes for all courses reviewed in 2026, which is expected to be in early 2028.

6. Proposed timeline

Activity	Owner	Timing		
		2026	2027	2028
1. Sharing WG outcomes, including new template and guidelines	Curriculum Quality team	August 2026		
2. Implementation of changes to Annual Health Check	Chair of Working Group and Curriculum Quality Team	Aug/Sept 2026		
3. Communication of changes to Annual Health Check, and reporting expectations.	Curriculum Quality Team to Faculties Chair of ASCS to Committee		Early 2027	
4. Policy review	Chair of Working Group & Curriculum Quality Lead, in consultation with Pro Vice-Chancellor Education, Policy Central, and Governance Secretariat	Aug/Sept 2026		
5. Six-month check-in post review	Curriculum Quality Team	Sept/Oct 2026		
6. Post-implementation review	Chair of Working Group and Curriculum Quality team			May 2028

Meeting of	Academic Senate
Item No.	3.4
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	CURRICULUM PROPOSALS
Submitted by	Megan Kemmis – Manager, Governance Secretariat
Approved by	Professor Leonie Tickle – Executive Dean, Macquarie Business School Professor Samuel Muller – Executive Dean, Faculty of Science and Engineering
☒ For approval	☐ For recommendation to Council ☐ For noting/discussion

Executive Summary

Academic Senate is asked to consider and approve the curriculum proposals set out below from the Macquarie Business School and the Faculty of Science and Engineering. The matters listed in this report was reviewed at the 21 July 2026 meeting of the Academic Senate Curriculum Subcommittee.

Recommendation

That Academic Senate RESOLVES to approve the following curriculum proposals:

Macquarie Business School

- i. the amendment of the following course from 1 January 2027:
 - a. COOOO16 Bachelor of Business Analytics ([Proposal-196755](#));

Faculty of Science and Engineering

- i. the accreditation of the following course from 1 January 2027:
 - a. COOO467 Diploma of Science and Technology Studies (Exit Award) ([Proposal 175827](#)).

Details

Faculty Board endorsements

The proposal listed above from the Macquarie Business School was endorsed by the Chair of the Macquarie Business School Faculty Board on 13 July 2026 via executive action.

The proposal listed above from the Faculty of Science and Engineering was endorsed by the Chair of the Faculty of Science and Engineering Faculty Board on 17 July 2026 via executive action.

Macquarie Business School

Amendments to Bachelor of Business Analytics

The Bachelor of Business Analytics recently underwent a comprehensive course reaccreditation review (see Agenda Item 3.5 for full details of the review). Following extensive consultation with a wide range of stakeholders, revisions were made to both the course structures and the Course Learning Outcomes (CLOs).

The Macquarie Business School Faculty Board endorsed these proposed CLO amendments via executive action on 13 July 2026 following presentation of the proposed changes to the Faculty Board meeting of 6 July 2026 (see Attachment A and refer to item 5.1 in Agenda Item 7.2.2).

Faculty of Science and Engineering

Accreditation of the Diploma of Science and Technology Studies

The Faculty of Science and Engineering (FSE) submitted a proposal to accredit the Diploma of Science, Technology and Engineering Studies to the Academic Senate Curriculum Subcommittee meeting of 28 October 2025. The aim of the exit award is to give formal recognition to the learning gained towards course learning outcomes by students who enter an FSE degree other than the Bachelor of Engineering (Honours) and who complete at least 80 credit points in their undergraduate degree.

The Subcommittee provided extensive feedback on the proposal which has been considered and adopted by the Faculty, resulting in a revised proposal for the Diploma of Science and Technology Studies. The revised proposal addresses concerns raised by the Subcommittee including the introduction of a specified structure that only includes first year units (in alignment with the exit award's AQF Level) requiring students to complete at least 50CP from nominated 1000-level units in FSE Course Core Zones, with the remaining 30CP drawn from units at 1000 level or above (consistent with exit diplomas in other Faculties), detailed mapping of Course Learning Outcomes from eligible bachelor degrees to the diploma to confirm the required volume and breadth of learning (see Attachment B) and removal of Engineering from the title (given study in that degree does not provide eligibility for the exit award).

Students eligible to receive the Diploma will be identified and contacted by the Faculty, based on academic performance and individual circumstances.

Feedback from the Academic Senate Curriculum Subcommittee

The two proposals were considered at the Academic Senate Curriculum Subcommittee meeting of 21 July 2026 as follows:

- *Bachelor of Business Analytics* - the amendments were commended by the Subcommittee, noting they have been made in response to the course's reaccreditation review;
- *Diploma of Science and Technology Studies* – the Subcommittee acknowledged the work undertaken by the Faculty in response to its feedback and agreed that all concerns raised have been addressed in the revised proposal.

Attachments

- | | |
|---------------|---|
| Attachment A: | Amendments to Course Learning Outcomes for the Bachelor of Business Analytics |
| Attachment B: | Diploma of Science and Technology Studies mapping of Course Learning Outcomes |

New Proposed CLOs for BBusA

Including alignment with AQF Level 7 and mapping to SLGs

Course Learning Outcomes (CLOs)	Discipline Knowledge	Problem Solving & Critical Thinking	Digital Skills	Global, Ethical & Environmental Citizenship	Work Readiness	Communication & Collaboration
CLO1: Apply industry-relevant data analytics tools, techniques, and digital technologies to solve real-world business problems and inform decision-making. AQF: Knowledge and skills in a discipline; Application of knowledge with initiative and judgment	✓					
CLO2: Design and implement data-driven solutions that align with organisational objectives and industry standards. AQF: Application of knowledge and skills to planning and problem-solving					✓	
CLO3: Construct and analyse structured and unstructured data using appropriate analytical methods. AQF: Broad, coherent knowledge of the field; Technical skills in context	✓					
CLO4: Interpret and communicate data-driven insights to diverse audiences, collaborating effectively in multidisciplinary teams to deliver data-driven outcomes. AQF: Teamwork and communication skills for different audiences and purposes						✓
CLO5: Demonstrate ethical, legal, and responsible use of data in business contexts, including privacy, transparency, and fairness. AQF: Application of knowledge with accountability; Understanding of social, legal, and ethical issues				✓		
CLO6: Integrate technical, business, and strategic thinking to deliver value from data in dynamic and complex environments. AQF: Cognitive skills to analyse and synthesise; Broad understanding of theories and practices		✓				
CLO7: Evaluate and adapt emerging technologies, platforms, and analytical methods in business analytics field. AQF: Autonomy and responsibility for own learning; Lifelong learning orientation			✓			

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	Diploma of Science and Technology Studies CLOs	Summary of units mapped	BScience LO	Units	BMedSci LO	Units	BBioCon LO	Units	BEnv LO	Units	BEnvCons LO	Units	BIT LO	Units	BCyber LO	Units	BGameDesign LO	Units
CLO1	Demonstrate broad knowledge and foundational skills and apply them in academic or applied contexts.	FOSE1000 STAT1170 STAT1371 FOSE1025 FOSE1030 BIOL1110 BIOL1210 BIOL1310 BIOL1400 BIOL1620 CHEM1001 CHEM1002 CPMP1000 COMP1010 COMP1151 CPMP1170 COMP1300 COMP1350 COMP1750 EESC1150 EESC1160 ENV51000 ENV51017 ENV51018 ENV51505 MATH1000 MATH1007 MATH1010 MATH1020 MATH1025 MHHS1002 MMCC1001 PHYS1010 PHYS1020 PHYS1210 STAT1170 STAT1379	Demonstrate broad and coherent in-depth knowledge and skills from one scientific discipline	FOSE1000 STAT1170 STAT1371 FOSE1025 FOSE1030 BIOL1110 BIOL1210 BIOL1310 BIOL1620 CHEM1001 CHEM1002 EESC1150 EESC1160 ENV51017 MATH1000 MATH1010 MATH1015 MATH1020 MATH1025 PHYS1010 PHYS1020 PHYS1210 STAT1170 STAT1379	Describe and relate concepts across the breadth of disciplines in the course, including anatomy and physiology, biochemistry, chemistry, infectious disease processes, diagnostics and laboratory standards, genomics, bioinformatics, and the application of laboratory technologies to personalised medicine.	BIOL1110 BIOL1210 BIOL1620 CHEM1001 MHHS1002	Explain the principles of biodiversity and its importance to functioning ecosystems and human wellbeing.	BIOL1110 BIOL1310 BIOL1400 ENV51017	Demonstrate broad and coherent knowledge and skills in environmental science and management, including Indigenous knowledge.	BIOL1310 BIOL1400 EESC1160 ENV51000 ENV51017 ENV51018 ENV51505	Apply interdisciplinary approaches—including scientific, policy, legal, Indigenous, and ethical frameworks—to investigate and address environmental challenges in real-world contexts.	BIOL1310 BIOL1400 ENV51000 ENV51017 ENV51018 ENV51505	Demonstrate broad and coherent knowledge in core aspects of Information Technology, including programming, data storage and modelling, cyber security and networking.	COMP1000 COMP1010 COMP1151 COMP1300 COMP1350 COMP1750	Demonstrate well-developed core Information Technology knowledge and skills, including in programming, web technologies, data storage and modelling, machine learning, cyber security and networking.	COMP1000 COMP1010 COMP1300 COMP1350 MATH1007 STAT1170	Identify, articulate and adapt the key methodologies, theories and practices involved in game design, analysis and production.	COMP1000 COMP1010 COMP1151 COMP1170 COMP1300 COMP1350 MATH1000 MMCC1001
CLO2	Identify and analyse problems using appropriate disciplinary concepts, tools, and methods, and propose logical, evidence-based solutions	FOSE1000 STAT1170 STAT1371 FOSE1025 FOSE1030 BIOL1110 BIOL1210 BIOL1310 BIOL1400 BIOL1620 CHEM1001 CHEM1002 COMP1000 COMP1010 COMP1151 COMP1170 COMP1300 COMP1350 COMP1750 EESC1150 EESC1160 ENV51000 ENV51017 ENV51018 ENV51505 MATH1000 MATH1010 MATH1015 MATH1020 MATH1025 MMCC1001 PHYS1010 PHYS1020 PHYS1210 STAT1170 STAT1379	Apply scientific principles, theory and practice, technical skills, and quantitative and/or qualitative methods to independently research, analyse, and creatively solve complex problems.	BIOL1110 BIOL1210 BIOL1310 BIOL1620 CHEM1001 CHEM1002 EESC1150 EESC1160 ENV51000 ENV51017 ENV51505 FOSE1000 FOSE1025 FOSE1030 MATH1000 MATH1010 MATH1015 MATH1020 MATH1025 PHYS1010 PHYS1020 PHYS1210 STAT1170 STAT1379	Identify, analyse and solve problems in health and medical sciences by applying practical and analytical tools to conduct investigations, and by formulating hypotheses and designing experiments to test hypotheses.	BIOL1110 BIOL1210 BIOL1620 CHEM1001 STAT1170	Critically appraise the principles of conservation to quantify and articulate interactions with human society, including policy, legal and Indigenous frameworks for management of biological resources.	BIOL1110 BIOL1310 BIOL1400 ENV51017	Collect, analyse and evaluate data to address complex and diverse environmental problems and solutions.	BIOL1310 BIOL1400 EESC1160 ENV51000 ENV51017 ENV51018 ENV51505 STAT1170	Analyse natural and social systems across spatial and temporal scales to identify drivers, interactions, and threats affecting environmental and human outcomes.	BIOL1310 BIOL1400 ENV51000 ENV51018 ENV51505	Analyse complex problem requirements to design and evaluate information technology solutions for real world problems.	COMP1000 COMP1010 COMP1151 COMP1750 COMP1300 COMP1350 COMP1750	Exercise problem solving skills, creative thinking and judgement to address realistic cyber security challenges and increase cyber resilience.	COMP1000 COMP1010 COMP1300 COMP1350	Identify, articulate and adapt the key methodologies, theories and practices involved in game design, analysis and production.	COMP1000 COMP1010 COMP1151 COMP1170 COMP1300 COMP1350 MATH1000 MMCC1001

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CLO3	Communicate disciplinary knowledge and ideas effectively to diverse audiences	BIOL1110 BIOL1210 BIOL1310 BIOL1400 BIOL1620 CHEM1001 CHEM1002 COMP1000 COMP1010 COMP1151 COMP1170 COMP1300 COMP1350 EESC1150 EESC1160 ENV51000 ENV51017 ENV51018 ENV51505 FOSE1000 FOSE1025 FOSE1030 MATH1000 MMCC1001 PHYS1010 STAT1170 STAT1371	Communicate scientific concepts, results and information, and the role and value of science in benefitting society, in diverse modes to a range of audiences.	FOSE1000 FOSE1025 FOSE1030 STAT1170 STAT1371	Communicate with clarity and precision medical, scientific and health concepts, including contemporary and future research challenges, using the range of communication styles and modalities required as a professional in the medical and health sciences.	BIOL1110 BIOL1210 BIOL1620 CHEM1001 STAT1170	Effectively communicate scientific ideas, research results and conservation issues to a variety of audiences, including lay, professional and scientific audiences.	BIOL1110 BIOL1310 BIOL1400 ENV51017 STAT1170 FOSE1025	Effectively communicate complex information to diverse audiences, including government, industry and the community, using a range of written, verbal and digital formats.	BIOL1310 BIOL1400 EESC1160 ENV51000 ENV51017 ENV51018 ENV51505 STAT1170	Collect, synthesise, and evaluate qualitative and quantitative data to develop evidence-based solutions for biodiversity and environmental management, and communicate findings effectively to diverse audiences.	BIOL1310 BIOL1400 ENV51000 ENV51017 ENV51018 ENV51505 STAT1170	Work effectively as a productive team member on an industry-relevant project.	COMP1000 COMP1010 COMP1151 COMP1300 COMP1350	Use a range of communication strategies and techniques to effectively convey cyber security threats, risks, policies and strategies to technical and non-technical audiences.	COMP1000 COMP1010 COMP1300 COMP1350	Apply broad and coherent knowledge of design principles to generate and communicate creative designs for videogames.	COMP1000 COMP1010 COMP1151 COMP1170 COMP1300 COMP1350 MATH1000 MMCC1001
CLO4	Recognise ethical, social, and sustainability dimensions of scientific and technological practice, and reflect on their implications for communities and the environment	BIOL1110 BIOL1210 BIOL1310 BIOL1400 BIOL1620 CHEM1001 CHEM1002 COMP1000 COMP1300 COMP1350 COMP1151 ENV51017 ENV51018 ENV51505 FOSE1000 FOSE1025 MMCC1001 STAT1170	Identify ethical and sustainability issues and adhere to professional ethical standards when undertaking scientific work, taking into account potential impacts on society, the environment and the planet	FOSE1000 FOSE1025 FOSE1030 STAT1170	Review and evaluate ethical requirements of medical research and clinical trials, including cultural considerations, and create appropriate ethics proposals for health and medical science research.	BIOL1210 BIOL1620 STAT1170	Identify and evaluate threats to biodiversity at local to global scales and explain their consequences for ecosystem function and human wellbeing.	BIOL1110 BIOL1310 BIOL1400 ENV51017	Practise professional and ethical behaviour and appreciate and respect diverse approaches to environmental challenges, including Indigenous perspectives.	BIOL1400 ENV51018 ENV51505 STAT1170	Assess human impacts on environments and biodiversity, integrating sustainability and equity into evaluations of environmental and societal outcomes.	BIOL1400 ENV51018 ENV51505	Exercise clear, critical thinking, well-developed judgement and professional standards in relating knowledge and skills in information technology to a broader societal context, and making decisions regarding ethical and security concerns.	COMP1000 COMP1151 COMP1300 COMP1350	Describe and explain cyber security issues in relation to organisational and societal contexts, particularly regarding ethics, cybercrime, human factors, policies and regulatory frameworks.	COMP1000 COMP1300 COMP1350	Identify and reflect upon the ethical issues that arise in the development, application and use of videogames.	COMP1000 COMP1300 COMP1350 COMP1151 MMCC1001
CLO5	Contribute constructively in academic or professional settings, demonstrating respect, accountability, and ability to engage with diverse perspectives	BIOL1110 BIOL1210 BIOL1310 BIOL1400 BIOL1620 COMP1000 COMP1010 COMP1151 COMP1300 ENV51000 ENV51017 ENV51018 ENV51505 FOSE1000 FOSE1025 FOSE1030 MATH1007 MMCC1001 STAT1170 STAT1371	Work collaboratively with peers and stakeholders on industry- and research-related projects by integrating scientific knowledge and skills into practice.	FOSE1000 FOSE1025 FOSE1030 STAT1170 STAT1371	Work safely and effectively, both as an individual and as part of a team, applying ethical principles and safe working practices in laboratories and health care settings.	BIOL1110 BIOL1210 BIOL1620 STAT1170	Work as a team member on real-world and industry-focused biodiversity and/or conservation projects, actively supporting the range of roles, processes, communication, time management, and individual responsibilities involved in the outcome.	BIOL1110 BIOL1310 BIOL1400 ENV51017	Demonstrate effective individual and teamwork skills, including self-management, problem-solving and collaboration, in approaching environmental projects.	BIOL1400 ENV51000 ENV51018 ENV51505 STAT1170	Work independently and collaboratively in research and applied projects, demonstrating adaptability, self-management, and professional engagement with diverse communities and sectors.	BIOL1400 ENV51000 ENV51018 ENV51505 STAT1170	Work effectively as a productive team member on an industry-relevant project.	COMP1000 COMP1151 COMP1300	Communicate effectively and work productively as a team member on industry-relevant projects.	COMP1000 COMP1010 COMP1300 STAT1170 MATH1007	Implement the principles of project management to work as part of an interdisciplinary team on large game development projects.	COMP1000 COMP1151 COMP1300 MMCC1001
CLO6	Demonstrate personal and professional capabilities, including independent learning, self-management, and critical reflection to support future study, work, or lifelong learning	Any units																

Meeting of	Academic Senate
Item No.	3.5
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	COURSE REACCREDITATION
Submitted by	Professor Yvonne Breyer – Deputy Dean (Education and Employability), Macquarie Business School
Approved by	Professor Leonie Tickle – Executive Dean, Macquarie Business School
☒ For approval ☐ For recommendation to Council ☐ For noting/discussion	

Executive Summary

At its meeting of 6 July 2026, the Macquarie Business School Faculty Board endorsed the final course review report for the Bachelor of Business Analytics and the Master of Business Analytics. The report was then considered by the Academic Senate Curriculum Subcommittee at its meeting of 21 July 2026.

Academic Senate is asked to approve the recommendation of the final review report to reaccredit the Bachelor of Business Analytics and the Master of Business Analytics without conditions for seven years.

Recommendation

That Academic Senate RESOLVES to reaccredit the following courses for a period of seven years without conditions:

Macquarie Business School:

- a. CO00016 Bachelor of Business Analytics; and
- b. CO00180 Master of Business Analytics.

Details

The Macquarie Business School Faculty Board endorsed the final course review report for the Bachelor of Business Analytics and the Master of Business Analytics at its meeting of 6 July 2026 and recommended that the two degrees be reaccredited by Academic Senate without conditions for seven (7) years.

Following this, the report was referred to the Academic Senate Curriculum Subcommittee meeting of 21 July 2026 for consideration. The report is now submitted to Academic Senate for reaccreditation of the degrees.

Attachments

Attachment A: Course Reaccreditation Final Reports for Bachelor of Business Analytics and the Master of Business Analytics

ATTACHMENT A

Meeting of	Macquarie Business School Faculty Board
Item No.	5.3
Meeting Date	6 July 2026



SUBMISSION TO MACQUARIE BUSINESS SCHOOL FACULTY BOARD

Title	COURSE REACCREDITATION FINAL REPORTS – BACHELOR OF BUSINESS ANALYTICS AND MASTER OF BUSINESS ANALYTICS
Submitted by	Associate Professor Stephanie Huang – Associate Dean, Curriculum & Learning (Undergraduate) Associate Professor Shane Magee – Associate Dean, Curriculum & Learning (Postgraduate)
Approved by	Professor Yvonne Breyer – Deputy Dean Education and Employability

☒ **For approval**
☒ **For recommendation to Academic Senate**
☐ **For noting/discussion**

Executive Summary

The Bachelor of Business Analytics and Master of Business Analytics courses underwent reaccreditation in 2025. The Department of Actuarial Studies and Business Analytics submitted the final reports, which were endorsed by the Faculty Education Committee. The Committee recommends that the Faculty Board endorse the reports and approve the reaccreditation for a period of seven (7) years without conditions.

Recommendation

That the Macquarie Business School Faculty Board:

- i. RESOLVES to endorse the Bachelor of Business Analytics reaccreditation final report as detailed in *Attachment A of Agenda Item 5.3*; and
- ii. RESOLVES to endorse the Master of Business Analytics reaccreditation final report as detailed in *Attachment B of Agenda Item 5.3*; and
- iii. RECOMMENDS to Academic Senate that the Bachelor of Business Analytics and Master of Business Analytics be reaccredited without conditions for the next 7 years.

Details

As above

Attachments

Attachment A: Course Reaccreditation Final Report for Bachelor of Business Analytics
Attachment B: Course Reaccreditation Final Report for Master of Business Analytics

COURSE REVIEW FINAL REPORT

CMS Proposal Number	Proposal-170490
Course name and code	Bachelor of Business Analytics (BBusA) - C000016
Review date	30 June – 2 July 2025

Presented by:	
Name:	Hamed Jafarzadeh
Position:	Course Director, Bachelor of Business Analytics
Date	21/04/2026

EXECUTIVE SUMMARY

Provide a brief summary of the status of the course following the review and subsequent implementation of Success Plan. [Refer to Guideline](#)

1) What broad areas did the recommendations focus on?

The recommendations primarily focused on: (i) clarifying the program's alignment with industry-relevant ICT roles (particularly Data Analyst/Data Scientist), (ii) strengthening curriculum design (e.g., data skills, project management, data governance), (iii) improving student guidance on flexi-zone advising, and (iv) further enhancing teaching quality and student experience (including staffing, class structure, tools, and cohort delivery).

The table in the next section presents the actions undertaken to address the recommendations. Where needed, the actions were consulted with relevant stakeholders, including:

- Industry advisers

- Faculty of Science and Engineering
- Unit Conveners of units relevant to the report
- Case Management Team, Student Lifecycle Team, Governance Team
- Accreditation body (Australian Computer Society)

2) Were there any areas of risk identified during the review?

No major area of risk was identified by the review pane, but more areas for continuous improvement. The panel acknowledged the suitability and quality of the degree, and provided 6 commendations:

- Commendation 1: The initiation and success of the Industry Roundtables - providing this mechanism for stakeholder voices to guide these specialist courses is important.
- Commendation 2: On a successful capstone (PACE) unit (Bachelor of Business Analytics), which was strongly endorsed by current students and alumni as providing an effective way to exercise the technical and soft skills developed across the course.
- Commendation 3: The diversity of skills and industry experience in the staff profiles, alongside the passion and efforts of the educators are to be commended.
- Commendation 4: The gender diversity of students (particularly in the Master's course) and engagement in initiatives such as the Lucy mentoring program to support and sustain this diversity.
- Commendation 5: The proactive posture of the Course Directors and Unit Convenors to maintain industry-relevant and contemporary curricula.
- Commendation 6: The successful and active Student Club and support of its activities, including meet-the-students Roundtables.

3) How have these risks been mitigated?

While no major risks were raised by the panel, their recommendations for continuous improvement have been systematically addressed through a combination of curriculum revisions and operational improvements. The full details of the actions are provided in the table in the next section. In summary:

- The alignment of the course with ICT roles (particularly Data Analyst and Data Scientist) has been further improved, via:
 - updating the list of relevant professions on the course finder
 - refocusing and updating curriculum for relevant data skills including removing unnecessary technical data administration skills that are more for software engineers but not data analysts (by removing COMP2350, adding analytical database and data inquiry skills to the course (in BUSA1000 and BUSA2020)
 - development of a new unit on project management (MQBS2020 Project Management) to be added as a core unit in BBusA (effective 2027);
 - enhancing coverage of data governance across multiple units (BUSA1000, BUSA3055, BUSA3058, BUSA3060).
- In consultation with the CASE Management team, Student Lifecycle team, and the governance team, a guideline has been developed to better guide the students for unit selection in the flexible zone. This guideline will be communicated to students for Semester 2, 2026 enrolments onward through information sessions, Course Compass, iLearn, and consultations. It will also be used by Service Connect when responding to students' inquiries.
- Teaching quality and student experience have been improved through revised teaching formats, including:
 - switching to standard lecture/tutorial format for BUSA3021 (PACE) rather than 3-hour block to improve student engagement (there is no longer any 3-hour teaching blocks in BBusA)
 - separation of cohorts (UG vs PG: Previously, BUSA3430 (UG) and BUSA6430 (PG) were co-taught. To improve the student experience of each cohort, the tutorials were separated in 2026. Subsequently, the two units will be taught completely separately (both lecture and tutorial) for

2027 onward. In addition, FSE has agreed to deliver the tutorials of COMP2200 and COMP6200 separately for undergraduate and postgraduate cohorts from 2027 (lecture remains co-taught)

- increased use of permanent staff for unit convening: The Actuarial Studies and Business Analytics (ASBA) Department is increasingly using full-time permanent staff for convening undergraduate units. This includes the recent recruitment of two new Level C to help with teaching analytics units. As a result, more core unit convening will be done by full-time staff this year and next year. More specifically, from 2026, there is no ASBA core unit in BBusA that is offered by casuals in both semesters (i.e., all units have a permanent UC for at least one semester).
- greater access to industry-standard tools: PowerBI, which was absent in the earlier version of the degree (as noted by the student rep in the panel) is now covered in BUSA2020 (Fundamentals of Business Analytics). In addition, the Department has worked closely with Macquarie University Business Analytics Club (MUBAC) (our student society) for organising extra curriculum workshops on PowerBI and Python at the beginner and intermediate levels to provide additional learning opportunities for BBusA students.

4) Do any risks remain that may impact this course's full potential?

No major risks remain. By addressing the panel's recommendations together with the department's ongoing monitoring of the degree, the course is well-positioned for continuous improvement and long-term success. In particular, the department is currently seeking external accreditation of the course by the Australian Computer Society (ACS), which will further strengthen the degree. The application was submitted to ACS in March 2026 with a follow-up visit by ACS in May. Positive feedback received after the visit, and we are currently waiting for the official response from ACS.

5) What opportunities for improvement and enhancement have been identified?

The review highlighted opportunities to further clarify the program's industry alignment (data analyst/scientist role); expand coverage of prominent areas such as data governance, ethics, and contemporary project management; advising students on how to maximise benefits from the availability of flexible zone, and enhancing teaching quality and student experience.

6) How have these been capitalised?

These opportunities have been actively capitalised through targeted initiatives, including refocusing career outcomes (data analyst), revising curriculum content, better student guidance on flexi-zone uptake, and improvements in teaching delivery and staffing to further enhance both learning outcomes and student experience.

Recommendation Implementation Plan Overview

Recommendation Task Number	Endorsed Recommendation	Please provide an overview of work done to date
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TAS-0003647	Recomm 1: To clearly identify ICT roles within the industry that the program targets. Panel suggests Data Analyst/Scientist as a potential target. • This would bring focus on data retrieval and data manipulation (rather than DB design and data writing/storage) • Scope for further specialisation by providing the right advice for flexi-zone units. e.g. verticals, such as finance or technical depth like Business Information Systems. • Business Analyst is not the right terminology.	- Regarding ICT Role: Data Analyst has consistently been the primary career focus of our course and was already listed among the professions on the Course Finder website. Following this recommendation, we have repositioned Data Analyst as the leading career outcome and updated the remaining listed professions to better reflect current job market trends, in consultation with our industry advisors as well as reviewing the ACS skill framework (SFIA). The new list is: • Data Analyst • Data Scientist • Business Intelligence (BI) Analyst / Consultant • Insights Analyst (Customer, Supplier, Markets, Product & Service) • Data Visualisation / Reporting Analyst • Business or Venture Analyst • Strategy Analyst • Operations Analyst • Decision Support Analyst • Risk Analyst (Business, Credit or Operational Risk) • Analytics Consultant • Management Consultant (with analytics or digital focus) • Process Improvement Analyst It is also worth noting that Data Analyst and Data Scientist are the two professions to which the course has been formally mapped in our accreditation application to the Australian Computer Society (ACS), which is currently under review. - Regarding data/database skills: Please see the response to Recomm 4. - Regarding further specialisation in flexi-zone: Please see the response to Recomm 2.
TAS-0003648	Recomm 2: To enhance students advising on career pathways to assist in the selection of subjects in the flexi-zone • Given that majors from other courses and faculties could appear on testamur, students should be better guided in	In consultation with the CASE Management team, Student Lifecycle team, and the governance team, a guideline (see Appendix 1) has been developed to support advising students on unit selection in the flexi-zone. This guideline will be communicated to students for Semester 2, 2026 enrolments onward through information sessions,

	choosing majors that are supportive of proposed ICT roles and SFIA skills taught.	Course Compass, iLearn, and consultations. It will also be used by Service Connect when responding to students' inquiries. The guideline provides two key directions for students: 1) Selecting an official major via the flexi-zone: Students are directed to consult the Handbook for the list of majors that can officially appear on their testamur. 2) Selecting units for the flexi-zone without an official major: Enrolling in an official major is not suitable for all students. Many instead seek advice on selecting individual units within the flexi-zone. However, as the flexi-zone is designed to allow students to tailor their degree to their own interests and career goals, the range of available options is extensive, and a one-size-fits-all approach is neither feasible nor appropriate. To support students in making informed choices, they are guided to explore: • the 14 majors under BCom and BBus (for those interested in business-oriented areas), and • the 7 majors under BIT (for those interested in more technical areas). This provides a comprehensive overview of both technical and non-technical pathways. Students are encouraged to review the units within majors that align with their interests and use these as a guide when selecting flexi-zone units. They are also advised that they may contact the Course Director for personalised consultation.
TAS-0003649	Recomm 3: Further engagement and more frequent meetings with the industry advisory roundtable, given the successful implementation of the industry roundtable. • Consider further diversity of roundtable composition.	The Department uses industry roundtable to regularly engage with industry partners and advisor. This happens either as part of MQBS annual Career Summit via Industry Partnership Program and/or through a separate session organised by the Department. Typically, industry representation is diverse, but we'll be more mindful of the composition of the participants' background

TAS-0003650	Recomm 4: To review how Core Body of Knowledge (CBOK) coverage of database concepts is taught (for both programs). • More emphasis on querying analytical databases (in favor of other DB topics, such DB design and administration). • The database subject COMP2350 does not seem to be the most suited path to achieve the above. (for Bachelor's)	In response to this recommendation, the course has been revised to strengthen its focus on core data CBOK skills required for Data Analyst roles—particularly data retrieval, querying, and manipulation—while reducing emphasis on topics less relevant to Data Analytics (e.g., technical database administration and management). Additional data skills related to analytical databases (including data warehouses, data cube design, OLAP, etc.) have been identified for inclusion in BUSA1000 (S1 2025) and BUSA2020 (S2, 2026), by adding topics covering Data Warehouse, Data Mart, Online Analytical Processing (OLAP), Data ETL (Extract / Transform / Load), and Start Schema, among others. Further, after consultation with FSE, COMP2350 (Database Systems) has been removed from the course structure (effective 2027). This unit primarily focused on technical aspects of database administration that are more aligned with software engineering roles rather than the needs of Data Analysts. The proposal for this change has been submitted for the governance process.
TAS-0003651	Recomm 5: To ensure students are exposed to project management concepts prior to taking on their capstone subject (BUSA3021). (For Bachelor's only) • Consider contemporary project management approaches in the ICT industry. • One way is to introduce a PM subject - but there are alternative options too.	In response to the panel's recommendation, and in alignment with the requirements of ACS, a new unit on project management has been approved by MQBS (CMS link) for delivery from 2027. The unit covers contemporary project management practices in the ICT industry (e.g., agile methodologies). It will be introduced as a core unit in BBusA, effective from 2027.
TAS-0003652	Recomm 6: To consider including data governance frameworks in both programs. • Consider a suite of Australian Federal data governance frameworks: Australian Consumer Data Right (CDR) and Australian Privacy Principles (APP) and General Data Protection Regulation (GDPR). For example, these could be included in BUSA 8030 (Data and Analytics and Change).	Some of these are already covered in our undergraduate units, including APP (BUSA3060). However, following this comment and also in line with ACS requirements, the following units will have additional content related to data governance and ethics: - BUSA1000 - Introduction to Data, Analytics and People - BUSA3058 - Managing Digital Risk in Organisations - BUSA3055 - Information Systems for Management - BUSA3060 - Cyber Security Governance and Ethics A meeting is scheduled (July 2026) with all relevant UCs, Course Directors, Head of Majors, and the HoD to develop a departmental

		approach for enhancing data governance in the courses for implementation in S2 2026.
TAS-0003653	Recomm 7: To review the load of student to mentoring ratio in project subjects (e.g. BUSA3021, BUSA8030).	Prior to the reaccreditation review, BUSA3021 Business Analytics Project (PACE) was offered in a single 3-hour block, resulting in a high student load in practical parts. To address this issue, from S2 2026, the delivery of the unit has been changed to a lecture and tutorial format (1.5 hours each), with maximum of 40 students in one tutorial (Note from Stephanie: according to MQBS timetabling guideline, a 1.5-hour tutorial will have max 40 students) . This change enables more effective student engagement through activity-based and more interactive tutorial sessions and provides greater opportunities for direct support and feedback from the teaching team.
TAS-0003654	Recomm 8: To restrict convening of core subjects to permanent staff only - to ensure quality assurance processes are effective	ASBA is increasingly using full time staff for convening undergraduate units. This includes the recent recruitment of two new Level C to help with teaching analytics units. As a result, more core unit convening will be done by full-time staff this year and next year. In 2026, there is no ASBA core unit in BBusA that has unit convenor being casual staff in both semesters. The department aims to continue its restriction on having permanent staff as UCs in BBusA units.
TAS-0003655	Recomm 9: To ensure that the undergraduate and postgraduate cohorts are taught separately in tutorials. The following unit pair shares the same tutorials: COMP2200/COMP6200.	After confirmation with FSE, the tutorials for COMP2200/COMP6200 (Data Science) will be delivered separately for undergraduate and postgraduate cohorts from 2027, with only lectures being co-taught.
TAS-0003656	Recomm 10: To provide full featured versions of industry standard tools to students For example, PowerBI is the dominant industry tool, but students are not exposed to it currently in the curriculum	PowerBI is covered in BUSA2020 (Fundamentals of Business Analytics). The Desktop version is full-featured and freely available to everyone including our students. Furthermore, the Department has worked and plans to continue to work closely with Macquarie University Business Analytics Club (MUBAC) (MQBS-sponsored student society) to organise extra curriculum workshops on PowerBI and Python at the beginner and intermediate levels to deliver additional learning opportunities for BBusA students.
TAS-0003657	Recomm 11: Provide tutorials of least 1.5 hours duration to meet students expectations and need to engage. Consider flexibility in scheduling times (and online) to better engage industry/alumni people as tutors, if finding qualified tutors	BUSA units within ASBA department are currently delivered in either a 2-hour/1-hour or 1.5-hour/1.5-hour lecture-tutorial format. The department is considering shifting to a 1.5/1.5-hour lecture and tutorial structure for all undergraduate units. We are currently

	is challenging. - In some cases, tutorials are too big to meet student engagement expectations (e.g. 60 students in a class)	completing internal consultation with relevant UCs with the aim of implementing the new 1.5/1.5-hour delivery mode in 2027. All lectures are recorded and made available via iLearn (Eco360). However, given the proven importance of student engagement, the ASBA department delivers tutorials exclusively in person to promote student engagement and strengthen assurance of learning. This is a consistent decision applied to all four UG and PG courses managed by ASBA. Tutorial class sizes in the BBusA undergraduate are capped at 30 students. There are no tutorials with 60 students.
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FACULTY BOARD RECOMMENDATION

- ☒ approve Reaccreditation with no Conditions, for a specified period of time (up to a maximum of 7 years);
☐ approve Reaccreditation with Conditions^(*), for a specified period; or
☐ deny Reaccreditation.
☐ n/a

(1) *(specific area/s require further monitoring or evaluation based on potential risks)*

(2) *If 'Reaccreditation with Conditions' is recommended, conditions and specified period of time must be included below.*

(3) *If 'n/a' chosen, please provide rationale below, for example, the course was reviewed but is not seeking reaccreditation due to discontinuation.*

Notes

Date	MQBS Faculty Board meeting held 6 July 2026
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Appendix 1: Guidance on unit selection for the flexible Zone [draft].



What should I take for my flexible zone?

BACHELOR OF BUSINESS ANALYTICS



Does this look like a familiar question?

You're not alone! This is one of the most frequently asked questions ...

The flexi-zone is designed to give you the freedom to shape your degree around your interests and career goals. This means there is no one-size-fits-all answer. However, to help you with your decision in the **Bachelor of Business Analytics**, we have two broad suggestions for you:

- 1 Selecting an official major via the flexi-zone:**

You can use your flexi-zone to complete an approved major or minor, which will appear on your testamur. The majors available to Bachelor of Business Analytics are listed in the [Handbook](#). Browse the options and see if any align with your interests and career plans.
- 2 Selecting units for the flexi-zone (without a formal major):**

Not everyone wants to complete a full major—and that's completely fine. The range of units available to you is massive. To help you explore your options, we recommend:

 - Looking at the 14 majors under the [Bachelor of Commerce](#) or [Bachelor of Business](#) (great for business-focused interests), and
 - Exploring the 7 majors under the [Bachelor of IT](#) (ideal for more technical enthusiasts).

These majors give you a good picture of various businesses and technical domains that you can mix and match with your business analytics degree. See them as inspiration—you can pick and choose units that match your goals. Note that you must meet the unit's prerequisites to enrol.

Need help deciding?
You're always welcome to reach out to the Course Director for personalised advice:

- Dr Hamed Jafarzadeh
- hamed.jafarzadeh@mq.edu.au

COURSE REVIEW FINAL REPORT

CMS Proposal Number	Proposal-170491
Course name and code	Master of Business Analytics C000180
Review date	30 June – 2 July 2025

Presented by:	
Name:	Lin Yue
Position:	Course Director, Master of Business Analytics
Date	23/04/2026

EXECUTIVE SUMMARY

Provide a brief summary of the status of the course following the review and subsequent implementation of Success Plan. [Refer to Guideline](#)

The Master of Business Analytics (MBAnalytics) is a two-year postgraduate course which was launched in Session 1, 2020, and has since experienced remarkable growth, becoming the largest postgraduate course at Macquarie University. The program achieved accreditation from the Australian Computer Society (ACS) in 2024, the conditional re-accreditation of ACS in May 2026.

This course is designed to equip students with the skills and knowledge to harness data for evidence-based decision-making. The program prepares graduates with both advanced technical capabilities and essential employability skills, aligning with the demands of today's business environment. It has earned an outstanding reputation, currently ranked 2nd in Australasia and within the 50–60 range globally by QS.

The course structure includes a 40 credit point Foundation Zone and a 120 credit points Core Zone, consisting of 100 credit points of essential units and 20 credit points of elective units.

We conducted the joint internal course re-accreditation in June 2025 with Bachelor of Business Analytics and received 11 recommendations from the panel of which only 9 of these recommendations are related to the MBAnalytics program.

1) Were there any areas of risk identified during the review and how these risks have been mitigated

No major area of risk was identified by the review panel, but several ongoing opportunities for improvement were noted as follows.

a. Course position & role alignment clarity (Recommendations 1, 4 and 10)

Marketing and stated career outcomes may not match what the curriculum actually prepares students for (data analyst/scientist vs business analyst). This mismatch risks student dissatisfaction, employer confusion, and weaker employability outcomes.

b. Adequacy of data governance and privacy coverage (Recommendation 6)

Insufficient coverage of governance/privacy leaves graduates unprepared for compliant data practice.

2) How have these risks been mitigated?

While no major concerns were raised by the panel, their suggestions for continuous improvement have been systematically addressed through a combination of curriculum revisions and operational improvements:

- The alignment between the course career outcomes and relevant ICT professional roles, particularly Data Analyst and Data Scientist, has been updated and reflected on the Course Finder.
- Curriculum updates have refocused on developing data skills in COMP6200 and BUSA8090.
- BUSA8031 is running in the mode of 1.5 hours lecture and 1.5 hours seminar. Each seminar will take up to 50 students. The group discussions are led by tutors and industry experts

3) What broad areas did the recommendations focus on?

The recommendations primarily focused on: (i) clarifying the program's alignment with industry-relevant ICT roles (particularly Data Analyst/Data Scientist), (ii) strengthening curriculum design (e.g., database management), (iii) further enhancing teaching quality and student experience (including staffing, class structure, tools, and cohort delivery).

The table in the next section presents the actions undertaken to address the recommendations. Where needed, the actions were consulted with relevant stakeholders, including industry advisors.

4) Do any risks remain that may impact this course's full potential?

No major risks remain. By addressing the panel's recommendations together with the department's ongoing monitoring of the degree, the course is well-positioned for continuous improvement and long-term success.

5) What opportunities for improvement and enhancement have been identified?

The review highlighted opportunities to further clarify the program's industry alignment (data analyst/scientist role); expand coverage of prominent areas such as data governance and database management.

6) How have these been capitalised?

These opportunities have been actively capitalised through targeted initiatives, including refocusing career outcomes (data analyst), revising curriculum content (a new project management unit, enhancing governance and ethics coverage, refocusing data skills), and improvements in teaching delivery and staffing to further enhance both learning outcomes and student experience. In particular, the department has been seeking external re-accreditation of the course by the Australian Computer Society (ACS), which will further strengthen the degree (the campus visit occurred on 5 May, which resulted in the conditional reaccreditation of the course. We are currently working with ACS to address their comments).

Recommendation Implementation Plan Overview

Recommendation Task Number	Endorsed Recommendation	Please provide an overview of work done to date
TAS-0003658	Recomm 1: To clearly identify ICT roles within the industry that the program targets. Panel suggests Data Analyst/Scientist as a potential target. - This would bring focus on data retrieval and data manipulation (rather than DB design and data writing/storage) - Business Analyst is not the right terminology.	1. What Has Been Done and Who Was Consulted? A review of the course career outcomes and associated ICT professional roles was undertaken in response to the recommendation regarding the alignment between the program and relevant ICT occupations. This review involved consultation with members of the Department's industry partners representing business analytics, consulting, financial services, and technology sectors. Feedback was also informed by current labour market trends and graduate employment pathways. 2. Key Enhancements Implemented Data Analyst has consistently been the primary career focus of the program and was already included among the listed professions on the Course Finder website. Following consultation with industry advisors, Data Analyst has now been repositioned as the leading career outcome to more accurately reflect the program's curriculum, graduate capabilities, and employment destinations.

		In addition, the broader list of career outcomes has been reviewed and updated to better align with contemporary industry demand and emerging analytics professions. The revised career outcomes now include: • Data Analyst • Data Scientist • Business Intelligence (BI) Analyst / Consultant • Insights Analyst (Customer, Supplier, Markets, Product & Service) • Data Visualisation / Reporting Analyst • Business or Venture Analyst • Strategy Analyst • Operations Analyst • Decision Support Analyst • Risk Analyst (Business, Credit or Operational Risk) • Analytics Consultant • Management Consultant (with analytics or digital focus) • Process Improvement Analyst 3. Outcomes The updated career outcomes provide clearer alignment between the program's learning objectives, graduate capabilities, and relevant ICT professional roles. The changes strengthen the visibility of Data Analyst and Data Scientist pathways while ensuring prospective students are presented with a comprehensive and contemporary range of analytics-related career opportunities. These updates have been reflected on the Course Finder website and better demonstrate the program's relevance to current and future workforce needs.
TAS-0003659	Recomm 3: Further engagement and more frequent meetings with the industry advisory roundtable, given the successful implementation of the industry roundtable. - Consider further diversity of roundtable composition.	1. What Has Been Done and Who Was Consulted? The Department maintains regular industry engagement through industry roundtables, MQBS Industry Partnership Program (IPP) initiatives, and dedicated consultation sessions. These activities

		involve industry leaders, employers, and industry champions who provide feedback on curriculum relevance, workforce needs, and emerging industry trends. 2. Key Enhancements Implemented While industry participation has consistently represented a diverse range of sectors, the Department will place greater emphasis on ensuring balanced representation across industries, organisations, and professional backgrounds to capture a broader range of perspectives. 3. Outcomes These enhancements strengthen the quality and diversity of industry input, supporting continuous curriculum improvement and ensuring ongoing alignment between the program and evolving industry expectations.
TAS-0003660	Recomm 4: To review how CBOK coverage of database concepts is taught. - More emphasis on querying analytical databases (in favor of other DB topics, such DB design and administration).	1. What has been done and who was consulted? The curriculum content and positioning of database-related topics within the Master of Business Analytics were reviewed as part of the ACS reaccreditation process. Detailed discussions were held with the ACS review panel during the reaccreditation meeting, together with the Course Director, unit convenors, and relevant academic staff. Through these consultations, it was confirmed that database concepts and skills are already comprehensively covered in COMP6200 and BUSA8090. 2. Key enhancement implemented Based on the review and consultation outcomes, the curriculum mapping was clarified to explicitly demonstrate how database knowledge and practical database skills are scaffolded across COMP6200 and BUSA8090. It was also clarified that the recommendation was not directed at the Master of Business Analytics program, as the required database content was already embedded within the existing curriculum structure.

		3. Outcomes The review panel acknowledged that database-related learning outcomes are adequately addressed within the program. The discussions provided assurance that students develop the necessary database competencies through existing units, while avoiding unnecessary duplication of content and maintaining a coherent curriculum structure across the degree.
TAS-0003661	Recomm 6: To consider including data governance frameworks. - Consider a suite of Australian Federal data governance frameworks: Australian Consumer Data Right (CDR) and Australian Privacy Principles (APP) and General Data Protection Regulation (GDPR). For example, these could be included in BUSA 8030 (Data and Analytics and Change).	1. What Has Been Done and Who Was Consulted? A review of the Master of Business Analytics foundation curriculum was undertaken through the program's continuous improvement process, informed by feedback from ACS reaccreditation panels (May 2026) and industry advisors. 2. Key Enhancements Implemented Several curriculum enhancements have been implemented across the Master of Business Analytics program. Within BUSA6004, the foundation unit of the Master of Business Analytics, and ACCG8086 Cyber Security, Governance Frameworks and Ethics, at least one weekly topic has been dedicated to data quality assurance and data governance practices. This strengthens students' understanding of the importance of data governance, security, and quality throughout the business analytics lifecycle. In addition, BUSA6004 has undergone a substantial curriculum redesign. Key enhancements include: • Unit title changed from <i>Introduction to Inference, Modelling and Forecasting</i> to <i>Foundations of Data Modelling for Business Decision Making</i>. • Unit learning outcomes have been revised to better align with contemporary business analytics capabilities and industry expectations.

		• Assessment tasks have been redesigned to strengthen the application of data modelling and decision-making skills. • The unit has been repositioned as a foundation postgraduate unit in business analytics, data modelling, and business decision-making, with an explicit introductory component on artificial intelligence. • Unit content has been updated to provide stronger foundations in data modelling, analytics reasoning, decision support, and emerging AI-enabled analytical practices. 3. Outcomes The undergoing implementation will be implemented in S1 2027. These enhancements strengthen the quality and diversity of industry input, supporting continuous curriculum improvement and ensuring ongoing alignment between the program and evolving industry expectations. In addition, a meeting is scheduled for July 2026 with all relevant UCs, Course Directors, Head of Majors, and the HoD to develop a departmental approach for enhancing data governance across other units in the course.
TAS-0003662	Recomm 8: To restrict convening of core subjects to permanent staff only - to ensure quality assurance processes are effective.	1. What Has Been Done and Who Was Consulted? ASBA has reviewed its teaching and unit convening arrangements as part of ongoing workforce and curriculum planning. 2. Key Enhancements Implemented The Department has increased the use of full-time academic staff in convening undergraduate and postgraduate business analytics units. This includes the recent recruitment of two Level C academics to strengthen teaching capacity and academic leadership within the discipline. 3. Outcomes

		From 2026, there is no ASBA core unit in Master of Business Analytics that is convened by casual staff in any sessions (unless occasions that staff are long service leave or on an OSP).
TAS-0003663	Recomm 7: To review the load of student to mentoring ratio in project subjects (e.g. BUSA8031).	1. What has been done and who was consulted? The delivery structure of all postgraduate Business Analytics units, including BUSA8030 and BUSA8031, was reviewed through ongoing discussions with unit convenors, tutors, industry experts, and students. Prior to the June 2025 course reaccreditation, our department evaluated approaches to enhance student engagement, collaborative learning, and industry interaction within large postgraduate cohorts. 2. Key enhancement implemented A consistent delivery model was implemented across all postgraduate Business Analytics units, comprising a 1.5-hour lecture and a 1.5-hour seminar/tutorial each week. Seminar groups were capped at approximately 50 students to facilitate meaningful interaction. These sessions are led by tutors and supported by industry experts, enabling structured group discussions, practical problem-solving activities, and industry-informed learning experiences. 3. Outcomes The enhanced delivery model has provided students with greater opportunities for participation, peer learning, and direct engagement with industry perspectives. The smaller seminar format supports active discussion and application of concepts, while the integration of industry experts strengthens the connection between academic learning and professional practice. This approach was fully implemented prior to the June 2025 reaccreditation and has become a standard component of the postgraduate Business Analytics learning experience.

TAS-0003664	Recomm 9: To ensure that the undergraduate and postgraduate cohorts are taught separately in tutorials. - The following unit pair shares the same tutorials: COMP2200/COMP6200.	1. What Has Been Done and Who Was Consulted? The Department consulted with the Faculty of Science and Engineering (FSE) regarding the delivery arrangements for COMP2200/COMP6200 (Data Science). FSE supported the proposed approach to separate the undergraduate and postgraduate learning experience. In addition, a working party was established to review the future separation of BUSA3430 and BUSA6430. The working party included the Head of Department, Course Directors, Unit Convenor, lecturers, and Heads of Major, who provided feedback and recommendations on curriculum design and delivery. 2. Key Enhancements Implemented The tutorials for COMP2200 and COMP6200 are now delivered separately for undergraduate and postgraduate students. The Department has also commenced curriculum planning to fully separate BUSA3430 and BUSA6430 from 2027, with a particular focus on increasing the level of content advancement and postgraduate differentiation in BUSA6430. 3. Outcomes These initiatives strengthen the distinction between undergraduate and postgraduate learning pathways, ensuring that curriculum content, learning activities, and student experiences are appropriately aligned with the academic level and expectations of each cohort.
TAS-0003665	Recomm 10: To provide full featured versions of industry standard tools to students - For example, PowerBI is the dominant industry tool, but students are not exposed to it currently in the curriculum	1. What Has Been Done and Who Was Consulted? The Department reviewed opportunities to further enhance students' access to industry-relevant analytics tools and practical skill development. This included collaboration with the Macquarie University Business Analytics Club (MUBAC), the student-led business analytics society. 2. Key Enhancements Implemented The Department continues to utilise Power BI Desktop, a full-featured platform that is freely available to all students. In addition,

		the Department has worked closely with MUBAC to organise a series of extracurricular workshops in Power BI and Python at both beginner and intermediate levels. 3. Outcomes These initiatives provide students with additional opportunities to develop practical analytics skills beyond the classroom. Over 100 students in total have attended the previous workshops organised by ASBA and MUBAC with positive feedback.
TAS-0003666	Recomm 11: Provide tutorials of least 1.5 hours duration to meet students' expectations and need to engage. - Consider flexibility in scheduling times (and online) to better engage industry/alumni people as tutors, if finding qualified tutors is challenging. - In some cases, tutorials are too big to meet student engagement expectations (e.g. 60 students in a class)	1. What has been done and who was consulted? The delivery model of all postgraduate Business Analytics units was reviewed through consultation with department head, course director, unit convenors, tutors, and students. 2. Key enhancement implemented All postgraduate Business Analytics units are delivered through a consistent structure of a 1.5-hour lecture and a 1.5-hour seminar/tutorial each week. 3. Outcomes This approach provides a balanced combination of theoretical learning and practical application, promotes student engagement, and ensures a consistent learning experience across the program.

FACULTY BOARD RECOMMENDATION	
☒ approve Reaccreditation with no Conditions, for a specified period of time (up to a maximum of 7 years); ☐ approve Reaccreditation with Conditions ^(*), for a specified period; or ☐ deny Reaccreditation. ☐ n/a <i>(1) (specific area/s require further monitoring or evaluation based on potential risks)</i> <i>(2) If 'Reaccreditation with Conditions' is recommended, conditions and specified period of time <u>must be</u> included below.</i> <i>(3) If 'n/a' chosen, please provide rationale below, for example, the course was reviewed but is not seeking reaccreditation due to discontinuation.</i>	
Notes	
Date	MQBS Faculty Board meeting held 6 July 2026

Meeting of	Academic Senate
Item No.	3.6
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	REPORT ON APPROVED GLOBAL PHD ARRANGEMENTS		
Submitted by	Dr Rahel Cramer – Global Programs Coordinator, Graduate Research Academy		
Approved by	Professor Jennifer Cornish – Acting Pro Vice-Chancellor (Graduate Research)		
☒ For approval	☐ For recommendation to Council	☐ For noting/discussion	

Executive Summary

A list of Global PhD arrangements entered into since the last meeting of Academic Senate are provided for Senate's approval.

Recommendation

That Academic Senate RESOLVES to approve the Global PhD arrangements executed since the last report to Senate on 26 May 2026, noting that arrangements were executed with the following partner institutions:

Cotutelles

- i. University of Groningen
- ii. East China Normal University
- iii. University of Bristol
- iv. Mahidol University
- v. National Tsing Hua University

Joint PhDs

- i. University of St Andrews

Details

Under the University's Delegations of Authority, Academic Senate has delegated authority to approve research and graduate research arrangements with commercial and non-commercial partners for international and domestic PhD arrangements, including Global PhD arrangements.

A summary table of Global PhD arrangements executed since Academic Senate's last meeting is provided in Attachment A, for recommendation to Academic Senate.

Attachments

Attachment A: Global PhD candidature arrangements executed since 26 May 2026.

ATTACHMENT A

Global PhD arrangements executed



MQ Graduate Research Academy

August 2026

Table 1. Summary of Global PhD arrangements executed since the last report to Academic Senate (26/05/2026)

Degree Type	Partner Country	Partner Institution	MQ Department	MQ Supervisor	Expected Commencement Date	Expected Study Periods
Cotutelle	Netherlands	University of Groningen	School of Natural Sciences	Melanie Bishop	1/08/2026	MQ 1/08/2026 to 31/07/2027 – 12 months Partner 1/08/2027 to 31/07/2028 – 12 months MQ 1/08/2028 to 31/07/2030 – 24 months
Cotutelle	China	East China Normal University	Department of Management	Jun Gu	1/07/2026	Partner 1/07/2026 to 30/06/2027 – 12 months MQ 1/07/2027 to 30/06/2028 – 12 months
Joint PhD	United Kingdom	University of St Andrews	Australian Institute of Health Innovation (AIHI)	David Fraile Navarro	27/09/2026	Partner 27/09/2026 to 30/09/2026 – 0.1 months* Partner 1/10/2026 to 26/06/2028 – 20.9 months MQ 27/06/2028 to 27/03/2030 – 21 months ¹
Cotutelle	United Kingdom	University of Bristol	School of Communication, Society and Culture	Jaap Timmer	1/10/2027	Partner 14/09/2026 to 30/09/2027 – 12.5 months* Partner 1/10/2027 to 13/09/2028 – 11.5 months MQ 14/09/2028 to 13/09/2030 – 24 months
Cotutelle	Thailand	Mahidol University	School of Computing	Xuhui Fan	1/07/2026	Partner 1/07/2026 to 31/03/2027 – 9 months MQ 1/04/2027 to 30/06/2028 – 15 months Partner 1/07/2028 to 30/11/2028 – 5 months
Cotutelle	Taiwan	National Tsing Hua University	Department of Management	Miles Yang	1/02/2027	MQ 1/02/2027 to 31/07/2028 – 18 months Partner 1/08/2028 to 31/01/2030 – 18 months

¹ The last six months of candidature are subject to an extension in accordance with Macquarie University's variation to candidature policy.

* Prior to joint enrolment

Meeting of	Academic Senate
Item No.	4.1
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	ADMISSION PATHWAYS AND ENTRY SCHEMES ANNUAL REPORT
Submitted by	Professor Taryn Jones – Pro Vice-Chancellor (Education)
Approved by	Professor Rorden Wilkinson – Deputy Vice-Chancellor (Academic)
☐ For approval ☐ For recommendation to Council ☒ For noting/discussion	

Executive Summary

This report provides data on the performance of students admitted to Macquarie University through the key entry schemes primarily focused on the undergraduate school leaver population and our primary internal pathway programs delivered by Macquarie University College.

The 2026 annual report on admission pathways and entry schemes shows that the key admission pathways and entry schemes are generally performing strongly with improvements across all areas noted since 2022.

Recommendation

That Academic Senate NOTES the 2026 Admission Pathways and Entry Schemes Annual Report presented for discussion and information.

Details

This report provides data of the performance of students admitted to Macquarie University through our primary admission pathways and entry schemes students as a requirement of HESF Domain 1 Section 1.1.

The primary entry schemes Macquarie University utilises focus on admission to undergraduate courses and are primarily oriented to the domestic school leaver market. The entry schemes included within the report are:

- Macquarie Leaders and Achievers (MLA)
- Schools Recommendation Scheme (SRS)
- Academic Entry Pathway (AEP)
- Manual Selection (MS)
- Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP)

A student may be made multiple offers through any number of these pathways or entry schemes. However, it is the pathway or entry scheme that was used to enter the course in which the student is actively enrolled that used for reporting purposes.

This report also provides high-level data of the primary internal pathway programs which are provided by Macquarie University College, with award and non-award students articulating from College programs into award courses within faculties.

2026 Report

The 2026 annual report on admission pathways and entry schemes shows the following key findings:

- Overall, success rates, average current WAM and course retention rates have been improving across all pathway programs and entry schemes since 2022.
- In 2026, two of the primary entry schemes (MLA and SRS) demonstrated success rates and average current WAM above that of the overall undergraduate population.
- Students entering via the ATSIEP pathway appeared to have been more significantly impacted than students entering via other key entry schemes during the COVID pandemic, however students entering via this pathway have shown significant improvements across all key metrics since this time, noting that with small numbers greater proportional variation will be observed.
- The fall in the number of students admitted via the MLA and SRS schemes, and the rise in numbers of students entering via the AEP in 2026 reflects the challenge of ensuring domestic student enrolment numbers remain within the now restricted CSP cap.
- Macquarie University College provides a suite of courses and programs that are important pathways for students into degree programs within faculty, particularly into courses within MQBS and FSE. The proportion of students entering each faculty via these pathways has remained generally consistent, with the exception of MQBS.
- International student enrolments in the College have declined in 2026, reflective of sector wide patterns. This may have an impact on student articulations into MQBS and FSE in 2027. It is expected that articulations into FMHHS will increase with the new Diploma of Health Sciences having commenced in 2026 with a current enrolment of 102.
- Success rates for students articulating from College programs into faculty are comparable to those who have entered faculty courses directly.

Attachments

Attachment A: Admission Pathways and Entry Schemes Annual Report 2026

ATTACHMENT A

ADMISSION PATHWAYS AND ENTRY SCHEMES ANNUAL REPORT 2026

Academic Senate

3 August 2026

PVC Education

Executive summary

Key findings

- Overall, success rates, average current WAM and course retention rates have been improving across all pathway programs and entry schemes since 2022.
- In 2026, two of the primary entry schemes (MLA and SRS) demonstrated success rates and average current WAM above that of the overall undergraduate population.
- Students entering via the ATSIEP pathway appeared to have been more significantly impacted than students entering via other key entry schemes during the COVID pandemic, however students entering via this pathway have shown significant improvements across all key metrics since this time, noting that with small numbers greater proportional variation will be observed.
- The fall in the number of students admitted via the MLA and SRS schemes, and the rise in numbers of students entering via the AEP in 2026 reflects the challenge of ensuring domestic student enrolment numbers remain within the now restricted CSP cap.
- Macquarie University College provides a suite of courses and programs that are important pathways for students into degree programs within faculty, particularly into courses within MQBS and FSE. The proportion of students entering each faculty via these pathways has remained generally consistent, with the exception of MQBS.
- International student enrolments in the College have declined in 2026, reflective of sector wide patterns. This may have an impact on student articulations into MQBS and FSE in 2027. It is expected that articulations into FMHHS will increase with the new Diploma of Health Sciences having commenced in 2026 with a current enrolment of 102.
- Success rates for students articulating from College programs into faculty are comparable to those who have entered faculty courses directly.

Purpose and context

This report provides data of the performance of students admitted to Macquarie University through our primary admission pathways and entry schemes students as a requirement of HESF Domain 1 Section 1.1.

The primary entry schemes Macquarie University utilises focus on admission to undergraduate courses and are primarily oriented to the domestic school leaver market. The entry schemes included within the report are:

- Macquarie Leaders and Achievers (MLA)
- Schools Recommendation Scheme (SRS)
- Academic Entry Pathway (AEP)
- Manual Selection (MS)
- Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP)

A student may be made multiple offers through any number of these pathways or entry schemes. However, it is the pathway or entry scheme that was used to enter the course in which the student is actively enrolled that used for reporting purposes.

This report also provides a high-level analysis of our primary internal pathway programs which are provided by Macquarie University College, with award and non-award students articulating from College programs into award courses within faculties.

Data for this report is drawn from the Course Review dashboard and from a dashboard designed for tracking students articulating from Macquarie University College to faculties.

Key entry schemes to undergraduate courses

Summary of key entry schemes

Macquarie Leaders and Achievers (MLA) – an early entry scheme specific to Macquarie University that combines assessment of leadership across two activities and Year 11 academic performance.

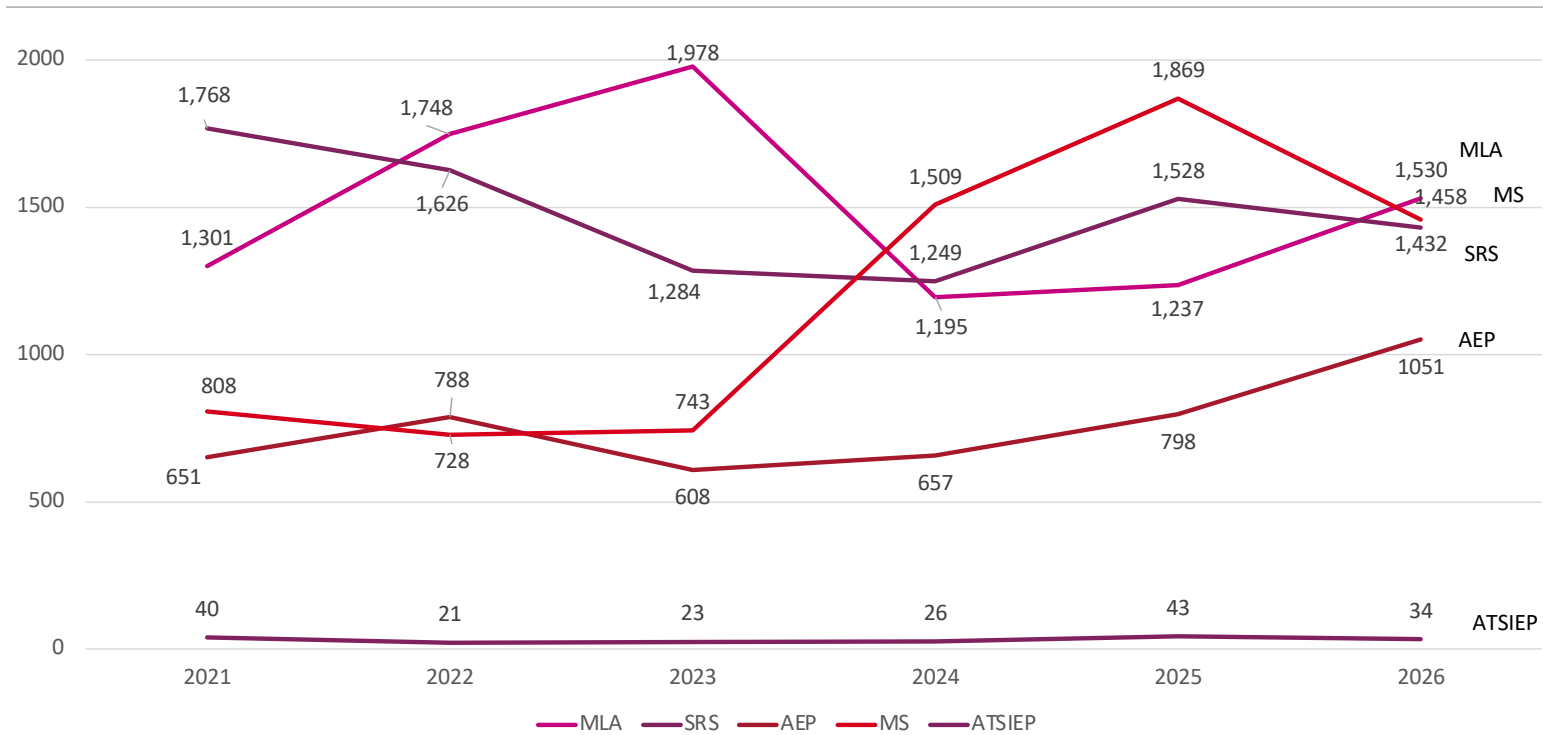
Schools Recommendation Scheme (SRS) – a scheme utilised by 16 higher education providers that combines assessment of Year 11 academic performance and the school's rating across a number of criteria aimed at assessing readiness and aptitude for tertiary study.

Academic Entry Pathway (AEP) – entry is based upon academic performance in Year 12 (or equivalent) subjects that are related to the specific course of study that has been preferred.

Manual Selection (MS) – manual review of Year 12 (or equivalent) academic performance that may consider both overall and/or subject specific criteria.

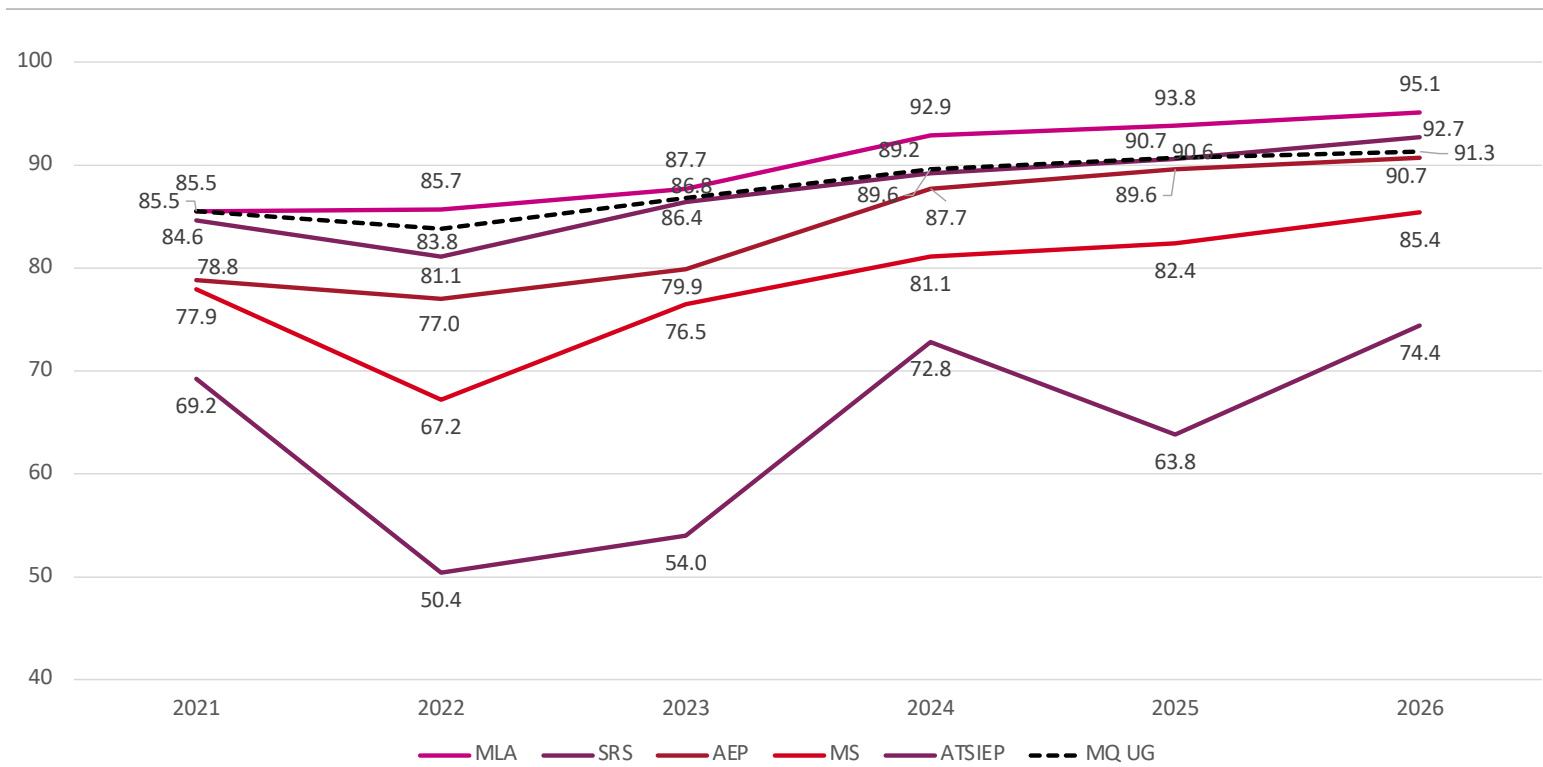
Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP) – a specific entry pathway for Indigenous students that is designed to be culturally safe. It involves a written application and interview.

Student enrolments key entry schemes



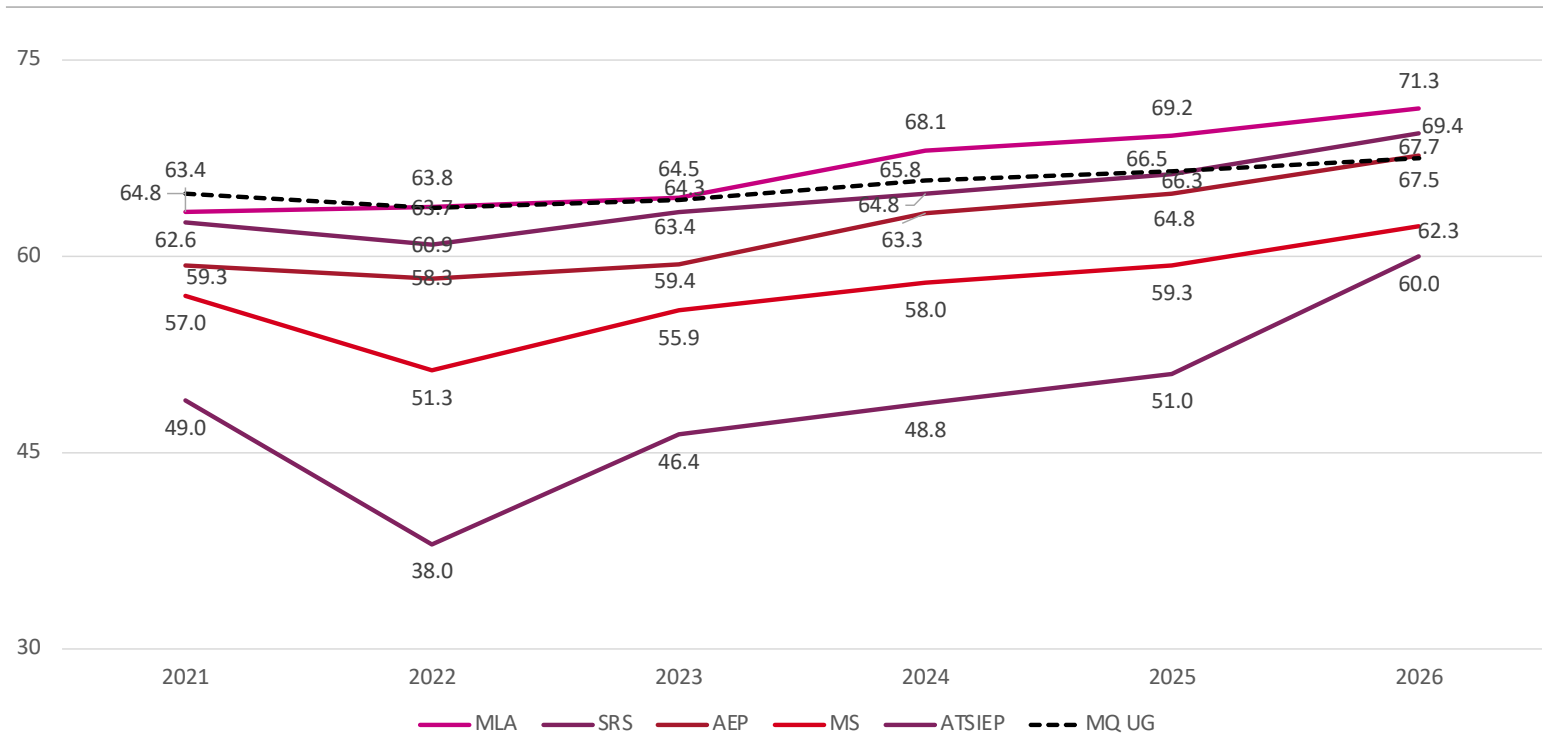
Data source: Course Review Dashboard, accessed 15 July 2026.

Success rate (%) by key entry scheme



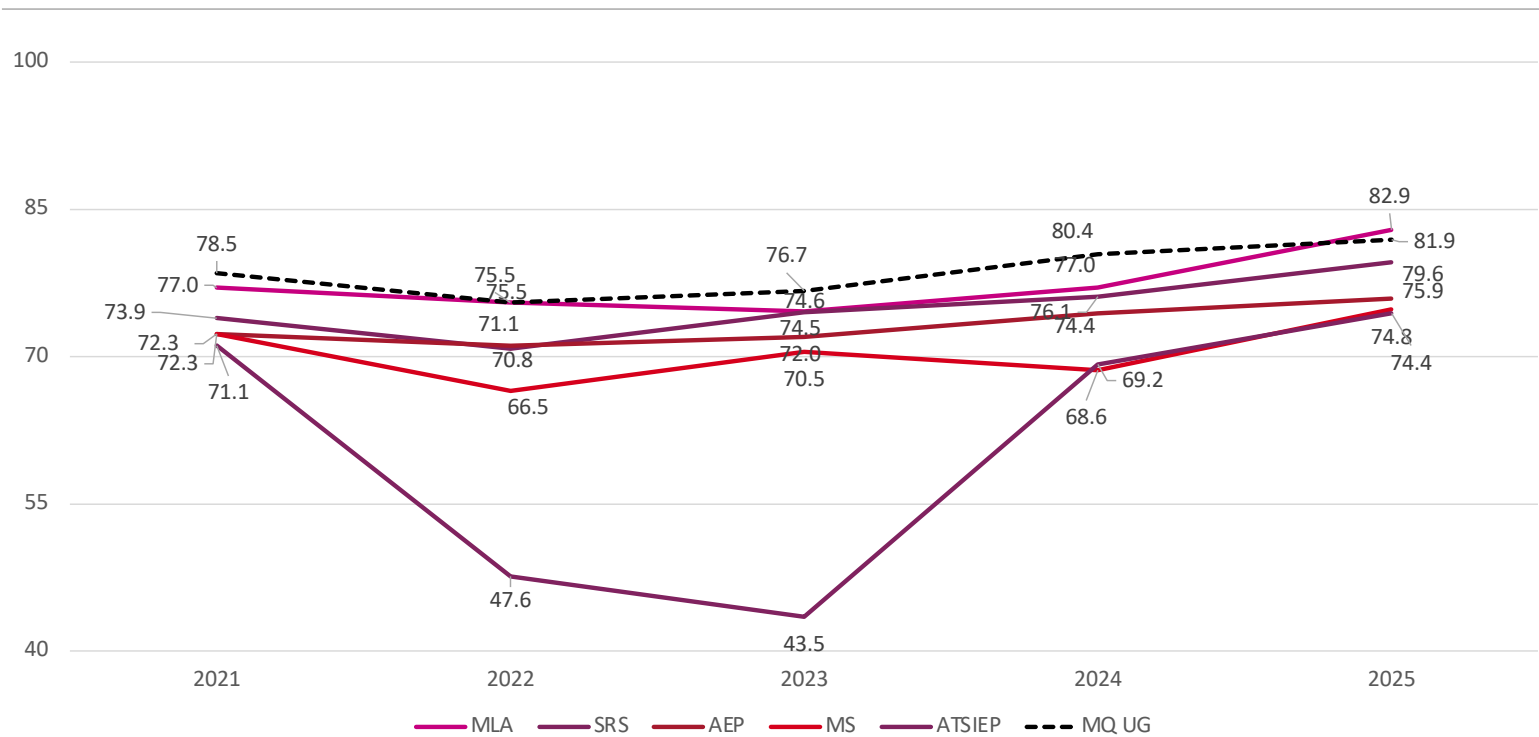
Data source: Course Review Dashboard, accessed 15 July 2026.

Average current WAM by key entry scheme



Data source: Course Review Dashboard, accessed 15 July 2026.

Course retention rate (%) by entry scheme



Data source: Course Review Dashboard, accessed 15 July 2026.

NB: Data reflects course level retention as pathways data is recorded at the course level. MQU retention rates are higher.

Pathway programs delivered by Macquarie University College

Summary of key pathway programs provided by Macquarie University College

AWARD

Diploma – an alternative pathway for students not meeting entry requirements for their chosen degree, equivalent to the first year of a undergraduate Bachelor program. Students who complete their Diploma and meet any additional requirements (eg WAM) articulate into the second year of a Bachelor course.

Undergraduate Certificate (UGC) - an alternative pathway for domestic students utilised during COVID pandemic for students not meeting entry requirements, equivalent to first session of undergraduate Bachelor program. Currently not taking new admissions.

NON-AWARD

Foundation – prepares international and domestic students for undergraduate study. Is offered in two structures:

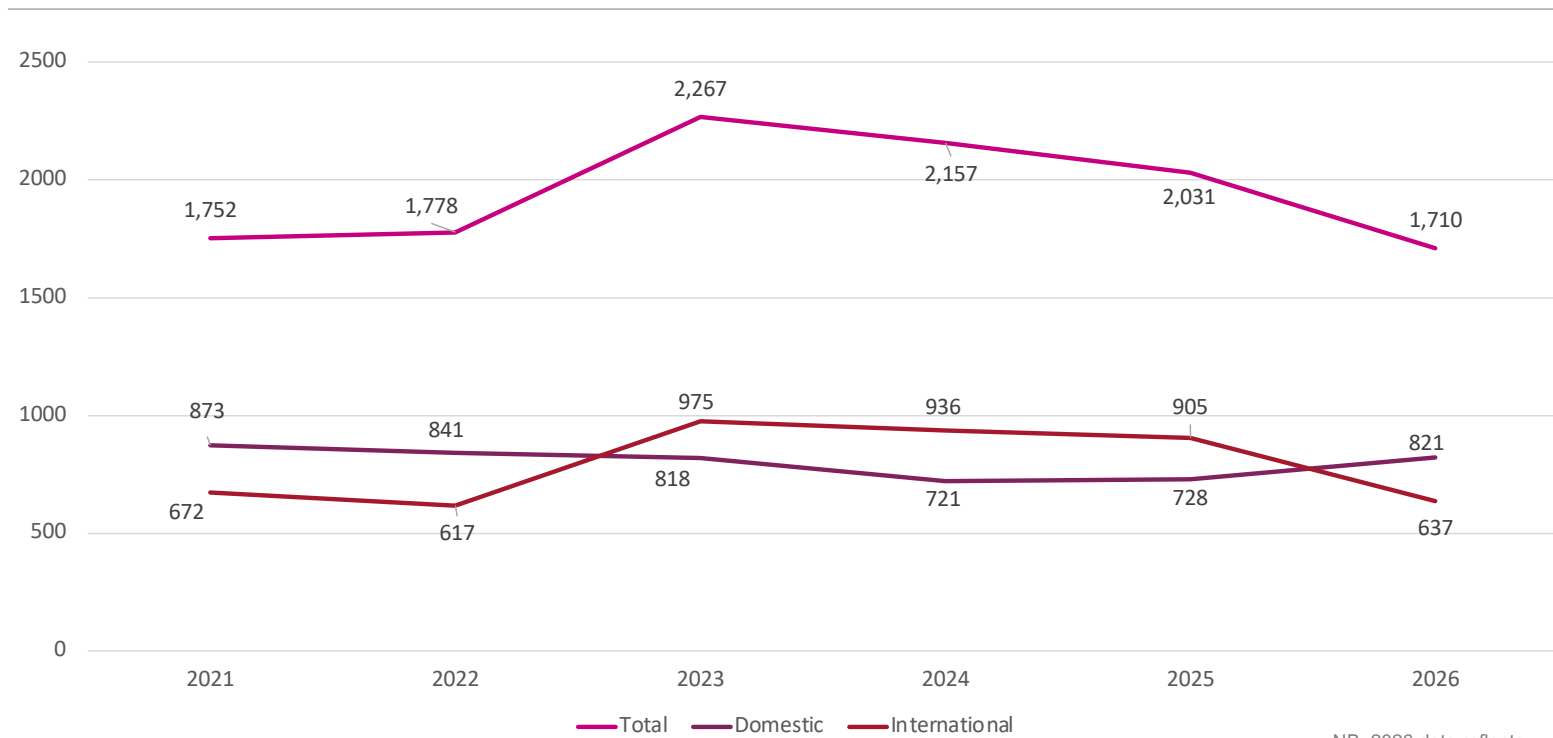
- Standard: Year 11 or equivalent. Eight units across four terms.
- Intensive: Year 12 or equivalent. Four units across two terms.

UniReady – program commenced in 2025 to prepare domestic students for tertiary study.

Masters Qualifying Program – program commenced in 2024. An alternative pathway to postgraduate study for students not meeting entry requirements. Currently articulating pathways available into postgraduate courses in FSE or MQBS. *Articulating student performance within faculty is not included within this report as program is new.*

English Language Program (ELP) – prepares international students with English language skills to succeed in study, work and life.

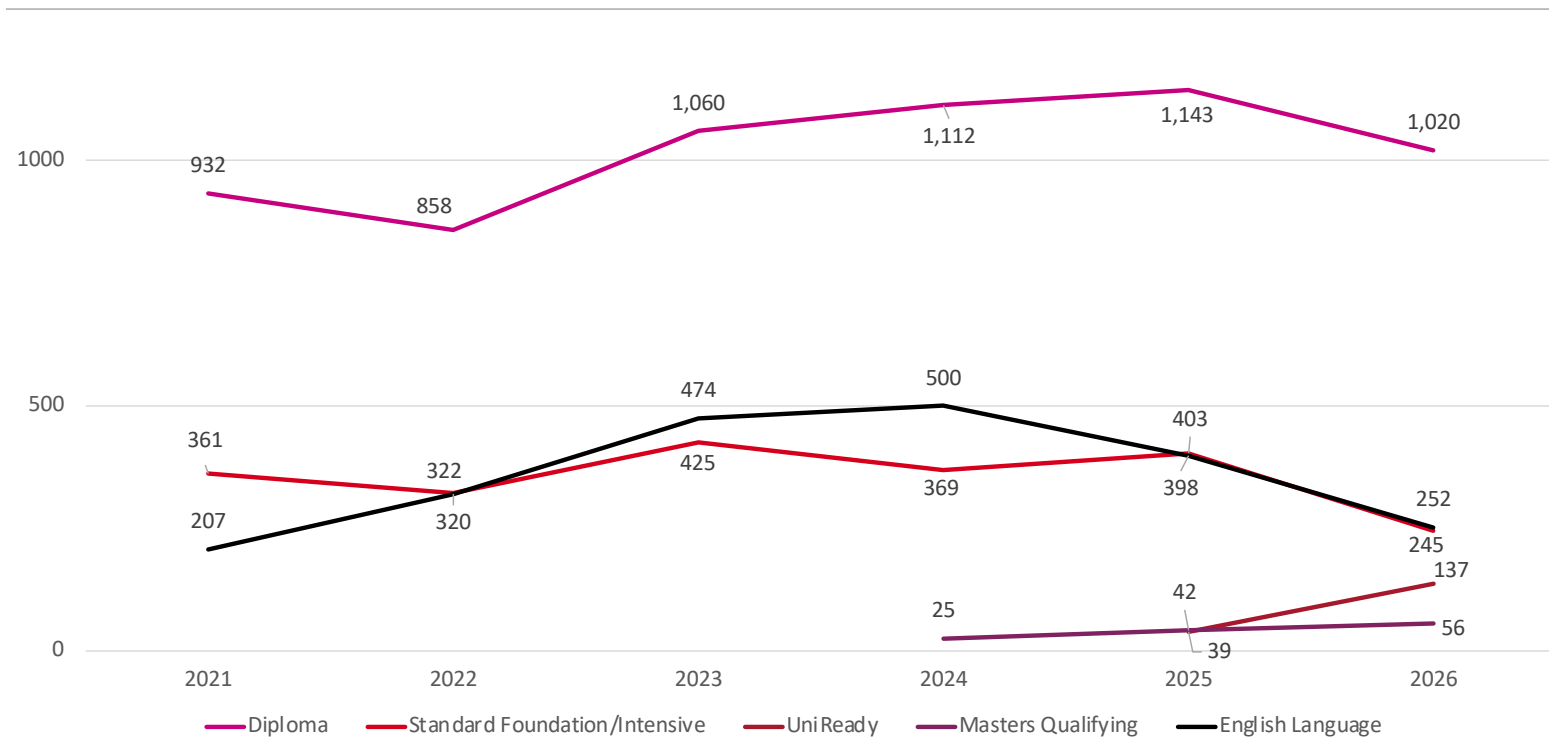
Macquarie University College enrolments in total and by citizenship (headcount)



NB: 2026 data reflects enrolments to date

Data source: Education Strategy and Reporting Dashboard: MQU College, accessed 16 July 2026.

Macquarie University College enrolments by course/program (headcount)



NB: 2026 data reflects enrolments to date

Data source: Education Strategy and Reporting Dashboard: MQU College, accessed 16 July 2026.

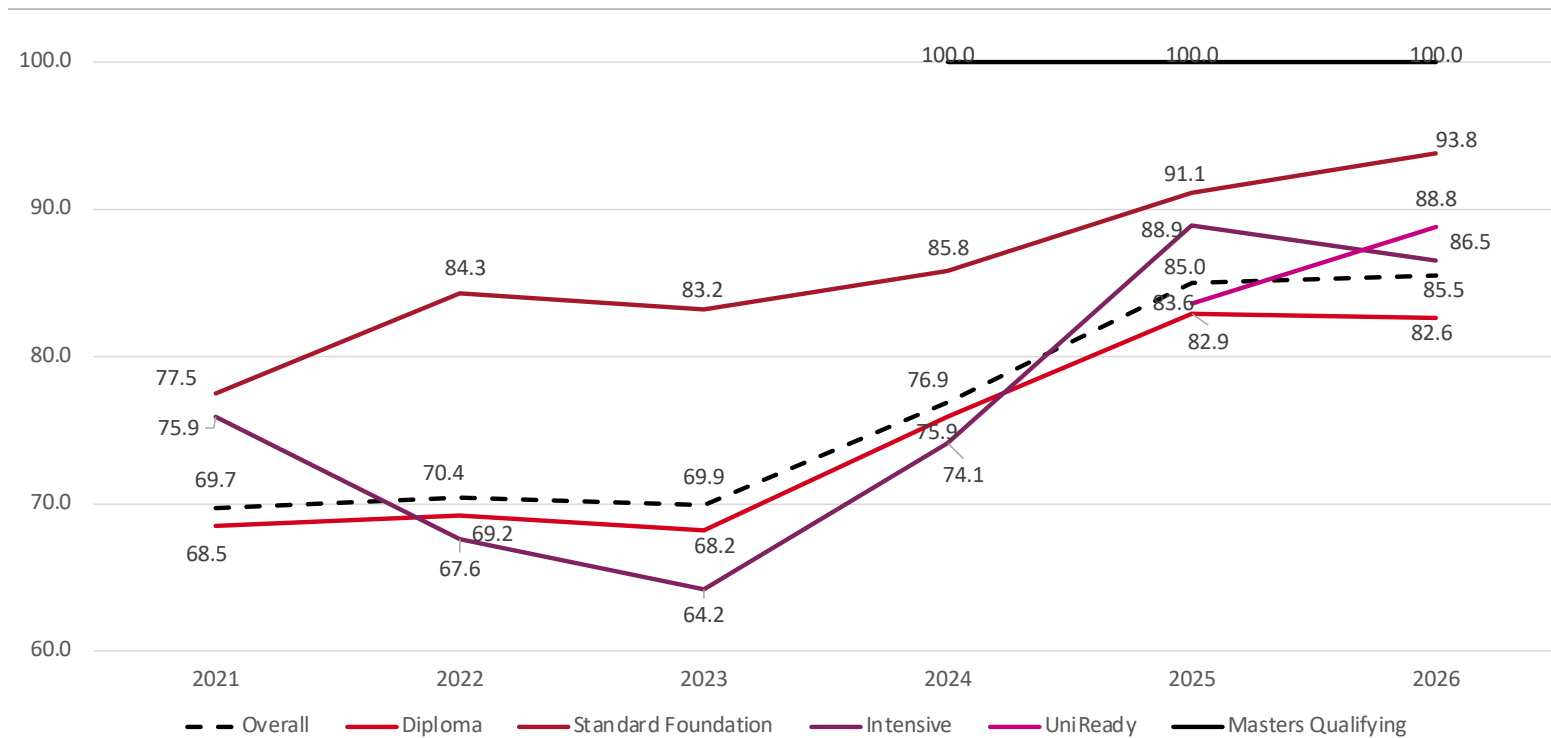
Headcount and proportion of faculty commencing enrolments with Macquarie University College completion [n(%)]

Year	FoA			FMHHS			FSE			MQBS		
	Total	UG	PG	Total	UG	PG	Total	UG	PG	Total	UG	PG
2021	211(5)	184(5)	27(3)	69(2)	55(2)	14(2)	274(10)	260(11)	14(5)	583(15)	426(16)	157(13)
2022	175(4)	139(4)	36(5)	57(2)	46(2)	11(1)	218(8)	191(8)	27(5)	415(11)	330(12)	85(9)
2023	169(4)	133(4)	36(3)	79(2)	49(2)	30(3)	322(9)	278(11)	44(5)	444(11)	335(12)	109(8)
2024	203(5)	154(5)	49(5)	83(3)	35(2)	48(6)	311(10)	276(12)	35(4)	501(11)	362(12)	139(9)
2025	195(4)	144(4)	51(5)	95(4)	48(3)	47(6)	332(10)	291(12)	41(5)	558(12)	417(13)	141(10)
2026 (to date)	152(4)	113(3)	39(5)	66(2)	40(2)	26(4)	280(10)	248(11)	32(6)	414(11)	342(12)	72(8)

Data source: Education Strategy and Reporting Dashboard: MQU College, accessed 16 July 2026.

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Success rate by course/program (%)



NB: 2026 data reflects success rate to date

Data source: Education Strategy and Reporting Dashboard: MQU College, accessed 17 July 2026.

Summary of performance of students who have taken Macquarie University College pathways to faculty degree courses compared with those who have entered faculty directly

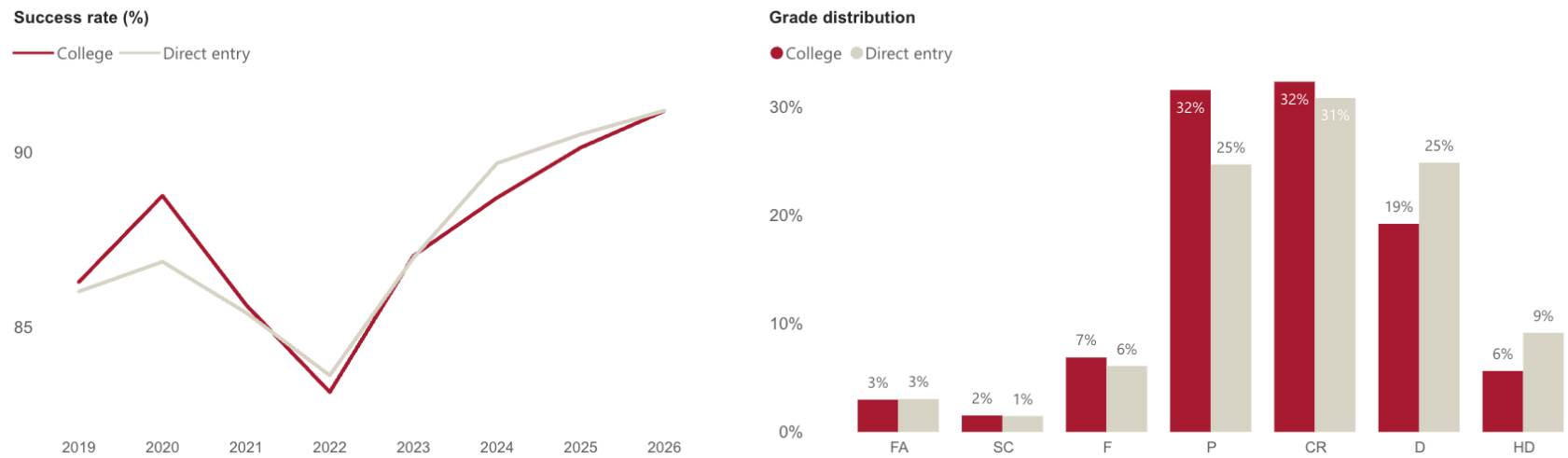
The following pages present data on success rates (%) and grade distribution for students undertaking degree programs in faculty, comparing students who have undertaken a College pathway to this degree with those who have entered directly.

The first of these looks at College pathways overall, with the following pages addressing specific College programs. In these program specific pathways, all students who have taken this program within the College are included regardless of whether this was their final program before entering the faculty. For example, if a student has taken both a Standard Foundation program and a Diploma before entering faculty, they are included in both of these College data sets, not just the Diploma set.

The English Language Program comparison only includes a comparison with International direct entry students as this program is only for international students.

The grade distribution data includes data from all years captured within the dataset, i.e. 2019-2026 year to date. The grade distribution data includes HD, D, CR, P, F, SC and FA grades. Other grade types are excluded.

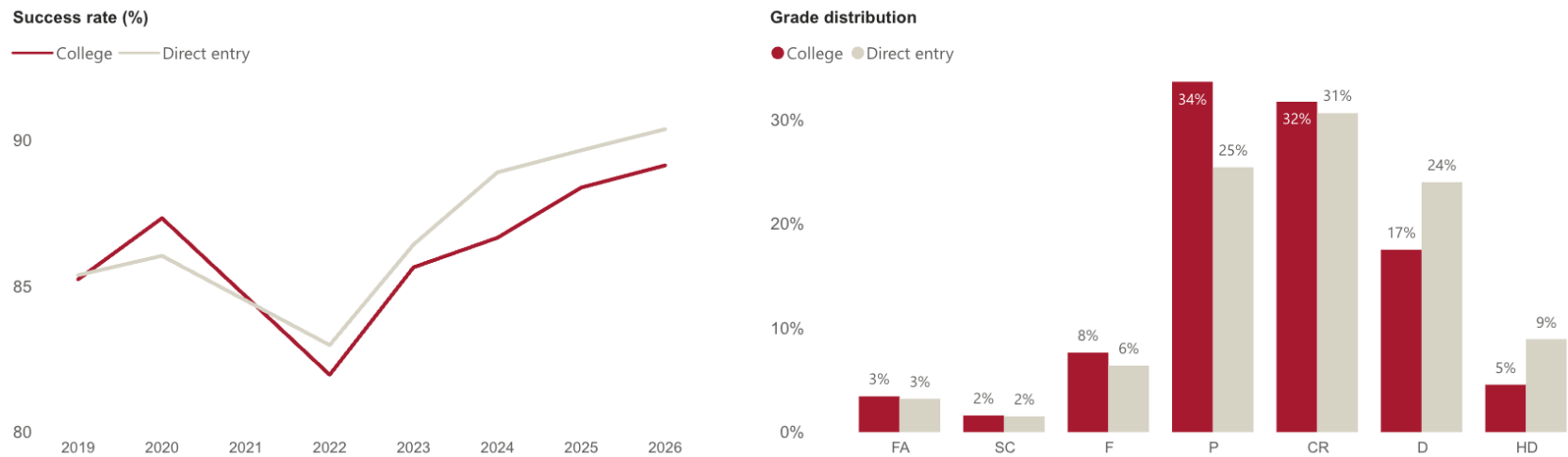
Success rate (%) and grade distribution of students admitted to a faculty course via College pathways compared with students admitted directly



NB: 2026 data reflects year to date

Data source: Education Strategy and Reporting Dashboard: MQU College, accessed 21 July 2026.

Success rate (%) and grade distribution of students admitted to a Bachelor degree who completed a Diploma within the College compared with students admitted directly

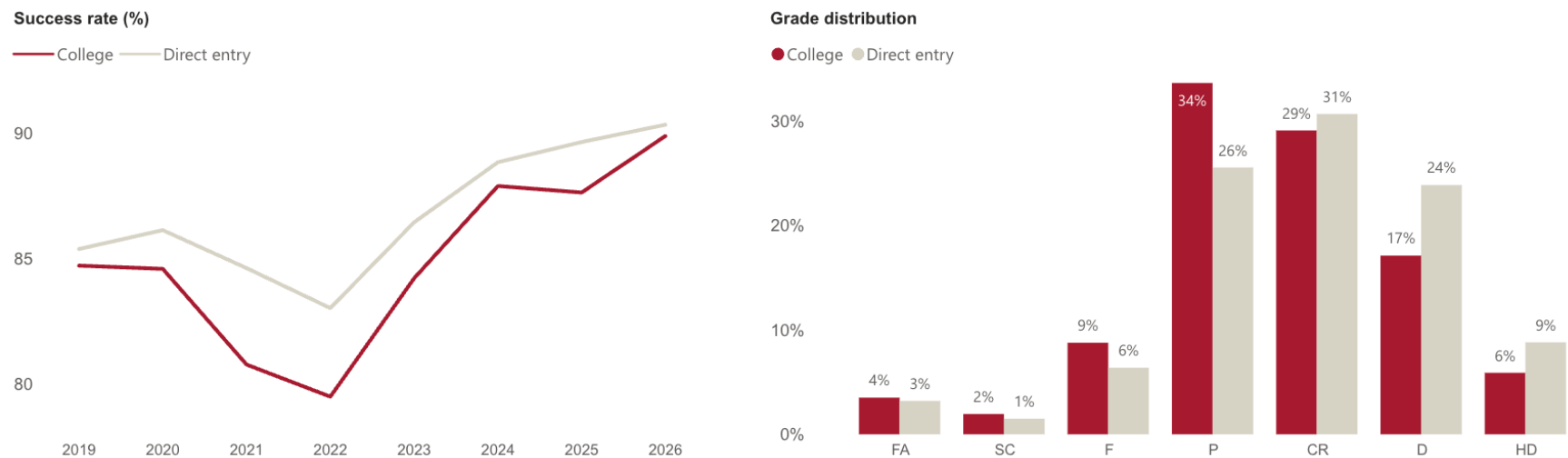


NB: 2026 data reflects year to date

Data source: Education Strategy and Reporting Dashboard: MQU College, accessed 21 July 2026.

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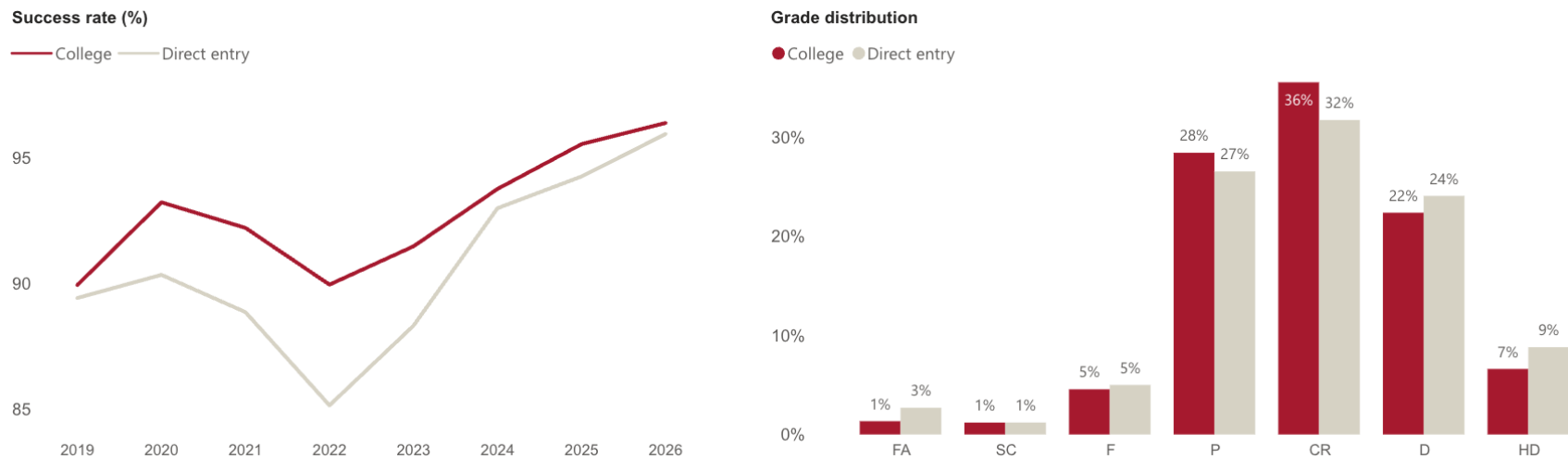
Success rate (%) and grade distribution of students admitted to a Bachelor degree who completed the Standard Foundation or Intensive program within the College compared with students admitted directly



NB: 2026 data reflects year to date

Data source: Education Strategy and Reporting Dashboard: MQU College, accessed 21 July 2026.

Success rate (%) and grade distribution of students admitted to a faculty degree (Bachelor or Masters) who completed the English Language Program within the College compared with international students admitted directly



NB: 2026 data reflects year to date

Data source: Education Strategy and Reporting Dashboard: MQU College, accessed 21 July 2026.

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Meeting of	Academic Senate
Item No.	4.2
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	QUALITY ASSURANCE AND REGULATORY COMPLIANCE REPORTS
Submitted by	Keelin George - Executive Director, Office of the Deputy Vice-Chancellor (Academic)
Approved by	Professor Rorden Wilkinson – Deputy Vice-Chancellor (Academic)
☐ For approval	☒ For recommendation to Council ☒ For noting/discussion

Executive Summary

A quality assurance and regulatory compliance review of Macquarie University's ELICOS Program and Standard Foundation Program against the [English Language Intensive Courses for Overseas Students \(ELICOS\) Standards 2018](#) and [Education Services for Overseas Students \(Foundation Program Standards\) Instrument 2021](#) has been conducted in accordance with the [Quality and Standards Monitoring and Reporting Procedure](#).

Recommendation

That Academic Senate NOTES the Quality Assurance and Regulatory Compliance Reports covering Macquarie University's ELICOS Program and Standard Foundation Program for referral to Council.

Details

The University's [Quality and Standards Monitoring and Reporting Procedure](#) specifies a process for monitoring and reporting on compliance with Standards regulated by TEQSA, including receipt by Academic Senate of the findings of reviews against the Standards. Material or potential breaches of the Standards are reported to Audit and Risk Committee of Council through the General Counsel's Litigation and Compliance Report.

A quality assurance and regulatory compliance review of Macquarie University's ELICOS Program and Standard Foundation Program against the [English Language Intensive Courses for Overseas Students \(ELICOS\) Standards 2018](#) and [Education Services for Overseas Students \(Foundation Program Standards\) Instrument 2021](#) was undertaken between June and July 2026. The review presents a point in time self-assurance for meeting the Standards. As of July 2026, the monitoring and reporting framework for compliance, risk and quality against the Standards has been updated to respond to the evolving regulatory landscape and to strengthen institutional assurance.

The following reports are presented to Academic Senate:

- ELICOS Program Review – Alignment with English Language Intensive Courses for Overseas Students (ELICOS) Standards 2018 (Appendix A)
- Standard Foundation Program Review – Alignment with Education Services for Overseas Students (Foundation Program Standards) Instrument 2021 (Appendix B)

The review was conducted by the Office of the Deputy Vice-Chancellor (Academic) in consultation with representatives from the Macquarie University College.

Attachments

Attachment A: ELICOS Program Review – Alignment with English Language Intensive Courses for Overseas Students (ELICOS) Standards 2018

Attachment B: Standard Foundation Program Review – Alignment with Education Services for Overseas Students (Foundation Program Standards) Instrument 2021

Deputy Vice-Chancellor (Academic)

ELICOS Program Review – Alignment with English Language Intensive Courses for Overseas Students (ELICOS) Standards 2018

PURPOSE

This report presents the findings of the annual quality assurance and regulatory compliance review of the Macquarie University ELICOS Program against the [English Language Intensive Courses for Overseas Students \(ELICOS\) Standards 2018](#). The review was undertaken between June to July 2026. The review presents a point in time self-assurance for meeting the ELICOS Standards.

BACKGROUND

The English Language Program (ELICOS/ELP) delivered by Macquarie University College, support international students in developing the English proficiency, academic literacy, and study skills required for academic success and progression to Macquarie University programs.

COMPLIANCE

The annual quality assurance and regulatory compliance review found the Macquarie University English Language Programs (ELICOS/ELP) to be fully compliant with all applicable requirements of the English Language Intensive Courses for Overseas Students (ELICOS) Standards 2018 at the time of review.

CONSULTATION

- PVC (Education)
- Macquarie University College

July 2026

**CONFIRMED EVIDENCE TABLE**

STANDARD P1 – SCHEDULED COURSE CONTACT HOURS	
<i>Written agreements between registered ELICOS providers and students must provide accurate information to students on scheduled course contact hours for the ELICOS course.</i> P1.1 An ELICOS course must have a minimum of 20 hours face-to-face scheduled course contact per week. P1.2 Written agreements between registered ELICOS providers and students must specify: a) a minimum of 20 hours face-to-face scheduled course contact per week for the course b) any other scheduled course contact hours required by the course.	
The University demonstrates compliance in Standard P1 – Scheduled Course Contact Hours by specifying in all written agreements, including Offer Letter, a minimum of 20 hours face-to-face scheduled course contact per week.	Compliant
Summary - Compliance is supported through multiple aligned sources consistent with Standard 1.1 and 1.2 (a–b). - Letters of Offer confirms the minimum 20 hours face-to-face contact per week requirement (1.2a), while Course Outlines outline attendance expectations of four hours per day (Monday to Friday), assessment schedules, and additional scheduled activities (1.2b). - The ELP Dates and Fees webpage provides current class times and delivery models (morning or afternoon sessions), ensuring accurate and transparent information is available to students. - Programs are structured across nine five-week teaching blocks annually, providing clarity on duration and scheduling, and ensuring delivery meets the minimum contact hours requirement under 1.1. - Regular review of class timings demonstrates ongoing accuracy and responsiveness, supporting both compliance and continuous improvement expectations under Standard 1.	
Issues/Recommendations/Actions <i>Nil</i>	

STANDARD P2 – NEEDS OF YOUNGER ELICOS STUDENTS
<i>Where a registered ELICOS provider enrolls students under the age of 18, the operations of the provider are appropriate for the age, maturity and English language proficiency of the students.</i> P2.1 The provider's arrangements for students under the age of 18 must comply with the National Code.

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STANDARD P2 – NEEDS OF YOUNGER ELICOS STUDENTS	
P2.2 Facilities and operations for any mixed-age student cohorts must be designed to meet the needs of students of different ages, maturity and levels of English language proficiency. P2.3 Students must have access to services, learning opportunities, facilities and equipment that address their English language learning needs. P2.4 Course materials and tutoring must be tailored to meet student learning requirements, taking into account their differing levels of age and maturity.	
The University demonstrates compliance in Standard P2 – Needs of Younger ELICOS Students by implementing comprehensive policies and procedures, including the Admission of Students Under 18 Procedure, Under 18 Welfare and Accommodation Procedure, and Children at Macquarie University Policy, ensuring appropriate arrangements for the safety, welfare, and learning needs of International students under 18 in line with the National Code.	Compliant
Summary • Compliance is demonstrated through structured, well-governed practices aligned to Standard 2.1, ensuring appropriate welfare arrangements for students under 18 prior to enrolment, supported by the Admission of Students Under 18 Procedure, Service Level Agreements with Homestay Providers, and oversight through the Advisory Committee. • Ongoing welfare monitoring through fortnightly meetings and escalation processes with the Dean of Students Office further supports compliance with National Code requirements under 2.1. • Operations for mixed-age cohorts are designed to meet varying maturity and proficiency levels in line with Standard 2.2, with tailored English Language Programs and age-appropriate orientation. • Students have access to appropriate services, facilities, and learning opportunities such as iLearn, the Learning Hub, Library, and Student Advisors, meeting Standard 2.3. • Course design, materials, and academic support, including Course Outlines, tailored programs, and the Student Success Framework, address differing learning needs and developmental stages, aligning with Standard 2.4.	
Issues/Recommendations/Actions <i>Nil</i>	

STANDARD P3 – TEACHING ELICOS
<i>Policies and procedures for teaching provide students with optimal opportunities for achieving successful outcomes.</i> P3.1 The provider must have policies and procedures in place to ensure that: - students are placed in a class appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement - where a special need is identified for a student, arrangements are put in place to address the need and support the student to learn effectively - teacher-to-student ratios do not exceed 1:18 per class

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STANDARD P3 – TEACHING ELICOS	
d) students are informed of the outcomes to be achieved from the course and, for each learning block, the learning outcomes for that block. P3.2 Planning policies and procedures must enable teachers to: a) customise teaching to student needs b) access the resources required for delivery of the course c) research course content and developments in English language teaching to meet student needs. P3.3 Providers must maintain records of teaching delivery for a reasonable period in accordance with the ESOS Act and ensure: a) retention and accessibility of records, including electronically b) learning outcomes are documented c) effective review, revision and delivery of courses. P3.4 Providers must continuously improve delivery of courses by: a) making adjustments based on analysis of feedback from students and other stakeholders as appropriate b) monitoring appropriateness of delivery for student groups c) regularly evaluating learning outcomes achieved.	
The University demonstrates compliance with Standard P3 – Teaching ELICOS through documented policies, including the Macquarie University College Academic Progression Policy – ELICOS Students and Student Accessibility Policy, which support appropriate placement, tailored learning, and ongoing monitoring of student outcomes.	Compliant
Summary Compliance is supported by structured placement, teaching, and quality assurance practices aligned to Standard 3.1 (a–d). • Students are placed at appropriate proficiency levels using recognised tests and interviews (3.1a), with additional support for identified learning needs through Needs Analysis, Learning Plans, and Accessibility processes (3.1b). • Class sizes are capped at 18 and actively monitored (3.1c), while Course Outlines, consultations, and iLearn resources ensure students are informed of learning outcomes and progression requirements (3.1d). • Teaching practices are further supported by the Education Plan 2025–2030, Professional Development Framework, and access to centrally developed materials, enabling teachers to customise delivery and access resources in line with Standard 3.2 (a–c). • Records of delivery are maintained through weekly outlines, lesson tracking, iLearn, and the Records and Information Management Policy, meeting Standard 3.3 (a–c). • Continuous improvement is driven by oversight from the ELP QAG, with review of student outcomes, survey data, and tracer studies informing course enhancements in accordance with Standard 3.4 (a–c).	
Issues/Recommendations/Actions	

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STANDARD P3 – TEACHING ELICOS*Nil***STANDARD P4 – ASSESSMENT OF ELICOS STUDENTS**

Policies and procedures for the assessment of students provide them with optimal opportunities for achieving successful outcomes from their courses.

P4.1 Providers must clearly outline assessment policies and procedures, which must provide for:

- a) formative and summative assessment
- b) clear identification of assessment outcomes as they relate to progress through the course
- c) assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, and
 - i. includes appropriate oversight or moderation of assessment outcomes
 - ii. in the case of ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.
- d) clear and regular reporting on assessment outcomes and progress through the course to the student and their parent or guardian, where the student is under the age of 18.

P4.2 The registered ELICOS provider must, upon completion (or partial completion) of study, issue each student with a document that:

- a) indicates the CRICOS course name, registered ELICOS provider and contact details, dates of study, course duration, levels of achievement or proficiency, authorised signature and name of signatory
- b) includes, or is accompanied by, a plain English explanation of the terms used in awarding grades at all levels.

P4.3 Providers must undertake processes for continual improvement of student assessment by:

- a) making adjustments based on collection and analysis of feedback from students and other stakeholders as appropriate
- b) monitoring appropriateness of assessment for student groups
- c) regularly evaluating course outcomes achieved.

The University demonstrates compliance with Standard P4 – Assessment of ELICOS Students through established policies and procedures, including the Assessment Policy and Procedure and Academic Progression Policy - ELICOS Students, which ensure valid, reliable, and clearly structured assessment aligned to learning outcomes.

Compliant**Summary**

- Assessment practices demonstrate alignment with Standard 4.1 (a–d) through the structured use of both formative (practice tests, class tasks, and micro tasks) and summative assessments (integrated and discrete skills testing every five weeks), with clearly defined outcomes mapped to Course Learning Outcomes and CEFR levels, supported by rubrics, marking guides, and test specifications to ensure validity, reliability, fairness, and transparency.
- Moderation processes, including cross marking and benchmarking, address Standard 4.1(c)(i), while formal equivalency for direct entry pathways is supported through admission requirements, aligning with Standard 4.1(c)(ii).

STANDARD P4 – ASSESSMENT OF ELICOS STUDENTS	
• Student progress is clearly communicated through Course Outlines, formal consultations, and structured interventions under the Academic Progression Policy, meeting Standard 4.1(d), including reporting to parents/guardians for under 18 students. • Certification processes (Certificates of Completion and Statements of Results) meet Standard 4.2 (a–b) requirements. • Continuous improvement is embedded through Student Evaluation Surveys and oversight by the ELP QAG, which reviews assessment outcomes, feedback, and tracer studies in line with Standard 4.3 (a–c).	
Issues/Recommendations/Actions	
Nil	
STANDARD P5 – ELICOS EDUCATIONAL RESOURCES	
<i>Registered ELICOS providers maintain a supply of sufficient educational resources that are aimed at achieving course objectives, encourage diversity in learning activities and teaching methodologies, and are appropriately organised and regularly reviewed.</i> P5.1 The registered ELICOS provider must demonstrate access to educational resources that: - are sufficient to provide for each student at every stage of their course, as appropriate - are appropriate for the type and level of course offered - include access to a range of multimedia, as appropriate - enable varied learning activities and teaching methodologies - are developed for classroom and individual student use and address specific student needs and course learning outcomes - reflect new developments in TESOL theory and practice and changes in course offerings and student profiles. P5.2 The registered ELICOS provider must have educational facilities with sufficient equipment and support resources for the number of enrolled students, including: - educational and computer technologies that support: - classroom teaching and learning activities; - independent student practice, study and research; and - teacher study, research and preparation. - material that is catalogued and presented for easy access, where the registered provider makes material available for access or independent study - equipment and resources to facilitate independent study (for example, study areas or wi-fi access). P5.3 The registered ELICOS provider must give teachers access to reference resources that reflect contemporary knowledge of the theory and practice of TESOL, in its own facilities or through easily accessible jointly managed facilities.	
The University demonstrates compliance with Standard P5 – ELICOS Educational Resources by providing a broad range of appropriate, accessible, and contemporary educational resources and facilities, supported by frameworks such as the Education Plan 2025–2030 and Learning Technologies Policy.	Compliant
Summary	

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STANDARD P5 – ELICOS EDUCATIONAL RESOURCES

- Educational resources align strongly with Standard 5.1 (a–f), providing sufficient, level-appropriate, and multimedia-supported materials via iLearn, the Learning Hub, and Library resources, enabling diverse teaching methodologies and addressing individual learning needs.
- Institutional platforms and curriculum-embedded materials support varied learning activities and reflect TESOL practices, with ongoing professional development reinforcing alignment to Standard 5.1(f).
- Facilities and infrastructure, including digital platforms, study spaces, and campus services, meet Standard 5.2 (a–c) by supporting classroom delivery, independent study, and access to catalogued resources.
- Teachers are supported with contemporary reference materials and professional learning opportunities in line with Standard 5.3.
- Resources are comprehensive and accessible, strengthening formal review cycles linking updates to TESOL developments and evolving student cohorts would further enhance evidence of continuous improvement under Standard 5.1(f).

Issues/Recommendations/Actions

Nil

STANDARD P6 – ELICOS SPECIALIST STAFF

Registered ELICOS providers must employ suitably qualified specialist staff and provide them with ongoing opportunities for professional development.

Academic leadership of ELICOS

P6.1 The registered ELICOS provider must have an academic management system that ensures:

- clear organisation-wide academic leadership of ELICOS
- a coordinated and effective approach to developing, implementing and reviewing curricula
- management of educational resources
- provision of guidance to teaching staff.

P6.2 Senior academic leadership staff must hold a degree, suitable postgraduate TESOL qualification/s, and appropriate educational management and TESOL teaching experience or equivalent.

P6.3 Senior academic leadership staff must maintain an up-to-date knowledge of significant developments in TESOL theory and practice.

Teaching staff

P6.4 ELICOS teachers must have the following:

- a degree or diploma of at least three years full-time or equivalent (teaching or other)
- a suitable TESOL qualification or qualification that contains TESOL as a method
- appropriate TESOL teaching experience or are formally mentored by a senior staff member with this experience.

P6.5 Where the registered ELICOS provider offers courses of preparation for entry to Australian state or territory secondary schools, an appropriate percentage of the TESOL teachers must be registered to teach in the Australian state or territory primary or secondary system as determined by state or territory legislation or policy.

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STANDARD P6 – ELICOS SPECIALIST STAFF	
P6.6 Teachers of students of 12 years old or less must hold a TESOL qualification and a nationally recognised primary teaching qualification. P6.7 The registered provider must verify the qualifications of all its teachers. P6.8 The registered provider: - must implement policies and procedures for the induction and ongoing professional development of its teaching staff - must implement a program of professional development each year. Counselling staff P6.9 A registered ELICOS provider must: - employ or contract a person or persons with formal qualifications in counselling and/or relevant experience who is able to advise and provide counselling to students in an intercultural context about: - academic and future progress advice - welfare matters. - ensure that the counselling services are available and accessible by students at suitable times.	
The University demonstrates compliance with Standard P6 – ELICOS Specialist Staff through established academic leadership structures, verified staff qualifications, and a comprehensive professional development framework supporting TESOL practice.	Compliant
Summary - Compliance is supported by a structured academic management system aligned to Standard 6.1, with clear leadership and oversight of curriculum, teaching quality, and resources. - Staff qualifications are verified under Standard 6.4 and recorded in the Staff Profile List, though updates are recommended to strengthen evidence of TESOL qualifications, educational management experience, and counselling capabilities required under Standard 6.9. - Ongoing induction and professional development (Standard 6.8), including the Professional Development Framework 2026–2030, CARE project, and teaching observations, ensure contemporary TESOL practice, while Student Advisors and University counselling services support academic and welfare needs. - Compliance with Standard 6.2 met as part of the recruitment process. - Compliance with Standard 6.9 is addressed at a University level by Wellbeing.	
Issues/Recommendations/Actions <i>Nil</i>	

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STANDARD P7 – ELICOS PREMISES	
<i>The premises of registered ELICOS providers offer teaching and learning environments that are appropriately designed and equipped to support the range of English language courses and student support services offered.</i> P7.1 The registered ELICOS provider's premises must comply with all relevant legislation and regulations. P7.2 The registered ELICOS provider must ensure that students are safe and have access to facilities that support their education, including where: a) the provider utilises areas within their facility for ELICOS classes that may also be used for other purposes b) facilities are accessed by people not associated with the provider's operations. P7.3 The registered ELICOS provider must designate areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including: a) rooms and equipment that are fit for purpose and proportionate or appropriate to the number of students and course syllabus b) teacher staffrooms c) student recreation areas d) private study areas or areas for related activities, such as a library or resource centre e) storage areas f) offices for the management of the ELICOS provider and for the confidential counselling of students.	
The University demonstrates compliance with Standard P7 – ELICOS Premises by maintaining premises that meet legislative requirements, provide safe and accessible environments, and support the effective delivery of ELICOS programs and student services.	Compliant
Summary • Compliance is supported through facilities and governance aligned to Standard 7.1–7.3. • The Facilities Usage Policy and oversight by Macquarie University Property ensure premises meet legislative requirements and are appropriately maintained (7.1). • Student safety and access to shared campus facilities are supported through managed use of spaces and comprehensive campus services (7.2 a–b). • The College provides fit-for-purpose teaching and support environments, including classrooms proportionate to class sizes, the Learning Hub as a dedicated study and resource space, library facilities with individual and group study areas, student recreation spaces, and access to administrative and counselling services (7.3 a–f). • These facilities collectively support both structured learning and independent study, ensuring environments are appropriate to course delivery and student support needs.	
Issues/Recommendations/Actions <i>Nil</i>	

STANDARD P8 – BUSINESS MANAGEMENT	
<i>The operations of the provider are supported by effective management actions.</i> P8.1 A registered provider must: - comply with relevant Commonwealth, state or territory legislation and other regulatory requirements that are relevant to its operations - ensure that its staff, students and other clients are fully informed of all regulatory requirements where they affect their duties or participation in ELICOS education. P8.2 A registered provider must hold public liability insurance throughout its registration period. P8.3 A registered ELICOS provider must: - have its accounts prepared to Australian Accounting and Auditing Standards, at least annually - provide the certificate of accounts to the ESOS agency on request - provide a full audit report of its financial accounts from a qualified and independent auditor, if the ESOS agency reasonably deems this necessary - provide other business management documents as requested by the ESOS agency, if reasonably deemed necessary. P8.4 A registered provider must have management systems that are responsive to the needs of students, staff and stakeholders and the environment in which the provider operates, including: - a systematic and continuous improvement approach to managing its operations - management of records to ensure their accuracy and integrity.	
The University demonstrates compliance with Standard P8 – Business Management through governance, financial management, and compliance frameworks that ensure adherence to legislative, regulatory, and operational requirements. Together, these structures demonstrate a mature, integrated business management approach supporting ELICOS delivery.	Compliant
Summary - Compliance is ensured through governance and management systems aligned to Standard 8.1–8.4. Legislative and regulatory compliance (8.1a) is overseen by the University Council, Audit and Risk Committee (ARC), and Compliance Policy, supported by a formal Compliance Management Framework and Compliance Register. - Staff and students are informed of obligations through structured induction and orientation programs (8.1b). - Financial management and accountability meet Standard 8.3 (a–d) through audited financial statements, oversight by the Finance and Facilities Committee, and reporting in Annual Reports to Government, with appropriate controls and audit mechanisms in place. - While not explicitly evidenced here, the University maintains public liability insurance in line with 8.2 requirements. - Continuous improvement and responsive management systems (8.4a) are supported by the Quality Assurance Framework Policy, monitoring and reporting procedures, and College oversight bodies such as ELP QAG - Records integrity is ensured through the Records and Information Management Policy (8.4b).	
Issues/Recommendations/Actions	

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STANDARD P8 – BUSINESS MANAGEMENT*Nil***ELP/ELICOS PROGRAM LEARNING AND TEACHING DATA (ADDITIONAL EVIDENCE)**

- The English Language Programs (ELICOS) datasets centrally managed by the College. These datasets support quality assurance, regulatory compliance, and continuous improvement, and include enrolments, attendance, completion rates, misconduct, complaints, appeals, student visa reporting, and student progression outcomes. Analysis of these data informs program review and operational decision-making, including monitoring attendance thresholds, academic progression, and student experience indicators, as well as tracking pathways into further study at Macquarie University.
- The data indicate consistent enrolment patterns across study blocks, with fluctuations aligned to recruitment cycles and peaks in later blocks.
- Attendance compliance is generally strong, with most cohorts below the 15% risk threshold, although isolated periods of higher non-attendance suggest cohort or seasonal variation.
- Reporting to the Department of Home Affairs remains low, indicating stable visa compliance.
- Pathways data demonstrates that students predominantly progress into the University's undergraduate and postgraduate programs, evidencing articulation into award-level studies.
- Misconduct, complaints, and appeals remain low in volume.
- Completion patterns reflect the structured nature of program delivery, with outcomes clustered in specific study periods.
- Overall, the dataset supports evidence of stable enrolment, strong compliance, low behavioural risk, and consistent progression outcomes, with targeted monitoring addressing identified variability.

QUALITY ASSURANCE, CONTINUOUS LEARNING, AND SCHOLARSHIP (ADDITIONAL EVIDENCE)

- English Language Programs (ELICOS) programs delivered by the College are supported by established quality assurance processes, continuous improvement practices, and ongoing scholarly activity.
- The College maintains membership with key national bodies including NEAS, English Australia, and University English Centres Australia (UECA), and participates in sector benchmarking and survey activities such as the English Language Barometer and UECA benchmarking.

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QUALITY ASSURANCE, CONTINUOUS LEARNING, AND SCHOLARSHIP (ADDITIONAL EVIDENCE)

- Continuous learning and quality enhancement are further evidenced through systematic curriculum review, action research, and a sustained record of scholarly outputs, including peer-reviewed journal articles, book chapters, conference presentations, and industry engagement activities, as detailed in the ELICOS Scholarship Outputs.

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Deputy Vice-Chancellor (Academic)
Standard Foundation Program Review – Alignment with Education
Services for Overseas Students (Foundation Program Standards)
Instrument 2021

PURPOSE

This report presents the findings of the annual quality assurance and regulatory compliance review of the Macquarie University's Standard Foundation Program against the [Education Services for Overseas Students \(Foundation Program Standards\) Instrument 2021](#). The review, undertaken between June to July 2026, presents a point in time self-assurance for meeting the Foundation Program Standards.

BACKGROUND

The Standard Foundation Program, delivered by Macquarie University College (the College), is a generalist pathway program designed for students who do not yet meet the direct entry requirements for a bachelor's degree. It develops academic literacy, study skills, and foundational disciplinary knowledge to support progression into Macquarie University.

COMPLIANCE

The annual quality assurance and regulatory compliance review found the Standard Foundation Program to be fully compliant with two minor improvement opportunities identified to further enhance compliance assurance and program quality.

- **Standard 1a: Minimum Program Duration Requirements**
A minor refinement to the academic calendar has been identified to further strengthen alignment with the minimum 26-week teaching requirement. It is noted that the required volume of learning, including 720 scheduled contact hours, is currently being achieved.
- **Standard 4.4: Minimum Number of Discipline-Based Subjects per Study Period**
A curriculum enhancement has been identified to further strengthen alignment with Standard 4.4. A planned unit substitution will ensure that each teaching period comprises one English language unit and three discipline-based units.

CONSULTATION

- PVC (Education)
- Macquarie University College
- Admissions

July 2026



STANDARD 1: BASIC REQUIREMENTS	
A Foundation Program must: (a) be delivered as a standard or extended Foundation Program; (b) be delivered by a CRICOS-registered provider; (c) provide an academic entry pathway to first year undergraduate study; and (d) be delivered in one or more full-time study periods, with a minimum break of one week between study periods.	
The University demonstrates compliance with Standard 1: Basic Requirements, with all requirements met except those relating to program duration in terms of weeks. Noting that the volume of learning (teaching hours) has been met.	Partial Compliance Low Impact Academic Calendar
Summary - The Standard Foundation Program is delivered as a CRICOS-approved program (085296J) by Macquarie University, which is a registered provider (00002J). - The Standard Foundation Program is delivered as a “Standard” (non-extended) program and approved under delegated authority of the College Board, with oversight by Academic Senate where required. - Course materials are managed through established governance processes and maintained in the Macquarie University Curriculum Management System (MQCMS). - The Program structured as a full-time pathway to first-year undergraduate study, comprising 720 scheduled contact hours (480 hours of face-to-face classes and 240 hours of online activities via iLearn) with a minimum of 20 contact hours per teaching week. - A two-week Academic Transition Program that supports readiness is part of the formal curriculum.	
Issue/Recommendation/Action Issue: A minor opportunity for enhancement has been identified in relation to Standard 1(a). While the required 720 scheduled contact hours are achieved, the academic calendar currently comprises 24 teaching weeks and four study weeks rather than 26 teaching weeks. Action: The academic calendar is currently being updated for 2027 to fully align with the 26 teaching-week requirement.	

STANDARD 2 – CURRICULUM AND PEDAGOGY
<i>Curriculum</i> (1) The curriculum of a Foundation Program must: (a) be designed to prepare overseas students for further study in Australian higher education programs; (b) include subjects comparable in standard to an Australian Year 12 curriculum in developing the academic skills and knowledge necessary for higher education study; and (c) be open to independent scrutiny by the ESOS agency for the provider.

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STANDARD 2 – CURRICULUM AND PEDAGOGY	
(2) A provider must maintain an evidence base to demonstrate compliance with paragraph (1)(b), which must include a comparison of curriculum, set texts and assessment procedures between at least one Foundation Program subject and the corresponding Australian Year 12 subject. (3) For the purposes of paragraph (1)(b), a provider must provide the ESOS agency for the provider with sufficient information to allow evaluation of the equivalence of the course outcomes to those of an Australian Year 12 curriculum. (4) A provider may only deliver a Foundation Program if the curriculum of the Program has been approved by the ESOS agency for the provider upon registration and renewal of registration under Part 2 of the Act. (5) A provider must not make significant changes to a Foundation Program without approval from the ESOS agency for the provider. (6) For the purposes of subsection (5), significant changes include: (a) changes, whether incremental or at one time, to more than 25% of the total number of course units or subjects from the time the Foundation Program was last approved by the ESOS agency for the provider; (b) substantial variations to course delivery; or (c) substantial changes to course nomenclature, duration, entry requirements, outcomes or structure. (7) A provider must submit changes which are not significant changes to the provider's Academic Board or equivalent for assessment and approval and notify the ESOS agency for the provider. <i>Pedagogy</i> (8) A Foundation Program must include explicit attention and focus, across the program as a whole, on: (a) academic rigour and integrity; (b) collaborative or group work; (c) communicating information to others orally as well as in writing; (d) critical thinking; (e) using technology; (f) problem solving; (g) independent reading; (h) independently collecting and analysing information; (i) research projects; and (j) practical work relevant to the subject area. (9) A provider must provide all students with regular access to the following, for a reasonable period outside normal teaching hours and at no extra cost: (a) if the provider delivers courses at a campus—on-campus computer facilities for academic or English study available to all students; (b) suitable electronic and physical resources borrowings through a library or learning commons; (c) a digital student learning management system; (d) technology and resources required for effective engagement in the course and units of study; and (e) academic, careers, and welfare support and counselling, both virtually and in person.	
The University demonstrates compliance with Standard 2 – Curriculum and Pedagogy, with curriculum design, delivery, and review processes aligned to sector standards and supported by formal governance, benchmarking, and quality assurance mechanisms.	Compliant
Summary	

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STANDARD 2 – CURRICULUM AND PEDAGOGY

- The Standard Foundation Program is governed through established academic frameworks, with curriculum approval, learning outcomes, and course design documented in MQCMS and benchmarked to Australian Year 12 equivalence (e.g., WFMS0001 Mathematics for STEM).
- Academic quality is maintained through the Course of Study Monitoring and Review Policy, Unit Monitoring and Grade Ratification processes, College Board oversight, and tools such as the Grade Ratification dashboard and annual unit health checks.
- The program is CRICOS-approved and managed in line with TEQSA requirements.
- Academic literacies are embedded across units and supported through dedicated English language subjects (WFEN0001, WFEN0002, WFRS0001) and tools such as Turnitin and Studiosity, with additional support available through iLearn, library services, StudyWISE, and targeted academic and wellbeing services.

Issue/Recommendation/Action

Nil

STANDARD 3 – ADMISSION

- (1) A provider may enrol a student in a standard Foundation Program if:
- (a) the student has completed Australian Year 11 or a comparable educational level;
 - (b) the student has attained an English language proficiency comparable to an overall score of 5.5 in the IELTS, with a minimum of 5 in all skills, or equivalent;
 - (c) the provider is satisfied that the student has the academic abilities required to progress through the program; and
 - (d) subject to subsection (4), the student is at least 17 years of age at the time of commencement.
- (2) A provider may enrol a student in an extended Foundation Program if:
- (a) the student has completed Australian Year 11 or a comparable educational level;
 - (b) the student has attained an English language proficiency comparable to an overall score of 5 in the IELTS;
 - (c) the provider is satisfied that the student has the academic abilities required to progress through the program; and
 - (d) subject to subsection (4), the student is at least 17 years of age at the time of commencement.
- (3) For the purposes of paragraphs (1)(c) and (2)(c), a provider must have and implement a documented policy and process for assessing whether the student's English language proficiency, educational background or qualifications, or work experience are sufficient to enable them to undertake the program.
- (4) Despite paragraphs (1)(d) and (2)(d), a provider may allow students to commence a Foundation Program with the provider at 16 years of age if:
- (a) the provider has been granted an exemption by the ESOS agency of that provider for the period, or remaining period, of the provider's CRICOS registration; and
 - (b) either:
 - (i) the provider has a substantial history of enrolling students of 16 years of age without significant adverse feedback to the ESOS agency; or
 - (ii) the provider has demonstrated appropriate welfare processes and resources to deal with students of 16 years of age.
- (5) The course information for a Foundation Program made available to potential applicants must:
- (a) specify the relevant entry requirements;
 - (b) state whether or not certified forecast or provisional examination results on prerequisite courses are acceptable, if final results are not available;

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STANDARD 3 – ADMISSION	
(c) provide a table stating alternative English language minimum admission requirements; and (d) if the Foundation Program is an extended Program—indicate the basis for modification of standard Foundation Program requirements. (6) In determining whether educational levels or English language proficiency attained in other countries are comparable to Australian Year 11 or IELTS, providers must base their assessment on robust advice or research.	
The University demonstrates compliance with Standard 3.1, 3.3–3.6 of the Foundation Program Standards.	Compliant
Summary - Admission requirements for the Standard Foundation Program, covering academic qualifications, English language proficiency (IELTS 5.5 or equivalent), and minimum age, are approved through MQCMS, governed by the Admission Policy, and published via Coursefinder and the International Student Guide. - Applicant suitability is assessed through structured processes in Studylink, supported by documented policies, equivalence frameworks (including Admission Policy Schedule 1), and oversight mechanisms to ensure consistent, evidence-based admission decisions aligned with regulatory requirements. - Standard 3.2 is not applicable as the University does not offer an Extended Foundation Program.	
Issue/Recommendation/Action <i>Nil</i>	

STANDARD 4 – SUBJECTS
(1) A provider must offer a streamed program or a generalist program. (2) The provider must clearly state in the course information: (a) whether a Foundation Program offers a streamed program or a generalist program; and (b) the program structure, including specification of core and elective subjects, and rules for subject choice and combination. (3) A Foundation Program must be comprised of discipline-based subjects and English language subjects. (4) A student enrolled in a Foundation Program must complete three discipline-based subjects per study period. <i>Note: The same discipline-based subjects may be studied throughout the duration of the course. For example, a student may fulfil the requirement in subsection (4) by completing a Mathematics subject, a Science subject, and an Arts subject in each study period.</i> (5) If the Foundation Program is a generalist program, discipline-based subject offerings must span a broad range of disciplines or Key Learning Areas, and the program must include at least one subject in each of the following areas: (a) Mathematics; (b) the Arts; (c) Humanities and Social Sciences; and (d) either: (i) Science; or (ii) Technology.

STANDARD 4 – SUBJECTS	
(6) If the Foundation Program is a streamed program, discipline-based subject offerings must clearly be relevant to the proposed area of higher education study, or be made up of one or more of the following areas: (a) Mathematics; (b) the Arts; (c) Humanities and Social Sciences; (d) Science; or (e) Technology. (7) A Foundation Program cannot include paid work experience.	
The University demonstrates partial compliance with Standard 4 – Subjects. The Foundation Program broadly aligns with the requirements for a generalist program and subject composition; however, an opportunity for improvement has been identified in relation to Standard 4.4.	Partial Compliance Low Impact Unit Substitution
Summary - The Standard Foundation Program is structured as a generalist program with a broad range of discipline-based and English language subjects that meet Standards 4.1–4.3, 4.5, and 4.7. - Governance, approval processes, and public course information are well established through MQCMS, Coursefinder, and supporting materials. - Standard 4.6 is not applicable as the University does not offer a Streamlined Foundation Program.	
Issue/Recommendation/Action Issue: An opportunity for improvement has been identified in relation to Standard 4.4. The first study period (Terms 1 and 2) includes two discipline-based subjects rather than the required minimum of three. While the second study period meets the requirement, addressing this inconsistency will support full compliance with the Standard across all study periods. Action: The curriculum is currently being revised to include a substitute and equivalent unit in Term 2, ensuring full compliance with Standard 4.4 from the commencement of the 2027 academic year.	

STANDARD 5 – ENGLISH LANGUAGE SUBJECTS
(1) A standard Foundation Program must include a minimum of 200 hours of scheduled English language learning, and at least 100 of those hours must be scheduled formal class contact time. <i>Note: For example, a standard Foundation Program which included more than 200 hours of scheduled English language learning would still only need to include 100 hours of scheduled formal class contact time but could include more.</i> (2) At least 28 per cent of scheduled course contact hours for an extended Foundation Program must be scheduled English language learning, and at least half of the minimum English language learning hours must be scheduled formal class contact time.

STANDARD 5 – ENGLISH LANGUAGE SUBJECTS	
<i>Note: For example, an extended Foundation Program with 1000 scheduled course contact hours must include a minimum of 280 hours of English language learning. Of those 280 hours, a minimum of 140 hours must be formal class contact time. If the program included more than the minimum hours of English language learning, the minimum number of hours of formal class contact time would remain at 140.</i> (3) For the purposes of subsections (1) and (2), the minimum hours must be spread consistently throughout the duration of the program and must not be undertaken in a block of full-time study. (4) For the purposes of this section: (a) English language learning may be delivered online or in person and includes formal class contact time and regular, supervised self-directed study of English; and (b) formal class contact time does not include supervised self-directed study of English. (5) An English language subject must explicitly include all of the following teaching and learning components: (a) academic listening skills; (b) academic reading skills; (c) academic writing skills, including essay and report writing; (d) academic writing conventions, including understanding and avoiding plagiarism; (e) independent study skills; (f) oral presentation skills; (g) group discussion; and (h) critical thinking. (6) A provider must put in place formal measures to ensure that assessment outcomes for the English language subjects are comparable to other criteria used for admission to the available higher education pathways, or for admission to other similar courses of study.	
The University demonstrates compliance with Standard 5 – English Language Subjects, as the Standard Foundation Program meets all requirements relating to English language learning hours, delivery, and academic skill development.	Compliant
Summary - The Standard Foundation Program demonstrates compliance with Standard 5 through a structured English language curriculum delivering three sequential units totalling 450 hours, including 180 hours of formal class contact time, distributed across the program and scaffolded through prerequisites. - Required academic language components, such as reading, writing, listening, critical thinking, and academic integrity, are embedded in learning outcomes, teaching activities, and assessments, and reinforced across English and discipline-based units. - Students are supported through research training, academic integrity tools, and supplementary learning services. Assessment outcomes are assured through moderation, grade ratification, performance monitoring, and benchmarking against Common European Framework of Reference for Languages (CEFR), ensuring comparability with higher education entry standards, with information maintained in MQCMS.	
Issue/Recommendation/Action <i>Nil</i>	

STANDARD 6 - PATHWAYS	
(1) A provider must have a formal, written agreement with a higher education provider in which: (a) the provider gives assurance to the higher education provider that successful completion of the Foundation Program by a student demonstrates overall higher education readiness; and (b) the higher education provider gives assurance to the provider that successful completion of a Foundation Program will provide entry into one or more higher education pathways. (2) For the purposes of subsection (1), a provider must maintain a register of all agreements with higher education providers, including the period of currency of each agreement and the authorising persons from each higher education provider. (3) The course information for a Foundation Program made available to potential applicants must: (a) contain a list of higher education courses which will be available to students upon successful completion of the Foundation Program; (b) where specific subjects are required for a student to gain entry to particular higher education courses, contain a list of those subjects; and (c) state the Foundation Program grades required to enter each of the specified higher education courses including, where appropriate, both an aggregate or average grade and any additional requirements for achievement in specified subject areas. (4) For the purposes of paragraph (3)(c), where the grades required for individual courses are not fixed, or where they may change from year to year, this should be noted, together with the most recent set of required grades. (5) Information required to be included in course information under subsection (3) must be updated annually. (6) Prior to a student enrolling with a provider, the provider must provide the student with guidance on pathways available to the student, which: (a) assists the student to identify a stated goal to achieve in their course; (b) indicates alternative pathways, entry to which may be more or less demanding than their stated goal; and (c) if the student intends to enrol in a packaged course, informs the student of any transfer restrictions that may apply. (7) For the purposes of subsection (6), a stated goal must set out: (a) one or more specified courses at a specified university or other higher education provider, to which the successful student of the Foundation Program can seek entry; and (b) the subjects and grades required for qualification for entry to one or more pathways.	
The University demonstrates compliance with Standard 6 – Pathways, with formalised institutional arrangements that ensure successful completion of the Foundation Program provides a recognised and assured pathway into higher education study at the University.	Compliant
Summary • The College operates within the University’s governance framework, with pathway assurance embedded in institutional policies including the Admission Policy and the Admission Policy – Schedule 1 English Language Admission Requirements, which recognise the Standard Foundation Program as an entry pathway. • Pathways are approved by the Deputy Vice-Chancellor (Academic) and monitored by Academic Senate. • Students are provided with up-to-date information on pathways, prerequisites, and WAM requirements through Coursefinder, the MQ Handbook, and the International Student Guide, supported by pre-enrolment guidance and the Enrolment Guide. • Pathway conditions are outlined in Letters of Offer, while transfer arrangements are governed by the Transfer and Release for International Students Policy, ensuring clarity and regulatory compliance.	

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STANDARD 6 - PATHWAYS**Issue/Recommendation/Action**

Nil

STANDARD 7 – ASSESSMENT

- (1) Providers must have and implement assessment policies and procedures which provide for:
- (a) formative assessment;
 - (b) summative assessment;
 - (c) clear identification of assessment outcomes as they relate to progress through the course;
 - (d) compulsory assessment procedures that are valid, reliable, fair, flexible, and clearly referenced to criteria;
 - (e) appropriate independent oversight or moderation of assessment outcomes; and
 - (f) formal measures to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.
- (2) Each subject must include a minimum of two of either or both of the following types of assessment:
- (a) formally assessed coursework; or
 - (b) examinations.
- (3) Providers must retain an accurate record of:
- (a) individual students' results in exams and assessed coursework; and
 - (b) the patterns of results, including percentages of students achieving each grade or band of percentage scores in each subject and changes made to the results given by teachers.
- (4) At the outset of the Foundation Program, a provider must provide students with the assessment criteria used for each subject, together with information on the way in which these are to be assessed, including the marking or grading system to be used.
- (5) A provider must inform students, at the commencement of each subject, of the assessment outcomes they need to achieve the stated goal.
- (6) A provider must provide each student with their assessment results for each formal coursework assessment or examination.
- (7) A provider must provide each student with a progress report for each subject, available in an online format, at least once per study period in each subject.
- (8) A provider must give a student formal notification if the student consistently performs below the standard required in any subject to achieve the stated goal.
- (9) A provider must provide each student with a formal report, available in an online format, at the end of each study period for each subject, informing them if they are on target to achieve the stated goal.
- (10) For the purposes of subsection (9), if a student is not on target to achieve the stated goal, formal reports must be supplemented with ongoing informal reports from teachers.
- (11) If a student is at risk of not achieving adequate assessment results or grades for their intended pathway, the provider must, during the Foundation Program, provide the student with advice on alternative possible pathways.
- (12) A provider must clearly articulate the appeal mechanisms available to students within the Foundation Program who seek a review of the assessment process or results.
- (13) Without limiting this section, a provider must comply with the requirements in the national code to identify, notify and assist an overseas student who is at risk of not achieving adequate assessment results or grades for their intended pathway or stated goal.

The University demonstrates compliance with Standard 7 – Assessment, with established assessment policies, procedures, and systems that ensure validity, reliability, transparency, and comparability of assessment outcomes across the Foundation Program.

Compliant

STANDARD 7 – ASSESSMENT

Summary

- Assessment in the Standard Foundation Program is governed by the Assessment Policy and Procedure and includes both formative and summative tasks, with each unit requiring a minimum of two assessments.
- Assessment is criterion-referenced, aligned to learning outcomes, and benchmarked against recognised English language proficiency frameworks or tests, such as CEFR, IELTS, GSE, and TOEFL.
- Moderation processes, including cross-marking and senior teacher oversight, support consistency, with outcomes reviewed regularly by the College Board.
- Assessment requirements and criteria are provided in advance via Unit Guides and iLearn, and results are available through iLearn and eStudent.
- Records of student performance are maintained across institutional systems, with cohort trends monitored to support grade ratification.
- Student progress is managed through the Academic Progression Policy and targeted interventions, with regular feedback, progress reporting, and clear appeal mechanisms in place.

Issue/Recommendation/Action

Nil

STANDARD 8 – TEACHER REQUIREMENTS

- (1) A teacher who is primarily responsible for one or more academic subject areas must:
 - (a) hold a minimum of a 3-year Bachelor degree in an area relevant to the subject being taught, and
 - (b) either:
 - (i) hold a Bachelor of Education, Diploma of Education, Diploma of Education Studies or a 2-year Teaching Certificate; or
 - (ii) have at least two years of senior secondary, vocational education and training college, or higher education teaching experience, including breadth of experience in delivering to students from non-English speaking backgrounds.
- (2) A teacher who is primarily responsible for one or more academic English language subject areas must:
 - (a) hold a minimum of a 3-year Bachelor degree;
 - (b) hold an English language teaching qualification; and
 - (c) have at least two years ESL/EFL teaching experience.
- (3) For the purposes of subsection (2), an **English language teaching qualification** includes:
 - (a) a Graduate Certificate in Teaching English as a Second Language;
 - (b) a Graduate Diploma in Teaching English as a Second Language;
 - (c) a Graduate Diploma in Applied Linguistics;
 - (d) a Diploma of Education (English); or
 - (e) a recognised Teaching English as a Second Language program.

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STANDARD 8 – TEACHER REQUIREMENTS	
<i>Note: For the purposes of subparagraphs (1) to (3), qualifications may be from Australia or overseas. Overseas teacher qualifications must be equivalent to those of Australian qualifications.</i> (4) A provider must retain a copy of a Curriculum Vitae, together with certified copies of degrees and qualifications, of all teachers currently employed to teach on the Foundation Program. (5) A provider must have written policies governing the recruitment, induction and ongoing professional development of teachers and communicate these policies to teachers as part of the initial employment process. (6) A provider must implement a professional development program, to be delivered to teachers annually. (7) A teacher must comply with all applicable state, territory and Commonwealth child protection legislation and child safety requirements.	
The University demonstrates compliance with Standard 8 – Teacher Requirements, with recruitment, qualification verification, and professional development processes in place to ensure all teaching staff meet the required academic, teaching, and experience standards.	Compliant
Summary - The College ensures that all teachers meet qualification and experience requirements through formal recruitment and verification processes under the Recruitment, Selection and Appointment Procedure, including qualification checks and Working with Children Check (WWCC) clearances where required and according to current policies. - Staff records, including certified qualifications and CVs, are maintained in accordance with the Records and Information Management Policy. - Teachers hold relevant academic and teaching qualifications, with ESL/EFL experience for English language staff. - Capability is supported through structured induction, a Development, Performance and Review framework, and annual professional development coordinated by the Professional Development Committee, including teaching observations every 12 to 18 months. Compliance with child protection legislation is maintained through mandatory checks and adherence to the Children at Macquarie University Policy and Procedure.	
Issue/Recommendation/Action Nil	

STANDARD 9 – MARKETING OF FOUNDATION PROGRAMS
1) A provider who provides a program which does not comply with the Foundation Program Standards must not use the word 'Foundation' in the title of that program. (2) If a Foundation Program complies with the Foundation Program Standards, the title of the program must include the word 'Foundation'. (3) Without limiting subsection (2), if an extended Foundation Program complies with the Foundation Program Standards, the title of the program must include the word 'extended'. (4) A provider must specify that a Foundation Program is specifically designed for overseas students. (5) In advertising a Foundation Program, a provider must not: (a) claim or suggest equivalence of the Foundation Program to an Australian Senior Certificate of Education; or

STANDARD 9 – MARKETING OF FOUNDATION PROGRAMS	
(b) claim guaranteed entry into higher education from enrolment alone into the Foundation Program, without clearly stating the conditions for such entry as per the requirements in section 10.	
(6) Documents or certificates provided to students to demonstrate successful completion of a Foundation program must include the word 'Foundation', and if applicable, 'extended'.	
The University demonstrates compliance with Standard 9 – Marketing of Foundation Programs, with established controls to ensure accurate program naming, public information, and marketing practices.	Compliant
Summary - The Standard Foundation Program is appropriately titled and approved through formal governance processes and is registered on CRICOS (Code: 085296J), ensuring the authorised use of the term “Foundation.” - Program information, including entry requirements and pathways, is published through Coursefinder and the International Student Guide and is subject to annual review to ensure accuracy. - Marketing practices are governed by the International Education Agent Policy and associated agreements, which require agents to provide accurate and non-misleading information, supported by training, monitoring, and annual performance reviews. - The program does not claim equivalence to an Australian Senior Certificate of Education and outlines conditions for progression into higher education. - Formal documentation issued to students, including certificates and academic transcripts, includes the term “Foundation,” ensuring consistency with regulatory requirements.	
Issue/Recommendation/Action <i>Nil</i>	

STANDARD 10 – YOUNGER STUDENTS	
(1) Where a provider enrolls students under the age of 18 in a Foundation Program, the operations of the provider must be appropriate for the age, maturity, and English language proficiency of the students.	
(2) Operations of a provider that are appropriate for the age, maturity and English language proficiency of the students would include:	
(a) making arrangements for students under the age of 18 which comply with the national code; (b) ensuring facilities and operations for any mixed-age student cohorts are designed to meet the needs of students of different ages, maturity and levels of English language proficiency; (c) providing students with access to services, learning opportunities, facilities and equipment that address their English language and academic learning needs; and (d) ensuring course materials and teaching are tailored to meet student learning requirements, taking into account their differing levels of age and maturity.	
(3) A provider must comply with all applicable state, territory and Commonwealth child protection legislation and child safety requirements.	
The University demonstrates compliance with Standard 10 – Younger Students, with established procedures and support mechanisms to ensure appropriate welfare, supervision, and learning conditions for students under 18.	Compliant
Summary	

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STANDARD 10 – YOUNGER STUDENTS

- The University has formal arrangements in place to support students under 18 in accordance with ESOS requirements, including defined responsibilities through the ESOS Compliance Matrix and procedures governing admission, welfare, and accommodation.
- Under the Admission of Students Under 18 Procedure and the Under 18 Welfare and Accommodation Procedure, welfare arrangements, such as approved homestay providers, are verified and monitored until students turn 18.
- Support mechanisms include an Under 18 student register shared with teaching staff, proactive monitoring by senior teachers, and escalation protocols for attendance or welfare concerns to Student Advisors and the Dean of Students Office.
- Students have access to appropriate academic, wellbeing, and co-curricular services.
- Compliance with child safety requirements is addressed through the Children at Macquarie University Policy and Procedure and relevant pre-employment checks, ensuring appropriate safeguards are maintained.

Issue/Recommendation/Action

Nil

STANDARD FOUNDATION PROGRAM LEARNING AND TEACHING DATA

- Foundation Program data for 2024–2026 indicates a predominantly international cohort consistent with its pathway function.
- International student enrolments peaked in 2025 (Term 1: n=77), with lower 2026 figures reflecting partial-year data. Academic outcomes improved, with success rates increasing from approximately 86% in 2024 to above 91% in 2025–2026, alongside reduced fail rates and higher proportions of Credit and above grades.
- Attendance also improved, with the proportion of international students with attendance below 80% declining to approximately 12% by 2026.
- While completion rates varied, most students progressed to bachelor-level study.
- Student feedback remained stable and positive across teaching quality, learning resources, and skill development.

QUALITY ASSURANCE, CONTINUOUS LEARNING, AND SCHOLARSHIP

- Quality assurance is supported by a structured governance framework, with oversight from the College Board, College Assessment Committee, English Language Program Quality Advisory Group, and Professional Development Committee, which monitor curriculum, student outcomes, and program performance.
- Continuous improvement is driven through in-cycle reviews, unit reviews, annual health checks, and targeted professional development focused on teaching capability and student support.

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QUALITY ASSURANCE, CONTINUOUS LEARNING, AND SCHOLARSHIP

- Scholarship complements these processes, with staff engagement in research, publications, and sector activities informing evidence-based curriculum and assessment design, alongside action research and learning analytics to support ongoing enhancement and alignment with sector practice.

Meeting of	Academic Senate
Item No.	4.3
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	DRAFT EDITS TO THE SPECIAL CONSIDERATION POLICY AND PROCEDURE
Submitted by	Professor Leanne Piggott – Pro Vice-Chancellor (Dean of Students)
Approved by	Professor Rorden Wilkinson – Deputy Vice-Chancellor (Academic)

☐ **For approval**
☐ **For recommendation to Council**
☒ **For noting/discussion**

Executive Summary

The Special Consideration Policy and Procedure were due for review in 2025.

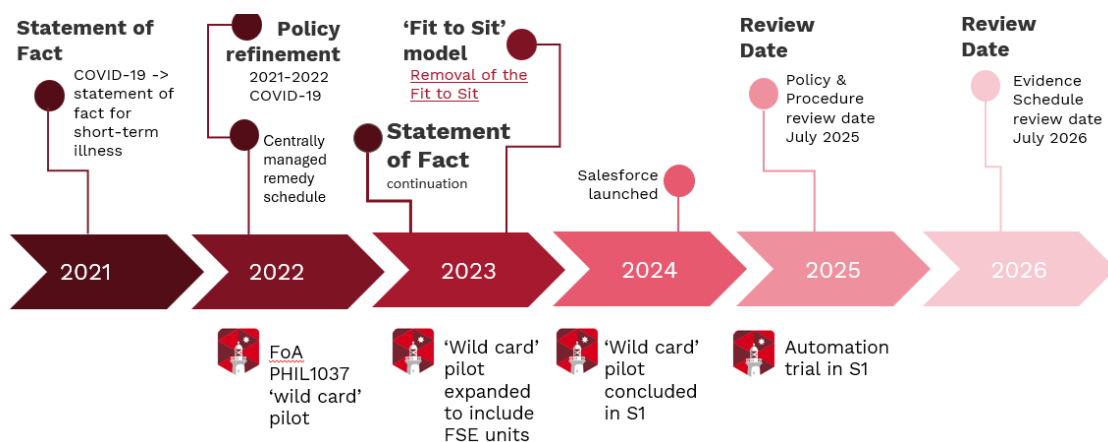
This report provides a summary of the draft edits arising from the review of the policy and procedure, which is presented to Academic Senate for noting/discussion. Final versions will be presented to the following Academic Senate meeting on 29 September 2026 for approval.

Recommendation

That Academic Senate NOTES the report on draft edits to the Special Consideration Policy and Procedure.

Details

At the 25 March 2025 Academic Senate an update on Special Consideration was presented for noting. The update included a summary of work undertaken between 2021 and the start of S1 2025 to enhance the student experience in relation to Special Consideration including the introduction of a 'wild card' pilot through 2022-2024. The pilot provided insights for the trial automation of 'simple' Special Consideration applications through Salesforce in S1 2025. This work was captured in the figure below:



As also captured in the figure above, the Special Consideration Policy and Procedure were due for review in July 2025. However, the review was delayed until 2026 to align with the scheduled review of the Special Consideration Evidence Schedule.

The first draft change to the Special Consideration Policy and Procedure is their combination into a single policy document with embedded Procedures (Section 3)

Within the new format, key edits include:

- The period in which an application can be submitted after the due date is increased from five to seven calendar days to align with the rule introduced for simple Special Consideration automation.
- Under the assessment process (Clause 24) the role of academic staff is clarified whereby their input is sought only for ‘determining the remedy, if necessary.’
- New or expanded definitions of terms to provide greater clarity for students:
 - Short-term Circumstances or Events (those for which a Special Consideration application can be made - Clause 1): *a duration ordinarily of up to twelve calendar days.*
 - Event Critical Study Period: [an intense academic phase during the study session characterised by the lead-up to or culmination of key academic work.] *An Event Critical Study Period is generally ten (10) calendar days immediately preceding, and including, the assessment due date with exceptions considered on a case-by-case basis following assessment of the duration, severity, and evidentiary validity of the circumstances presented.*
 - Exceptional Circumstances (apply in cases when: i. the application is submitted more than seven calendar days after the due date and accompanying evidence (not a Statement of Fact) is required to explain the late submission (Clause 14 c); ii. a second attempt at an assessment/exam is requested (Clause 16); iii. more than one application per task is submitted (Clause 25). *Exceptional Circumstances are situations that are unusual and not reasonably foreseeable, beyond the student’s control, and sufficiently serious that they negatively affect the student’s ability to complete an assessment. See the Special Consideration Supporting Evidence Schedule for more detail.*
 - Course Authority: *the person assigned by a Faculty or equivalent to perform leadership of a course.*
 - Statement of Fact: *a statement provided by the applicant to describe the nature of the circumstances or event, explain the severity and how they have been impacted in relation to their capacity to complete their assessment. It can be completed by the student and does not need a medical professional or other person to complete.*

Draft edits have also been made to the *Special Consideration Supporting Evidence Schedule*. Mapped to the draft edits in the Policy, edits to the Schedule include:

- The definition of Exceptional Circumstances with accompanying examples.
- Further clarification of when a Statement of Fact can and cannot be used.
- Additional examples in the table that provides the nature of evidence required for different short-term circumstances that are within scope of the Special Consideration Policy.

The draft edited version of the Special Consideration Policy was available on the Bulletin Board until 31 July 2026 for comments and feedback.

Attachments

Attachment A:	Special Consideration Policy and Procedure draft edits (tracked)
Attachment B:	Special Consideration Policy and Procedure draft edits (clean)
Attachment C:	Special Consideration Supporting Evidence Schedule draft edits (tracked)
Attachment D:	Special Consideration Supporting Evidence Schedule draft edits (clean)

ATTACHMENT A



Special Consideration Policy

Section 1 - Purpose

(1) This Policy establishes the principles that support students seeking to notify the University when they have been impacted by Sshort-term Circumstances or Events that are serious, unavoidable and significantly disruptive, which may affect their performance in assessment.

Background

(2) The University is committed to equity and fairness in all aspects of its learning and teaching. It recognises that students may experience events beyond their control that adversely affect their academic performance in assessment activities.

Scope

~~(3) This Policy applies to short-term circumstances or events that are serious, unavoidable, and significantly disruptive, which may affect a student's performance in assessment.~~

~~(4)~~(3) This Policy applies to:

- a. all coursework students;
- b. all types of assessment, including examinations and coursework;
- c. staff involved in the administration, teaching, assessing, or managing units of study at the University; and
- d. Student Wellbeing staff.

~~(5)~~(4) This Policy does not apply to students with a pre-existing disability / health condition or prolonged adverse circumstances who may be eligible for ongoing assistance and support. Such support is governed by the [Student Accessibility Policy](#) and may be sought and coordinated through [Student Wellbeing](#). However, it is recognised that students with chronic / long-term conditions may experience an acute episode of their condition, and that it may not always be possible for the University to put sufficient arrangements in place to provide a reasonable adjustment at the time of assessment, and this Policy covers such eventualities.

Section 2 - Policy

General Principles

~~(6)~~(5) To support students who have experienced Sshort-term Circumstances or Events that are serious, unavoidable and significantly disruptive and that affect their capacity to undertake or perform in an assessment, the University will attempt to provide affected students with an opportunity to undertake the affected assessment or an alternative assessment in order to demonstrate that they have met the relevant learning outcome(s) of a unit or units. The opportunity provided under such circumstances is referred to as Special Consideration and may be granted after careful evaluation of an application.

~~(7)~~(6) Short-term Circumstances or Events that are serious, unavoidable and significantly disruptive may be unexpected in nature, including personal, social or domestic issues such as illness (either physical or psychological), accident, injury, societal demands (e.g. jury service), bereavement, family breakdown, or may be anticipated, but significantly

affect the student's capacity for undertaking assessment for the unit(s), such as religious commitments, legal commitments, [elite sporting or performance commitments](#), unexpected work commitments that cannot be changed, [and](#) caring commitments.

~~(8)~~(7) Short-term [C](#)ircumstances or [E](#)vents that are serious, unavoidable and significantly disruptive are those that:

- a. could not have reasonably been avoided or guarded against by the student;
- b. were beyond the student's control;
- c. caused substantial disruption to the student's capacity for undertaking assessment for the unit(s);
- d. occurred during an Event Critical Study Period; or
- e. prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

~~(9)~~(8) All applications for Special Consideration must be supported by evidence as described in the [Special Consideration Supporting Evidence Schedule](#) and be submitted by the deadline prescribed in ~~the~~ [Section 3 – Procedures Special Consideration Procedure](#).

~~(10)~~(9) Students with a pre-existing disability / health condition or prolonged adverse circumstances are advised to seek support from [Student Wellbeing](#) and should also refer to the [Student Accessibility Policy](#).

~~(11)~~(10) Students are expected to manage their time so that they can meet assessment deadlines at the same time as other obligations ~~which that~~ they may have, both inside and outside the University.

~~(12)~~(11) Special Consideration is not a mechanism to appeal against an assessment outcome ([refer Assessment Procedure and Appeals Policy for further information](#)).

~~(13) Only under exceptional circumstances will a student who has already submitted an assessment or sat for an examination be considered for a second opportunity to undertake the affected assessment.~~

Appeals

~~(14) A student may appeal an adverse outcome of a Special Consideration application in accordance with the [Appeals Policy](#) and the [Assessment Procedure](#).~~

Section 3 - Procedures

~~Refer to the [Special Consideration Procedure](#).~~ **Responsibilities and Required Actions**

Applying for Special Consideration

~~(15)~~(12) A student who has experienced ~~S~~short-term [C](#)ircumstances or [E](#)vents that are serious, unavoidable and significantly disruptive, which affect their performance in assessment, may lodge an application for Special Consideration.

~~(13) All Special Consideration applications must be lodged online via the Service Connect portal and must include supporting documentary Evidence specified within the [Special Consideration Supporting Evidence Schedule](#).~~

~~(16)~~(14) Applications will only be accepted in the following circumstances:

- a. where academic work has been hampered to a substantial degree by illness or other cause;
- b. the circumstances or events are serious, unavoidable and significantly disruptive and beyond the student's control;
- c. the application for Special Consideration is lodged either before or no later than ~~sevenfive (57) working~~

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calendar days after the assessment task due date, examination, or test date except in Exceptional Circumstances when accompanying Evidence is provided to explain the reason for the late submission; and
~~d.~~ the assessment task has not been already undertaken or submitted ~~prior to application~~. (refer to clause 16 for Exceptional Circumstances).

~~{(12) above—Only under Only under exceptional circumstances will a student who has already submitted an assessment or sat for an examination be considered for a second opportunity to undertake the affected assessment}.~~

~~All Special Consideration applications must be lodged online via the Service Connect portal and must include supporting documentary Evidence.~~

~~(17)~~ (15) An ~~a~~Applications for Special Consideration may be refused under any of the following circumstances:

- a. ~~they are~~ it is not submitted in the manner and timeframe required;
- b. the student has not complied with all other mandatory requirements for successful completion of the unit;
- c. ~~they are~~ it is not supported by appropriate documentary Evidence; ~~and/or~~
- ~~d.~~ the student has already undertaken or submitted the assessment task (refer clause 16 for Exceptional Circumstances). ~~{(12) above—Only under Only under exceptional circumstances will a student who has already submitted an assessment or sat for an examination be considered for a second opportunity to undertake the affected assessment}.~~

~~(16)~~ (16) Students who have already submitted an assessment or participated in an assessment such as an examination or timed assessment without reporting any issues during the assessment process will only be considered for a second opportunity to undertake that assessment under Exceptional Circumstances. The decision to grant a second opportunity will be evaluated on a case-by-case basis with careful consideration given to the nature and validity of the Exceptional Circumstances that significantly affected their performance in the initial assessment. A Statement of Fact cannot suffice as evidence in such cases.

~~(17)~~ (17) In the event of illness or significant disruptions when participating in an assessment such as during an examination or timed assessment, students must promptly cease their work. If the incident occurs in a classroom setting, they must inform the supervisor or invigilator immediately. If the disruption takes place outside the classroom, it should be reported immediately to the appropriate Course Authority. Subsequently, students are required to submit an application for Special Consideration.

~~(18)~~ (18) Applications made on behalf of a student by an external representative will only be accepted in cases where the student is incapacitated.

~~(20)~~ (20) In the event of illness or significant disruptions during an examination or timed assessment, students must promptly cease their work. If the incident occurs in a classroom setting, they must inform the supervisor or invigilator immediately. If the disruption takes place outside the classroom, it should be reported immediately to the appropriate Course Authority. Subsequently, students are required to submit an application for special consideration.

~~(21)~~ (21) Students who have already submitted an assessment or participated in an examination or timed assessment without reporting any issues during the assessment process will only be considered for a second opportunity to undertake that assessment only under exceptional circumstances. The decision to grant a second opportunity will be evaluated on a case-by-case basis with careful consideration given to the nature and validity of the exceptional circumstances that significantly affected their performance in the initial assessment. A statement of fact cannot suffice as evidence in such cases.

Evidence

~~(22)~~ (19) A Special Consideration application must be supported by documentary Evidence at the time of submission.

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Page 3 of 6

Evidence requirements are specified within the [Special Consideration Supporting Evidence Schedule](#) and may include:

- a. original supporting documentation;
- b. a medical certificate;
- c. a completed [Professional Authority Form \(PAF\)](#);
- d. appropriate documentary Evidence for non-medical circumstances; or
- e. a ~~S~~statement of ~~F~~fact.

~~(23)~~(20) The Evidence must:

- a. identify the circumstances;
- b. include dates and / or the length of the circumstances;
- c. explain the severity and impact of the circumstances;
- d. clearly describe how the circumstances have adversely affected the student's capacity for effective study to which an assessment relates; and
- e. where relevant, include the date(s) on which the student was seen by the professional providing the Evidence.

~~(24)~~(21) The University reserves the right to request and retain the originals of supporting documentation and will conduct regular audits of supporting documentation submitted electronically.

~~(25)~~(22) Students must retain all original documentation for a six (6) month period and must supply original documents to the University within ten (10) working days of such a request being made.

~~(26)~~(23) All documentation (in hardcopy or electronic form) relating to a Special Consideration applications will be treated in accordance with the University's [Privacy Policy](#).

Assessment Process

~~(27)~~(24) The assessment of whether a student's circumstances were serious and unavoidable is made ~~at the administrative level~~ according to a pre-approved set of criteria described in the [Special Consideration Supporting Evidence Schedule](#). Professional staff processing an application for Special Consideration may seek input from the relevant academic staff when ~~assessing an application~~ determining the remedy, if necessary.

Outcomes

~~(28)~~(25) If an application for Special Consideration is accepted, the University will attempt to provide the student with an opportunity to undertake the affected assessment or an alternative assessment in order to demonstrate that they have met the relevant learning outcome(s) of a unit or units. Other than in Exceptional Circumstances, a student may not apply for more than one (1) Special Consideration application for the same assessment task.

~~(29)~~(26) Outcomes of an application for Special Consideration may include:

- a. no action (including where an application fails to meet the requirements of this ~~Policy; Procedure or the Special Consideration Policy~~;
- b. an alternative assessment, which will ensure the same learning outcomes are assessed;
 - i. In submitting a Special Consideration application, the student is acknowledging that they may be required to undertake alternative work.
 - ii. The time and date, deadline or format of any required alternative assessable work as a result of a Special Consideration application is not negotiable.
 - iii. In submitting a Special Consideration application, the student is agreeing to make themselves available so that they can complete any alternative work as required.

c. a supplementary examination;

- i. Other than in ~~E~~exceptional ~~e~~Circumstances, only one (1) opportunity for a supplementary examination will be provided.

d. the extension of the assessment deadline;

- i. The length of a deadline extension will normally be equivalent to the duration of the circumstances affecting the student. Retrospective extensions may be applied.
- ii. If a deadline for assessment is extended, in some circumstances this may result in the release of the final grade being delayed.

e. marks derived from other completed assessment tasks being aggregated or averaged to achieve an overall mark;

f. a second opportunity;

- i. If a student is given a second opportunity to undertake an assessment ~~as per clause 11~~, the mark obtained in the subsequent attempt will replace the original results for that assessment, regardless of whether it is higher or lower.

g. in ~~E~~exceptional ~~C~~ircumstances, the final mark for the unit being excluded from calculations for Honours, WAM, or Academic Standing; or

h. in certain circumstances where the student has demonstrated circumstances or events that are serious, unavoidable and significantly disruptive but the University determines that Special Consideration is not possible for the assessment affected, a recommendation that the student apply to Withdraw without Penalty. The student must determine whether to apply to Withdraw without Penalty or accept the outcome where no alternative assessment can be provided.

Withdrawal of Special Consideration Application

~~(30)~~(27) Once the student has submitted-received approval for a Special Consideration application, the student may not withdraw the application and must accept the outcome as determined.

Notification of Special Consideration Application Outcome

~~(31)~~(28) The University will aim to communicate the outcome of a Special Consideration application to the student's email address within five (5) working-caledar days of receipt of the application and all necessary supporting Evidence.

Withdrawal Without Academic Penalty Recommended

~~(32) — In certain circumstances, the outcome of a Special Consideration application may be to recommend the student apply to Withdraw Without Penalty in accordance with the Withdrawal Procedure. The student must determine whether to apply to Withdraw without Academic Penalty, or accept the outcome where no alternative assessment can be provided.~~

Appeals

~~(29)~~ A student may appeal an adverse outcome of a Special Consideration application in accordance with the Appeals Policy and the Assessment Procedure.

Section 4 - Guidelines

~~(33)~~(30) Nil.

Section 5 - Definitions

~~(34)~~(31) The following definitions apply for the purpose of this Policy:

- a. ~~Short-term Circumstances or Events refers to a duration ordinarily of up to ten working days up to twelve calendar days.~~
- ~~b. Event Critical Study Period means an intense academic phase during the study session characterised by the lead-up to or culmination of key academic work. An Event Critical Study Period is generally ten (10) calendar days immediately preceding, and including, the assessment due date with exceptions considered on a case-by-case basis following assessment of the duration, severity, and evidentiary validity of the circumstances presented.~~
- c. ~~Evidence means documentation specified in the Special Consideration Supporting Evidence Schedule that demonstrates the severity and impact of a disruption to study.~~
- ~~a. Exceptional Circumstances mean circumstances not ordinarily encountered or anticipated, which are beyond the control of the student, and which are of such severity or gravity that they may impact adversely on the student's capacity to perform in an assessment.~~
- d. ~~Exceptional Circumstances refers to situations that are unusual and not reasonably foreseeable, beyond the student's control, and sufficiently serious that they negatively affect the student's ability to complete an assessment. See the Special Consideration Supporting Evidence Schedule for more detail.~~
- e. ~~Course Authority Course Authority is the person assigned by a Faculty or equivalent to perform leadership of a course.~~
- f. ~~Statement of Fact is a statement provided by the applicant to describe the nature of the circumstances or event, explain the severity and how they have been impacted in relation to their capacity to complete their assessment. It can be completed by the student and does not need a medical professional or other person to complete.~~
- g. ~~Professional Authority Form (PAF) is a form to document Evidence of medical related disruptions (physical or psychological).~~

Status and Details

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Effective Date	4th December 2023 To be advised
Review Date	25th July 2025 To be advised
Approval Authority	Academic Senate
Approval Date	25th July 2023 To be advised
Expiry Date	Not Applicable
Responsible Executive	Rorden Wilkinson Deputy Vice-Chancellor (Academic)
Responsible Officer	Leanne Piggott Pro Vice-Chancellor (Dean of Students)
Enquiries Contact	Leanne Piggott Pro Vice-Chancellor (Dean of Students)

ATTACHMENT B



Special Consideration Policy

Section 1 - Purpose

(1) This Policy establishes the principles that support students seeking to notify the University when they have been impacted by Short-term Circumstances or Events that are serious, unavoidable and significantly disruptive, which may affect their performance in assessment.

Background

(2) The University is committed to equity and fairness in all aspects of its learning and teaching. It recognises that students may experience events beyond their control that adversely affect their academic performance in assessment activities.

Scope

(3) This Policy applies to:

- a. all coursework students;
- b. all types of assessment, including examinations and coursework;
- c. staff involved in the administration, teaching, assessing, or managing units of study at the University; and
- d. Student Wellbeing staff.

(4) This Policy does not apply to students with a pre-existing disability / health condition or prolonged adverse circumstances who may be eligible for ongoing assistance and support. Such support is governed by the [Student Accessibility Policy](#) and may be sought and coordinated through [Student Wellbeing](#). However, it is recognised that students with chronic / long-term conditions may experience an acute episode of their condition, and that it may not always be possible for the University to put sufficient arrangements in place to provide a reasonable adjustment at the time of assessment, and this Policy covers such eventualities.

Section 2 - Policy

General Principles

(5) To support students who have experienced Short-term Circumstances or Events that are serious, unavoidable and significantly disruptive and that affect their capacity to undertake or perform in an assessment, the University will attempt to provide affected students with an opportunity to undertake the affected assessment or an alternative assessment in order to demonstrate that they have met the relevant learning outcome(s) of a unit or units. The opportunity provided under such circumstances is referred to as Special Consideration and may be granted after careful evaluation of an application.

(6) Short-term Circumstances or Events that are serious, unavoidable and significantly disruptive may be unexpected in nature, including personal, social or domestic issues such as illness (either physical or psychological), accident, injury, societal demands (e.g. jury service), bereavement, family breakdown, or may be anticipated, but significantly affect the student's capacity for undertaking assessment for the unit(s), such as religious commitments, legal commitments, elite sporting or performance commitments, unexpected work commitments that cannot be changed, and caring commitments.

(7) Short-term Circumstances or Events that are serious, unavoidable and significantly disruptive are those that:

- a. could not have reasonably been avoided or guarded against by the student;
- b. were beyond the student's control;
- c. caused substantial disruption to the student's capacity for undertaking assessment for the unit(s);
- d. occurred during an Event Critical Study Period; or
- e. prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

(8) All applications for Special Consideration must be supported by evidence as described in the [Special Consideration Supporting Evidence Schedule](#) and be submitted by the deadline prescribed in Section 3 – Procedures.

(9) Students with a pre-existing disability / health condition or prolonged adverse circumstances are advised to seek support from [Student Wellbeing](#) and should also refer to the [Student Accessibility Policy](#).

(10) Students are expected to manage their time so that they can meet assessment deadlines at the same time as other obligations that they may have, both inside and outside the University.

(11) Special Consideration is not a mechanism to appeal against an assessment outcome (refer [Assessment Procedure](#) and [Appeals Policy](#) for further information).

Section 3 - Procedures

Responsibilities and Required Actions

Applying for Special Consideration

- (12) A student who has experienced Short-term Circumstances or Events that are serious, unavoidable and significantly disruptive, which affect their performance in assessment, may lodge an application for Special Consideration.
- (13) All Special Consideration applications must be lodged online via the [Service Connect portal](#) and must include supporting documentary Evidence specified within the [Special Consideration Supporting Evidence Schedule](#).
- (14) Applications will only be accepted in the following circumstances:
 - a. where academic work has been hampered to a substantial degree by illness or other cause;
 - b. the circumstances or events are serious, unavoidable and significantly disruptive and beyond the student's control;
 - c. the application for Special Consideration is lodged either before or no later than seven (7) calendar days after the assessment task due date, examination, or test date except in Exceptional Circumstances when accompanying Evidence is provided to explain the reason for the late submission; and
 - d. the assessment task has not been already undertaken or submitted. (refer to clause 16 for Exceptional Circumstances).
- (15) An application for Special Consideration may be refused under any of the following circumstances:
 - a. it is not submitted in the manner and timeframe required;
 - b. the student has not complied with all other mandatory requirements for successful completion of the unit;
 - c. it is not supported by appropriate documentary Evidence; and/or
 - d. the student has already undertaken or submitted the assessment task (refer clause 16 for Exceptional Circumstances).
- (16) Students who have already submitted an assessment or participated in an assessment such as an examination - without reporting any issues during the assessment process will only be considered for a second opportunity to

undertake that assessment under Exceptional Circumstances. The decision to grant a second opportunity will be evaluated on a case-by-case basis with careful consideration given to the nature and validity of the Exceptional Circumstances that significantly affected their performance in the initial assessment. A Statement of Fact cannot suffice as evidence in such cases.

(17) In the event of illness or significant disruptions when participating in an assessment such as an examination or timed assessment, students must promptly cease their work. If the incident occurs in a classroom setting, they must inform the supervisor or invigilator immediately. If the disruption takes place outside the classroom, it should be reported immediately to the appropriate Course Authority. Subsequently, students are required to submit an application for Special Consideration.

(18) Applications made on behalf of a student by an external representative will only be accepted in cases where the student is incapacitated.

Evidence

(19) A Special Consideration application must be supported by documentary Evidence at the time of submission.

Evidence requirements are specified within the [Special Consideration Supporting Evidence Schedule](#) and may include:

- a. original supporting documentation;
- b. a medical certificate;
- c. a completed [Professional Authority Form \(PAF\)](#);
- d. appropriate documentary Evidence for non-medical circumstances; or
- e. a Statement of Fact.

(20) The Evidence must:

- a. identify the circumstances;
- b. include dates and / or the length of the circumstances;
- c. explain the severity and impact of the circumstances;
- d. clearly describe how the circumstances have adversely affected the student's capacity for effective study to which an assessment relates; and
- e. where relevant, include the date(s) on which the student was seen by the professional providing the Evidence.

(21) The University reserves the right to request and retain the originals of supporting documentation and will conduct regular audits of supporting documentation submitted electronically.

(22) Students must retain all original documentation for a six (6) month period and must supply original documents to the University within ten (10) working days of such a request being made.

(23) All documentation (in hardcopy or electronic form) relating to a Special Consideration application will be treated in accordance with the University's [Privacy Policy](#).

Assessment Process

(24) The assessment of whether a student's circumstances were serious and unavoidable is made according to a pre-approved set of criteria described in the [Special Consideration Supporting Evidence Schedule](#). Professional staff processing an application for Special Consideration may seek input from the relevant academic staff when determining the remedy, if necessary.

Outcomes

(25) If an application for Special Consideration is accepted, the University will attempt to provide the student with an opportunity to undertake the affected assessment or an alternative assessment in order to demonstrate that they have

met the relevant learning outcome(s) of a unit or units. Other than in Exceptional Circumstances, a student may not apply for more than one (1) Special Consideration application for the same assessment task.

(26) Outcomes of an application for Special Consideration may include:

- a. no action (including where an application fails to meet the requirements of this Policy;
- b. an alternative assessment, which will ensure the same learning outcomes are assessed;
 - i. In submitting a Special Consideration application, the student is acknowledging that they may be required to undertake alternative work.
 - ii. The time and date, deadline or format of any required alternative assessable work as a result of a Special Consideration application is not negotiable.
 - iii. In submitting a Special Consideration application, the student is agreeing to make themselves available so that they can complete any alternative work as required.
- c. a supplementary examination;
 - i. Other than in Exceptional Circumstances, only one (1) opportunity for a supplementary examination will be provided.
- d. the extension of the assessment deadline;
 - i. The length of a deadline extension will normally be equivalent to the duration of the circumstances affecting the student. Retrospective extensions may be applied.
 - ii. If a deadline for assessment is extended, in some circumstances this may result in the release of the final grade being delayed.
- e. marks derived from other completed assessment tasks being aggregated or averaged to achieve an overall mark;
- f. a second opportunity;
 - i. If a student is given a second opportunity to undertake an assessment, the mark obtained in the subsequent attempt will replace the original results for that assessment, regardless of whether it is higher or lower.
- g. in Exceptional Circumstances, the final mark for the unit being excluded from calculations for Honours, WAM, or Academic Standing; or
- h. in certain circumstances where the student has demonstrated circumstances or events that are serious, unavoidable and significantly disruptive but the University determines that Special Consideration is not possible for the assessment affected, a recommendation that the student apply to [Withdraw without Penalty](#). The student must determine whether to apply to [Withdraw without Penalty](#) or accept the outcome where no alternative assessment can be provided.

Withdrawal of Special Consideration Application

(27) Once the student has received approval for a Special Consideration application, the student may not withdraw the application and must accept the outcome as determined.

Notification of Special Consideration Application Outcome

(28) The University will aim to communicate the outcome of a Special Consideration application to the student's email address within five (5) calendar days of receipt of the application and all necessary supporting Evidence.

Appeals

(29) A student may appeal an adverse outcome of a Special Consideration application in accordance with the [Appeals Policy](#) and the [Assessment Procedure](#).

Section 4 - Guidelines

(30) Nil.

Section 5 - Definitions

(31) The following definitions apply for the purpose of this Policy:

- a. Short-term Circumstances or Events refers to a duration ordinarily of up to twelve calendar days.
- b. Event Critical Study Period means an intense academic phase during the study session characterised by the lead-up to or culmination of key academic work. An Event Critical Study Period is generally ten (10) calendar days immediately preceding, and including, the assessment due date with exceptions considered on a case-by-case basis following assessment of the duration, severity, and evidentiary validity of the circumstances presented.
- c. Evidence means documentation specified in the [Special Consideration Supporting Evidence Schedule](#) that demonstrates the severity and impact of a disruption to study.
- d. Exceptional Circumstances refers to situations that are unusual and not reasonably foreseeable, beyond the student's control, and sufficiently serious that they negatively affect the student's ability to complete an assessment. See the Special Consideration Supporting Evidence Schedule for more detail.
- e. Course Authority Course Authority is the person assigned by a Faculty or equivalent to perform leadership of a course.
- f. Statement of Fact is a statement provided by the applicant to describe the nature of the circumstances or event, explain the severity and how they have been impacted in relation to their capacity to complete their assessment. It can be completed by the student and does not need a medical professional or other person to complete.
- g. [Professional Authority Form \(PAF\)](#) is a form to document Evidence of medical related disruptions (physical or psychological).

Status and Details

Status	Draft
Effective Date	To be advised
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Responsible Officer	Leanne Piggott Pro Vice-Chancellor (Dean of Students)
Enquiries Contact	Leanne Piggott Pro Vice-Chancellor (Dean of Students)

ATTACHMENT C



SPECIAL CONSIDERATION SUPPORTING EVIDENCE SCHEDULE

1 PURPOSE

~~This~~ The Special Consideration Supporting Evidence Schedule (the Schedule) provides guidance to ~~professional and academic Macquarie University students and to~~ staff engaged in the process of determining whether a student's circumstances or events affecting assessment should be regarded as being serious, unavoidable and significantly disruptive under the Special Consideration Policy.

~~It~~ The Schedule also establishes minimum standards regarding the documentary evidence required to substantiate such cases.

2 SCHEDULE

Under the Special Consideration Policy, short-term circumstances or events that are serious, unavoidable, and significantly disruptive are those that:

- could not have reasonably been avoided or guarded against by the student; and
- were beyond the student's control; and
- caused substantial disruption to the student's capacity for undertaking assessment for the unit(s); and
- ~~occurred during an event critical study period and were at least three (3)~~
- ~~consecutive days duration or a total of 5 days within the teaching period~~, and / or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

Short-term circumstances or events that are serious, unavoidable and significantly disruptive may be unexpected in nature, including personal, social or domestic issues such as illness (either physical or psychological), accident, injury, societal demands (e.g. jury service), bereavement, family breakdown, or may be anticipated, but significantly affect the student's capacity for undertaking assessment for the unit(s), such as religious commitments, legal commitments, work commitments that cannot be changed, caring commitments.

Exceptional Circumstances

Exceptional Circumstances refers to situations that are unusual and not reasonably foreseeable, beyond the student's control, and sufficiently serious that they negatively affect the student's ability to complete an assessment.

What can be considered as exceptional circumstances?

Examples of exceptional circumstances may include (but are not limited to):

- The death of a close family member or friend
- A significant physical illness, injury, or medical condition
- Mental health episode requiring professional support
- Hospitalisation or emergency medical treatment
- ~~Involvement in a criminal investigation or legal proceedings~~

- Being a victim of crime (e.g. assault, burglary, or harassment)
- Serious family or domestic crises (e.g. domestic violence, breakdown of care arrangements)
- Unexpected caring responsibilities due to illness or incapacity of a dependent

This list is not exhaustive, and each application will be considered based on the individual circumstances and supporting evidence provided.

What are not considered exceptional circumstances?

During a student's period of enrolment at the University, they may experience periods of increased pressure arising from academic demands and/or personal circumstances. Certain challenges are considered to be a normal and foreseeable aspect of student life and, as such, will not normally be accepted as constituting exceptional circumstances.

Examples of situations that are not ordinarily regarded as exceptional include, but are not limited to:

- Minor illnesses, such as mild colds or headaches
- Minor sports-related injuries
- Submission of an incorrect, incomplete, draft, or corrupted assessment file
- Multiple or competing assessment deadlines
- Personal travel, except where undertaken due to an emergency
- General stress or anxiety commonly associated with academic study or examinations
- Disputes or disagreements with friends, housemates, landlords, or other third parties

This list is indicative and not exhaustive. Each application will be considered on its individual merits and supporting evidence requirements.

Exceptional Circumstances and specific requirements relating to additional applications, on-time submission or attempt, late applications

Where an application relates to requesting an additional special consideration after prior approval, or applying after making an on-time submission or attempt, or lodging an application later than seven (7) calendar days after the assessment due date, the following requirements also apply:

Additional application for same assessment task after prior approval

When requesting additional special consideration for an assessment where special consideration has already been approved, **exceptional circumstances** must either represent a continuation or worsening of the original circumstances or arise from a new and separate disruption of substantially greater seriousness.

Application after on-time submission or attempt of assessment task

In considering whether to attempt or submit an assessment task, students should be mindful that once an attempt/submission of an assessment is made, this is considered to be the students best and final attempt/submission. Students should not attempt/submit drafts, incomplete work, or work that is below their best standard. Special Consideration cannot be used to request lenient marking of an assessment attempt/submission. Once students can perform at their usual academic level, they should continue to work on their assessment and complete a finalised version as soon as possible.

In the context of an assessment that was attempted or submitted on time, **exceptional circumstances** are serious, unforeseen, and unavoidable events that substantially impaired the student's ability to make an informed judgement about their fitness to attempt or submit the assessment. Any supporting evidence must clearly show that, at the time of the attempt or submission, the severity of the circumstances prevented the student from exercising reasonable judgement.

Late application submission

In relation to late applications, **exceptional circumstances** are events of such severity that they rendered the student incapable of submitting an application at the point when the disruption occurred. Where a late application is submitted after the end of the relevant teaching session and more than seven (7) calendar days after the assessment deadline, the presence of exceptional circumstances does not permit the acceptance of a late application.

All applications for Special Consideration must be supported by evidence as described below.

General Evidence Requirements:

Evidence must demonstrate that substantial disruption has been caused to the student's capacity for effective study during an event critical study period or on the day of a particular assessment task (e.g. exam) and must:

- identify the circumstances or events;
- include dates and/or the length of the circumstances or events;
- explain the severity and impact of the circumstances or events;
- clearly describe how the circumstances or events have adversely affected the student's ability to complete the capacity for effective study to which an assessment relates task; and
- ~~where relevant, include the date(s) on which the student was seen by the professional providing the evidence.~~

Specific Evidence Requirements:

In addition to the above general evidence requirements, the following points apply when a Statement of Fact (SoF) is used as supporting evidence:

- A SoF can be used for eligible event categories outlined in the Schedule ~~of Evidence~~ if the event duration is 5-seven (7) calendar days or fewer. If the duration is beyond 5-7 calendar days, the application will require other appropriate/independent documentation forms.
- SoF cannot be used to apply for an additional multiple and/or further applications for Special Consideration for the same assessment task. If an additional application is made, a different evidence type (e.g. Medical Certificate for an illness) Further documentation of an appropriate nature will be required, which will provide independent corroboration of event and duration e.g., Medical Certificate for an illness.
- A SoF may not be deemed sufficient evidence when multiple separate applications are submitted using identical circumstances or events, or if the SoF fails to include adequate details as per the above general evidence requirements. Supporting documentation of an appropriate nature may be required to provide independent evidence of the event and duration.
- A SoF cannot be used when applying for Special Consideration after submission of an assessment or after undertaking an examination or timed assessment.
- N.B. Where a student has already received a Short Extension for an assessment task and then seeks a further extension for the same task via Special Consideration, a SoF is not considered sufficient and formal supporting evidence is required.
- ~~A SoF may not be deemed sufficient evidence when multiple separate applications are submitted using identical circumstances or events, or if the SoF fails to include adequate details as per the above general evidence requirements. Supporting documentation of an appropriate nature may be required to provide independent corroboration of event and duration.~~

Short-term circumstances or events that are serious, unavoidable and significantly disruptive	Evidence (Appropriate Supporting Documentation)
---	---

1. Short-term illness	• Medical Certificate or • Professional Authority Form or • a Statement of Fact.
2. Difficult personal circumstances • Sudden change in, or severe disruption to, domestic arrangements: e.g. eviction, homelessness and serious financial difficulties • Bereavement • Victims of crime • Accidents causing injury or trauma • Unexpected Carer responsibilities • Unexpected financial difficulties • Natural disasters (e.g. fire, floods, earthquakes) • Domestic or family violence • Abuse, e.g. an abusive incident, leaving an abusive situation • Traumatic experience, e.g. witnessing or being the victim of a serious crime such as sexual harm or assault, or witnessing or being involved in a serious accident • Family or relationship breakdown, e.g. divorce, separation • Internet outage/computer failure for students living in remote areas or incarcerated students	• Statutory Declaration or • Medical Certificate or • Professional Authority Form –stating how the student was affected or • Official letter from relevant source/authority or • a Statement of Fact.
3. A major or sustained technical issue • <u>Internet failure or ongoing connection issues beyond your control that prevent you from completing or submitting an online assessment</u>	• <u>Statement of Fact and Supporting Documentation, for example</u> • <u>a date and time-stamped screenshot showing the issue, such as error messages, loading failures, device issues, speed tests, outage maps</u> or • <u>notices from your electricity or internet provider,</u> or • <u>notice from Macquarie University's IT system.</u>
<u>34. Death of a relative/close friend and related circumstances</u>	• Statutory Declaration - stating the relationship to the student or • Medical Certificate or • Professional Authority Form – stating how this student was affected or • Death Notice/Certificate or • a Statement of Fact.

Unavoidable commitments • Weddings • Funerals • Significant Religious commitments • Unexpected work commitments that cannot be changed • Unavoidable medical appointments • Court dates/Jury Duty • <u>Sorry business</u>	• Wedding invitations accompanied by a Statutory Declaration or • Letter from religious leader/Elder or • Letter from employer – stating why the student cannot be released from these work commitments or the work commitments cannot be changed or • Letter from doctor/medical certificate or • Letter confirming attendance at Jury Duty/ court date or • a Statement of Fact.
65. Exacerbation of ongoing illness	• Medical Certificate or • Professional Authority Form supporting exacerbation or • a Statement of Fact.
Elite athletes or Performers • Students who are part of the Macquarie Elite Program or who participate in State level (or higher) competition • Competition dates that clash with assessment dates	• Official letter from the appropriate organisational body supporting increased training commitments/competition.
Army ReservistsDefence Force Reservists/SES commitments and Volunteer Firefighters/emergency volunteers • Unavoidable training commitments or required to participate in their field.	• An official training notice from organiser explaining why attendance is required or • Statutory Declaration or • a Statement of Fact.
*A registered health professional registered with a National Board of Australia that is accredited by the Australian Health Practitioner Regulation Agency (AHPRA): • Aboriginal and Torres Strait Islander Health Practice • Chinese Medicine • Chiropractic • Dental • Medical • Medical Radiation Practice • Nursing and Midwifery • Occupational Therapy • Optometry • Osteopathy • Pharmacy • Physiotherapy • Podiatry • Psychology • Social workers	

The following are *not* considered short-term circumstances or events that are serious, unavoidable and significantly disruptive requiring Special Consideration:

- ~~Reading the Unit Guide incorrectly~~ Misreading the unit guide and/or assessment requirements
- Submitting the incorrect assessment file or version, and or submitting via an incorrect submission portal, link or method
- Attending events such as:
 - Concerts
 - Talk shows
 - Sporting events
 - Protests
- Pre booked holidays
- Routine employment
- ~~Internet outage or computer failure (certain exceptions apply, e.g. in prison/ remote or rural students)~~
- Heavy academic workload
- Misreading the examination timetable
- Professional Experience – organised by the student independently
- Other events or activities not related to current employment or studies, ~~and~~
- Students registered with Student Wellbeing with long term circumstances such as:
 - Chronic illness/disability
 - Students with carer status.

3 STATUS AND DETAILS

3.1	Status	Approved
3.2	Effective Date	27 July 2023 TBC
3.3	Review Date	25-26 July June 2026
3.4	Approval Authority	Academic Senate
3.5	Approval Date	25 July 2023 TBC
3.6	Expiry Date	Not Applicable
3.7	Responsible Executive	Rorden Wilkinson Deputy Vice-Chancellor (Academic)
3.8	Responsible Officer	Leanne Piggott Pro Vice-Chancellor (Dean of Students)
3.9	Enquiries Contact	Ellen Whitehead Manager, Examinations & Assessment Support +61 2 9850 7353
3.10	Documents Superseded by this Schedule	Disruption to Studies Supporting Evidence Schedule approved by Academic Senate 5 September 2017 (Res 17/84).
3.11	Amendment History	25 July 2023 – Academic Senate approval of amendments to the Special Consideration Supporting Evidence Schedule with immediate effect (Res AS23/63). 24 May 2022 – Academic Senate approval of amended Special Consideration Policy, Special Consideration Procedure, and Supporting Evidence Schedule, with effect from 25 July 2022 (AS 22/40).
3.12	Relevant Policy	Special Consideration Policy

~~Recommend deleting this page~~



Circumstance Type of Evidence						
	Short term illness	Difficult personal circumstances	Death of a relative/close friend	Unavoidable commitments	Exacerbation of ongoing illness	Elite Athletes or Performers Army-Reservists/SES Volunteer Firefighters/Emergency-volunteer commitments
#Statement of Fact	✓	✓	✓	✓	✓	✓
Medical Certificate/Professional Authority	✓	✓	✓	✓	✓	
Form						
Statutory Declaration		✓	✓			✓
*Official Letter from relevant source /authority		✓				✓
Death Notice/Certificate						

~~# Statement of fact can only be used for only for circumstances of 5 days or fewer and cannot be used when applying for Special Consideration after submission of an assessment or undertaking an examination or timed assessment~~

~~*Official letter for unavoidable commitments depend on circumstances. For example; significant religious commitments would require a letter from a religious leader or elder, a Court date or Jury Duty would require a letter confirming the date of attendance at court.~~

ATTACHMENT D



SPECIAL CONSIDERATION SUPPORTING EVIDENCE SCHEDULE

1 PURPOSE

The Special Consideration Supporting Evidence Schedule (the Schedule) provides guidance to Macquarie University students and to staff engaged in the process of determining whether a student's circumstances or events affecting assessment should be regarded as being serious, unavoidable and significantly disruptive under the Special Consideration Policy.

The Schedule also establishes minimum standards regarding the documentary evidence required to substantiate such cases.

2 SCHEDULE

Under the Special Consideration Policy, short-term circumstances or events that are serious, unavoidable, and significantly disruptive are those that:

- could not have reasonably been avoided or guarded against by the student; and
- were beyond the student's control; and
- caused substantial disruption to the student's capacity for undertaking assessment for the unit(s); and
- occurred during an event critical study, and / or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

Short-term circumstances or events that are serious, unavoidable and significantly disruptive may be unexpected in nature, including personal, social or domestic issues such as illness (either physical or psychological), accident, injury, societal demands (e.g. jury service), bereavement, family breakdown, or may be anticipated, but significantly affect the student's capacity for undertaking assessment for the unit(s), such as religious commitments, legal commitments, work commitments that cannot be changed, caring commitments.

Exceptional Circumstances

Exceptional Circumstances refers to situations that are unusual and not reasonably foreseeable, beyond the student's control, and sufficiently serious that they negatively affect the student's ability to complete an assessment.

What can be considered as exceptional circumstances?

Examples of exceptional circumstances may include (but are not limited to):

- The death of a close family member or friend
- A significant physical illness, injury, or medical condition
- Mental health episode requiring professional support
- Hospitalisation or emergency medical treatment
- Being a victim of crime (e.g. assault, burglary, or harassment)
- Serious family or domestic crises (e.g. domestic violence, breakdown of care arrangements)

This list is not exhaustive, and each application will be considered based on the individual circumstances and supporting evidence provided.

What are not considered exceptional circumstances?

During a student's period of enrolment at the University, they may experience periods of increased pressure arising from academic demands and/or personal circumstances. Certain challenges are considered to be a normal and foreseeable aspect of student life and, as such, will not normally be accepted as constituting exceptional circumstances.

Examples of situations that are not ordinarily regarded as exceptional include, but are not limited to:

- Minor illnesses, such as mild colds or headaches
- Minor sports-related injuries
- Submission of an incorrect, incomplete, draft, or corrupted assessment file
- Multiple or competing assessment deadlines
- Personal travel, except where undertaken due to an emergency
- General stress or anxiety commonly associated with academic study or examinations
- Disputes or disagreements with friends, housemates, landlords, or other third parties

This list is indicative and not exhaustive. Each application will be considered on its individual merits and supporting evidence requirements.

Exceptional Circumstances and specific requirements relating to additional applications, on-time submission or attempt, late applications

Where an application relates to requesting an additional special consideration after prior approval, or applying after making an on-time submission or attempt, or lodging an application later than seven (7) calendar days after the assessment due date, the following requirements also apply:

Additional application for same assessment task after prior approval

When requesting additional special consideration for an assessment where special consideration has already been approved, **exceptional circumstances** must either represent a continuation or worsening of the original circumstances or arise from a new and separate disruption of substantially greater seriousness.

Application after on-time submission or attempt of assessment task

In considering whether to attempt or submit an assessment task, students should be mindful that once an attempt/submission of an assessment is made, this is considered to be the student's best and final attempt/submission. Students should not attempt/submit drafts, incomplete work, or work that is below their best standard. Special Consideration cannot be used to request lenient marking of an assessment attempt/submission. Once students can perform at their usual academic level, they should continue to work on their assessment and complete a finalised version as soon as possible.

In the context of an assessment that was attempted or submitted on time, **exceptional circumstances** are serious, unforeseen, and unavoidable events that substantially impaired the student's ability to make an informed judgement about their fitness to attempt or submit the assessment. Any supporting evidence must clearly show that, at the time of the attempt or submission, the severity of the circumstances prevented the student from exercising reasonable judgement.

Late application submission

In relation to late applications, **exceptional circumstances** are events of such severity that they rendered the student incapable of submitting an application at the point when the disruption occurred. Where a late application is submitted after the end of the relevant teaching session and more than seven (7) calendar days after the assessment deadline, the presence of exceptional circumstances does not permit the acceptance of a late application.

All applications for Special Consideration must be supported by evidence as described below.

General Evidence Requirements:

Evidence must demonstrate that substantial disruption has been caused to the student's capacity for effective study during an event critical study period or on the day of a particular assessment task (e.g. exam) and must:

- identify the circumstances or events;
- include dates and/or the length of the circumstances or events;
- explain the severity and impact of the circumstances or events;
- clearly describe how the circumstances or events have adversely affected the student's ability to complete the assessment task; and
- professional providing the evidence.

Specific Evidence Requirements:

In addition to the above general evidence requirements, the following points apply when a Statement of Fact (SoF) is used as supporting evidence:

- A SoF can be used for eligible event categories outlined in the Schedule if the event duration is **seven (7) calendar days** or fewer. If the duration is beyond **7 calendar days**, the application will require other appropriate/independent documentation forms.
- SoF cannot be used to apply for an additional application for Special Consideration for the same assessment task. If an additional application is made, a different evidence type (e.g. Medical Certificate for an illness) will be required.
- A SoF may not be deemed sufficient evidence when multiple separate applications are submitted using identical circumstances or events, or if the SoF fails to include adequate details as per the above general evidence requirements. Supporting documentation of an appropriate nature may be required to provide independent evidence of the event and duration.
- A SoF cannot be used when applying for Special Consideration after submission of an assessment or after undertaking an examination or timed assessment.
- **N.B.** Where a student has already received a Short Extension for an assessment task and then seeks a further extension for the same task via Special Consideration, a SoF is not considered sufficient and formal supporting evidence is required.

Short-term circumstances or events that are serious, unavoidable and significantly disruptive	Evidence (Appropriate Supporting Documentation)
1. Short-term illness	• Medical Certificate or • Professional Authority Form or • a Statement of Fact.
2. Difficult personal circumstances • Sudden change in, or severe disruption to, domestic arrangements: e.g. eviction, homelessness and serious financial difficulties • Victims of crime • Accidents causing injury or trauma • Unexpected Carer responsibilities • Unexpected financial difficulties • Natural disasters (e.g. fire, floods, earthquakes) • Domestic or family violence • Abuse e.g. an abusive incident, leaving an abusive situation • Traumatic experience, e.g. witnessing or being the victim of a serious crime such as sexual harm or assault, or witnessing or being involved in a serious accident • Family or relationship breakdown, e.g. divorce, separation •	• Statutory Declaration or • Medical Certificate or • Professional Authority Form –stating how the student was affected or • Official letter from relevant source/authority or • a Statement of Fact.
3. A major or sustained technical issue • Internet failure or ongoing connection issues beyond your control that prevent you from completing or submitting an online assessment	• Statement of Fact and Supporting Documentation, for example • a date and time-stamped screenshot showing the issue, such as error messages, loading failures, device issues, speed tests, outage maps - or • notices from your electricity or internet provider, or • notice from Macquarie University's IT system.
4. Death and related circumstances	• Statutory Declaration - stating the relationship to the student or • Medical Certificate or • Professional Authority Form – stating how this student was affected or • Death Notice/Certificate or • a Statement of Fact.

5. Unavoidable commitments • Weddings • Funerals • Significant Religious commitments • Unexpected work commitments that cannot be changed • Unavoidable medical appointments • Court dates/Jury Duty • Sorry business	• Wedding invitations accompanied by a Statutory Declaration or • Letter from religious leader/Elder or • Letter from employer – stating why the student cannot be released from these work commitments or the work commitments cannot be changed or • Letter from doctor/medical certificate or • Letter confirming attendance at Jury Duty/ court date or • a Statement of Fact.
6. Exacerbation of ongoing illness	• Medical Certificate or • Professional Authority Form supporting exacerbation or • a Statement of Fact.
7. Elite athletes or Performers • Students who are part of the Macquarie Elite Program or who participate in State level (or higher) competition • Competition dates that clash with assessment dates	• Official letter from the appropriate organisational body supporting increased training commitments/competition.
8. Defence Force Reservists/SES commitments and Volunteer Firefighters/emergency volunteers • Unavoidable training commitments or required to participate in their field.	• An official training notice from organiser explaining why attendance is required or • Statutory Declaration or • a Statement of Fact.
*A registered health professional registered with a National Board of Australia that is accredited by the Australian Health Practitioner Regulation Agency (AHPRA): • Aboriginal and Torres Strait Islander Health Practice • Chinese Medicine • Chiropractic • Dental • Medical • Medical Radiation Practice • Nursing and Midwifery • Occupational Therapy • Optometry • Osteopathy • Pharmacy • Physiotherapy • Podiatry • Psychology • Social workers	

The following are *not* considered short-term circumstances or events that are serious, unavoidable and significantly disruptive requiring Special Consideration:

- Misreading the unit guide and/or assessment requirements
- Submitting the incorrect assessment file or version, and or submitting via an incorrect submission portal, link or method
- Attending events such as:
 - Concerts
 - Talk shows
 - Sporting events
 - Protests
- Pre booked holidays
- Routine employment
- Heavy academic workload
- Misreading the examination timetable
- Professional Experience organised by the student independently
- Other events or activities not related to current employment or studies
- Students registered with Student Wellbeing with long term circumstances such as:
 - Chronic illness/disability
 - Students with carer status.

3 STATUS AND DETAILS

3.1	Status	Draft
3.2	Effective Date	TBC
3.3	Review Date	TBC
3.4	Approval Authority	Academic Senate
3.5	Approval Date	TBC
3.6	Expiry Date	Not Applicable
3.7	Responsible Executive	Rorden Wilkinson Deputy Vice-Chancellor (Academic)
3.8	Responsible Officer	Leanne Piggott Pro Vice-Chancellor (Dean of Students)
3.9	Enquiries Contact	Ellen Whitehead Manager, Examinations & Assessment Support +61 2 9850 7353
3.11	Amendment History	25 July 2023 – Academic Senate approval of amendments to the Special Consideration Supporting Evidence Schedule with immediate effect (Res AS23/63). 24 May 2022 – Academic Senate approval of amended Special Consideration Policy, Special Consideration Procedure, and Supporting Evidence Schedule, with effect from 25 July 2022 (AS 22/40).
3.12	Relevant Policy	Special Consideration Policy

Meeting of	Academic Senate
Item No.	4.4
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	2026 ACADEMIC SENATE AND ACADEMIC SENATE COMMITTEE PROJECTS: UPDATE
Submitted by	Megan Kemmis – Manager, Governance Secretariat
Approved by	Professor Jacqueline Phillips – Chair, Academic Senate

☐ **For approval**
☐ **For recommendation to Council**
☒ **For noting/discussion**

Executive Summary

Discussions of proposed Academic Senate and Academic Senate committee projects for 2026 were held with the Academic Senate Standing Committee at its meeting of 1 December 2025 and at the Academic Senate meeting of 17 February 2026. This paper provides an update on projects undertaken by Academic Senate and its committees.

Recommendation

That Academic Senate NOTES the updated information on 2026 projects for Academic Senate and its committees.

Details

At its meeting of 1 December 2025, the Academic Senate Standing Committee discussed proposed projects for 2026 (**Res ASSC25/09**), with Academic Senate noting and discussing further information at its meeting of 17 February 2026 (**Res AS26/12**).

A summary of current projects and their status is included as Attachment A.

Academic Senate Projects for 2026

As outlined in Attachment A, Academic Senate has the following projects for 2026:

- Review of the Professor Emerita Emeritus Policy and Procedure and associated documents (underway);
- Review of the Academic Senate Rule and the Academic Senate and Academic Senate Committee Procedure (due Q4);
- Review of the guide for student mentors (underway);
- Workshops/presentations on Artificial Intelligence arranged in response to feedback in the 2025 Academic Senate member survey (underway).

Academic Senate Education Committee Projects for 2026

The Academic Senate Education Committee (ASEC) has the following projects for 2026:

- Academic Senate Student Members Group (underway);
- Academic Feedback Literacy (complete - see Attachment B).

Academic Senate Curriculum Subcommittee Project for 2026

ASCS has undertaken a Course Reaccreditation Reporting Standardisation Project. The final report from the project's working group is available in this agenda pack as Agenda Item 3.3.

Attachments

Attachment A: Academic Senate Projects 2026
Attachment B: Academic Feedback Literacy

ATTACHMENT A**TABLE 1 Policy Reviews and Projects**

Policy Reviews and Projects	Timing	Committee	Status
Policy Reviews			
Professor Emerita Emeritus Policy and Procedure and Associated Documents	Q3	Academic Senate	Governance Services is undertaking this review, with the first set of suggested drafts submitted to key stakeholders for feedback. Based on responses more work is now underway for submission to the September meeting of Academic Senate for recommendation to Council.
Academic Senate Rule and Academic Senate and Academic Senate Committee Procedure	Q4	Academic Senate	The Director, Governance Services will undertake this review with any proposed amendments to be submitted to Academic Senate by the end of this year for approval (in the case of the Procedure) and recommendation to Council (in the case of the Rule).
Senate Committee Projects			
Review of guide for student mentors	Q2-Q3	Academic Senate	The Chair of Academic Senate has undertaken a review of this document and has circulated amendments to key stakeholders for feedback.
Workshops/presentations on Artificial Intelligence	Q3	Academic Senate	The Deputy Vice-Chancellor (Academic) and the Pro Vice-Chancellor (Education) provided a presentation on Artificial Intelligence in Education on 14 July. The Director, Research Ethics and her team will provide a similar presentation on Artificial Intelligence in Research on 20 August.
Academic Senate Student Members Group: Development of a guide for student members	Q3-Q4	Academic Senate Education Committee	A workshop was held with the group on 23 July to consider amendments to the guide for student members and the development of other support documents.
Academic Feedback Literacy	Q3	Academic Senate	COMPLETED – ASEC received presentations on this at its meeting of 20 July 2026 (see Attachment B).

Policy Reviews and Projects	Timing	Committee	Status
		Education Committee	
Course Reaccreditation Reporting Standardisation Project	Q1 – Q3	Academic Senate Curriculum Sub-Committee	COMPLETED – Academic Senate approved the overview for this project at its meeting of 24 March 2026 (AS26/36). Following a number of working group meetings, a final report was sent to the ASCS meeting of 21 July 2026 and is on the agenda for today's Academic Senate meeting (see Agenda Item 3.3)

ATTACHMENT B

Meeting of	Academic Senate Education Committee
Item No.	3.2
Meeting Date	20 July 2026

**SUBMISSION TO ACADEMIC SENATE EDUCATION COMMITTEE**

Title	Assessment of Feedback Literacy
Submitted by	Professor Cath Dean – Deputy Dean, Education and Employability, Faculty of Medicine, Health and Human Sciences (FMHHS)
Approved by	Professor Cath Dean – Deputy Dean, Education and Employability, Faculty of Medicine, Health and Human Sciences (FMHHS)
☐ For approval ☐ For recommendation to Academic Senate ☒ For noting/discussion	

Executive Summary

Feedback is critical for learning yet is a major source of dissatisfaction amongst university students and staff. For a long time, feedback has been considered an educator-centred process, however current definitions require active participation by the learner. Recent research has examined the components of feedback literacy as well as developed a measurement tool to measure feedback literacy behaviours. Measuring staff and students feedback literacy behaviours and how students' behaviours change over time, as well as factors associated with feedback literacy, may be beneficial in developing tailored curricula to enhance students' development of feedback literacy. Educators may also benefit from professional development to facilitate the development of their own and students' feedback literacy.

In 2024 FMHHS commenced a research project "Evaluation and identification of factors associated with feedback literacy in FMHHS staff and students." The purpose of this paper is to provide an outline of the project, the preliminary analyses and discuss the implications for enhancing curricula and development of feedback literacy in staff and students.

Recommendation

That Academic Senate Education Committee NOTES the report on Assessment of Feedback Literacy.

Details**Assessment of Feedback Literacy**

Dawson and colleagues (2024) have developed a feedback literacy behavioural scale (FLBS) which draws on conceptual models of feedback literacy. This FLBS scale is a self-report survey of frequency of 24 behaviours ranked on a 6 point Likert scale where 1 = never to 6 = always. The behaviours are grouped thematically into 5 components, seek feedback information (SF); Use feedback information (UF) make sense of information (MS) provide feedback information (PF) and manage Affect (MA). Use of the Feedback Literacy Behaviour Scale has benefits over other measurement tools as it evaluates what learners do rather than other measures which assess the students' beliefs about feedback and their own evaluation of their capabilities to engage in feedback processes. Moreover, the FLBS is available freely under a Creative Commons Attribution (CC By) license.

FMHHS Research Project

The purpose of the proposed research is to evaluate longitudinally the change in students' feedback literacy behaviours over one academic year and to examine the association between feedback literacy and personal (inclusive of cultural and social factors) and study factors, academic performance, wellbeing and self-efficacy. A secondary purpose is to measure feedback literacy behaviours of staff and the association between feedback literacy and personal (inclusive of cultural and social factors) and work factors as well as wellbeing, and self-efficacy. The specific research questions are:

- 1) How does students' feedback literacy change over a year?
- 2) Are personal/ cultural and social () or study/work (level, Course, student type, years of study, part-time/full time) factors associated with feedback literacy?
- 3) Is student feedback literacy associated with academic performance?
- 4) Is a change in feedback literacy over time associated to academic performance?
- 5) What is the difference between staff and student feedback literacy?

Measuring staff and students feedback literacy behaviours and how they change over time as well as factors associated with feedback literacy may be beneficial in developing tailored curricula to enhance students' development of feedback literacy and also professional development of educators to facilitate the development of their own and students' feedback literacy.

We plan to use the results of this project to delve deeper into the issues of feedback literacy and anticipate further qualitative research with staff and students around issues impacting feedback literacy which would include but not limited to cultural and social factors. Ultimately the plan would be to use the information to tailor resources to enhance the development of feedback literacy.

The attached PowerPoint presentation (Attachment A) provides an overview of the project, preliminary analyses and implications for discussion.

Attachment

Attachment A: Feedback Literacy Project.

Feedback Literacy Project

PROF CATH DEAN

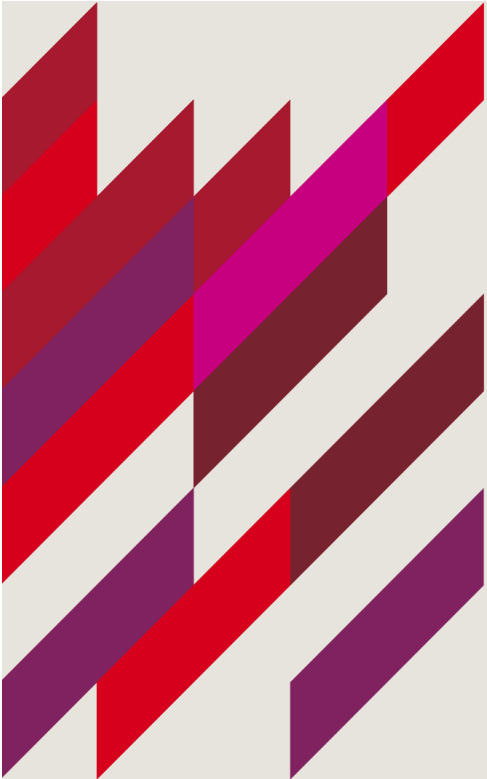
CO-INVESTIGATORS: A/PROF ALISSA BEATH A/PROF CARA HILDRETH, PROF VERITY PACEY & HARRY PHAM

20 July 2026, Academic Senate Education Meeting

Evaluation and identification of factors associated with feedback literacy in FMHHS staff and students

AGENDA



- 
1. Project Overview
 2. Preliminary Results.

Background



- Feedback is critical for learning
- Major source of dissatisfaction amongst university staff and students
- Historically considered an educator-centred process
- Requires active participation by the learner

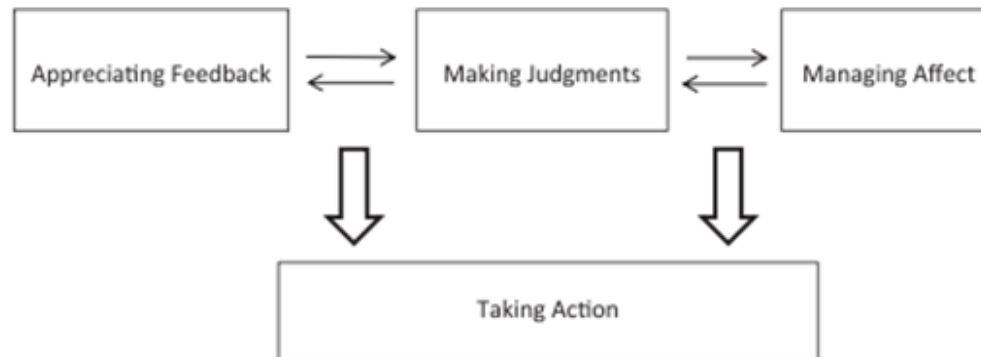
Feedback is

- “a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work (Boud and Molloy 2013)

Feedback Literacy

DEFINITION

- “denotes the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies (Boud and Carless 2018).”



Measurement of Feedback Literacy

FEEDBACK LITERACY BEHAVIOUR SCALE (DAWSON ET AL 2024)



Five components

- **Seek feedback information (SF):** eliciting feedback information from a variety of sources, including one's own notions of quality and examples of good work;
- **Make sense of information (MS):** processing, evaluating, and interpreting feedback information;
- **Use feedback information (UF):** putting feedback information into action to improve the quality of current and/or future work;
- **Provide feedback information (PF):** considering the work of others and making comments about its quality; and
- **Manage affect (MA):** persisting in feedback processes despite the emotional challenges they pose.

Scale

Items representing behaviours that feedback literate students would undertake in feedback processes

Self reported –

24 Statements, 5 behaviours for each component except only 4 for making sense of information

FMHHS

Dawson, P., Yan, Z., Lipnevich, A., Tai, J., Boud, D., & Mahoney, P. (2024). Measuring what learners do in feedback: the feedback literacy behaviour scale. *Assessment & Evaluation in Higher Education*, 49(3), 348–362. <https://doi.org/10.1080/02602938.2023.2240983>
feedbackliteracy.org

Feedback Literacy Behaviour Scale



FOR THE NEXT SERIES OF QUESTIONS, PLEASE THINK ABOUT WHAT YOU USUALLY DO IN YOUR STUDIES, AND RATE HOW OFTEN YOU DO THESE THINGS.

1 = NEVER, 2 = ALMOST NEVER, 3 = RARELY, 4 = SOMETIMES, 5 = ALMOST ALWAYS, 6 = ALWAYS

Seek feedback information (SF)

SF1: I reflect on the quality of my own work and use my reflection as a source of information to improve my work.

SF3: I seek out examples of good work to improve my work.

SF4: When other people provide me with input about my work I listen or read thoughtfully.

SF5: When I am working on a task, I consider comments I have received on similar tasks.

SF7: I ask for comments about specific aspects of my work.

Make sense of information (MS)

MS1: I carefully consider comments about my work before deciding if I will use them or not.

MS2: When receiving conflicting information about my work from different sources, I make a judgement about what I will use.

MS4: When deciding what to do with comments, I consider the credibility of their sources.

MS5: I consider how comments relate to criteria or standards.

Use feedback information (UF)

UF2: I check whether my work is better after I have acted on comments.

UF3: I use comments on my work to refine my understanding of what good quality work looks like.

UF4: When receiving comments I plan how I will use them to improve my future work, not just the immediate task.

UF5: I keep comments on previous work to use again in the future.

UF6: When I receive comments from others, I use them to improve what I'm working on at the time.

Provide feedback information (PF)

PF3: When commenting on the work of others, I provide constructive criticism.

PF4: I comment on other people's work when I am invited to.

PF5: When commenting on other people's work I refer to standards or criteria.

PF6: I offer to provide feedback to my peers.

PF7: I try to be very clear when providing feedback comments to others.

Manage affect (MA)

MA1: I am open to reasonable criticism about my work.

MA2: I deal well with any negative emotional responses I have to feedback information.

MA3: When a feedback message is valuable but upsetting or annoying, I still find a way to make use of it.

MA4: Critical comments motivate me to improve my work.

MA5: I make use of critical comments even if they are difficult to receive.

Research Purpose



- to evaluate longitudinally the change in students' feedback literacy behaviours over one academic year and to examine the association between feedback literacy and personal and study factors, academic performance, wellbeing and self-efficacy.
- to measure feedback literacy behaviours of staff and the association between feedback literacy and personal and work factors as well as wellbeing, and self-efficacy.

The specific research questions are:

1. How does students' feedback literacy change over a year?
2. Are personal or study/work (level, Course, student type, years of study, part-time/full time) factors associated with feedback literacy?
3. Is student feedback literacy associated with academic performance?
4. Is a change in feedback literacy over time associated to academic performance?
5. What is the difference between staff and student feedback literacy?

Study Methods



- Macquarie University, Sydney, Australia
 - Faculty of Medicine, Health, and Human Sciences
- Study launched in Session 1, 2024
 - 1 Staff survey & 3 student surveys
 - Participants recruited throughout 2024
 - 3 waves of student data over 1 year
- Feedback literacy behaviour scale
 - “Please think about what you usually do in your **[work /] studies**, and rate how often you do these things...”
- PHQ-4 anxiety and depression
- Sociodemographic & education variables
 - Staff: teaching experience
 - Students: academic performance (WAM), academic self-efficacy

Progress

DATA COLLECTION COMPLETED

PRELIMINARY ANALYSES

Staff Profile

PERSONAL AND WORK FACTORS

77 teaching staff participated

- Mean Age 42 ±10 years, range 24-63 years
- 33% from non-English speaking background

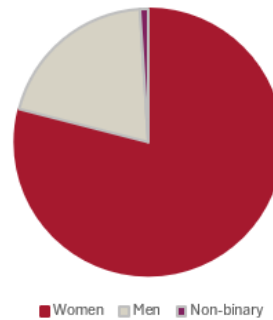
Type of teaching

- 68% PG coursework
- 61% UG
- 17% Honours

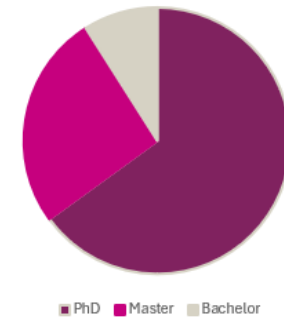
University Teaching experience

- 34% >10 years
- 22% 5-9 years
- 25% <2 years

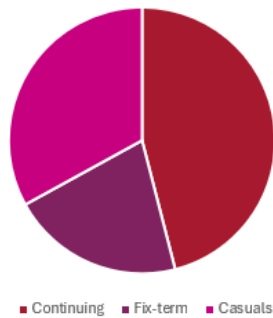
Gender Identity



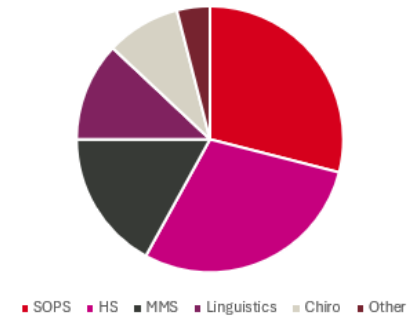
Highest Qualification



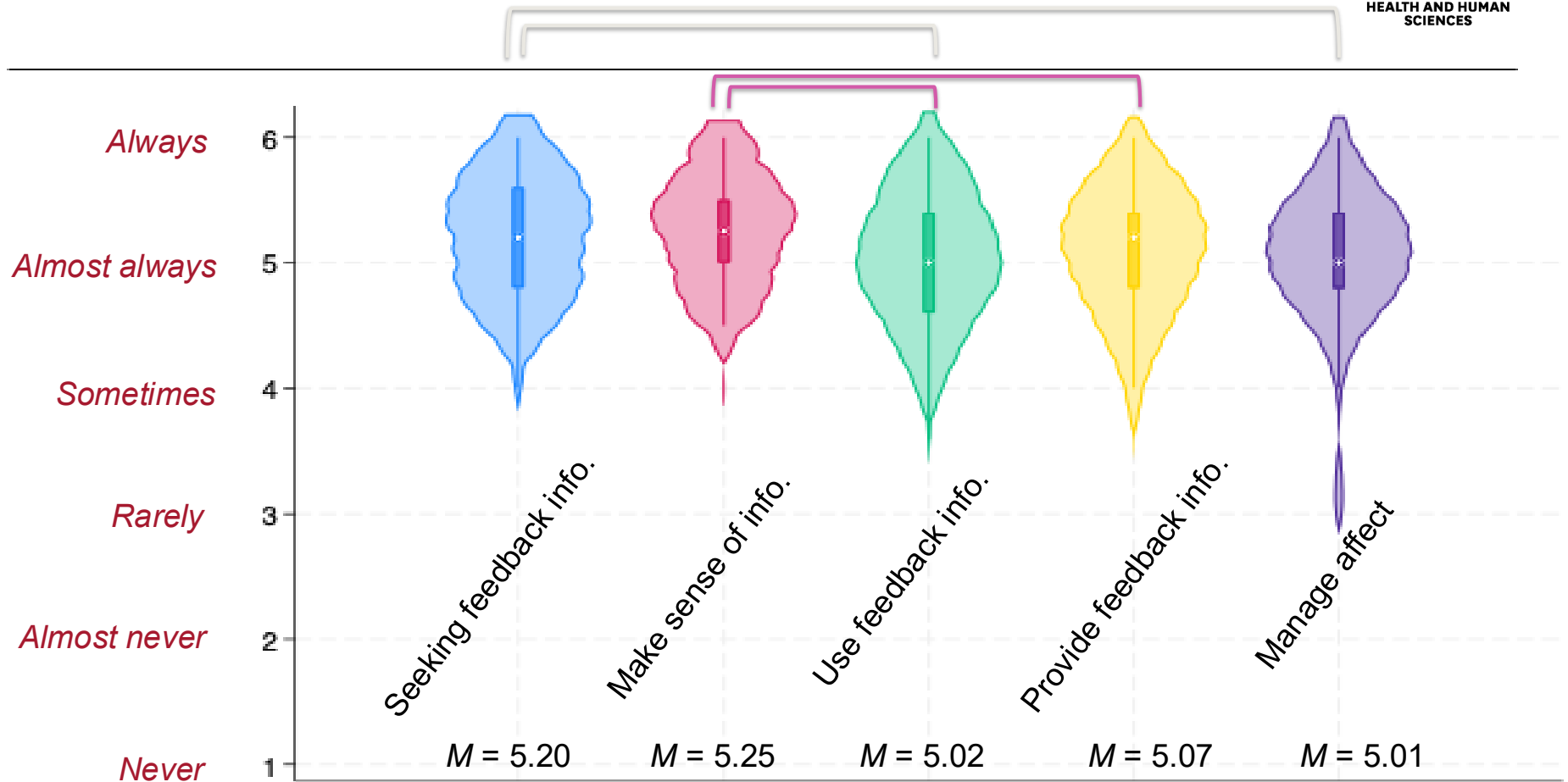
Appointment



Dept/School



Results: Staff



Results: Staff



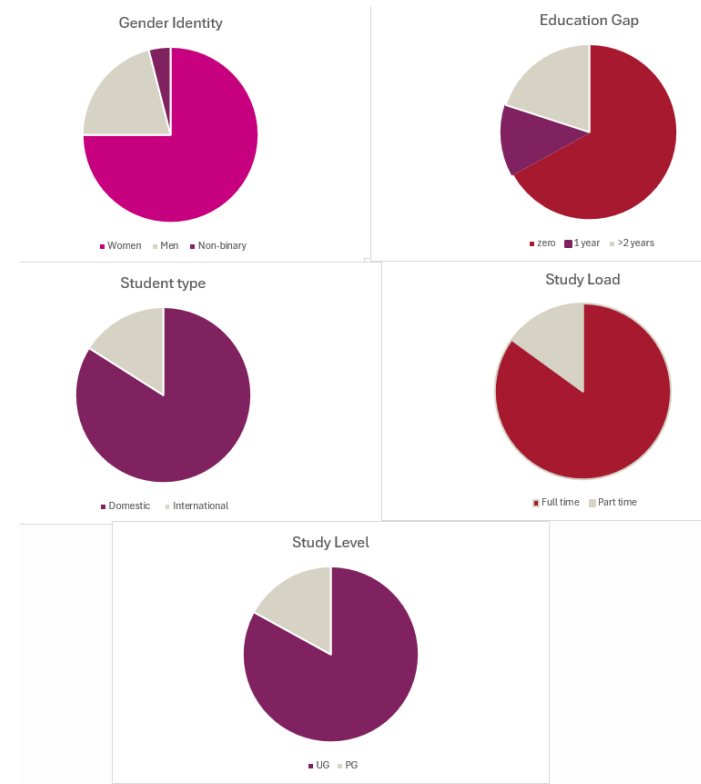
-
- FLBS scores associated with... not a lot
 - Higher academic qualifications associated with higher “making sense of info” scores ($r = .23$), as was older age ($r = .25$)
 - PG teachers showed slightly higher total scores ($r = .24$)
 - Lecturers showed slightly higher “providing feedback info” ($r = .29$) and total scores ($r = .24$)
 - Unrelated to years of experience, job family, academic level, English speaking or cultural background...unrelated to many things!
 - Unrelated to anxiety or depression

Student Profile – Survey 1

PERSONAL AND STUDY FACTORS

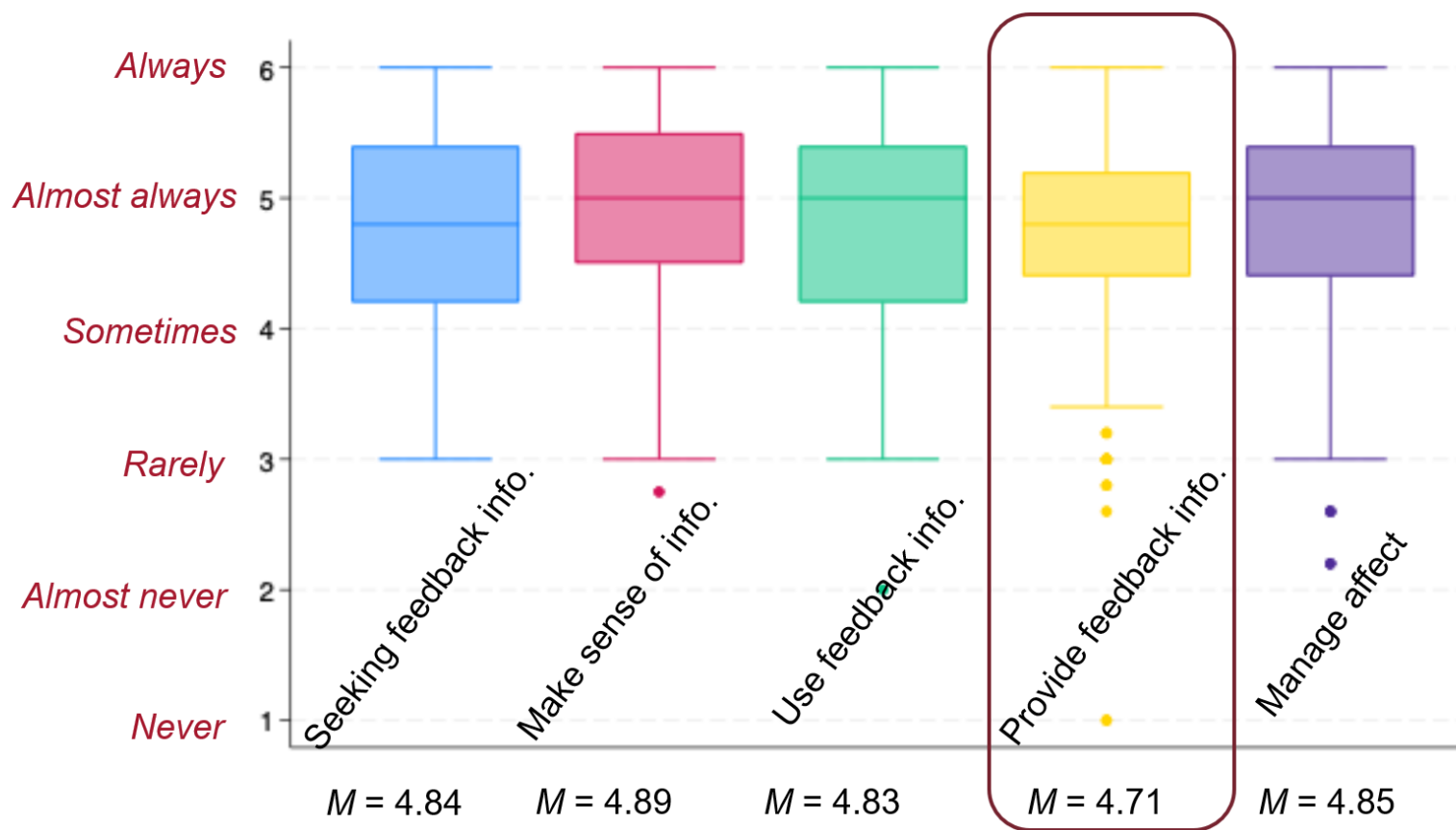
347 coursework students

- Mean Age 24 ± 9 years, range 17-62 years
- 32% from non-English speaking background
- 19% disability, 13% adjustments
- 23% first in family
- 12% caring responsibilities



Results:Students

Survey 1



FM

14

Results: Students

- Some (weak) associations: higher FLBS scores associated with
 - Longer education gap (SF $r = .20$)
 - First in family status (MS $r = .12$ PF $r = .12$)
 - Having a disability (MS $r = .13$ PF $r = .11$)
 - Older age (SF $r = .17$ MS $r = .11$)
 - Having prior tertiary (vs private, public high school) education (SF $\eta^2 = .03$)
- Academic self-efficacy weak-to-moderately associated
 - SF $r = .29$ MS $r = .29$ UF $r = .25$ PF $r = .24$ MA $r = .33$
- Psychological distress weakly associated
 - Depression (PF $r = -.12$ MA $r = -.15$) vs anxiety (MA $r = -.13$)
- Academic performance (WAM) weakly associated
 - SF $r = .14$ MS $r = .19$ PF $r = .13$

Preliminary Analysis

STUDENT SURVEY 2

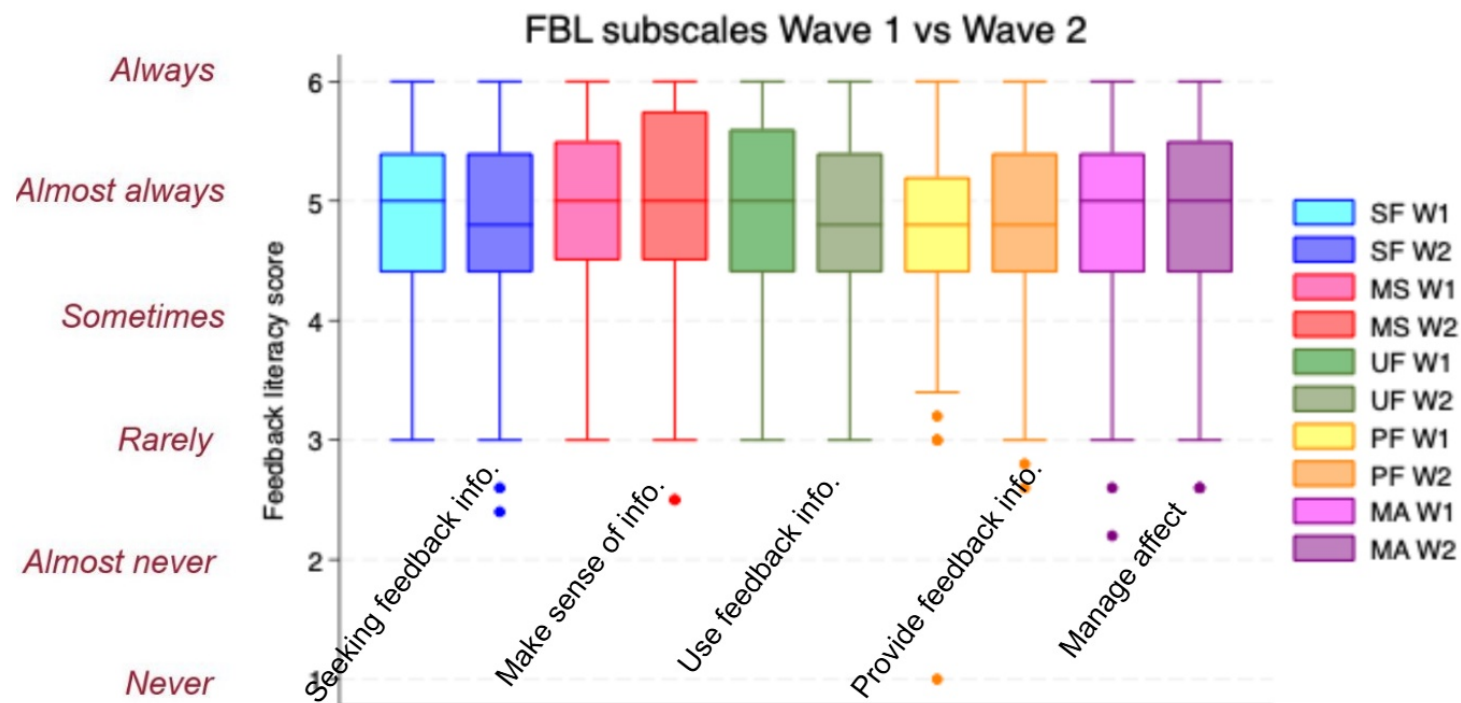
Results: Students Survey (Wave) 2

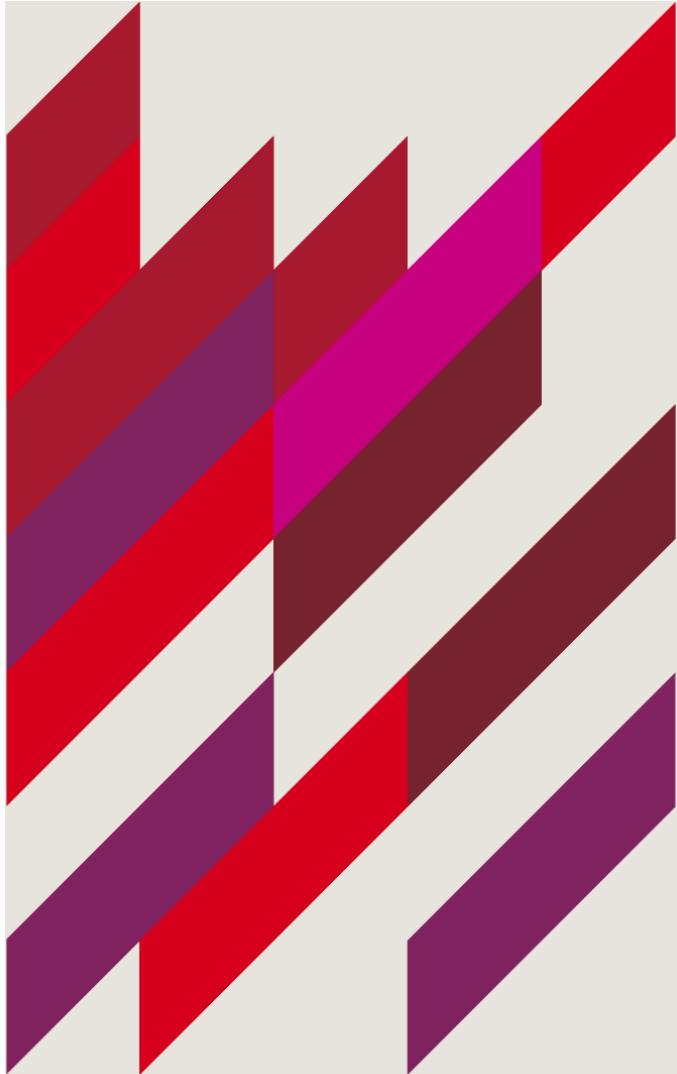
- 144 students completed wave 2 survey data
- Survey 1-Survey 2 correlations were strong

SF	MS	UF	PF	MA
.66	.57	.60	.55	.61

- On average, no significant change in scores from survey 1 to Survey 2
- Degree of change did *not* vary by subscale

Results: Students Survey 1 and 2





Next Steps

Next steps



- Complete Analyses
 - Student Survey 3
 - Changes of time
 - Link to Academic data for Survey 2 and 3

- Examine new Teacher Feedback Literacy Scale
 - Use for self-assessment
 - Embed in professional development

The Teacher Feedback Literacy Scale (2026)

29 ITEMS



The Teacher Feedback Literacy Scale

Please reflect what you usually do in your courses or course units. Rate how often you engage in each behaviour in your current teaching practice.

1= Never, 2=Rarely, 3=Occasionally, 4= Frequently, 5= Very Frequently, and 6= Always

Design for student action on feedback (DSAF)

DSAF 1: I design tasks that involve student self-correction of their work before they receive comments from me or others.

DSAF2: To refine feedback processes, I review student work samples to see if and how they have applied the comments received.

DSAF3: I ask students to show how they used comments on their previous work to improve their current work.

DSAF4: I design practice activities in which students show how they used comments on their previous work to improve their current work.

DSAF5: I intentionally design tasks that prompt students to act upon the comments received to improve their work.

DSAF6: I design tasks in which students ask for comments about specific aspects of their work.

DSAF7: I seek to identify students who struggle to use comments on their work.

DSAF8: When commenting on students' work, I ask them how they applied my previous comments and/or those of others.

Design and implement peer feedback (DIPF)

DIPF1: I incorporate peer feedback activities aligned with the intended learning outcomes to support student learning.

DIPF2: I instruct students in how to effectively comment on one another's work.

DIPF3: I design practice activities in which students provide constructive comments to others.

DIPF4: I guide students to understand why giving and receiving comments on each other's work is useful.

DIPF5: I train students on how to provide constructive comments on other people's work.

DIPF6: I promote feedback as a shared responsibility in which the feedback provider and receiver play an active and complementary role.

Develop students' feedback literacy (DSFL)

DSFL1: I design feedback processes that reflect the real-world feedback practices of the discipline or profession to prepare students for future learning and work.

DSFL2: I actively support students in interpreting and applying information from standards or guidelines (e.g., rubrics, assignment instructions) to improve their work.

DSFL3: I explicitly teach students how to use feedback to guide and improve their learning.

DSFL4: I explicitly communicate students' responsibility for engaging in feedback processes (e.g., seeking, providing, interpreting, and using feedback to improve).

DSFL5: I promote feedback as a valuable skill that extends beyond the classroom, such as in professional and social contexts.

DSFL6: I actively support students in enhancing confidence to engage in feedback processes (e.g., seeking, providing, interpreting, and using feedback).

Design and sequence feedback processes (DSFP)

DSFP1: I deliberately design tasks in stages, so comments on students' work in one assignment can help them in the subsequent ones.

DSFP2: I intentionally schedule feedback opportunities to maximize their impact on students' improvement.

DSFP3: I design tasks that provide comments on the quality of student work at multiple stages (e.g., drafts, iterations within projects), not just at the end.

DSFP4: I use exemplars or model answers to illustrate features of good quality work of students.

DSFP5: I design activities where students assess their own work against standards or explicit criteria established for that work.

Manage feedback priorities (MFPR)

MFPR1: When designing feedback processes, I focus on the intended learning outcomes of the course where students require the most support.

MFPR2: To manage workload pressures for myself and others, I focus on key areas where students need guidance most about their work.

MFPR3: I prioritize feedback processes that most effectively support students in achieving the learning outcomes of a task.

MFPR4: My comments focus on selected areas where students can realistically take action to improve.

MFPR5: When commenting on their work, I consider how much information a student can realistically process to prevent cognitive overload and disengagement.

Conclusions



Self-reported feedback literacy behaviours high for both staff and students
Response bias??

Use results to develop toolkit to improve feedback literacy.

Implications

Providing feedback lowest for students

- * increase opportunities for peer feedback

Opportunities to embed feedback literacy behaviours into virtual peer and other AI education enhancements

Meeting of	Academic Senate Education Committee
Item No.	3.2
Meeting Date	20 July 2026



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SUBMISSION TO ACADEMIC SENATE EDUCATION COMMITTEE

Title	“FEEDBACK-RICH TEACHING” PROJECT
Submitted by	Associate Professor Pamela Humphreys – Director, Macquarie University College
Approved by	Associate Professor Pamela Humphreys – Director, Macquarie University College
☐ For approval ☐ For recommendation to Academic Senate ☒ For noting/discussion	

Executive Summary

In the 2024 SES survey results for the College, the provision of constructive feedback was identified as an actionable area of focus. This presentation will overview the activity occurring at the College in this space, including action research and a CoP on the theme of “feedback-rich teaching” in 2026.

Recommendation

That Academic Senate Education Committee NOTES the Feedback-Rich Teaching Report.

Details

The College continues to consider ways to improve on student outcomes, and to satisfaction. Despite continuing improvements to student success, and positive overall ratings on the Teaching Quality and Engagement metric in the SES over time, the provision of constructive feedback was identified as a specific and actionable area of focus. Feedback literacy was selected as the theme for Professional Development at the College in 2026.

This presentation will overview the activity occurring at the College in 2026 in this space, underpinned by the research literature, and which includes action research and a CoP on the theme of “feedback-rich teaching”.

Attachments

None.



Feedback Literacy Project

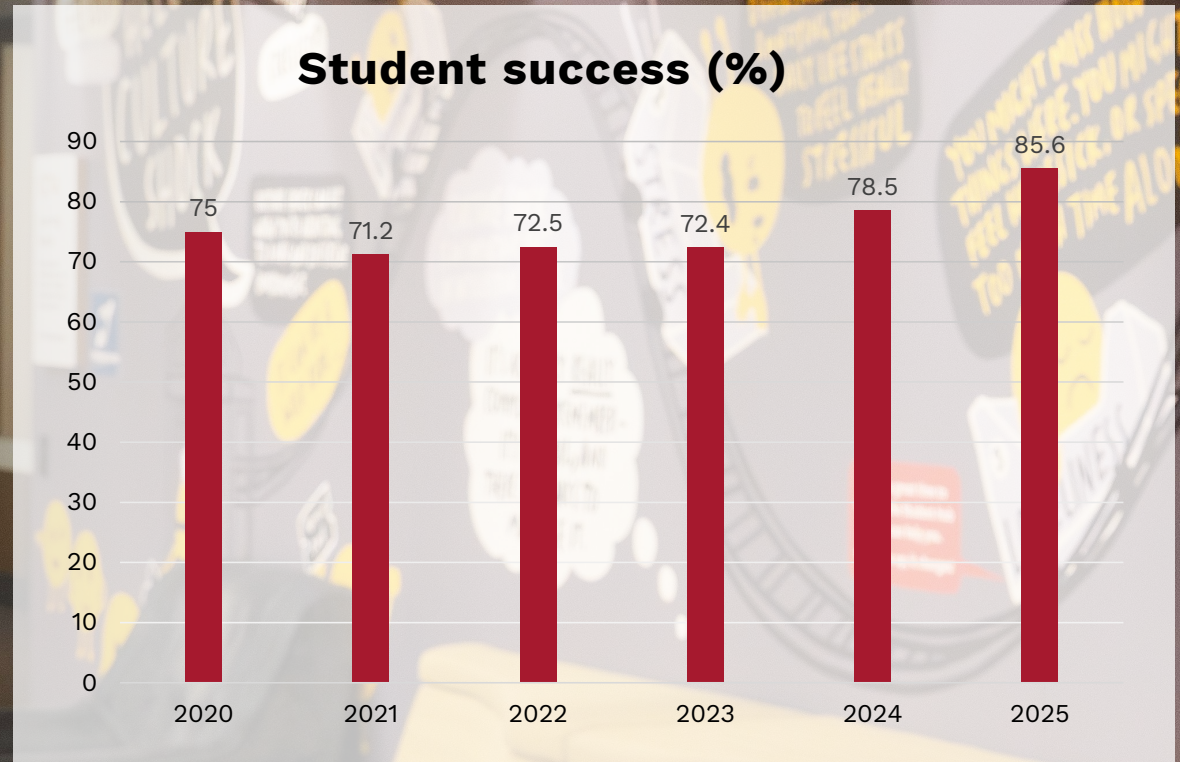
ASEC – JULY 20, 2026



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Student success

AT THE COLLEGE



SES results 2024



The College looked at the 2024 SES results to identify how to improve student success and engagement, especially ***Teaching Quality and Engagement***.

2024 SES Quality Indicator	The College	The University
Teaching Quality and Engagement	81.4%	78.9%

SES 2020-2024 results on feedback

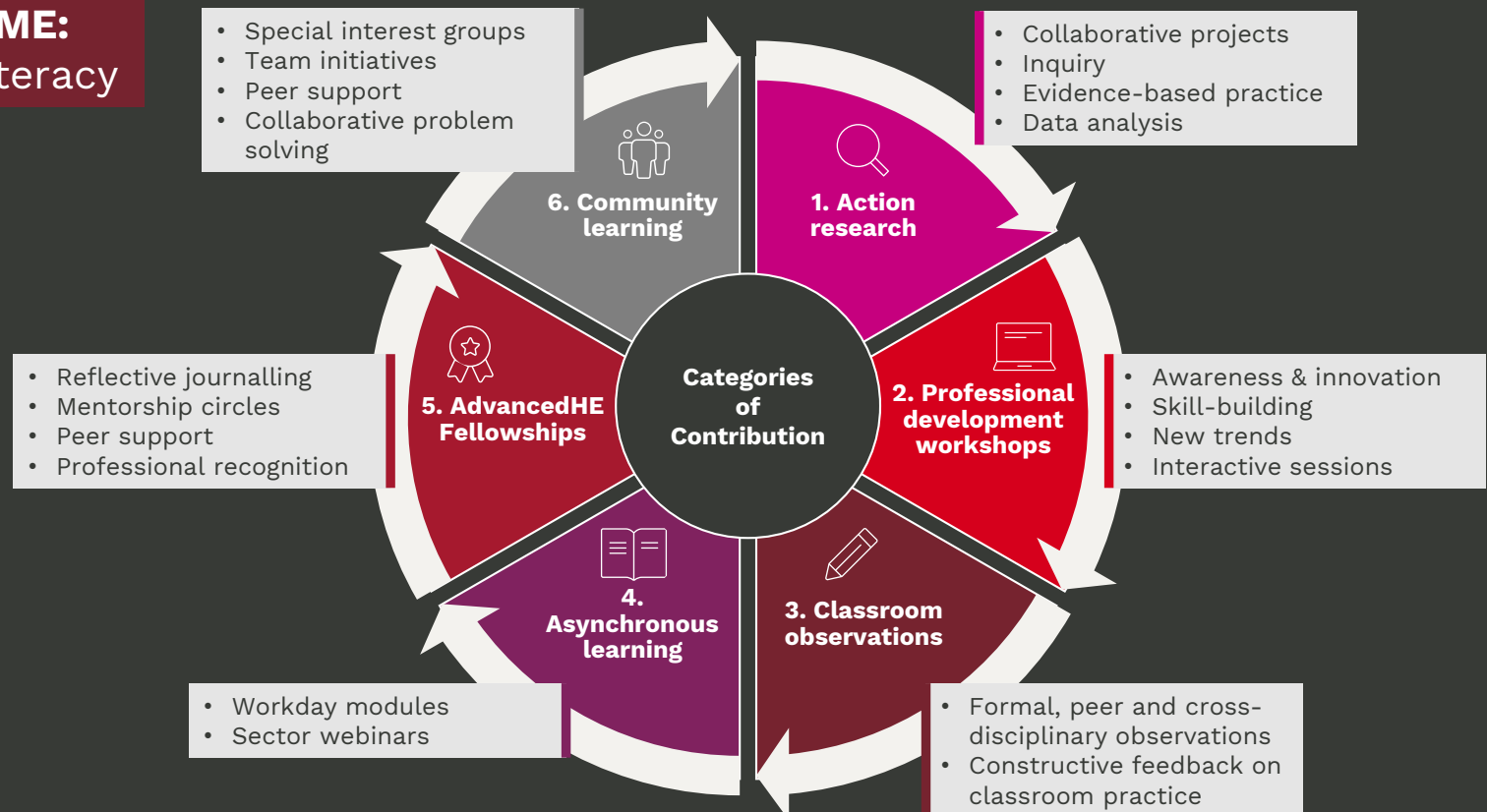
Teaching quality and engagement	2020	2021	2022	2023	2024
Staff provided constructive feedback	54.94%	55.83%	54.21%	52.70%	53.94%

Professional Development & SoTL

COLLEGE PD FRAMEWORK 2026-2028



2026 THEME: Feedback Literacy



What the literature says

KEY THEMES AND ISSUES



Value of feedback

- Understanding the **purpose and value** of feedback.
- Recognising feedback from **multiple sources** (teachers, peers, self-assessment, technology).

References:

- Carless, D., & Boud, D. (2018)

Evaluative judgement

- **Scaffolding** the development of students' evaluative judgement
- Students engaging **actively** with feedback comments
- Using **reflection** as a key mechanism

References:

- Gladovic, C., Hong-Meng Tai, J., Nicola-Richmond, K., & Dawson, P. (2026)
- Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Panadero, E. (2018)

Managing affect

- Building **confidence** and trust in feedback relationships.
- Developing dispositions that help students engage **constructively** with feedback.
- Encouraging **dialogue** about feedback

References:

- Carless, D., & Boud, D. (2018)
- Van Boekel, M., Hufnagle, A.S., Weisen. S., Troy, A. (2023)

Learner agency

- Promoting learner **action** and **agency**.
- **"Closing"** the feedback loop
- **Applying** feedback to future tasks (feedforward)
- Developing strategies for **continuous improvement**.

References:

- Carless, D., & Boud, D. (2018)

What the literature says

KEY THEMES AND ISSUES



Teacher feedback literacy

- Creating conditions for effective **feedback uptake** (student feedback literacy).
- Managing **emotional aspects** of feedback.
- Developing **supportive** partnerships and environment.
- Highlighting the need for **intercultural** and **multimodal** approaches to feedback.

References:

Istencioglu, T., Boud, D., Dawson, P., & Yang, L. (2026)

Feedback-rich teaching

- **Designing** feedback deliberately as a part of the learning experience.
- **Embedding** in course and activities, not just assessments.
- Creating **dialogic** and collaborative feedback environments.

References:

- Boud, D. & Dawson, P. (2023)
- Carless, D., & Boud, D. (2018)
- Hattie, J., & Timperley, H. (2007)

Impact of AI

- Developing **evaluative judgement** is increasingly important.
- Fostering **human relationships** and connection remain central to feedback literacy.

References:

Winstone, N.E., Gravett, K., Bearman, M., Noble, C., Lasse, J., Jones, A., Nicola-Richmond, A. (2026)

Feedback-rich teaching

A WORKING DEFINITION

"Feedback-rich teaching" is the deliberate design of learning experiences that generate frequent opportunities for students to **receive, interpret, discuss, evaluate, and act upon** the information about their learning from multiple sources, leading to continuous improvement and increasing learner autonomy.

Pillars:

1. Feedback is dialogic
2. Feedback requires action
3. Feedback develops evaluative judgement
4. Feedback builds learner independence

CoP Feedback-rich teaching

PURPOSE & OBJECTIVES

01 **Align with the MQ's Advantage Education Strategy**

Building feedback literacy so staff and students can seek, give, receive, interpret and act upon feedback effectively.

02 **Complement MQ College's Action Research and PD initiatives**

Provide an ongoing forum for teachers to explore, discuss, and reflect on evidence-informed practices that support and extend current action research projects and professional development initiatives across the College.

03 **Build staff capability**

Develop a shared understanding of feedback literacy and its role in helping students actively seek, interpret, evaluate, and act on feedback as an aspect of the SoTL.

04 **Promote cross-disciplinary collaboration**

Encourage the sharing of experiences, resources, challenges, and successful practices across disciplines.



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CoP Feedback-rich teaching

PURPOSE & OBJECTIVES

05 **Contribute to a culture of continuous improvement & SoTL**

Foster a supportive network that encourages reflection, and ongoing enhancement of teaching and learning practices.

06 **Support evidence-informed teaching**

Use classroom evidence, student feedback, and scholarly literature to evaluate the effectiveness of feedback interventions and inform future teaching practice.

07 **Support AdvanceHE submissions**

Provide opportunities for reflection, scholarly engagement, and the collection of evidence that can support applications for Advance HE Fellowship recognition



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Feedback-rich teaching CoP

“PLAN OF ATTACK”



AUDIENCE

Open to all College teaching staff currently teaching or delivering academic support

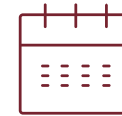
- Coursework teachers
- ELP teachers
- Senior Teachers
- Academic support professional staff



FORMAT

F2F and hybrid

Sessions will alternate between hybrid and in-person formats to maximise accessibility and participation.



FREQUENCY

1–2 sessions per Term

Scheduled during Week 5 (non-teaching week) where possible to minimise impact on teaching commitments.

LAUNCH DATE:
Week of August 24

Feedback-rich teaching CoP

“PLAN OF ATTACK”



APPROACH

Discussions informed by seminal and contemporary literature.

Each session will focus on a key aspect, challenge, or practical application in the theme.

Each session will end with a focus on a tangible outcome to take away and implement.



CONTENT

Conversation prompts may include:

- Journal articles
- Book chapters
- Short audio clips
- Videos
- Case studies
- Teaching scenarios
- Examples from participants' own practice



SESSION STRUCTURE

1-hour session

Participants are encouraged to bring a tea/coffee and join an informal collegial discussion.

Emphasis on creating a welcoming, low-pressure environment that encourages participation and knowledge sharing.

References



- Boud, D. & Dawson, P. (2023) What feedback literate teachers do: an empirically-derived competency framework. *Assessment & Evaluation in Higher Education*, 48:2, 158–171, DOI: [10.1080/02602938.2021.1910928](https://doi.org/10.1080/02602938.2021.1910928)
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325. <https://doi.org/10.1080/02602938.2018.1463354>
- Gladovic, C., Tai, J. H. M., Nicola-Richmond, K., & Dawson, P. (2026). The feedback process as a scaffold of evaluative judgement. *Higher Education Research & Development*, 45(3), 538–553. <https://doi.org/10.1080/07294360.2025.2559635>
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112.
- Istencioglu, T., Boud, D., Dawson, P., & Yang, L. (2026). Teacher feedback literacy as an emerging field: a scoping review. *Assessment & Evaluation in Higher Education*, 1–20. <https://doi.org/10.1080/02602938.2026.2631533>
- Van Boekel, M., Hufnagle, A. S., Weisen, S., & Troy, A. (2023). The feedback I want versus the feedback I need: Investigating students' perceptions of feedback. *Psychology in the Schools*, 60, 3389–3402. <https://doi.org/10.1002/pits.22928>
- Winstone, N. E., Gravett, K., Bearman, M., Noble, C., Jensen, L. X., Jones, A., & Nicola-Richmond, K. (2026). The care-full craft of feedback in an age of generative AI. *Assessment & Evaluation in Higher Education*, 1–17. <https://doi.org/10.1080/02602938.2026.2643333>

Meeting of	Academic Senate
Item No.	4.5
Meeting Date	4 August 2026



MACQUARIE
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SUBMISSION TO ACADEMIC SENATE

Title	POLICIES UNDER REVIEW/DEVELOPMENT
Submitted by	Sophie Buck – Director, Governance Services
Approved by	Professor Jacqueline Phillips – Chair, Academic Senate

☐ **For approval**
☐ **For recommendation to Council**
☒ **For noting/discussion**

Executive Summary

One of Academic Senate's responsibilities is to oversight the quality of learning, teaching, research and research training effectively, including by developing, monitoring and reviewing academic policies and their effectiveness ([HESF](#) standard 6.3.2). This Standing Item is intended to assist Academic Senate in discharging this responsibility.

Attachment A presents a consolidated listing of the relevant policies currently under review or in development. The table is structured to distinguish between policies for which Academic Senate is the Approval Authority and those in which Senate is a key stakeholder but does not have delegated approval authority. Please refer to the *Purpose/Discussion* section of this report for commentary.

Recommendation

That Academic Senate NOTES the list of policies under review/development as of 24 July 2026 and the status of policies currently under review as detailed in this submission.

Details

The consolidated listing of the relevant policies currently under review or in development assists Academic Senate in discharging its responsibilities by providing a mechanism for oversight and monitoring of academic (and related) policy review and development.

Rules/policies for discussion and/or decision by Academic Senate at the 26 May 2026 meeting

- Curriculum Architecture Policy***
 Following an extensive consultation process (including via the Bulletin Board) and a presentation by the Pro Vice-Chancellor Education prior to the 21 July 2026 Academic Senate Curriculum Subcommittee meeting, feedback on the revised draft Curriculum Architecture Policy has been considered and integrated as appropriate. The revised draft Policy is submitted to the 4 August 2026 Academic Senate meeting for consideration/approval. (refer Agenda item 3.1)
- Aegrotat and Posthumous Awards Policy***
 The draft Aegrotat and Posthumous Policy has been amended to reflect the change in the Delegations of Authority from the University Council to the Vice-Chancellor with reference to conferral of a degree. Following consultation with key stakeholders, other proposed amendments have been made to provide greater clarity and to reflect role changes. The revised draft Policy is submitted to the 4 August 2026 Academic Senate meeting for consideration/approval. (refer Agenda item 3.2)

Key updates on other policy reviews

- ***Professor Emerita Emeritus Policy and Procedure***

The Professor Emerita Emeritus Policy and the Procedure is under review and amendments are proposed to align with the revised Academic Promotion Criteria Schedule. Key stakeholders, including members of the assessment panels, are being consulted and feedback considered. It is anticipated that the revised draft Professor Emerita Emeritus Policy and the Procedure will be submitted to the September meeting of Academic Senate for endorsement, prior to the October 2026 University Council meeting for consideration/approval.

- ***Special Consideration Policy and Procedure***

Following initial consultation with key stakeholders, the revised draft Special Consideration Policy (incorporating the Procedure) was available on the Bulletin Board for feedback from 3 to 31 July 2026. After consideration of feedback and discussion at the 20 July 2026 Academic Senate Education Committee meeting and 4 August 2026 Academic Senate meeting, it is anticipated that the draft Policy will be submitted to the 29 September 2026 meeting of Academic Senate for consideration/approval. (refer Agenda item 4.3)

Attachments

Policy Review/Development Status table (as of 24 July 2026).

ATTACHMENT A

POLICY REVIEW / DEVELOPMENT STATUS
24 JULY 2026Policies approved by Academic Senate
Education Policies

Document Name	Risk Priority High Moderate Low	Review Date	Expected Completion Date	Review Lead	Enquiries Contact	Approval Authority	Status / Expected Due Date <i>Green = commenced on track or review not yet due</i> <i>Orange = commenced not on track</i> <i>Red = not commenced not on track</i>	Comments
Assessment Policy and Assessment Procedure	Moderate	July 2024	Q4-2025 Q1-2026 Q2-2026 Q4 2026	Pro Vice-Chancellor (Education)	Pro Vice-Chancellor (Education)	Academic Senate	Status = Orange Expected Due Date: Q4 2026	August 2024 – the Assessment Policy and the Procedure will be reviewed as a component of the broader work currently being considered under the Macquarie Advantage (Education Strategy). February 2025 – the review of the Assessment Policy and the Procedure will be undertaken during the latter half of 2025. November 2025 - the review of the Assessment Policy and the Procedure is progressing. May 2026 – no further update.
Course Lifecycle Suite of Policies: 1. Course of Study Reaccreditation Policy 2. Unit of Study Monitoring and Grade Ratification Policy 3. Course of Study Accreditation 4. Course of Study Annual Monitoring and Review Policy 5. Course of Study Revision Policy 6. Course of Study Discontinuation Policy 7. Unit of Study Review Policy 8. Thematic Review Policy	High	Sept 2023	Q4-2023 Q1-2024 Q4-2024 Q2-2025 Q1 2026	Pro Vice-Chancellor (Education)	Pro Vice-Chancellor (Education)	Academic Senate	Status = Green	August 2023 – an update on review of the Curriculum (Course) Lifecycle Suite of Policies will be submitted to the 29 August 2023 Academic Senate meeting by the Pro Vice-Chancellor (Education). September 2023 – consultation on the revised draft Course of Study Reaccreditation Policy closed on the Bulletin Board on 6 September and feedback is being considered by the PVC (Education) for progression to the next draft of the revised Policy. A draft of the revised Course of Study Annual Monitoring and Review Policy will be posted to the Bulletin Board for consultation during October 2023. November 2023 – following consultation, the revised and retitled Course of Study Monitoring and Review Policy and the revised Course of Study Reaccreditation Policy were submitted to the 7 November 2023 ASQC meeting for feedback for final feedback. Both policies are submitted to the 21 November 2023 Academic Senate meeting for consideration and approval. December 2023 – at its 21 November 2023 meeting, Academic Senate approved amendments to the Course of Study Annual Monitoring and Review Policy, including the renaming of the Policy as the Course of Study Monitoring and Review Policy, with immediate effect (Res AS23/127) and amendments to the Course of Study Reaccreditation Policy, with immediate effect. (Res AS23/128). February 2024 – key stakeholders (including Academic Senate members, ASQC members and SLTC members) were invited to review the draft revised Unit of Study Monitoring and Grade Ratification Policy and the draft revised Unit of Study Review Policy and provide feedback (via a Bulletin Board consultation process from 2 – 16 February 2024). Feedback received will be considered and updated revised drafts (as appropriate) prior to being submitted to Academic Senate for consideration/approval (potentially March 2024). March 2024 - following consultation on the Bulletin Board (2 – 16 February 2024) and discussion at the 5 March 2024 ASQC meeting, feedback has been considered and the draft revised Unit of Study Monitoring and Grade Ratification Policy and the draft revised Unit of Study Review Policy are submitted to the 26 March 2024 Academic Senate meeting for consideration/approval. Consequential changes are proposed to the External Referencing Guidelines to align with the proposed amendments to the Unit of Study Review Policy. May 2024 – at its 26 March 2024 meeting, Academic Senate approved amendments to the Unit of Study Review Policy (AS24/18), and the Unit of Study Monitoring and Grade Ratification Policy (AS24/19). Consequential changes were made to the External Referencing Guidelines to align with the revised Unit of Study Review Policy. July 2024 – the review of the Course of Study Suspension and Discontinuation Policy has been initiated (and will consider any policy related recommendations

Academic Senate Meeting 4 August 2026 - Items for Information

Document Name	Risk Priority High Moderate Low	Review Date	Expected Completion Date	Review Lead	Enquiries Contact	Approval Authority	Status / Expected Due Date <i>Green = commenced on track or review not yet due</i> <i>Orange = commenced not on track</i> <i>Red = not commenced not on track</i>	Comments
								from the ASQC Review of teach-out plans, as reported to the 21 May 2024 Academic Senate meeting). August 2024 – review of the Course of Study Revision Policy has commenced and will be progressed via a consultation process (via the Bulletin Board). August 2024 - following a consultation process (via the Bulletin Board) and discussion at the 13 August 2024 ASQC meeting, feedback has been considered and the revised draft of the renamed Course of Study Discontinuation Policy is submitted to the 27 August 2024 Academic Senate meeting for consideration/approval. September 2024 - at its 27 August 2024 meeting, Academic Senate approved the revised Course of Study Suspension and Discontinuation Policy including its renaming to the Course of Study Discontinuation Policy (Res AS24/67). September 2024 - following a consultation process (via the Bulletin Board) and discussion at the 10 September 2024 ASQC meeting, feedback has been considered, and the revised draft of the Course of Study Revision Policy and the revised draft of the Course of Study Reaccreditation Policy are submitted to the 8 October 2024 Academic Senate meeting for consideration/approval. September 2024 – a review of the Course of Study Accreditation Policy has commenced and will be progressed through a consultation process (via the Bulletin Board). November 2024 - at its 8 October 2024 meeting, Academic Senate approved amendments to the Course of Study Revision Policy (Res AS24/83) and the Course of Study Reaccreditation Policy (Res AS24/84). February 2025 – following consultation on the Bulletin Board, it is anticipated that the draft Course of Study Accreditation Policy will be submitted to the 27 May 2025 Academic Senate meeting for consideration/approval. The scheduled review of the Thematic Review Policy has been initiated. May 2025 – following consultation on the Bulletin Board (15 May – 12 June 2025) and consideration of feedback, the revised draft Course of Study Accreditation Policy will be submitted to the 5 August 2025 Academic Senate meeting for consideration/approval. July 2025 - following a consultation process (via the Bulletin Board) and discussion at the 15 July 2025 Academic Senate Curriculum Subcommittee meeting, feedback has been considered and the revised draft Course of Study Accreditation Policy is submitted to the 5 August 2025 Academic Senate meeting for consideration/approval. September 2025 - at its 5 August 2025 meeting, Academic Senate approved amendments to the Course of Study Accreditation Policy (Res AS25/54). November 2025 – as a recommendation of the Review of the Principles of Shared Teaching Working Group, proposed amendments to the Unit of Study Monitoring and Grade Ratification Policy and consequential amendments to the Academic Senate Curriculum Subcommittee Terms of Reference are submitted to the 25 November 2025 meeting of Academic Senate for consideration/approval. These amendments have been drafted in consultation with the Chair of Academic Senate and the Pro Vice-Chancellor (Education). February 2026 - at its 25 November 2025 meeting, Academic Senate approved amendments to the Unit of Study Monitoring and Grade Ratification Policy (Res AS25/101) with effect from Session 1 2026. May 2026 - an amendment to clause 10 of the Course of Study Discontinuation Policy is submitted to the 26 May 2026 Academic Senate meeting for consideration/approval.

Academic Senate Meeting 4 August 2026 - Items for Information

Document Name	Risk Priority High Moderate Low	Review Date	Expected Completion Date	Review Lead	Enquiries Contact	Approval Authority	Status / Expected Due Date <i>Green = commenced on track or review not yet due Orange = commenced not on track Red = not commenced not on track</i>	Comments
								July 2026 – pending the outcomes of the draft Curriculum Architecture Policy and the Academic Senate Curriculum Subcommittee Working Group, the Curriculum Policy suite (including the Thematic Review Policy) will be reviewed and amended as appropriate.
Curriculum Architecture Policy	High	12 October 2026	Q3 2026	Pro Vice-Chancellor (Education)	Pro Vice-Chancellor (Education)	Academic Senate	Status = Green Expected Due Date Q3 2026	May 2026 – following initial consultation with key stakeholders, the revised draft Curriculum Architecture Policy is available on the Bulletin Board for feedback until 30 June 2026. After consideration of feedback, it is anticipated that the draft Policy and associated Schedules will be submitted to the August meeting of Academic Senate for consideration/approval. August 2026 - following an extensive consultation process (including via the Bulletin Board) and an additional workshop led by the Pro Vice-Chancellor (Education) prior to the 21 July Academic Senate Curriculum Subcommittee meeting, feedback on the revised draft Curriculum Architecture Policy has been considered and integrated as appropriate. The revised draft Policy is submitted to the 4 August 2026 Academic Senate meeting for consideration/approval.
Special Consideration Policy and Special Consideration Procedure	Low	25 July 2025	Q2-2023 Q4-2026 Q3 2026	Pro Vice-Chancellor (Dean of Students)	Pro Vice-Chancellor (Dean of Students)	Academic Senate	Status = Green Expected Due Date: Q3 2026	May 2023 – a report on the current discussions by the Special Consideration Working Group outlining potential amendments to the Special Consideration Policy and Special Consideration Procedure will be submitted to the 30 May 2023 Academic Senate meeting for discussion. June 2023 – proposed amendments were discussed at the 30 May 2023 Academic Senate meeting. Feedback was considered at the 26 June 2023 meeting of the Special Consideration Working Group. The revised Policy and Procedure is expected to be submitted to the 25 July 2023 Academic Senate meeting. Amendments to the Policy/Procedure relating to automatic extensions will be considered after collation of additional data (proposed timeframe Q1 2024). August 2023 – at its meeting of 25 July 2023 Academic Senate approved amendments to the Special Consideration Policy and Procedure and Supporting Evidence Schedule, noting two tranches of amendments were approved, one with immediate effect and the other with effect from 4 December 2023 (Res AS23/63). This item will remain open until further advice and data has been provided to Academic Senate relating to automatic extensions and any related amendment/s of the Policy and Procedure are considered and approved by Academic Senate (expected to be completed in Q4 2024). November 2024 – the Pro Vice-Chancellor and Dean of Students is leading a review of the Policy and/or Procedure following consideration of the outcomes of unit level pilots and sector benchmarking relating to short extensions. February 2025 – the Pro Vice-Chancellor and Dean of Students will report on the outcomes of unit level pilots and sector benchmarking relating to short extensions at the 10 March 2025 Academic Senate Education Committee meeting. March 2025 - following discussion at the 10 March Academic Senate Education Committee meeting, the Pro Vice-Chancellor and Dean of Students will report on the outcomes of unit level pilots and sector benchmarking relating to short extensions at the 25 March 2025 Academic Senate meeting. May 2025 – the Pro Vice-Chancellor (Dean of Students) reported on the outcomes of unit level pilots and sector benchmarking relating to short extensions at the 25 March 2025 Academic Senate meeting. Review of the Policy and the Procedure is progressing. November 2025 - the review of the Policy and the Procedure is progressing alongside the rollout of the S360 Special Consideration automation project. February 2026 - following consultation with key subject matter experts, the Special Consideration Policy (incorporating the Procedure) will be available on the Bulletin

Academic Senate Meeting 4 August 2026 - Items for Information

Document Name	Risk Priority High Moderate Low	Review Date	Expected Completion Date	Review Lead	Enquiries Contact	Approval Authority	Status / Expected Due Date <i>Green = commenced on track or review not yet due Orange = commenced not on track Red = not commenced not on track</i>	Comments
								Board for feedback. After consideration of feedback, the draft revised Policy will be submitted to a forthcoming Academic Senate meeting for consideration/approval. May 2026 – consultation with key subject matter experts is continuing. July 2026 - following initial consultation with key stakeholders, the revised draft Special Consideration Policy (incorporating the Procedure) was available on the Bulletin Board for feedback from 3 to 31 July 2026. After consideration of feedback and discussion at the 20 July 2026 Academic Senate Education Committee and 4 August 2026 Academic Senate meeting, it is anticipated that the draft Policy will be submitted to the 29 September 2026 meeting of Academic Senate for consideration/approval.
Work Integrated Learning Policy and draft Work Integrated Learning Procedure	Moderate	NA	Q3-2023 Q1-2024 Q3-2024 Q1-2025 Q1-2026 Q2 2026	Pro-Vice-Chancellor (Education) Director, Graduate Futures	Pro-Vice-Chancellor (Education) Director, Graduate Futures	Academic Senate	Status = Amber Expected Due Date: Q2 2026	May 2023 – the draft Work Integrated Learning Procedure was available for consultation on the Bulletin Board from 15 March 2023 to 14 April 2023 with feedback now being incorporated into the draft. August 2023 – the proposed Work Integrated Learning Procedure is currently being reviewed for embedding in the Work Integrated Learning Policy. November 2023 – there has been no status update received on this. February 2024 – the new Director, Graduate Futures is progressing the draft Procedure and will consider the embedding of this in the Work Integrated Learning Policy. May 2024 – the review of this Procedure is continuing. September 2024 – the Director of Graduate Futures will convene a working group to review the WIL Policy/Procedure, the PACE Activity Management Procedure, and the Microcredential Policy during Q4. Review of these policies and procedures will occur in alignment with the delivery of the Macquarie Advantage Strategy. February 2025 – the review of this draft Procedure is progressing, per the September 2024 update. July 2025 – the review of the Work Integrated Learning Policy, the draft Work Integrated Learning Procedure, the PACE Activity Management Procedure, and the Microcredentials Policy is at the planning and scoping stage and is in alignment with the delivery of the Macquarie Advantage Strategy. March 2026 - Prof Taryn Jones, PVC Education and A/Prof James Meade, Director Graduate Futures presented to Academic Senate in November 2025 to provide an initial overview of the strategic and policy intent for work integrated learning under the Macquarie Advantage Education Strategy. In due course, a paper will be brought to Senate to align on next steps. May 2026 - the WIL Policy and PACE Activity Management Procedure are currently under active review by the PVC Education and Director of Graduate Futures. The intention is to bring an updated policy architecture for these to Senate before the end of 2026 in alignment with initiatives underway as part of the Macquarie Advantage Education Strategy.
Aegrotat and Posthumous Awards Policy	Moderate	31 May 2026	Q3, 2026	Pro Vice-Chancellor (Dean of Students)	Head, Student Life	Academic Senate	Status = Green Expected Due Date Q3, 2026	July 2026- the draft Aegrotat and Posthumous Policy has been amended to reflect the change in the Delegations of Authority from the University Council to the Vice-Chancellor with reference to conferral of a degree. Following consultation with key stakeholders, other proposed amendments have been made to provide greater clarity and to reflect role changes. The revised draft Aegrotat and Posthumous Policy is submitted to the 4 August 2026 Academic Senate meeting for consideration/approval.

Policies Where Academic Senate is a Key Stakeholder
Student Administration Policies

Document Name	Risk Priority <i>High</i> <i>Moderate</i> <i>Low</i>	Review Date	Expected Completion Date	Review Lead	Enquires Contact	Approval Authority	Comments
Student Code of Conduct	Moderate	1 June 2021	Q2 2022 Q3 2022 Q4 2022 Q1 2023 Q4 2023 Q1 2024 Q2 2024 Q4 2024 Q1 2026	Executive- Manager, DVC(A) Executive- Director, Strategy and Operations- (DVC(A)) Pro Vice- Chancellor (Dean of Students)	Manager, Complaints, Appeals and Misconduct	Deputy Vice- Chancellor (Academic)	February 2022 – revised draft of new Student Charter under consultation and expected to be posted to Bulletin Board for further broad consultation on 8 March 2022. Final draft of Student Charter expected to be submitted to 24 May 2022 Academic Senate meeting for noting and any comment prior to approval by the DVC(A) in June 2022. March 2022 – revised draft of new Student Charter available for comment by staff and students on the Policy Central Bulletin Board until 22 March. May 2022 – new Student Charter drafted, awaiting approval by the DVC(A). To be submitted to Academic Senate for information and noting. Review of current Student Code of Conduct to commence following approval of new Student Charter. July 2022 – Student Code of Conduct review timeframes to be confirmed by the Executive Manager, DVC(A). August 2022 – review underway with revisions expected to be finalised by Q4 2022 for implementation from Session 1 2023. August 2023 – Student Code of Conduct being reviewed in conjunction with the Student Charter. The expected completion date for this is now Q4 2023. February 2024 – review continuing, now expected to be completed in Q1 2024. May 2024 – following review of the proposed amendments by several key stakeholders, the Student Code of Conduct will be made available on the Bulletin Board for consultation. July 2024 – the revised Student Code of Conduct is currently being reviewed by the Dean of Students. November 2024 – following review of proposed amendments to the Student Code of Conduct, the Pro Vice-Chancellor and Dean of Students is consulting with key stakeholders. February 2025 – consultation with key stakeholders is progressing. May 2025 – the first draft of the revised Student Code of Conduct is being prepared for consultation via the Bulletin Board. November 2025 – the first draft of the revised Student Code of Conduct is under review following recent Commonwealth legislation including the Higher Education National Code of the Prevention and Response to Gender-based Violence. May 2026 – no further update. July 2026 – Following approved amendments to clause 6 of the Student Code of Conduct in December 2025 with respect to the National Higher Education Code to Prevent and Respond to Gender-based Violence Act 2025, further revision is underway to align with the recent approval of the Gender-based Violence Policy and requirements.

Academic Senate Meeting 4 August 2026 - Items for Information

Document Name	Risk Priority High Moderate Low	Review Date	Expected Completion Date	Review Lead	Enquiries Contact	Approval Authority	Comments
Death of Student or Staff Procedure <i>Proposed to be renamed as the Death of a Student or Staff Member Response Procedure</i>	High	May 2018	Q2-2022 Q3-2022 Q1-2023 Q2-2023 Q4-2023 Q1-2024 Q3-2024 Q1 2026	Chief People Officer / Chief Risk Officer	Chief Risk Officer	Vice-President, Professional Services	February 2022 – final review underway with expected completion in April 2022. May 2022 – new Death of a Student Response Procedure posted to Bulletin Board for limited audience consultation with a date due for comment of 20 May 2022. Feedback will be incorporated with the final draft ready for consideration and approval by the DVC(A) during June 2022. A separate Death of Staff Response Procedure is under development within HR. July 2022 – revised Procedure under development in the portfolio of the DVC(A). August 2022 – with the development of the new Critical Incident Management Policy, it has been decided that it is more appropriate to keep the student and staff procedures together and to treat the death of a student or staff in the context of a critical incident. A draft has been developed and will sit with the Risk area for approval by the Vice-President, Finance and Resources. August 2022- now to be called Death of Student or Staff Response Procedure. November 2022 – draft in final stages of development to link with provisions of the recently approved Critical Incident Management Policy. May 2023 – the Procedure is close to being finalised with discussions between Student Wellbeing, Risk and HR to finalise checklists which will support implementation. August 2023 – approval of the Policy has been delayed due to review of associated Checklists. November 2023 – being finalised in consultation with the OVC, for approval. February 2024 – appendices are being finalised by HR to enable submission of the revised Procedure to the VP, Professional Services for approval. August 2024 – the Procedure is being reviewed to ensure alignment with the revised Incident Management Policy. February 2025 – a review of the draft revised Procedure is being undertaken by the Pro Vice-Chancellor (Dean of Students) and the new Head, Student Wellbeing. A consultation process with key stakeholders will follow on the revised draft Procedure. May 2026 – no further update.
International Arrangements Policy <i>Proposed to replace the International Agreements Policy</i>	High	2022	Q2-2023 Q3-2023 Q4-2023 Q3-2024 Q2-2025 Q1 2026	Vice-President, Strategy, Planning and Performance Vice-President, Professional Services Pro Vice-Chancellor (Education)	Vice-President, Strategy, Planning and Performance Vice-President, Professional Services Pro Vice-Chancellor (Education)	TBC	March 2023 – the new International Collaborative Agreements Policy will be available on the Bulletin Board for feedback during the second half of March. Approval of this Policy following feedback is expected in April 2023 in conjunction with the Third Party Arrangements Policy and the Research Third Party Arrangements Policy May 2023 – the International Arrangements Policy has been finalised and is expected to be approved end May/early June 2023. August 2023 – the final draft is being reviewed prior to approval by the Vice-President, Professional Services (following a change in reporting structures). August 2023 – the Policy now sits with Office of the Vice-President, Professional Services. The Policy is undergoing further consultation arising from this change, however, remains close to finalisation. November 2023 – following updates to the Delegations of Authority Register (approved by Council in August 2023), the proposed new International Arrangements Policy is being revised, including to align with changed organisational structures, and is currently being reviewed by the Pro Vice-Chancellor (Education). July 2024 – there is no further update at this stage. September 2024 – the development of this Policy was delayed to ensure alignment with the new Framing of Dynamic Futures Strategy. Recent discussions around the ESOS Amendment (Quality and Integrity) Bill 2024 are now also being considered within the context of this work.

Academic Senate Meeting 4 August 2026 - Items for Information

Document Name	Risk Priority High Moderate Low	Review Date	Expected Completion Date	Review Lead	Enquiries Contact	Approval Authority	Comments
							February 2025 – consultation on the revised draft Policy is progressing, including with the PVC (Global). May 2026 – no further update.
PACE Activity Management Procedure	Moderate	22 Feb 2023	Q4-2024 Q2-2025 Q1-2026 Q2 2026	Director, Employability and Graduate Success Director, Graduate Futures	PACE-Program-Coordinator Director, Graduate Futures	Deputy Vice-Chancellor (Academic)	February 2024 – the new Director, Graduate Futures (Pro Vice-Chancellor (Education) area) has initiated review of this Procedure. September 2024 – the Director of Graduate Futures will convene a working group to review the PACE Activity Management Procedure, WIL Policy/Procedure, and the Microcredential Policy during Q4. Review of these policies and procedures will occur in alignment with the delivery of the Macquarie Advantage Strategy. February 2025 – review of this Procedure is progressing, per the September 2024 update. July 2025 – the review of the Work Integrated Learning Policy , the draft Work Integrated Learning Procedure, the PACE Activity Management Procedure , and the Microcredentials Policy is at the planning and scoping stage and is in alignment with the delivery of the Macquarie Advantage Strategy. March 2026 – see comment under Work Integrated Learning Policy and draft Work Integrated Learning Procedure. May 2026- the WIL Policy and PACE Activity Management Procedure are currently under active review by the PVC Education and Director of Graduate Futures. The intention is to bring an updated policy architecture for these to Senate before the end of 2026 in alignment with initiatives underway as part of the Macquarie Advantage Education Strategy.

Other Policies

Document Name	Risk Priority High Moderate Low	Review Date	Expected Completion Date	Review Lead	Enquires Contact	Approval Authority	Comments
Professor Emerita Emeritus Policy Professor Emerita Emeritus Procedure	Moderate	1 August 2026	Q3 2026	Director, Governance Services	Manager, Governance Secretariat	University Council	July 2026 – the Professor Emerita Emeritus Policy and the Procedure is under review and amendments are proposed to align with the revised Academic Promotion Criteria Schedule. Key stakeholders, including members of the assessment panels, are being consulted and feedback considered. It is anticipated that the revised draft Professor Emerita Emeritus Policy and the Procedure will be submitted to the 29 September 2026 meeting of Academic Senate for endorsement, prior to the October 2026 University Council meeting for consideration/approval.

Academic Senate Policies due for Review in 2026

Policy	Review due to commence
Academic Integrity Breach Procedure	1/09/2025
Academic Language and Literacies Policy	1/09/2025
Work Integrated Learning Policy	29/11/2025
Macquarie University College Academic Progression Policy - ELICOS Students	7/12/2025
Higher Degree Research Deferment of a Course Offer Procedure	31/05/2026
Academic Integrity Policy	2/08/2026
Admission Policy	30/08/2026
Academic Senate and Academic Senate Committees Procedure	22/09/2026

Meeting of	Academic Senate
Item No.	5.1
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	SUMMARY OF ITEMS APPROVED BY EXECUTIVE ACTION BY THE CHAIR
Submitted by	Megan Kemmis – Manager, Governance Secretariat
Approved by	Professor Jacqueline Phillips – Chair, Academic Senate
☒ For approval	☐ For recommendation to Council ☐ For noting/discussion

Executive Summary

This paper outlines the various items approved under Executive Action by the Chair of Academic Senate since the last Senate meeting and also provides advice on matters approved by the Chair in her own authority.

Recommendation

That Academic Senate:

- i. RESOLVES to ratify the following decisions made under executive action by the Chair of Academic Senate:
 - a. the award of the Macquarie University Award for Academic Excellence to coursework graduands;
 - b. the award of the Macquarie University College Award for Academic Excellence to Macquarie University College graduands; and
- ii. NOTES:
 - a. the approval of the appointment of the following members to the Academic Senate Standing Committee for a term of membership expiring 31 December 2026:
 - Associate Professor Clifton Chan
 - Pratishta Natarajan
 - b. the extension of terms of membership to 31 December 2026 of the following members on the Research Degree Subcommittee:
 - Professor Niloufer Selvadurai (Faculty of Arts)
 - Dr Natalia Ponomareva (Macquarie Business School)
 - Professor Kevin Brooks (Faculty of Medicine, Health and Human Sciences)
 - Professor Ajay Narendra (Faculty of Science and Engineering)

Details

Academic Excellence Awards

A full list is attached of the awards approved by the Chair of Academic Senate on 10 June and 29 July 2026 relating to the Macquarie University Academic Excellence awards to coursework graduands and the Macquarie University College Award for Academic Excellence to Macquarie University College graduands (***see confidential Attachment A, issued as a separate paper***).

Appointment of nominees to Academic Senate Committees

Under clause 33 of the Academic Senate and Academic Senate Committees Procedure, the Chair of Academic Senate is authorised to approve the appointment of non ex officio members to committees of Academic Senate. Academic Senate is asked to note that in order to fill two casual vacancies the Chair has exercised this authority to appoint the following members to the Academic Senate Standing Committee for a term of membership expiring 31 December 2026:

- Associate Professor Clifton Chan; and
- Prathistha Natarajan.

The Chair has also used this authority to extend the terms of membership of the four Faculty Board nominees on the Research Degree Subcommittee to 31 December 2026 to allow for nominations from the Faculties to align with the Academic Senate 2027-2028 term:

- Professor Niloufer Selvadurai (Faculty of Arts)
- Dr Natalia Ponomareva (Macquarie Business School)
- Professor Kevin Brooks (Faculty of Medicine, Health and Human Sciences)
- Professor Ajay Narendra (Faculty of Science and Engineering)

Attachments

Attachment A: Academic Excellence Awards (confidential attachment available in separate folder in Truth).

Meeting of	Academic Senate
Item No.	6.1
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	ACADEMIC SENATE EDUCATION COMMITTEE: MEETING OF 20 JULY 2026
Submitted by	Lucy Forshaw – Governance Officer
Approved by	Associate Professor Kerrie Tomkins – Chair, Academic Senate Education Committee
☐ For approval	☐ For recommendation to Council ☒ For noting/discussion

Executive Summary

Report of the Academic Senate Education Committee (ASEC) meeting held on 20 July 2026.

Recommendation

That Academic Senate NOTES the report and unconfirmed minutes of the Academic Senate Education Committee meeting held on 20 July 2026.

Details

The Academic Senate Education Committee (ASEC) is a standing committee of Academic Senate which is scheduled to meet five times in 2026. The unconfirmed minutes of the Committee's third meeting for 2026 are provided in Attachment A and a summary from the meeting is detailed below.

Student Led Business

The Chair provided an update on the Academic Senate Student Members Group (*refer to agenda item 2.1 of the ASEC minutes*).

Presentation and Discussion on the 'Role of Open Education Resources'

The University Librarian presented a report to the Committee around the 'Role of Open Education Resources' and a new project initiative being undertaken in the Library (*refer to agenda item 3.1 of the ASEC minutes*).

Presentation and Discussion on Faculty of Medicine, Health and Human Sciences Feedback Literacy Project and Macquarie University College Feedback Rich-Teaching

The Committee received presentations from the Deputy Dean (Education and Employability) Faculty of Medicine Health and Human Sciences (FMHHS) on a Feedback Literacy Project, and the Director of Macquarie University College on a similar project around Feedback Rich-Teaching (*refer to agenda item 3.2 of the ASEC minutes*).

Draft Special Consideration Policy Update

The Pro Vice-Chancellor (Dean of Students) presented an update on the review of the Special Consideration Policy and received feedback from Committee members (*refer to agenda item 4.1 of the ASEC minutes*).

Faculty and Macquarie University College Unit Monitoring Report (Form C)

The Committee noted the Unit Monitoring reports from the Faculties and College and were provided with highlights of each report.

Common themes from each area were around managing Artificial Intelligence in relation to assessments, and declines in class attendance (*refer to agenda item 5.1 of the ASEC minutes*).

Annual Grade Appeals Summary Report Pro-Forma - Faculty of Arts

The Committee noted the Annual Final Grade Appeals Summary Report Pro-Forma from the Faculty of Arts (*refer to agenda item 5.2 of the ASEC minutes*).

Other reports

The Committee received and noted:

- Chair Report (*refer to agenda item 2.2 of the ASEC minutes*).
- Academic Senate Curriculum Subcommittee (ASCS) report of meeting on 5 May 2026 – unstarred item (*refer to item 5.3 of the ASEC minutes*).

Attachments

Attachment A: Academic Senate Education Committee Minutes of Meeting - 20 July 2026.

ATTACHMENT A

Minutes of the Academic Senate Education Committee meeting held on Monday, 20 July 2026 in Senate Meeting Room, Level 1, 18 Wally's Walk.

Present:

Associate Professor Kerrie Tomkins (<i>Chair</i>)	Associate Professor Pamela Humphreys
Dr Nihal Akdere	Associate Professor Shane Magee
Professor Albert Atkin	Associate Professor Josephine Paparo
Professor Yvonne Breyer	Sam Ricketts
Jessica Cheung	Professor Jacqueline Phillips (<i>Chair, Academic Senate – as per clause 10 of the Terms of Reference</i>)
Professor Catherine Dean	Professor Peter Roger
Associate Professor Thomas Fung	Associate Professor Pearl Rozenberg
Dr Amanda Head	

In Attendance:

Lucy Forshaw (<i>Governance</i>)	Professor Leanne Piggott
Megan Kemmis (<i>Governance</i>)	Dr Belinda Tiffen

Apologies:

Professor Linda Beaumont	Professor Taryn Jones
Dr Paul Crosby	Valerie Wijaya

1. PROCEDURAL ITEMS**1.1 ACKNOWLEDGEMENT OF COUNTRY**

The meeting commenced at 10:02 am with Dr Nihal Akdar providing an Acknowledgement of Country.

1.2 QUORUM, WELCOME AND APOLOGIES

The Chair confirmed that quorum had been met and welcomed members to the meeting, including Dr Belinda Tiffen, University Librarian to present agenda item 3.1. The Committee was informed that Professor Leanne Piggott would join the meeting later to present agenda item 4.1.

Apologies for the meeting were noted, as listed above.

1.3 DISCLOSURE OF CONFLICTS OF INTEREST

There were no conflicts of interest for disclosure.

1.4 ADOPTION OF UNSTARRED ITEMS

The Committee was informed that agenda item 6.1 - Academic Senate Curriculum Subcommittee (ASCS) Report was unstarred for discussion and will be taken as read unless a member makes a request to star the report for discussion.

The Chair noted that the ASCS agenda included an item on the Principles of Shared Teaching. An update on this will be provided to Academic Senate Education Committee (ASEC) members at the next meeting.

RESOLUTION ASEC 26/16

That the Academic Senate Education Committee RESOLVED that agenda item 6.1 is not starred for discussion and be noted.

1.5 MINUTES OF PREVIOUS MEETING

Professor Dean abstained from voting on the resolution as she was an apology for the previous meeting.

RESOLUTION ASEC 26/17

That the Academic Senate Education Committee RESOLVED to approve the minutes of the meeting held on 4 May 2026 as a true and accurate record.

Professor Jacqueline Phillips joined the meeting at 10:07 am

1.6 MATTERS ARISING

The Chair provided the following updates to the Matters Arising;

- an update on Future Ready will be provided at the next ASEC meeting scheduled on 7 September 2026;
- presentations on Assessment Feedback Literacy will be provided at agenda item 3.2;
- a revised copy of the Annual Review and Grade Monitoring report of the Graduate Diploma of Research and Master of Research was provided and included updated information about students who had exited with a Bachelor of Philosophy in 2025 and enrolled in the Master of Research; and
- the Final Grade Appeals Summary Report from the Faculty of Arts will be provided at agenda item 5.2.

2. REPORTS

2.1 STUDENT LED BUSINESS

There were no Student Led matters for discussion.

The Chair informed the Committee that there is a meeting of the Academic Senate Student Members Group (ASSMG) taking place on Thursday 23 July which will focus on reviewing guidance materials, e.g., the mentoring guide and induction materials for new student members of Committees/Boards to ensure that they are student facing.

2.2 CHAIR REPORT

The Chair provided the following updates:

- the University Council had asked that a message be passed onto ASEC members expressing sincere thanks for the work the Committee does. The Chair asked in return to let Council know the Committee is appreciative of this acknowledgement;
- the draft Curriculum Architecture Policy will be presented by the Pro Vice-Chancellor (Education) at the Academic Senate Curriculum Subcommittee meeting on Tuesday 21 July and all ASEC members were welcome to attend for the presentation and discussion;
- acknowledged the informative AI in Education workshop which was presented by the Pro Vice-Chancellor (Education) on Tuesday 14 July; and
- reminded members of the latest Academic Senate In-Brief which is provided to Committee members for their information.

Professor Yvonne Breyer joined the meeting at 10:13 am.

3. MATTERS FOR DISCUSSION

3.1. PRESENTATION AND DISCUSSION ON THE ROLE OF OPEN EDUCATION RESOURCES (OER)

The University Librarian presented the report highlighting the following:

- the Library is contemplating opening a new project to increase the use of Open Educational Resources (OER) and are speaking with staff about their current usage level, their current level of awareness of OER's and what assistance the Library can provide;
- the Committee was informed that OER refers to any resources that are freely available to staff and students. It provides equitable access for students and assurance of access to teachers;
- making textbooks available in an increasingly digital world is becoming more problematic due to licencing costs and caps on the number of concurrent users for digital textbooks;
- other barriers are with staff not knowing what resources are available and technical barriers with usage.

The Library had outlined some recommendations, e.g., to develop tools for staff to identify OER's based on uploading current reading lists.

The Committee discussed the project as follows:

- a key barrier for staff is knowing what is available and the time involved in identifying and assessing items for use. It would be useful if there was training for staff on how to best locate relevant OER's;
- where materials were being recommended to students, it would be important to ensure that these have appropriate quality assurance and controls in place. For example, checks to ensure that materials are of high quality, including revised versions where materials are routinely edited or amended;
- it was recognised that student use of OER's is currently low. However, because hardcopy textbooks are expensive, uptake of open resources by students is likely especially where specific resources are recommended by unit convenors;
- ensuring equity support for students to access OER's would also be very important.

3.2. PRESENTATION AND DISCUSSION ON FACULTY OF MEDICINE, HEALTH AND HUMAN SCIENCES (FMHHS) ASSESSMENT FEEDBACK LITERACY AND MACQUARIE UNIVERSITY COLLEGE FEEDBACK RICH-TEACHING

The Deputy Dean (Education and Employability) Faculty of Medicine, Health and Human Sciences (FMHHS) provided a presentation to the Committee on a Feedback Literacy research project and highlighted the following findings:

- feedback is a major source of dissatisfaction amongst staff and students, with students often commenting that they do not receive enough feedback.
- the Faculty conducted staff and student surveys of feedback literacy behaviours, to gauge staff and student understanding of these and how they change over time;
- the behaviours covered five components relating to seeking feedback, making sense of feedback, using feedback, providing feedback and managing affect;
- the results showed that staff and students both reported high feedback literacy behaviours with weak or low associations with different personal and work factors; and
- the next steps will focus on how staff can develop feedback literacy in their students, including through AI tools.

Comments from committee members were made as follows:

- the results suggested a possible bias in survey participants, i.e., self-selection of those who were more engaged in feedback, plus a gender skew in staff responses. It would be useful to gather a broader response;
- feedback responses could be related to self-performance, i.e., when people are not happy with their performance it will have an effect on the feedback they provide; and
- there needs to be increased opportunities for students to develop literacy behaviours related to providing peer feedback, i.e., via class activities.

Professor Leanne Piggott joined the meeting at 10:53 am

The Director, Macquarie University College (College) also provided a presentation on work taking place within the College around Feedback Rich-Teaching and highlighted the following:

- that the College had chosen to focus on feedback literacy in 2026 based on results from the Student Experience Survey;
- the College approach is centred on Feedback Rich-Teaching via action research and a community of practice (CoP); and
- this approach goes beyond feedback on assessment tasks and highlighted the importance of embedding feedback into their Professional Development Framework.

The Committee noted that the College was able to offer students enhanced face to face learning and feedback through smaller classes and a higher staff:student ratio, which was beneficial for a framework approach.

The Committee also recommended that the MQ Academy could play an important role in providing staff training on feedback literacy to achieve more wider engagement of staff across the University. For example, peer-observation of teaching practice could also include observation of how people provide feedback.

4. POLICIES UNDER REVIEW

4.1. DRAFT SPECIAL CONSIDERATION POLICY UPDATE

The Pro Vice-Chancellor (Dean of Students) highlighted the following points:

- that updates to the Special Consideration Policy have been made in consultation with the Special Considerations team to incorporate feedback they had received from students;
- there is now one document which incorporates both the policy and the procedure;
- key changes include extending the timelines for submission from 5 to 7 calendar days and greater clarification of the role of academic staff in the Special Consideration process. The Policy now makes clear that academic staff are involved in assisting with the provision of a remedy, rather than assessing applications;
- there have also been changes to definitions and some additional definitions for greater clarity. For example, clarification of 'short term circumstances' (12 calendar days) 'event critical study period' (10 calendar days) and 'exceptional circumstances' (which is addressed in the supporting evidence schedule with further examples).

The Committee provided the following feedback:

- in relation to the College, it would be useful to seek feedback from the College team who manages their Special Considerations. Although the College follows the same process as the faculties, there could be an issue when communications

are being sent out to all students. For example, the College had been left out of communications around changes to short-term extensions. There would also need to be consideration of the impact on the Colleges' intensive teaching model with some of the associated timelines;

- from the students' perspective, the student member informed the Committee that the introduction of the short 3-day extension has been very useful, particularly when students have more than one assessment due on the same day; and
- it was advised that the term 'withdraw without penalty' remains in the policy but direction is given on where further information can be found.

Professor Yvonne Breyer, Professor Leanne Piggott and Sam Ricketts left the meeting at 11:31 am.

5. FACULTY REPORTS

5.1. FACULTY AND MACQUARIE UNIVERSITY COLLEGE UNIT MONITORING REPORTS (FORM C)

The Chair highlighted the positive outcomes and common themes from the Unit Monitoring reports provided by the Faculties and the College.

Faculty of Arts (FoA)

The following matters were highlighted from the report provided:

- adapting assessment practices in response to the increasing use of AI by students has been a challenge; and
- pressure on moderation and marking timeframes is an issue, particularly where final examinations take place towards the end of the exam period.

Macquarie Business School (MQBS)

The following matters were highlighted from the report provided:

- improvements were reported in first-year student success rates, as well as in foundational units within postgraduate coursework;
- an increase in disparity was observed between the outcomes achieved in open assessments and those achieved in final exam results; and
- student attendance in class is declining amongst second-year students, while student engagement was reported to improve in the third year of study.

Macquarie University College (College)

The following matters were highlighted from the report provided:

- the College is experiencing challenges similar to those reported by the faculties in relation to the increasing use of AI tools being used by students;
- an improvement in student success rates was reported; and
- the College is looking at ways of improving the Learner Evaluation of Units (LEU) survey response rates.

Faculty of Medicine, Health and Human Sciences (FMHHS)

The following matters were highlighted from the report provided:

- difficulties were experienced with the implementation of automatic extensions, as access to information on student applications was not available until later in the Session; and
- AI was less of a problem for FMHHS, largely due to the greater use of observed assessment tasks.

Faculty of Science and Engineering (FSE)

The following matters were highlighted from the report provided:

- ongoing challenges were identified in relation to student attendance and engagement;
- concerns were raised around inappropriate use of AI tools;
- an increase in disparity between open and observed assessment results was noted. It was also raised that some students are not engaging with or responding to formative assessment feedback;
- Session 1 was the first teaching session delivered in partnership with Nanjing University. Overall, this was successful, although further work is required to address language barriers, particularly in relation to longer written assessment tasks.

The Committee discussed the unit monitoring results and insights for assessment design:

- continuous assessment was noted as an effective way to support student engagement with the learning process;
- feedback from some second-year students and above have commented that assessment structures are improved, with fewer tasks allowing for deeper engagement. Students have also expressed concern about fellow students not attending class;
- the higher weighting of assessments have presented some limitations particularly in responding to the challenges associated with AI and assurance of learning;
- the importance of differentiating assessment approaches across different levels was noted. For example, first-year students may benefit from an early low-weighted assessment to support their transition into University, however, this can result in the remaining assessment tasks carrying higher stakes;
- concerns were raised about assessments taking place at the same time, particularly towards the end of the session where multiple assessment tasks are due at the same time. This may also limit opportunities for students to receive feedback from earlier summative tasks before progressing; and
- it was also recognised that in cases of academic misconduct, penalties that may previously have had a relatively minor impact can now have more of a significant impact due to the higher weightings of assessments.

5.2. ANNUAL GRADE APPEALS SUMMARY REPORT PRO-FORMA – FACULTY OF ARTS

The Committee was advised that the Faculty of Arts final grade appeals data was consistent with previous years. While there has been a slight year-on-year increase in the number of appeals, this aligns with growth in student enrolments. The main causes for appeals continue to relate to Special Consideration refusals and dissatisfaction with grade appeal outcomes.

RESOLUTION ASEC 26/18

That the Academic Senate Education Committee NOTED the Annual Final Grade Appeals Summary Report Pro-Forma from the Faculty of Arts.

5.3. ACADEMIC SENATE CURRICULUM SUBCOMMITTEE REPORT - MEETING OF 5 MAY 2026

RESOLUTION ASEC 26/19

That the Academic Senate Education Committee NOTED the report and the unconfirmed minutes of the meetings of the Academic Senate Curriculum Subcommittee held on 5 May 2026.

6. OTHER BUSINESS

The Committee was informed that updates to the Academic and Workplace Ethics module are planned and these may incorporate additional content on topics such as racism, gender-based violence. Further information on a proposed project, including a call for volunteers to participate in the review of the module, will be provided at the ASEC meeting on 7 September.

7. NEXT MEETING

The next meeting of the Academic Senate Education Committee is scheduled to take place on Monday, 7 September 2026.

Associate Professor Shane Magee volunteered to provide the Acknowledgement of Country.

CLOSURE

There being no further business, the meeting concluded at **12:02 pm**.

Meeting of	Academic Senate
Item No.	6.2
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	ACADEMIC SENATE STANDING COMMITTEE: CIRCULAR RESOLUTION FROM JUNE 2026
Submitted by	Megan Kemmis – Manager, Governance Secretariat
Approved by	Professor Jacqueline Phillips – Chair, Academic Senate
☐ For approval	☐ For recommendation to Council ☒ For noting/discussion

Executive Summary

Report of a matter dealt with via circular resolution by the Academic Senate Standing Committee in June 2026.

Recommendation

That Academic Senate NOTES the following decision made by the Academic Senate Standing Committee via circular resolution on 4 June 2026:

RESOLUTION ASSC26/07

The Academic Senate Standing Committee RESOLVED to approve:

- i. *a discount of 80 credit points as allowed under clause 71 of the Curriculum Architecture Policy, for each of the double degrees of:*
 - a. *Bachelor of Engineering (Honours) / Bachelor of Science, with major in Mathematics;*
 - b. *Bachelor of Engineering (Honours) / Bachelor of Information Technology, with majors in Artificial Intelligence, Cyber Security, Software Technology, or Data Science;*
 - c. *Bachelor of Engineering (Honours) / Bachelor of Business with majors in Management and Leadership or Strategy, Innovation and Entrepreneurship;*
- ii. *the appointment to Academic Senate of Dr Daniela Simone as an academic staff member from the Faculty of Arts for a term of membership expiring 31 December 2026; and*
- iii. *the appointment to Academic Senate of Danai Rose Makoni as the undergraduate student member from Macquarie Business School for a term of membership expiring 30 November 2026.*

Details

The Academic Senate Standing Committee was asked to provide urgent approval on the following matters:

- a request for permission to double degrees from the Faculty of Science and Engineering as set out in clause 71 of the [Curriculum Architecture Policy](#) to allow the Faculty to offer double degrees with the amended Bachelor of Engineering (Honours);
- the appointment of Dr Daniela Simone, new member from the Faculty of Arts to membership of Academic Senate for a term expiring on 31 December 2026; and
- the appointment of Danai Makoni, a new undergraduate student member from the Macquarie Business School for a term expiring 30 November 2026.

The resolution outlined above was finalised on 4 June 2026.

Full information on the circular resolutions is set out in Attachment A.

Attachments

Attachment A: ASSC Circular Resolution of 4 June 2026.

ATTACHMENT A

Meeting of	Academic Senate Standing Committee
Item No.	1
Date of the Meeting	June 2026 – Circular Resolution 2



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE STANDING COMMITTEE

Title	APPROVAL OF EXEMPTION TO OFFER DOUBLE DEGREES AND APPOINTMENT OF NEW MEMBERS TO ACADEMIC SENATE
Submitted by	Megan Kemmis – Manager, Governance Secretariat
Approved by	Professor Jacqueline Phillips – Chair, Academic Senate

☒ **For approval** ☐ **For recommendation to Academic Senate** ☐ **For noting**

Executive Summary

The Academic Senate Standing Committee is asked to approve:

- a request for permission to double degrees from the Faculty of Science and Engineering as set out in clause 71 of the [Curriculum Architecture Policy](#) to allow the Faculty to offer double degrees with the amended Bachelor of Engineering (Honours); and
- the appointment of a new member from the Faculty of Arts and a new student member from the Macquarie Business School to fill casual vacancies on Academic Senate.

Recommendation

That the Academic Senate Standing Committee RESOLVES to approve:

- i. a discount of 80 credit points as allowed under clause 71 of the Curriculum Architecture Policy, for each of the double degrees of:
 - a. Bachelor of Engineering (Honours) / Bachelor of Science, with major in Mathematics;
 - b. Bachelor of Engineering (Honours) / Bachelor of Information Technology, with majors in Artificial Intelligence, Cyber Security, Software Technology, or Data Science;
 - c. Bachelor of Engineering (Honours) / Bachelor of Business with majors in Management and Leadership or Strategy, Innovation and Entrepreneurship;
- ii. the appointment to Academic Senate of Dr Daniela Simone as an academic staff member from the Faculty of Arts for a term of membership expiring 31 December 2026; and
- iii. the appointment to Academic Senate of Danai Rose Makoni as the undergraduate student member from Macquarie Business School for a term of membership expiring 30 November 2026.

Background/Context***Permission to double degrees under clause 71 of the Curriculum Architecture Policy***

The current Curriculum Architecture Policy outlines Academic Senate to permit certain combinations for double degrees which do not otherwise meet the requirements set out in the policy. Clause 71 states:

If the combined volume of learning of the two courses is at least 440 Credit Points when doubled a discount of up to 40 Credit Points will be permitted by the Academic Senate if course authorities can demonstrate that the required learning outcomes for each course have been met by the completion of identified units.

The Faculty of Science and Engineering has made a submission seeking permission to offer double degrees with the newly amended Bachelor of Engineering (Honours).

Appointment of new member from Faculty of Arts on Academic Senate

The Chair of Academic Senate has received advice that an elected academic staff member of Academic Senate from the Faculty of Arts, Dr Joanne Faulkner, is no longer employed by the University and can no longer continue as member of Academic Senate.

The resulting casual vacancy is to be filled as outlined in clause 26 (a) of the [Academic Senate and Academic Senate Committees Procedure](#), which states:

26. Where a casual vacancy exists in the office of an elected academic member of the Academic Senate as referred to in clause 24 of the [Academic Senate Rules](#), the following process will be followed to fill the vacancy:

- a. academic staff member – following an expression of interest process, a panel consisting of the Chair of the relevant Faculty Board and the elected members of the Academic Senate from that Faculty will assess the candidates and, in consultation with the Chair of the Academic Senate, recommend a candidate to the Academic Senate (or the Academic Senate Standing Committee on behalf of Academic Senate) for appointment to fill the casual vacancy for the remainder of the term.

Appointment of new undergraduate student member from Macquarie Business School on Academic Senate

The Chair of Academic Senate received advice from the elected undergraduate student member of Academic Senate from the Macquarie Business School, Ms Bella Mantakoul, that she is stepping down from membership of Senate due to other demands.

The resulting casual vacancy is to be filled as outlined in clause 26 (c) of the [Academic Senate and Academic Senate Committees Procedure](#), which states:

26. Where a casual vacancy exists in the office of an elected academic member of the Academic Senate as referred to in clause 24 of the [Academic Senate Rules](#), the following process will be followed to fill the vacancy:

- c. student member – following an expression of interest process, the Chair of the Academic Senate will assess the candidates and recommend a candidate to the Academic Senate (or the Academic Senate Standing Committee on behalf of the Academic Senate) for appointment to fill the casual vacancy for the remainder of the term.

Purpose/Discussion***Permission to double degrees under clause 71 of the Curriculum Architecture Policy***

At its meeting of 26 May 2026, Academic Senate approved major amendments to the Bachelor of Engineering (Honours) (**Res AS26/46**). It was noted at the meeting that Academic Senate approval would also be sought under clause 71 of the Curriculum Architecture Policy to allow the amended version of the degree to be doubled with three other degrees: Bachelor of Science, Bachelor of Information Technology and Bachelor of Business.

Attachment A provides full details of the submission.

Appointment of new member from Faculty of Arts on Academic Senate

Following an earlier call for expressions of interest organised by the Faculty of Arts, to fill a casual vacancy, a further vacancy has arisen due to the departure of Dr Joanne Faulkner. Rather than issuing a new call, the original pool of nominees was reconsidered.

The Chair of Academic Senate together with the Executive Dean of the Faculty of Arts and Professor Tanya Evans (as an elected member of Academic Senate from the Faculty of Arts) assessed the responses, noting the other remaining Faculty of Arts member has only recently been appointed through that earlier process. On this basis, they recommend that the Academic Senate Standing Committee approve the appointment of Dr Daniela Simone to Academic Senate for a term of membership expiring 31 December 2026, aligned with the terms of the other academic staff members of Academic Senate.

Appointment of new undergraduate student member from Macquarie Business School on Academic Senate

Following a call for expressions of interest organised by Macquarie Business School five responses were received for the vacant undergraduate student member position.

The Chair of Academic Senate has assessed the responses and recommends that the Academic Senate Standing Committee approve the appointment of Danai Rose Makoni to Academic Senate for a term of membership expiring 30 November 2026, in line with the terms of the other academic staff members of Academic Senate.

Attachments

Attachment A: Submission from the Faculty of Science and Engineering re doubling of amended of Bachelor of Engineering (Honours)

ATTACHMENT A

Meeting of	Academic Senate
Item No.	Governance Officer to insert
Date of the Meeting	26 May 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	FSE BACHELOR OF ENGINEERING DOUBLE DEGREE OFFERINGS
Submitted by	Associate Professor Ray Eaton, Director of Education School of Engineering
Approved by	Professor Linda Beaumont, FSE Deputy Dean Education and Employability

☒ **For approval**
☐ **For recommendation to Council**
☐ **For noting**
Executive Summary

This paper seeks approval to maintain two double degree offerings and add one double degree offering involving the redesigned Bachelor of Engineering (Honours), specifically:

1. Bachelor of Engineering (Honours) / Bachelor of Science, with major in:
 - Mathematics
2. Bachelor of Engineering (Honours) / Bachelor of Information Technology, with majors in:
 - Artificial Intelligence
 - Cyber Security
 - Software Technology
 - Data Science
3. Bachelor of Engineering (Honours) / Bachelor of Business (addition) with majors in:
 - Management and Leadership
 - Strategy, Innovation and Entrepreneurship

The revised Bachelor of Engineering (Honours) introduces a revised curriculum structure, including a select 60 credit point *complementary option set* and 20 credit points of *free electives*. In double degree combinations, these components are aligned with the partner degree, resulting in up to **80 credit points of shared learning**.

While Clause 71 of the Curriculum Architecture Policy provides for a **40 credit point exemption**, the additional sharing arises from intentional curriculum alignment rather than duplication.

FSE requests approval of a discount of **80 cp** based on the shared content between the option set and free elective units in the Bachelor of Engineering (Honours) and units in specific majors in the Bachelor of Business/Information Technology/Science. Students would only be able to take these specific majors.

This approach enables delivery of the double degrees within a **5-year full-time duration**, while preserving learning outcomes, accreditation requirements, and program integrity, without compromise.

Recommendation

That Academic Senate RESOLVES to approve the discount of 80 Credit points, for each of the double degrees of:

1. Bachelor of Engineering (Honours) / Bachelor of Science, with major in:
 - Mathematics
2. Bachelor of Engineering (Honours) / Bachelor of Information Technology, with majors in:
 - Artificial Intelligence

- Cyber Security
 - Software Technology
 - Data Science
3. Bachelor of Engineering (Honours) / Bachelor of Business (addition) with majors in:
- Management and Leadership
 - Strategy, Innovation and Entrepreneurship

Background/Context

The Bachelor of Engineering (Honours) is undergoing a curriculum redesign with proposals currently endorsed at the level of Faculty Board and recommended to Academic Senate, and to be implemented from 2027. This redesign introduces a new program architecture comprising:

- A common first year (60 credit points)
- A vertically integrated professional practice (SPINE) stream (60 credit points)
- Structured extended majors (specialisations) (120 credit points)
- A 60 credit point complementary option set (60 credit points)
- 20 credit points of free electives (20 credit points)

This is represented in a 320 credit points core zone and thus a shift from the current structure of 280 credit points of core engineering units plus a 40 credit points flexible (elective) zone.

Within the Curriculum Architecture Policy, clause (71) states:

(71) If the combined volume of learning of the two courses is at least 440 Credit Points when doubled a discount of up to 40 Credit Points will be permitted by the Academic Senate if course authorities can demonstrate that the required learning outcomes for each course have been met by the completion of identified units.

Under the current structure, double degree combinations with the Bachelor of Science and Bachelor of Information Technology resulted in a 400 credit points, 5-year duration, and were supported through a **40 credit point exemption**, via Clause 71.

The revised Bachelor of Engineering (Honours) structure removes the flexible zone and replaces it with a more intentional and structured combination of an engineering cognate or complementary option set and free electives. This enables a stronger alignment between the Bachelor of Engineering (Honours) and partner degrees in double degree combinations.

In the proposed double degree structures:

- Select **60 credit points complementary option sets** within the Bachelor of Engineering (Honours) are aligned with majors in the partner degree (Science, Information Technology, or Business); and
- The **20 credit points of free electives** within the Bachelor of Engineering (Honours) are satisfied within the partner degree structure.

As a result, up to 80 credit points of learning are shared across the two degrees. While only 40 credit points of exemption is explicitly provided for under Clause 71 of the Curriculum Architecture Policy, the additional sharing arises from the intentional alignment of curriculum components rather than ad hoc exemption.

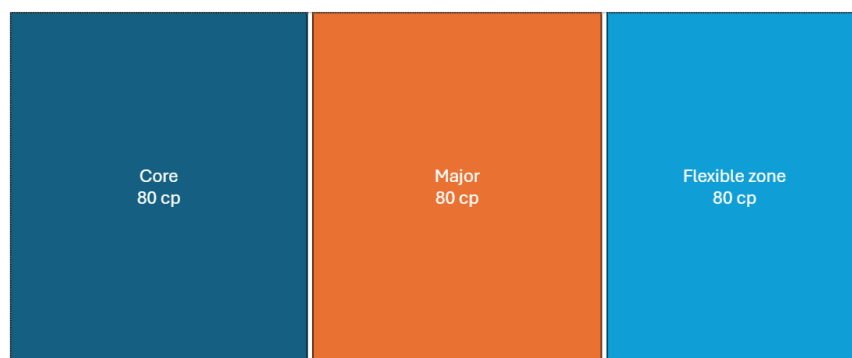
Structurally this is depicted below in Figure 1.

Figure 1: BEng Single Degree, Partner Degree, and BEng Double Degree Architecture

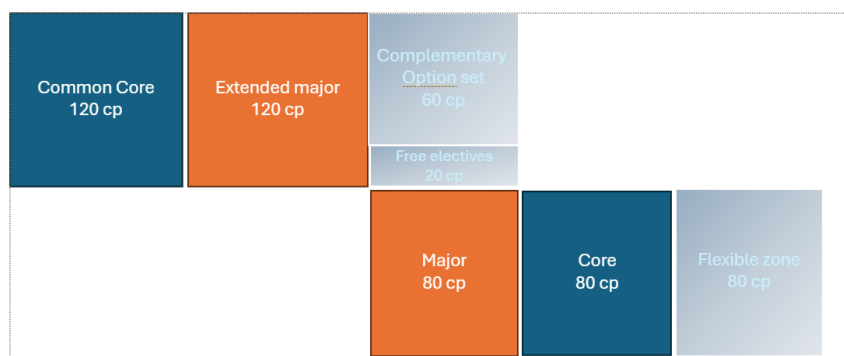
Bachelor of Engineering (Hons) structure



Bachelor of IT/Business/Science structure



Double degree structure



Example of Double Combination (BEng+BBus)

The following show the alignment and 80cp shared structure between the Bachelor of Engineering and Bachelor of Business partner degree, using the *Strategy, Innovation and Entrepreneurship* major (option set) as an example.

B Engineering

Strategy, innovation and entrepreneurship complementary option set (60cp) plus free electives (20cp)

- MGMT1020
- MGMT2080
- MGMT2094
- MGMT3000
- MGMT3050
- MKTG3012
- Free elective
- Free elective

B Business

Strategy, innovation and entrepreneurship major (80cp)

- MGMT1020
- MGMT2080
- MGMT2094
- MGMT3000
- MGMT3050
- MKTG3012
- MGMT3011
- ACCG2002 or MGMT2025

Learning Outcomes and Volume of Learning

When combining the Bachelor of Engineering (Honours) in this way with the partner degree and specific listed majors, the requirements of each degree are fully met without compromise or adjustment, and hence there is no compromise to the Course Learning Outcomes of each degree.

In addition, the volume of learning across all double combinations is **5-years full-time duration**. For the existing doubles with the BSc and BIT, this duration is unchanged.

Strategic Importance

The existing double degree combinations of BEng/BSc and BEng/BIT remain strategically important offerings within the Faculty and the University. In addition, the redesigned Bachelor of Engineering (Honours) enables the introduction of a new double degree combination with the Bachelor of Business, supported by the alignment between engineering professional practice and business and management capability development. The Bachelor of Engineering (Honours) and Bachelor of Business double degree combination is indeed a common and popular offering in the sector.

Maintaining these double degree offerings within a **5-year full-time duration** is important for competitiveness, student demand, and alignment with sector norms. The proposed structure ensures that this duration is achieved while preserving the integrity of the degree absolutely and thus the learning outcomes.

Benchmarking

Many institutions offer a double degree in Bachelor of Engineering (Honours) / Bachelor of Science, and Bachelor of Engineering (Honours) / Bachelor of Information Technology. Noting the request exemption here would result in maintaining a 5-year F/T duration, a selection of external offerings and their respective durations (F/T) include:

- BEng / BSc – UNSW (5 years), USyd (5 years), UTS (5 years), UoWollongong (5.5 years), UoNewcastle (5 years), QUT (5 years), Griffith (5 years)
- BEng / BIT – UNSW (5 years), UoWollongong (5.5 years), UoNewcastle (selected disciplines) (5 years), QUT (5 years), Swinburne (5 years), Griffith (5 years). USyd and UTS do not have a similar BEng/BIT degree.

- BEng / BBus – UTS (5 Years), University of Newcastle (5 years), Southern Cross University (5 Years), Swinburne University of Technology (5 Years), QUT (5 Years), University of Wollongong (5.5 Years).

It is unusual that such double degree combinations result in a volume of learning greater than 5 years.

Purpose/Discussion

This paper seeks approval to maintain two double degree offerings and add one double degree offering involving the redesigned Bachelor of Engineering (Honours), with a discount of 80 Credit points, including the following combinations:

- Bachelor of Engineering (Honours) / Bachelor of Science, with major in: Mathematics
- Bachelor of Engineering (Honours) / Bachelor of Information Technology, with majors in: Artificial Intelligence, Cyber Security, Software Technology, Data Science
- Bachelor of Engineering (Honours) / Bachelor of Business (addition) with majors in: Management and Leadership, Strategy, Innovation and Entrepreneurship

The revised Bachelor of Engineering (Honours) structure enables alignment of the **elective major (60cp)** and **free electives (20cp)** with the partner degree, resulting in up to 80 credit points of shared learning. This reflects intentional curriculum design rather than duplication.

Attachments

None

Meeting of	Academic Senate
Item No.	7.1.1
Meeting Date	4 August 2026



SUBMISSION TO ACADEMIC SENATE

Title	FACULTY OF ARTS FACULTY BOARD REPORT
Submitted by	Shirley Sorensen – Governance Secretariat
Approved by	Professor Chris Dixon – Chair, Faculty of Arts Faculty Board

☐ **For approval**
☐ **For recommendation to Council**
☒ **For noting/discussion**

Executive Summary

Report of the Faculty of Arts Faculty Board meeting held on 26 May 2026.

Recommendation

That Academic Senate NOTES the report and unconfirmed minutes of the 26 May 2026 Faculty of Arts Faculty Board meeting.

Details

Faculty Boards are established under the Faculty Rules. The Faculty of Arts Faculty Board meets seven times per year, with this being the report of its third meeting for 2026.

Please refer to the attached draft minutes (Attachment A) for further details of the matters listed below.

1. Curriculum matters

i. The Faculty Board ratified the executive actions taken by the Chair of the Faculty Board prior to the meeting to approve the following amendments to meet urgent operational requirements:

- Amendments to 13 units, effective 2026; and
- Amendments to three (3) courses, effective 2026.

(Refer item 4.1, FOAFB minutes).

ii. The Faculty Board approved the following 40 curriculum proposals at the meeting:

- Amendments to 13 units, effective 2026;
- Amendments to 19 units, effective 2027;
- Establishment of six (6) new course components, effective 2027;
- Amendments to one (1) course component, effective 2027; and
- Establishment of one (1) new course component, effective 2027.

(Refer item 4.2, FOAFB minutes)

2. Reports and updates for noting

i. The Chair presented a verbal report, which included:

- details of the matters considered by Academic Senate prior to the Faculty Board meeting, including an overview of the status of the University's negotiations with the Australian Tertiary Education Commission (ATEC) to draft a mission-based compact;

Meeting of	Academic Senate
Item No.	7.1.1
Meeting Date	4 August 2026



- advice of the nominee of the elected academic members of the Faculty Board to the Faculty of Arts Academic Workload Committee;
- the status of the call for expressions of interest to fill a casual vacancy to the Faculty Board from the School of Education.

(Refer item 2.1, FOAFB minutes)

ii. The Faculty Board considered and noted reports from the:

- Faculty of Arts Education Committee 2 April 2026 meeting (*refer item 2.2, FOAFB minutes*);
- Faculty of Arts Research Committee 31 March 2026 meeting (*refer item 2.3, FOAFB minutes*); and
- Faculty of Arts Research Training Committee 20 April 2026 (*refer item 2.4, FOAFB minutes*).

iii. The Associate Dean (Students and Learning) reported on the 2025 FOA Annual Final Grade Appeals Summary Report. The Faculty Board commended the report, noting it reflected rigorous processes.

(Refer item 2.5, FOAFB minutes).

Attachments

Attachment A: Unconfirmed minutes of the FOA Faculty Board meeting held 26 May 2026.

ATTACHMENT A



Unconfirmed minutes of the Faculty of Arts Faculty Board meeting held on Tuesday 26 May 2026 in the Executive Board Room, B702, 25WW, and by video/teleconference. Please note that the minutes reflect the order of items in the agenda.

Present:

Professor Chris Dixon
 Laura Aubrey
 Dr Benedicte Andre (*via Zoom*)
 Professor Michelle Arrow
 Professor Lise Barry
 Professor Malcolm Choat
 Joanne Chrystal

Professor Julian Droogan
 Sukhmeet Kaur (*via Zoom*)
 Professor Maryam Khalid
 Dr Patricia Kormvokis
 Associate Professor Shireen Morris
 Dr Stefan Solomon
 Professor Deborah Youdell

In attendance:

Shirley Sorensen- Governance Officer (Governance Secretariat)

Apologies:

Professor Albert Atkin
 Karina Arakel
 Kai Dowsett
 Dr Innez Haua

Professor Tess Lea
 Professor Richard Menary
 Dr Rania Salama
 Professor Sarah Sorial

1. PROCEDURAL ITEMS

1.1 ACKNOWLEDGEMENT OF COUNTRY

The Chair acknowledged the traditional custodians of the land on which Macquarie University stands and of the lands where members attending by videoconference were located.

WELCOME AND APOLOGIES

The Chair welcomed members and attendees to the meeting, which commenced at 2.32 pm. The Chair noted the apologies listed above and that Associate Professor Benedicte Andre and Sukhmeet Kaur were attending via teleconference.

1.2 DECLARATIONS OF CONFLICTS OF INTERESTS

There were no declarations of conflicts of interest.

1.3 UNSTARRED ITEMS

Student members had not raised any matters for consideration at the standing item 3.1; *Matters raised by Student Members* and therefore the item was not starred for discussion. All other matters were starred.

1.4 MINUTES OF THE PREVIOUS MEETING

The Faculty Board confirmed the minutes of the previous meeting.

RESOLUTION FOAFB RES 26/18

The Faculty of Arts Faculty Board RESOLVED to approve the minutes of the meeting held on 14 April 2026 as a true and accurate record.

1.5 MATTERS ARISING

There were no matters arising which were not on today's agenda.

2. REPORTS

2.1 REPORT FROM THE CHAIR

Academic Senate. The Chair noted that Academic Senate had met that morning, prior to the Faculty Board meeting. The Chair highlighted that the Vice-Chancellor had provided an update on the negotiations with the Australian Tertiary Education Commission (ATEC) to draft a mission-based compact which is required under the Higher Education Support Act 2003. The compact outlines how the University's mission, strategy, teaching, research, and equity goals align with current national higher education priorities and serves as a condition for receiving federal funding. The Chair noted that there is little flexibility in the Government's requirements which reflect highly regulated education policies and visa conditions. Concerns were expressed about the outdated data sets underpinning the Government strategies.

Faculty of Arts Academic Workload Committee. This committee is established under the provisions of the Macquarie University Academic Staff Enterprise Agreement and requires the elected academic members of the Faculty Board to nominate one of their number to the Committee. The Faculty Board noted that Dr Stefan Solomon has been elected to this position.

Vacancy to the Faculty Board from the School of Education. Following Associate Professor Penny Van Bergen's departure from the University, a vacancy has arisen for one academic staff member from the School of Education. The Chair noted that although an expression of interest notice was circulated, no responses have been received to date. The Dean of the School of Education undertook to recirculate the call for expressions of interest.

2.2 REPORT FROM THE FACULTY OF ARTS EDUCATION COMMITTEE (FEC)

The FEC Chair, Professor Albert Atkin, was not in attendance, and the report of the 2 April 2026 FEC meeting was taken as read.

The Faculty Board received and noted the report.

2.3 REPORT FROM THE FACULTY OF ARTS RESEARCH COMMITTEE (FRC)

The FRC Chair, Professor Sarah Sorial, was not in attendance and the report of the 31 March 2026 FRC meeting was taken as read.

The Faculty Board received and noted the report.

2.4 REPORT FROM THE FACULTY OF ARTS RESEARCH TRAINING COMMITTEE (FRTC)

Professor Malcolm Choat, Chair FRTC, spoke to the report of the 20 April 2026 FRTC meeting.

The report included the following updates:

Clarification of the Application of the Graduate Research Supervision Policy: Former staff with honorary titles may continue as principal supervisors for existing students (with Executive Dean approval) but cannot start new candidatures as principal supervisors. A Macquarie University academic must be an associate supervisor. Honoraries can act as associate supervisors without approval.

International Scholarships: Of 367 applications, 93 were ranked (record high). FoA submitted 1 PhD and 8 MRes applications and received 1 PhD and 2 MRes scholarships.

The Strategic Examination of Research and Development (SERD) final report (March 2026 recommends stronger HDR skills development and industry engagement, higher stipends in priority fields, tax-free part-time scholarships, and more inclusive industry-focused research training.

MRes attrition. The Faculty has attracted good numbers in the Graduate Diploma courses, but has noted it is proving more difficult to attract external students.

The Faculty Board received and noted the report.

2.5 2025 FOA ANNUAL FINAL GRADE APPEALS SUMMARY REPORT

Dr Benedicte Andre, Associate Dean (Students and Learning) reported that the Assessment Procedure requires the Faculty to report to the Academic Senate Education Committee about the Faculty's processes and strategies to address Faculty Grade Appeals.

Key points in the FOA report considered by the Faculty Board included:

- There were 93,612 enrolments and 346 grade appeals (0.37% in 2025), with 98 approved.
- Appeals declined between sessions, while the number of approvals remained broadly consistent. The overall success rate decreased slightly from 30% in 2024 to 28.3% in 2025.
- Domestic students represented most appeals.
- Appeal volumes have continued to increase from 2021 to 2025, with a 16.5% rise in total cases between 2024 and 2025.
- Session trends indicate: (a) Session 1 -fluctuating volumes, with a recent increase in total cases alongside a reduction in approvals, and (b) Session 2 - steady year-on-year growth, reaching 130 cases (46 approved) in 2025.
- Overall, appeal volumes are increasing, while approval rates remain stable or show a slight decline.

The Faculty Board considered that 346 appeals in the context of 93,612 enrolments reflected a good outcome and rigorous processes.

The Faculty Board received and noted the report.

3. STUDENT LED BUSINESS

3.1 MATTERS RAISED BY STUDENT MEMBERS

There were no matters raised by Student Members for discussion at this meeting.

4. CURRICULUM MATTERS

4.1 CURRICULUM MATTERS APPROVED BY EXECUTIVE ACTION FOR RATIFICATION

The Faculty Board ratified the executive actions of the Chair of the Faculty of Arts Faculty Board to approve urgent curriculum proposals on 15 April, 20 April and 19 May 2026 to meet urgent curriculum timeframes . The Head of Educational Services spoke to the report.

RESOLUTION FOAFB RES 26/19

The Faculty of Arts Faculty Board RESOLVED to ratify the executive action taken by the Chair or Acting Chair of the Faculty of Arts Faculty Board on 15 April 2026, 20 April 2026 and 19 May 2026, to:

i. Approve the following unit amendments, effective 2026:

- | | | |
|----------------------------|-----------------|---|
| 1. Proposal-195229 | AHIS2150 | Hieroglyphic Egyptian B |
| 2. Proposal-195219 | AHIS3100 | Ancient Greek D |
| 3. Proposal-195223 | AHIS3101 | Latin D |
| 4. Proposal-195226 | AHIS3102 | Hieroglyphic Egyptian D |
| 5. Proposal-195136 | ARCH2202 | Field Methods of Archaeology |
| 6. Proposal-195108 | CRIM3002 | Criminological Futures |
| 7. Proposal-194751 | CRIM8021 | Criminology in Practice |
| 8. Proposal-194753 | CRIM8021 | Criminology in Practice |
| 9. Proposal-195129 | CRIM8021 | Criminology in Practice |
| 10. Proposal-194749 | CRIX8021 | Criminology in Practice |
| 11. Proposal-194747 | CRIX8021 | Criminology in Practice |
| 12. Proposal-195297 | EDST3100 | Teaching English Language and Literacies in the Early Primary School Years |
| 13. Proposal-195299 | EDST4050 | Practice of Teaching: Making Learning Visible with Infants and Toddlers |

ii. **Approve the following course amendments to courses, effective 2026:**

- | | | |
|---------------------------|----------------|--|
| 1. Proposal-194725 | C000424 | Bachelor of Education (Secondary) |
| 2. Proposal-194722 | C000424 | Bachelor of Education (Secondary) |
| 3. Proposal-194726 | C000424 | Bachelor of Education (Secondary) |

4.2 CURRICULUM MATTERS FOR APPROVAL/ENDORSEMENT

The Head of Educational Services reported on 40 curriculum proposals submitted to the Faculty Board following Faculty Education Committee endorsement.

RESOLUTION FOAFB RES 26/20

The Faculty Board RESOLVED to:

i. Approve the following unit amendments, effective 1 January 2026:

- | | | |
|--|-----------------|---|
| 1. Proposal-194708 | LAWS8019 | Dispute Resolution Processes and Law |
| 2. Proposal-194710 | LAWS5080 | Human Rights and Moral Dilemmas |
| 3. Proposal-194712 | LAWS8094 | Human Rights and Moral Dilemmas |
| 4. <u>Proposal-195114</u> | CRIM8023 | Incarceration, Justice and Punishment |
| 5. <u>Proposal-195117</u> | CRIX8023 | Incarceration, Justice and Punishment |
| 6. Proposal-194683 | LAWS8092 | Law of the Sea |
| 7. Proposal-194685 | LAWS5053 | Taxation |
| 8. Proposal-194688 | LAWS8025 | Taxation Law |
| 9. <u>Proposal-195111</u> | CRIX3002 | Criminological Futures |
| 10. <u>Proposal-194994</u> | PICX3020 | International Studies in Practice |
| 11. Proposal-194821 | PBHS1102 | Museums and Museology: Curating Culture, Questioning Power |
| 12. Proposal-194823 | PBHX1102 | Museums and Museology: Curating Culture, Questioning Power |
| 13. Proposal-194663 | PICT3020 | PACE: International Studies in Practice |

ii. Approve the following unit amendments, effective 1 January 2027:

- | | | |
|--|-----------------|--|
| 1. Proposal-194709 | LAWS8019 | Dispute Resolution Processes and Law |
| 2. Proposal-194711 | LAWS5080 | Human Rights and Moral Dilemmas |
| 3. Proposal-194713 | LAWS8094 | Human Rights and Moral Dilemmas |
| 4. <u>Proposal-193095</u> | SOCI3040 | Human Services in the 21st Century: Care, Gender and Institutions |
| 5. <u>Proposal-195116</u> | CRIM8023 | Incarceration, Justice and Punishment |
| 6. <u>Proposal-195118</u> | CRIX8023 | Incarceration, Justice and Punishment |
| 7. Proposal-194684 | LAWS8092 | Law of the Sea |
| 8. Proposal-194687 | LAWS5053 | Taxation |
| 9. Proposal-194689 | LAWS8025 | Taxation Law |
| 10. <u>Proposal-195109</u> | CRIM3002 | Criminological Futures |
| 11. <u>Proposal-195112</u> | CRIX3002 | Criminological Futures |
| 12. <u>Proposal-195074</u> | GEND3010 | Gender, Crime and Violence |
| 13. <u>Proposal-195075</u> | GENX3010 | Gender, Crime and Violence |
| 14. <u>Proposal-195072</u> | SOCI1030 | Introduction to Justice and Punishment |
| 15. <u>Proposal-195073</u> | SOCX1030 | Introduction to Justice and Punishment |
| 16. <u>Proposal-194995</u> | PICX3020 | International Studies in Practice |
| 17. Proposal-194822 | PBHS1102 | Museums and Museology: Curating Culture, Questioning Power |
| 18. <u>Proposal-194824</u> | PBHX1102 | Museums and Museology: Curating Culture, Questioning Power |
| 19. <u>Proposal-194993</u> | PICT3020 | PACE: International Studies in Practice |

iii. Approve the following new course components, effective 1 January 2027:

- | | | |
|---|----------------|---|
| 1. <u>Proposal-193975</u> | <i>N000342</i> | <i>Modern Languages</i> |
| 2. <u>Proposal-194809</u> | <i>T000502</i> | <i>Creative Industries</i> |
| 3. <u>Proposal-194807</u> | <i>T000501</i> | <i>Education</i> |
| 4. <u>Proposal-194246</u> | <i>T000500</i> | <i>International Relations and Government</i> |
| 5. <u>Proposal-194104</u> | <i>T000498</i> | <i>Journalism</i> |
| 6. <u>Proposal-194128</u> | <i>T000499</i> | <i>Modern Languages</i> |

iv. Approve the following amendment to course components, effective 1 January 2027:

- | | | |
|---|----------------|---------------------------|
| 1. <u>Proposal-194107</u> | <i>T000270</i> | <i>Interactive Design</i> |
|---|----------------|---------------------------|

v. Approve the following course amendments, effective 1 January 2027:

- | | | |
|---------------------------|----------------|-------------------------------------|
| 1. <i>Proposal-194728</i> | <i>C000190</i> | <i>Master of Teaching (Primary)</i> |
|---------------------------|----------------|-------------------------------------|

5. CONFIDENTIAL SECTION

There were no confidential matters raised at this meeting.

6. ANY OTHER BUSINESS

There was no other business.

7. NEXT MEETING

The next meeting of the Faculty of Arts Faculty Board is scheduled for Tuesday 7 July 2026.

CLOSURE

There being no further business, the meeting concluded at 3.10 pm.

Meeting of	Academic Senate
Item No.	7.1.2
Meeting Date	4 August 2025



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	FACULTY OF ARTS FACULTY BOARD REPORT
Submitted by	Shirley Sorensen – Governance Officer
Approved by	Professor Chris Dixon – Chair, Faculty of Arts Faculty Board

☐ **For approval**
☐ **For recommendation to Council**
☒ **For noting/discussion**

Executive Summary

Report of the Faculty of Arts Faculty Board meeting held on 7 July 2026.

Recommendation

That Academic Senate NOTES the report and unconfirmed minutes of the 7 July 2026 Faculty of Arts Faculty Board meeting.

Details

Faculty Boards are established under the Faculty Rules. The Faculty of Arts Faculty Board meets seven times per year, with this being the report of its fourth meeting for 2026.

Please refer to the attached draft minutes (Attachment A) for further details of the matters listed below.

1. Curriculum matters

i. The Faculty Board ratified the executive actions taken by the Chair of the Faculty Board prior to the meeting to approve the 237 amendments to meet urgent operational requirements. The proposals primarily concerned assessment changes, unit offerings, teach-out arrangements, and updates to requisites and non-current comparable units (NCCWs). Amendments to 226 of the proposals arose from a review of Session 2 and 3 assessments to ensure alignment with the University's assessment principles.

(Refer item 4.1, FOAFB minutes).

ii. The Faculty Board approved 112 curriculum proposals at the meeting. These included amendments to the Bachelor of Criminology and the Bachelor of Arts, revisions to course components in Modern Languages, shared teaching arrangements within the Master of Education, and unit level changes for offerings, learning activities, assessment requirements, and requisites:

- Amendments to nine units, effective 2026;
- Amendments to 85 units, effective 2027;
- Creation of three new shared teaching arrangements, effective 2027;
- Amendment of six majors and six minors, effective 2027; and
- Amendments to three courses, effective 2027; and

(Refer item 4.2, FOAFB minutes)

2. Reports and updates for noting

- i. The Chair presented a verbal report, noting that the first meeting of the FOA Academic Workload Committee had its inaugural meeting on 7 July 2026; and that nominations received for the casual vacancy from the School of Education to the FOA Faculty Board are under consideration (with an outcome to be reported to the next Faculty Board meeting).
(Refer item 2.1, FOAFB minutes)
- ii. The Faculty Board considered and noted reports from the:
 - Faculty of Arts Education Committee 5 May 2026 meeting (refer item 2.2, FOAFB minutes);
 - Faculty of Arts Research Committee 1 June 2026 meeting (refer item 2.3, FOAFB minutes); and
 - Faculty of Arts Research Training Committee 1 June 2026 (refer item 2.4, FOAFB minutes).
- iii. The Deputy Dean (Education and Employability) (Students and Learning) spoke to the Annual Health Check report covering 26 courses, noting that student retention and success continued to improve. AI remains a risk, but the AHC reflects strong engagement with AI in teaching and learning and provides students with relevant workplace skills. This report will be submitted to the 21 July 2026 meeting of the Academic Senate Curriculum Subcommittee for consideration.
(Refer item 2.5, FOAFB minutes).
- iv. The Faculty Board ratified the Session 1 2026 results for all schools and the Centre for Indigenous Studies, including OUA results. This process encompassed grades for approximately 45,000 enrolled students.

The Form C, Faculty Unit Monitoring Report for Session 1 2026 has been submitted to the Academic Senate Education Committee for consideration.
(Refer item 5.1, FOAFB minutes).
- v. The Faculty Board ratified the executive action of the Chair of the Faculty Board taken prior to the meeting to waive course requirements for three students to address teach-out course arrangements, replacement of discontinued units, and/or adjustments necessary to meet degree progression and accreditation requirements.
(Refer item 5.2, FOAFB minutes).

Attachments

Attachment A: Unconfirmed minutes of the FOA Faculty Board meeting held 7 July 2026.

ATTACHMENT A

Unconfirmed minutes of the Faculty of Arts Faculty Board meeting held on Tuesday 7 July 2026 in the Executive Board Room, B702, 25WW, and by video/teleconference. Please note that the minutes reflect the order of items in the agenda.

Present:

Professor Chris Dixon
 Professor Albert Atkin
 Laura Aubrey
 Dr Benedicte Andre (*via Zoom*)
 Professor Lise Barry
 Professor Malcolm Choat
 Joanne Chrystal

Sukhmeet Kaur (*via Zoom*)
 Dr Patricia Kormvokis
 Professor Tess Lea
 Dr Rania Salama (*via Zoom*)
 Dr Stefan Solomon
 Professor Sarah Sorial
 Professor Deborah Youdell

In attendance:

Shirley Sorensen- Governance Officer (Governance Secretariat)

Apologies:

Professor Michelle Arrow
 Karina Arakel
 Kai Dowsett
 Professor Julian Droogan

Dr Innez Haua
 Professor Maryam Khalid
 Professor Richard Menary
 Associate Professor Shireen Morris

1. PROCEDURAL ITEMS**1.1 ACKNOWLEDGEMENT OF COUNTRY**

The Chair acknowledged the traditional custodians of the land on which Macquarie University stands and of the lands where members attending by videoconference were located.

WELCOME AND APOLOGIES

Having achieved a quorum, the Chair welcomed members and attendees to the meeting, which commenced at 2.32 pm. The Chair noted the apologies listed above and that Dr Rania Salama and Sukhmeet Kaur were attending via teleconference.

As this meeting largely focussed on the Ratification of Session 1 2026 results, the Chair reminded members that student members would be excused from the meeting prior to the Confidential section of the agenda at Section 5 (as per the requirements of the Faculty Board Terms of Reference).

1.2 DECLARATIONS OF CONFLICTS OF INTERESTS

There were no declarations of conflicts of interest.

1.3 UNSTARRED ITEMS

Student members had not raised any matters for consideration at the standing item 3.1; *Matters raised by Student Members* and therefore the item was not starred for discussion. All other matters were starred.

1.4 MINUTES OF THE PREVIOUS MEETING

The Faculty Board confirmed the minutes of the previous meeting.

RESOLUTION FOAFB RES 26/21

The Faculty of Arts Faculty Board RESOLVED to approve the minutes of the meeting held on 26 May 2026 as a true and accurate record.

1.5 MATTERS ARISING

There were no matters arising which were not on today's agenda.

2. REPORTS

2.1 REPORT FROM THE CHAIR

Academic Senate. The Chair had provided a verbal report of the 26 May 2026 Academic Senate meeting at the last Faculty Board meeting. A copy of the Academic Senate InBrief for that meeting was provided to members with the Faculty Board agenda pack

Faculty of Arts Academic Workload Committee. The Chair reported that the first meeting of the FOA Academic Workload Committee took place earlier today. This Committee is not required to report to the Faculty Board.

Vacancy to the Faculty Board from the School of Education. Following Associate Professor Penny Van Bergen's departure from the University, a vacancy has arisen for one academic staff member from the School of Education. Following action by the Dean of the School of Education to recirculate the call for expressions of interest, several expressions of interest have been received from eligible staff.

Action: The nominations will be considered by the Chair of the Faculty Board shortly, and the outcome reported to the next meeting.

2.2 REPORT FROM THE FACULTY OF ARTS EDUCATION COMMITTEE (FEC)

The FEC Chair, Professor Albert Atkin, took the report of the 5 May 2026 FEC meeting as read.

Key points noted from the verbal report on the recent 3 July 2027 FEC meeting included:

- Ratification of Session 1 2026 results (see agenda item 5.1);
- Resources relating to Special Consideration and Automated Short Extensions have been updated and shared through the Faculty Education Committee. The updated Unit Profile Dashboard now captures both data sets; and
- Salesforce reporting dashboards also provide access to this information, although unit conveners must filter reports to view their specific units. FEC will distribute a reminder to Directors of Education and Course Directors prior to Session commencement outlining how to access the dashboards and related training and support resources.

The Faculty Board received and noted the report.

2.3 REPORT FROM THE FACULTY OF ARTS RESEARCH COMMITTEE (FRC)

The FRC Chair, Professor Sarah Sorial, took the report of the 1 June 2026 FRC meeting as read.

The Faculty Board received and noted the report.

2.4 REPORT FROM THE FACULTY OF ARTS RESEARCH TRAINING COMMITTEE (FRTC)

Professor Malcolm Choat, Chair FRTC was not in attendance. The Chair of the Faculty Board took the report of the 1 June 2026 FRTC meeting as read.

The Faculty Board received and noted the report.

2.5 2025 ANNUAL HEALTH CHECK REPORT

The Deputy Dean (Education and Employability) spoke to the report, noting that 26 Faculty of Arts courses had completed annual health checks in accordance with the Course of Study Monitoring and Review Policy.

The Faculty Board commended the collaborative approach undertaken to complete the health check process and acknowledged the contributions of academic and professional staff to support student retention and success, which continued to improve. The Faculty Board noted that AI remains a risk but noted that reports highlighted strong academic engagement with AI in teaching and learning, particularly in preparing students with relevant workplace skills.

The Faculty Board noted that the Policy requires the Annual Health Check report to be submitted to Academic Senate Curriculum Subcommittee for consideration at its 21 July 2026 meeting.

RESOLUTION FOAFB RES 26/22

The Faculty of Arts Faculty Board RESOLVED to

- 1. approve the 2026 Faculty of Arts Annual Health Check Final Report; and**
- 2. note that the 2026 Faculty of Arts Annual Health Check Final Report will be submitted to the Academic Senate Curriculum Subcommittee for noting.**

3. STUDENT LED BUSINESS**3.1 MATTERS RAISED BY STUDENT MEMBERS**

There were no matters raised by Student Members for discussion at this meeting.

4. CURRICULUM MATTERS**4.1 CURRICULUM MATTERS APPROVED BY EXECUTIVE ACTION FOR RATIFICATION**

The Faculty Board ratified the executive actions of the Chair of the Faculty of Arts Faculty Board to approve 237 urgent curriculum proposals on 2 March, 27 May, 4 June, 22 June, and 24 June 2026 to meet urgent curriculum timeframes.

The Head of Educational Services spoke to the report. The proposals primarily concerned assessment changes, unit offerings, teach-out arrangements, and updates to requisites and non-current comparable units (NCCWs). The Faculty Board noted that amendments to 226 of the proposals arose from a review of Session 2 and 3 assessments to ensure alignment with the University's assessment principles. The Chair acknowledged the significant contribution of academic, professional, and Learning Design staff in completing the review ahead of unit guide publication. The Faculty Board also noted positive early feedback on the Automated Short Extensions initiative, including strong student uptake and reduced student anxiety, and welcomed ongoing administrative enhancements to support its implementation in large cohorts.

RESOLUTION FOAFB RES 26/23

The Faculty of Arts Faculty Board RESOLVED to ratify the executive action taken by the Chair or Acting Chair of the Faculty of Arts Faculty Board on 2 March 2026, 27 May 2026, 4 June 2026, 22 June 2026, and 24 June 2026 to approve the amendments to 237 curriculum proposals as detailed in the report submitted to the Faculty Board:

1. ABST2060	Indigenous Histories and Knowledges	Proposal-195420
2. ABST3025	Indigenous Research and Practice	Proposal-195989
3. ABST3025	Indigenous Research and Practice	Proposal-195988
4. ABSX3025	Indigenous Research and Practice	Proposal-196037
5. ABSX3025	Indigenous Research and Practice	Proposal-196038
6. AHIS1250	Western Asia and Egypt in Antiquity: An Introduction	Proposal-195745
7. AHIS1250	Western Asia and Egypt in Antiquity: An Introduction	Proposal-193091
8. AHIS2250	Ancient Egypt: Culture and Society	Proposal-195765
9. AHIS2250	Ancient Egypt: Culture and Society	Proposal-195764
10. AHIS8320	Under the Shadow of Vesuvius: Archaeology in Ancient Campania	Proposal-195794
11. AHIS8320	Under the Shadow of Vesuvius: Archaeology in Ancient Campania	Proposal-195799
12. AHIX1250	Western Asia and Egypt in Antiquity: An Introduction	Proposal-195748
13. AHIX1250	Western Asia and Egypt in Antiquity: An Introduction	Proposal-195757
14. AHIX2250	Ancient Egypt: Culture and Society	Proposal-195815
15. AHIX2250	Ancient Egypt: Culture and Society	Proposal-195790
16. AHIX8320	Under the Shadow of Vesuvius: Archaeology in Ancient Campania	Proposal-195844
17. ANTH1060	Weird Australia	Proposal-195768
18. ANTH1060	Weird Australia	Proposal-195767

19. ANTH2002	Health, Illness and Healing	Proposal-195769
20. ANTH2002	Health, Illness and Healing	Proposal-195770
21. ANTH2008	Cults, Saints, Shamans: Religion and Society	Proposal-195772
22. ANTH2008	Cults, Saints, Shamans: Religion and Society	Proposal-195771
23. ANTH8032	Global Health	Proposal-195774
24. ANTH8032	Global Health	Proposal-195773
25. ANTX1060	Weird Australia	Proposal-195776
26. ANTX1060	Weird Australia	Proposal-195775
27. ANTX2002	Health, Illness and Healing	Proposal-195777
28. ANTX2002	Health, Illness and Healing	Proposal-195778
29. BHIS2001	Oral History and Memory: Voices Across Time	Proposal-194861
30. BHIS2001	Oral History and Memory: Voices Across Time	Proposal-195819
31. BHIS3001	PACE: Working with History	Proposal-195422
32. BHIS3002	Bachelor of History Capstone	Proposal-195421
33. BHIX2001	Oral History and Memory: Voices Across Time	Proposal-195824
34. BHIX2001	Oral History and Memory: Voices Across Time	Proposal-195822
35. BHIX3001	Working with History	Proposal-195424
36. BHIX3002	Bachelor of History Capstone	Proposal-195423
37. C000143	Master of Teaching (Birth to Five Years)	Proposal-175693
38. C000143	Master of Teaching (Birth to Five Years)	Proposal-192430
39. C000143	Master of Teaching (Birth to Five Years)	Proposal-192433
40. C000190	Master of Teaching (Primary)	Proposal-195941
41. C000190	Master of Teaching (Primary)	Proposal-195942
42. C000190	Master of Teaching (Primary)	Proposal-195943
43. C000190	Master of Teaching (Primary)	Proposal-195944
44. C000190	Master of Teaching (Primary)	Proposal-195945
45. CRIM2002	Transnational Crime	Proposal-195990
46. CRIM2002	Transnational Crime	Proposal-195994
47. CRIM8021	Criminology in Practice	Proposal-195700
48. CRIX2002	Transnational Crime	Proposal-196006
49. CRIX2002	Transnational Crime	Proposal-196009
50. CRIX8021	Criminology in Practice	Proposal-195703
51. CRIX8021	Criminology in Practice	Proposal-195866
52. D000006	Bachelor of Arts and Bachelor of Education (Primary)	Proposal-195187
53. D000032	Bachelor of Education (Primary) and Bachelor of Psychology	Proposal-195573
54. ECHE4000	Developing Expertise through a Special Interest Project	Proposal-195673
55. ECHE4000	Developing Expertise through a Special Interest Project	Proposal-195896
56. ECHE4200	The Educational Leader	Proposal-195898
57. ECHE4200	The Educational Leader	Proposal-195897
58. ECHE6030	Early Childhood Professional Practice 1	Proposal-195899
59. ECHE6030	Early Childhood Professional Practice 1	Proposal-195900
60. EDST1501	Understanding Inclusion in a Diverse World	Proposal-195902
61. EDST1501	Understanding Inclusion in a Diverse World	Proposal-195907
62. EDST1510	Understanding Science and Mathematics for Primary Teachers	Proposal-195909
63. EDST2530	Teaching History and Geography in Primary Schools	Proposal-195215
64. EDST2710	Teaching Mathematics 1	Proposal-195910
65. EDST2710	Teaching Mathematics 1	Proposal-195911
66. EDST3120	Teaching STEM: Specialisation	Proposal-195913
67. EDST3120	Teaching STEM: Specialisation	Proposal-195912
68. EDST3170	Indigenous Education	Proposal-195180
69. EDST3200	Teaching English 4: Specialisation	Proposal-195915
70. EDST3200	Teaching English 4: Specialisation	Proposal-195914
71. EDST4040	Practice of Teaching: Transition to the Primary Teaching Profession	Proposal-195580

72. EDST4060	Practice of Teaching: Transition to the Early Childhood Profession	Proposal-195919
73. EDST4060	Practice of Teaching: Transition to the Early Childhood Profession	Proposal-195918
74. EDST8040	Scholarship in Educational Studies	Proposal-195922
75. EDST8040	Scholarship in Educational Studies	Proposal-195923
76. EDST8209	Teaching The Arts	Proposal-195425
77. EDST8210	Teaching Quality Health and Physical Education in the Primary School	Proposal-195924
78. EDST8210	Teaching Quality Health and Physical Education in the Primary School	Proposal-195925
79. EDST8211	Professional Practice 2: Teaching Human Society and Its Environment (HSIE) in the Primary School	Proposal-195231
80. EDST8213	Teaching Science, Technology and Mathematics: Specialisation	Proposal-195926
81. EDST8213	Teaching Science, Technology and Mathematics: Specialisation	Proposal-195927
82. EDST8240	Professional Practice 3 and Educational Research	Proposal-195929
83. EDST8707	The Science of Learning	Proposal-195904
84. EDST8707	The Science of Learning	Proposal-194956
85. EDST8805	Diverse Learning Needs in Early Childhood	Proposal-195968
86. EDST8805	Diverse Learning Needs in Early Childhood	Proposal-195967
87. EDSX8209	Teaching The Arts	Proposal-195969
88. EDSX8209	Teaching The Arts	Proposal-195970
89. EDUC2920	Research Inquiry in Education	Proposal-195971
90. EDUC2920	Research Inquiry in Education	Proposal-195972
91. EDUC8240	Effective Instruction in Reading and Writing	Proposal-195974
92. ENGL1002	Literature: Modern and Contemporary	Proposal-195851
93. ENGL1002	Literature: Modern and Contemporary	Proposal-195854
94. ENGL1055	Techniques in Academic Reading and Writing	Proposal-195860
95. ENGL1055	Techniques in Academic Reading and Writing	Proposal-195857
96. ENGL2020	Revolution, Evolution, Humanity: Literature and Change in the Long Nineteenth Century	Proposal-195861
97. ENGL2020	Revolution, Evolution, Humanity: Literature and Change in the Long Nineteenth Century	Proposal-195862
98. ENGL2033	Creative Writing 2: Short-form fiction	Proposal-195867
99. ENGL2033	Creative Writing 2: Short-form fiction	Proposal-195865
100. ENGL2040	Historical Fiction and a Passion for the Past	Proposal-195870
101. ENGL3007	Publishing poetry and short stories	Proposal-195873
102. ENGL3007	Publishing poetry and short stories	Proposal-195905
103. ENGL3061	Literary Responses to Global Issues	Proposal-195906
104. ENGL3061	Literary Responses to Global Issues	Proposal-195916
105. ENGX1002	Literature: Modern and Contemporary	Proposal-195921
106. ENGX1002	Literature: Modern and Contemporary	Proposal-195917
107. ENGX1055	Techniques in Academic Reading and Writing	Proposal-195931
108. ENGX1055	Techniques in Academic Reading and Writing	Proposal-195930
109. ENGX2020	Revolution, Evolution, Humanity: Literature and Change in the Long Nineteenth Century	Proposal-195933
110. ENGX2020	Revolution, Evolution, Humanity: Literature and Change in the Long Nineteenth Century	Proposal-195932
111. ENGX2033	Creative Writing 2: Short-form fiction	Proposal-195935
112. ENGX2033	Creative Writing 2: Short-form fiction	Proposal-195936
113. ENGX2040	Historical Fiction and a Passion for the Past	Proposal-195937
114. ENGX3007	Publishing poetry and short stories	Proposal-195946
115. ENGX3007	Publishing poetry and short stories	Proposal-195948
116. ENGX3061	Literary Responses to Global Issues	Proposal-195953
117. ENGX3061	Literary Responses to Global Issues	Proposal-195951
118. FOAR8040	Research in Practice	Proposal-195825
119. FOAR8040	Research in Practice	Proposal-195724
120. FOAR8050	Researcher Professional Development	Proposal-195828
121. FOAR8050	Researcher Professional Development	Proposal-195826

122. GEND3010	Gender, Crime and Violence	Proposal-195992
123. GEND3010	Gender, Crime and Violence	Proposal-195993
124. GENX3010	Gender, Crime and Violence	Proposal-195996
125. GENX3010	Gender, Crime and Violence	Proposal-195995
126. GEOP1080	Cities and Climate Change	Proposal-196062
127. GEOP1080	Cities and Climate Change	Proposal-196063
128. GEOP2060	Geography and Planning Field School	Proposal-195780
129. GEOP2070	Urban Dynamics: Population, Housing and Regeneration	Proposal-195791
130. GEOP2070	Urban Dynamics: Population, Housing and Regeneration	Proposal-195795
131. GEOP3020	Disasters and Resilient Communities	Proposal-196064
132. GEOP3030	Liveable Cities: Infrastructure, Mobilities and Place-Making	Proposal-195803
133. GEOP3030	Liveable Cities: Infrastructure, Mobilities and Place-Making	Proposal-195811
134. GEOP4080	PACE: Planning Experience	Proposal-196067
135. GEOP4080	PACE: Planning Experience	Proposal-196066
136. GEOP6040	Cities of the Global South	Proposal-196069
137. GEOP6040	Cities of the Global South	Proposal-196068
138. GEOP6070	Urban Dynamics: Population, Housing and Regeneration	Proposal-195813
139. GEOP6070	Urban Dynamics: Population, Housing and Regeneration	Proposal-195812
140. GEOP8030	Smart Urbanism	Proposal-196071
141. GEOP8070	Decolonising Planning	Proposal-196073
142. GEOP8070	Decolonising Planning	Proposal-196072
143. GEOP8090	Gateway to the Planning Profession	Proposal-195814
144. GEOP8090	Gateway to the Planning Profession	Proposal-195816
145. INED8022	Rethinking Indigenous Education	Proposal-195872
146. INED8022	Rethinking Indigenous Education	Proposal-195871
147. INTS1015	Intercultural Language Project 1	Proposal-196010
148. INTS1015	Intercultural Language Project 1	Proposal-196012
149. LAWS2050	Crime, Policy and Governance	Proposal-195766
150. LAWS2050	Crime, Policy and Governance	Proposal-195754
151. LAWS5030	Law Moots and Competitions	Proposal-195829
152. LAWS8000	Law Moots and Competitions	Proposal-195830
153. LAWS8000	Law Moots and Competitions	Proposal-195831
154. LAWS8019	Dispute Resolution Processes and Law	Proposal-195832
155. LAWS8019	Dispute Resolution Processes and Law	Proposal-195837
156. MMCC1005	Introduction to the Cinema	Proposal-195818
157. MMCC1005	Introduction to the Cinema	Proposal-195820
158. MMCC1040	Introduction to Media and Mass Communications	Proposal-195821
159. MMCC2013	Screen Production: Fiction Filmmaking	Proposal-195846
160. MMCC2023	Radical Media	Proposal-195849
161. MMCC2023	Radical Media	Proposal-195848
162. MMCC2030	Advertising, Branding and Media	Proposal-195852
163. MMCC2030	Advertising, Branding and Media	Proposal-195850
164. MMCC2126	Digital Performance Strategies	Proposal-195957
165. MMCC2126	Digital Performance Strategies	Proposal-195956
166. MMCC3005	Musical Theatre	Proposal-195966
167. MMCC3005	Musical Theatre	Proposal-195959
168. MMCC3011	Writing for Love or Money	Proposal-195858
169. MMCC3011	Writing for Love or Money	Proposal-195856
170. MMCC3013	Screen Production: Open Form Filmmaking	Proposal-195859
171. MMCC3020	News and Technology	Proposal-195886
172. MMCC3020	News and Technology	Proposal-195887
173. MMCC3031	Forensic Media	Proposal-195889
174. MMCC3031	Forensic Media	Proposal-195888
175. MMCC3035	Performance and Event Production	Proposal-195975

176. MMCC3035	Performance and Event Production	Proposal-195973
177. MMCC3055	Mobile Cultures	Proposal-195890
178. MMCC3055	Mobile Cultures	Proposal-195891
179. MMCC3160	PACE: Arts Management Internship	Proposal-195977
180. MMCC3160	PACE: Arts Management Internship	Proposal-195978
181. MMCC6000	Production Foundation	Proposal-195981
182. MMCC6000	Production Foundation	Proposal-195980
183. MMCC6010	Creative Contexts	Proposal-195983
184. MMCC6010	Creative Contexts	Proposal-195984
185. MMCC6108	Podcasting	Proposal-196114
186. MMCC6108	Podcasting	Proposal-196113
187. MMCC6320	News Media: New Directions	Proposal-195947
188. MMCC6320	News Media: New Directions	Proposal-195949
189. MMCC8035	Non-Fiction Screen Media	Proposal-195986
190. MMCC8035	Non-Fiction Screen Media	Proposal-195985
191. MMCC8080	Media Project	Proposal-195950
192. MMCC8080	Media Project	Proposal-195952
193. PHIL1032	Happiness, Goodness and Justice	Proposal-195991
194. PHIL2062	Philosophy of Psychology	Proposal-196004
195. PHIL2062	Philosophy of Psychology	Proposal-196002
196. PHIL3400	Rights, Responsibilities, and AI	Proposal-196005
197. PHIL8400	Rights, Responsibilities, and AI	Proposal-196018
198. PHIL8400	Rights, Responsibilities, and AI	Proposal-196016
199. PHIX1032	Happiness, Goodness and Justice	Proposal-196019
200. PHIX1032	Happiness, Goodness and Justice	Proposal-196020
201. PHIX2062	Philosophy of Psychology	Proposal-196025
202. PHIX2062	Philosophy of Psychology	Proposal-196023
203. PHIX3400	Rights, Responsibilities, and AI	Proposal-196026
204. PHIX3400	Rights, Responsibilities, and AI	Proposal-196028
205. PICT3011	Cyber Security in Practice	Proposal-196015
206. PICT3011	Cyber Security in Practice	Proposal-196017
207. PICT8031	Cyber Crime and Methods	Proposal-195619
208. PICT8033	Cyber Threat Intelligence	Proposal-195621
209. PICX8031	Cyber Crime and Methods	Proposal-195623
210. POIR3970	Global Environmental Politics	Proposal-196021
211. POIR3970	Global Environmental Politics	Proposal-196022
212. POIR8490	International Political Economy	Proposal-196029
213. POIR8490	International Political Economy	Proposal-196024
214. POIX3970	Global Environmental Politics	Proposal-196032
215. POIX3970	Global Environmental Politics	Proposal-196031
216. SOCI1030	Introduction to Justice and Punishment	Proposal-195954
217. SOCI1030	Introduction to Justice and Punishment	Proposal-195955
218. SOCI2030	Introduction to Social Policy	Proposal-195960
219. SOCI2030	Introduction to Social Policy	Proposal-195958
220. SOCI2040	Economic Life, Inequality and Society	Proposal-195961
221. SOCI2040	Economic Life, Inequality and Society	Proposal-195962
222. SOCI8035	Qualitative Methods for Policy	Proposal-196040
223. SOCI8035	Qualitative Methods for Policy	Proposal-196039
224. SOCI8080	Making Public Policy in a Globalised World	Proposal-196042
225. SOCI8080	Making Public Policy in a Globalised World	Proposal-196041
226. SOCX1030	Introduction to Justice and Punishment	Proposal-196044
227. SOCX1030	Introduction to Justice and Punishment	Proposal-196043
228. SOCX2040	Economic Life, Inequality and Society	Proposal-196045
229. SOCX2040	Economic Life, Inequality and Society	Proposal-196048
230. SOCX8035	Qualitative Methods for Policy	Proposal-196053
231. SOCX8035	Qualitative Methods for Policy	Proposal-196050
232. SOCX8080	Making Public Policy in a Globalised World	Proposal-196055
233. SOCX8080	Making Public Policy in a Globalised World	Proposal-196058
234. SPED8923	Literacy for Learners with Blindness/Low Vision	Proposal-196000
235. SPED8923	Literacy for Learners with Blindness/Low Vision	Proposal-195997

236. SPED8927	Advanced Studies in Blindness/Low Vision	Proposal-195982
237. SPED8927	Advanced Studies in Blindness/Low Vision	Proposal-195979

4.2 CURRICULUM MATTERS FOR APPROVAL/ENDORSEMENT

The Head of Educational Services reported on 112 curriculum proposals submitted to the Faculty Board following Faculty Education Committee endorsement. These included three course-level proposals for amendments to the Bachelor of Criminology and Bachelor of Arts courses, 12 revisions to majors and minors in Modern Languages, 97 unit-level proposals involving changes to future unit offerings, learning activities, assessment requirements, requisites, and shared teaching arrangements within the Master of Education.

RESOLUTION FOAFB RES 26/24

The Faculty Board RESOLVED to:

- i. approve the amendment of the following units with effect from 1 July 2026
 1. INTS1015 Intercultural Language Project 1 [Proposal-196391](#)
 2. INTS2002 Strategic Communication and Cultural Narratives [Proposal-195680](#)
 3. INTS3015 Intercultural Language Project 3 [Proposal-196392](#)
 4. PICT1014 War, Peace, and World Order since 1914 [Proposal-195272](#)
 5. PICX1014 War, Peace, and World Order since 1914 [Proposal-195282](#)
 6. PICT2012 Modern Warfare [Proposal-195320](#)
 7. PICX2012 Modern Warfare [Proposal-195323](#)
 8. PICX8071 Management and Leadership in Intelligence [Proposal-195386](#)
 9. PICT8071 Management and Leadership in Intelligence [Proposal-195384](#)
- ii. approve the amendment of the following units with effect from 1 January 2027:
 1. ABST2060 Indigenous Histories and Knowledges [Proposal-195420](#)
 2. AHIS2150 Hieroglyphic Egyptian B [Proposal-195230](#)
 3. AHIS3100 Ancient Greek D [Proposal-195222](#)
 4. AHIS3101 Latin D [Proposal-195225](#)
 5. AHIS3102 Hieroglyphic Egyptian D [Proposal-195228](#)
 6. AHIS3204 Leadership in the Ancient World [Proposal-195779](#)
 7. AHIX3204 Leadership in the Ancient World [Proposal-195781](#)
 8. ANTH3008 Psychological Anthropology [Proposal-196497](#)
 9. ANTX3008 Psychological Anthropology [Proposal-196496](#)
 10. ARCH2202 Field Methods of Archaeology [Proposal-195137](#)
 11. ARCH3301 The Archaeology of State Formation and Transformation [Proposal-195782](#)
 12. ARCH3302 Archaeology of Visual Culture in Egypt & Western Asia [Proposal-195785](#)
 13. ARCH3303 Landscape Archaeology [Proposal-195786](#)
 14. ARCX3301 The Archaeology of State Formation and Transformation [Proposal-195783](#)
 15. ARCX3302 Archaeology of Visual Culture in Egypt and Western Asia [Proposal-195784](#)
 16. ARCX3303 Landscape Archaeology [Proposal-195787](#)
 17. CRIM8021 Criminology in Practice [Proposal-195132](#)
 18. EDST3100 Teaching English Language and Literacies in the Early Primary School Years [Proposal-195298](#)
 19. EDST3530 Teaching Creative Arts across the Curriculum [Proposal-196493](#)
 20. EDST4040 Practice of Teaching: Transition to the Primary Teaching Profession [Proposal-195581](#)
 21. EDST4050 Practice of Teaching: Making Learning Visible with Infants and Toddlers [Proposal-195300](#)
 22. EDST4510 Practice of Teaching: Work While You Learn 1 [Proposal-195691](#)
 23. EDST4514 Practice of Teaching: Pedagogical Leadership in Settings for Children Aged Three to Five [Proposal-195743](#)
 24. EDST4520 Practice of Teaching: Work While You Learn 2 [Proposal-195690](#)
 25. EDST8209 Teaching The Arts [Proposal-195426](#)
 26. EDST8211 Professional Practice 2: Teaching Human Society and Its Environment (HSIE) in the Primary School [Proposal-195232](#)
 27. EDST8806 Professional Practice: Pedagogical Leadership in Settings for Children Aged Three to Five [Proposal-195742](#)

28. EDST8807	Embracing Educational Leadership: Relationships with Children, Families, Colleagues and Communities	Proposal-195744
29. EDST8810	Professional Practice: Succeeding as an Early Childhood Teacher	Proposal-195747
30. ENGL3010	20th-Century Literature: Inventing the Future	Proposal-196498
31. ENGL3020	Global Contemporary Literature: Australians and the World	Proposal-196502
32. ENGL3040	Following Poetry from Epic to Instagram	Proposal-196508
33. ENGX3010	20th-Century Literature: Inventing the Future	Proposal-196500
34. ENGX3020	Global Contemporary Literature: Australians and the World	Proposal-196501
35. ENGX3040	Following Poetry from Epic to Instagram	Proposal-196506
36. INTS3001	Intercultural Immersion	Proposal-195704
37. INTS3002	PACE: Global Futures Challenge Lab	Proposal-195715
38. INTS3201	Uncertainty, Strategy, and Foresight	Proposal-195716
39. INTS3202	Decisions Gone Wrong	Proposal-195719
40. INTS3203	Designing Change: Leadership Lab	Proposal-195720
41. INTS3301	Human Technology-Interface: Beyond the Frontier	Proposal-195721
42. INTS3302	Technology Gone Wrong	Proposal-195722
43. INTS3303	Human-Tech Intervention: Technology Lab	Proposal-195723
44. LAWS5000	Remedies, Reparations and Resolution in Law	Proposal-194913
45. MHIS2000	A History of Terrorism	Proposal-196510
46. MHIS3000	Making History	Proposal-196511
47. MHIS3027	Resisting the Nazis: Fascism and its Opponents	Proposal-196514
48. MHIS3301	War and Peace in World History	Proposal-195788
49. MHIS3302	Histories of Gender and Sexuality	Proposal-195793
50. MHIS3303	Human Rights and Social Change	Proposal-195798
51. MHIX2000	A History of Terrorism	Proposal-196509
52. MHIX3000	Making History	Proposal-196512
53. MHIX3027	Resisting the Nazis: Fascism and its Opponents	Proposal-196513
54. MHIX3301	War and Peace in World History	Proposal-195789
55. MHIX3302	Histories of Gender and Sexuality	Proposal-195792
56. MHIX3303	Human Rights and Social Change	Proposal-195797
57. PBHS3301	Communication of Public History and Heritage	Proposal-195802
58. PBHS3302	Anzacs: Narrative, Memorials and Commercialisation	Proposal-195805
59. PBHS3303	Contemporary Issues in Public History and Heritage	Proposal-195809
60. PBHX3301	Communication of Public History and Heritage	Proposal-195801
61. PBHX3302	Anzacs: Narrative, Memorials and Commercialisation	Proposal-195804
62. PBHX3303	Contemporary Issues in Public History and Heritage	Proposal-195808
63. PHIL2010	Ethics, Business and Work	Proposal-196515
64. PHIL3041	Philosophy and Ethics of Sex, "Race", and the Body	Proposal-196518
65. PHIL3051	Great Texts in Philosophy and Ethics	Proposal-196520
66. PHIL3056	Contemporary Topics in Philosophy and Ethics	Proposal-196521
67. PHIX2010	Ethics, Business and Work	Proposal-196516
68. PHIX3041	Philosophy and Ethics of Sex, "Race", and the Body	Proposal-196517
69. PHIX3051	Great Texts in Philosophy and Ethics	Proposal-196519
70. PHIX3056	Contemporary Topics in Philosophy and Ethics	Proposal-196522
71. PICT1014	War, Peace, and World Order since 1914	Proposal-195284
72. PICT2012	Modern Warfare	Proposal-195324
73. PICT8021	Terror Online: Extremism, Conspiratorialism, Disinformation	Proposal-196525
74. PICT8031	Cyber Crime and Methods	Proposal-195620
75. PICT8033	Cyber Threat Intelligence	Proposal-195622
76. PICT8071	Management and Leadership in Intelligence	Proposal-195388
77. PICT8960	Scenario Planning and Crisis Simulation	Proposal-196526
78. PICX1014	War, Peace, and World Order since 1914	Proposal-195283
79. PICX2012	Modern Warfare	Proposal-195326
80. PICX8021	Terror Online: Extremism, Conspiratorialism, Disinformation	Proposal-196523
81. PICX8031	Cyber Crime and Methods	Proposal-195624

82. PICX8071 Management and Leadership in Intelligence [Proposal-195387](#)
 83. PICX8960 Scenario Planning and Crisis Simulation [Proposal-196527](#)
 84. SPED8909 Critical Reflection and Professional Experience for Practitioners in Sensory Disability [Proposal-194372](#)
 85. SPED8910 Critical Reflection and Professional Experience for Teachers in Sensory Disability [Proposal-194374](#)

iii. approve the amendment and shared teaching arrangements of the following units with effect from 1 January 2027:

<u>Code</u>	<u>Title</u>	<u>Proposal</u>			<u>Shared Unit(s)</u>
1. EDST8704	Early Childhood Communities of Practice Specialist Project	Proposal-195892	with	EDST8705 and EDST8706	Education Leadership Communities of Practice Specialist Project; and Inclusive Education Communities of Practice Specialist Project
2. EDST8705	Education Leadership Communities of Practice Specialist Project	Proposal-195893	with	EDST8704 and EDST8706	Early Childhood Communities of Practice Specialist Project; and Inclusive Education Communities of Practice Specialist Project
3. EDST8706	Inclusive Education Communities of Practice Specialist Project	Proposal-195894	with	EDST8704 and EDST8705	Early Childhood Communities of Practice Specialist Project; and Education Leadership Communities of Practice Specialist Project

iv. approve the amendment of the following majors with effect from 1 January 2027:

- | | | |
|------------|------------------------------------|---------------------------------|
| 1. N000013 | Journalism and Non-Fiction Writing | Proposal-195739 |
| 2. N000196 | Chinese Studies | Proposal-195726 |
| 3. N000199 | French and Francophone Studies | Proposal-195729 |
| 4. N000200 | German Studies | Proposal-195731 |
| 5. N000208 | Japanese Studies | Proposal-195734 |
| 6. N000220 | Spanish and Latin America Studies | Proposal-195736 |

v. approve the amendment of the following minors with effect from 1 January 2027:

- | | | |
|------------|------------------------------------|---------------------------------|
| 1. T000248 | Chinese Studies | Proposal-195727 |
| 2. T000261 | French and Francophone Studies | Proposal-195730 |
| 3. T000265 | German Studies | Proposal-195732 |
| 4. T000274 | Japanese Studies | Proposal-195735 |
| 5. T000275 | Journalism and Non-Fiction Writing | Proposal-195740 |
| 6. T000307 | Spanish and Latin America Studies | Proposal-195738 |

vi. approve the amendment of the following courses with effect from 1 January 2027:

- | | | |
|------------|-------------------------------|---------------------------------|
| 1. C000004 | Bachelor of Arts | Proposal-195642 |
| 2. C000421 | Bachelor of Criminology | Proposal-196486 |
| 3. C000448 | Bachelor of Criminology (OUA) | Proposal-196487 |

Student member Sukhmeet Kaur departed the meeting at 2.53pm.

5. CONFIDENTIAL SECTION

5.1 Ratification of Session 1 2026 Final Results

The Deputy Dean (Education and Employability) reported on key items highlighted in the FOA Faculty Unit Moderation Report submitted to the Faculty Board following the Faculty Education Committee review of the academic quality reports for all schools and the Centre for

Critical Indigenous Studies, including OUA units. This process encompassed grades for approximately 45,000 enrolled students

Key discussion points included marks moderation, student support, and emerging academic and operational challenges:

- **Moderation:** Schools had reviewed grade patterns and moderation practices, with discussion highlighting opportunities to strengthen consistency in moderation processes.
- **Support:** Targeted support for at-risk students through outreach and learning analytics, particularly for first-year, neurodiverse, and CALD students.
- **Key issues:** Ongoing concerns relating to non-submission rates, assessment design, marking consistency, student engagement, AI-related impacts, workload pressures, staffing continuity, and low survey response rates.
- **Faculty actions:** Faculty priorities include enhancing assessment design, rubric quality, moderation practices, student engagement, and support and induction for teaching staff.

RESOLUTION FOAFB RES 26/25

The Faculty Board RESOLVED to ratify all grades submitted for all units in Session 1 2026 including OUA results.

5.2 Ratification of Executive Actions to approve waiving of student cases

The Head of Educational Services reported that three (3) individual cases to waive course requirements (savings cases) were approved by Executive Action since the last meeting and required ratification by the Faculty Board.

The rationale for the waivers included: teach-out course arrangements; replacement of discontinued units; and/or adjustments necessary to meet degree progression and accreditation requirements. The waivers ensured compliance with other University requirements and external accreditation obligations.

RESOLUTION FOAFB RES 26/26

The Faculty Board RESOLVED to ratify the executive action of the Chair of the FOA Faculty Board on 15 June 2026 to approve waivers (savings cases) involving the following students:

1. **Student 43052312 – Bachelor of Arts with the degree of the Bachelor of Education (Secondary)**
2. **Student 45961352 - Bachelor of Arts with the degree of the Bachelor of Education (Secondary)**
3. **Student 44887280 - Bachelor of Science with the degree of the Bachelor of Education (Secondary)**

6. ANY OTHER BUSINESS

6.1 A question was raised regarding University Medal Timelines. The Faculty Board noted that the next University Medal Committee meeting would be held on 8 August 2026. The Chair reminded members that under the new University Medal Policy, Faculty Boards were no longer involved in consideration of the nominations.

6.2 There was no other business raised.

7. NEXT MEETING

The Chair thanked members for their contributions and acknowledged the substantial work undertaken by academic and professional staff across the Faculty.

The next meeting of the Faculty of Arts Faculty Board is scheduled for Monday 10 August 2026.

CLOSURE

There being no further business, the meeting concluded at 3.17 pm.

Meeting of	Academic Senate
Item No.	7.2.1
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	MACQUARIE BUSINESS SCHOOL FACULTY BOARD: MEETING OF 18 MAY 2026
Submitted by	Antonia Dykes - Governance Officer, Governance Services
Approved by	Professor Leonie Tickle - Chair, Macquarie Business School Faculty Board
☐ For approval ☐ For recommendation to Council ☒ For noting/ discussion	

Executive Summary

Report of the Macquarie Business School Faculty Board meeting held on 18 May 2026.

Recommendation

That Academic Senate NOTES the report and minutes of the Macquarie Business School Faculty Board (MQBSFB) meeting held on 18 May 2026.

Details

Faculty Boards are established under the Faculty Rules. The Macquarie Business School Faculty Board is scheduled to meet nine (9) times in 2026. This is the fourth meeting for the year. Please refer to the minutes (attached) for further details of the items listed below.

ITEM FOR APPROVAL

Final Course Reaccreditation Report

The Faculty Board endorsed the final course reaccreditation report for the Master of Business Administration and recommended to the Academic Senate that the course be reaccredited without conditions for the next seven years (*refer to item 6.1 in the minutes – note that this report was received at the Academic Senate meeting of 26 May 2026*).

ITEMS FOR NOTING

Ratification of Out of Session Examination Results

The Faculty Board ratified the executive action taken by the Chair of the Faculty Board to ratify all grades submitted for GMBA Term 1, 2025, GMBA Term 4, 2025, MBA/MAF/Grad Certs Term 3, 2025, GMBA Term 6, 2025 MBA/MAF Term 4, 2025, GMBA Term 1, 2026, MBA/MAF Term 1, 2026, GMBA Term 2, 2026, and AFMA Term 2, 2026 (*refer to item 6.4 in the minutes*). A new administrative process is in place to ensure executive actions for out of session results are forwarded to the Faculty Board Secretariat.

Faculty specific prizes and awards

The Faculty Board:

- approved 2025 Monetary Prizes, Course Level Prizes and Dean's Merit List Nominations (*refer to item 5.5 in the minutes*);
- ratified the executive action taken by the Chair of the MQBSFB to approve prizes and awards for GMBA Term 1, 2025, GMBA Term 4, 2025, MBA/MAF/Grad Certs Term 3, 2025, GMBA Term 6, 2025, MBA/MAF Term 4, 2025, GMBA Term 1, 2026, MBA/MAF Term 1, 2026, and GMBA Term 2, 2026 (*refer to items 6.4 in the minutes*).

Curriculum items

The Faculty Board approved sixty-eight (68) curriculum proposals endorsed by the FEC on 17 April 2026, including:

- amendments to two research courses to add a Session 2 intake,
- the removal of the Banking specialisation from the Master of Banking and Finance
- amendments to 40 units including updates to unit names, offerings, and assessments
- fifteen units for discontinuation, including Master of Research research units replaced by coursework units and other units not associated with any active courses for more than two years (*refer to Item 5.3 in the minutes*).

The Faculty Board approved eighty (80) curriculum proposals endorsed by the FEC on 14 May 2026, including:

- an amendment to add new project management unit – MQBS2020 in the Artificial Intelligence in Business and Innovation major, and two amendments to provide more information on the FinTech specialisation in the CMS;
- amendments to 40 units including updates to assessment tasks, removing old three-digit unit codes, updating field of education codes, and updates to offerings, tasks and descriptions;
- discontinuation of the Banking specialisation; and
- ten units proposed for discontinuation that are not associated with any active courses for more than two years and are no longer included in any current courses (*refer to Item 5.4 in the minutes*).

The Board also ratified executive action to endorse the exit award Diploma of Business Studies ([Proposal-175790](#)) (*refer to Item 6.2 in the minutes*).

Update to Appendix D: Record of Exceptions of the Assessment Procedure

The Faculty Board approved updates to Appendix D: Record of Exceptions to the Assessment Procedure, including the removal of units that now comply with policy requirements and the removal of discontinued units.

Change of Grades

The Faculty Board ratified the executive action taken by the Chair of the Faculty Board to approve holding or change of grades as outlined in the report (*refer to item 6.3 in the minutes*).

Waiving of Course Requirements

The Faculty Board ratified the executive action taken by the Chair of the Faculty Board to approve the waiving of course requirements for two cases (*refer to item 6.5 in the minutes*).

Other Reports / Updates

The Faculty Board also received the following reports:

- Report from the Chair, including updates on the 2026 -2027 Federal Budget and work underway on MQBS 2026 strategic projects (*refer to item 2.1 in the minutes*);
- Report from the Deputy Dean, Education and Employability, including plans for a full measurement cycle of Assurance of Learning in 2026 (*refer to item 2.2 in the minutes*);
- Report from the Deputy Dean, Research and Innovation, noting ECR funding outcomes and opportunities for cotutelle places with ECNU (*refer to item 2.3 in the minutes*);
- Report from the Faculty Executive Director, including discussion of the draft Service Excellence Framework (*refer to item 2.4 in the minutes*);
- Report from the MQBS Faculty Education Committee (FEC) (*refer to item 3.2 in the minutes*);

- Report from the MQBS Faculty Research Committee (FRC) (*refer to item 3.2 in the minutes*);
 - MQBS Annual Microcredential Report 2025 (*refer to item 4.1 in the minutes or Attachment B*);
 - Grade Appeal Summary Report 2025 (*refer to item 4.2 in the minutes*);
 - MQBS Annual In-cycle Review Report 2025 (*refer to item 4.3 in the minutes*); and
 - Election outcomes and MQBSFB membership changes (*refer to item 5.1 in the minutes*)
-

Attachments

- Attachment A: Unconfirmed minutes of the Macquarie Business School Faculty Board meeting held on 18 May 2026
- Attachment B: MQBS Annual Microcredential Report 2025

ATTACHMENT A

CONFIDENTIAL



Minutes of the Macquarie Business School Faculty Board (MQBSFB) meeting held on Monday 18 May 2026 via video and teleconference.

Present:

Professor Leonie Tickle (Chair)	Associate Professor Shane Magee
Professor Yvonne Breyer (Deputy Chair)	Professor Vito Mollica
Professor Babak Abedin	Professor Rahat Munir
Dr Husain Akareem	Professor John Romalis
Professor Zhiming Cheng	Ms Linda Schofield
Ms Angela Chow	Professor Abhay Singh
Dr Mingze (Adrian) Gao	Ms Deanna Tracy
Professor Steven Grover	Associate Professor Ben Wang
Associate Professor Stephanie Huang	Professor Cynthia Webster
Associate Professor Prashan Karunaratne	

In attendance:

Ms Antonia Dykes Governance Officer (*minute taker*)

Apologies:

Associate Professor Sophia Su	Associate Professor Nikola Balnave
Associate Professor Petra Graham	

Absent:

Ms Arju Adhikari	Mr Shahriar Bhuiyan
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1. PROCEDURAL ITEMS

1.1 ACKNOWLEDGEMENT OF COUNTRY AND WELCOME

The meeting commenced at 3.00 pm with the Chair acknowledging the traditional custodians of the land on which the University stands, and the lands on which she and other members were located.

The Chair welcomed all members in attendance.

APOLOGIES AND QUORUM

The Chair noted apologies as detailed above and declared the meeting quorate.

1.2 DECLARATIONS OF CONFLICTS OF INTEREST

There were no disclosures of conflicts of interest.

1.3 UNSTARRED ITEMS

No further items were starred for discussion.

1.4 MINUTES OF PREVIOUS MEETING: 13 APRIL 2026 MEETING

The Chair called for comments on the draft minutes of the previous Faculty Board meeting. There being none, the following resolution was passed with one abstention.

RESOLUTION MQBS FB 26/27

The Macquarie Business School Faculty Board RESOLVED to approve the minutes of the Board meeting held on Monday 13 April 2026 as a true and accurate record of the meeting.

1.5 MATTERS ARISING

There were no matters arising from previous meetings.

2. REPORTS

2.1 REPORT FROM THE CHAIR

The Chair provided a verbal report, highlighting:

- relevant items from the 2026 -2027 Federal Budget, such as the established of a National Resilience and Science Council, a cost-recovery levy that will apply to all TEQSA-registered providers from 1 January 2027, and the redeployment of uncommitted funds from Australia's Economic Accelerator (AEA) to other research programs including the CSIRO;
- 2027 and 2028 service appointments are underway within MQBS;
- an Expression of Interest has recently been advertised for the role of Head of Department of Management;
- work underway on 2026 strategic projects, aligned with the 5 year strategic framework;
- a forthcoming report dashboard being finalised by the Strategic Insights and Accreditation Manager;
- a reminder that the Dean's Excellence Awards will be held 20 July 2026, and encouragement to all staff to nominate both research and teaching industry as this is a key engagement opportunity; and
- the next QS World University rankings will be released in June, and the University is expecting increased performance.

2.2 REPORT FROM THE DEPUTY DEAN, EDUCATION AND EMPLOYABILITY

The Deputy Dean, Education and Employability (DDEE), Professor Yvonne Breyer, provided a verbal report on key activities within the Education and Employability portfolio, including:

- congratulations to Professor Babak Abedin and staff in the Department of Actuarial Studies and Business Analytics for securing Australian Computer Society (ACS) accreditation for the Master of Business Analytics (noting it is currently conditional) and ongoing work preparing for the Bachelor of Business Analytics which is held by only a very small number of universities;
- the proposed new specialisation - Artificial Intelligence in Business and Innovation for the Master of Commerce, and the three new proposed specialisations in Digital Marketing, Advertising and Branding and, Strategic Marketing for inclusion in the Master of Marketing have proceeded through governance pathways will be considered for approval at the 26 May 2026 Academic Senate meeting;
- the Curriculum Architecture Policy is available for comment on the Policy Central [Bulletin Board](#) until 30 June 2026 and all staff are encouraged to engage with consultation; and
- ongoing on strategic initiatives, including Assurance of Learning with work underway by the Associate Dean, Curriculum and Learning – Undergraduate [ADC&L(UG)], Associate Dean, Curriculum and Learning – Postgraduate

[ADC&L(PG)], Educational Governance and Initiatives Manager (EGIM) and Learning Design and Production are developing a timeline to complete a full measurement cycle by end-2026 to provide supporting evidence for AACSB accreditation.

2.3 REPORT FROM THE DEPUTY DEAN, RESEARCH AND INNOVATION

The Deputy Dean, Research and Innovation (DDRI), Professor Vito Mollica, provided updates on research funding opportunities, including:

- the Trailblazer Universities Program was also removed in the 2026 – 2027 Federal Budget, however Cooperative Research Centres (CRCs) received ongoing funding;
- highlights from the DVC (Research) Weather Forecast 2026, including congratulations to Associate Professor Sarah Bankins from the Department of Management for her featured research;
- the upcoming workshop on Artificial Intelligence has attracted strong registrations;
- opportunities for cotutelle places with East China Normal University (ECNU) funded by the Graduate Research Academy (GRA), and staff are encouraged to research out to counterparts at ECNU as appropriate; and
- congratulations to staff award Early Career Researcher (ECR) funding, noting MQBS had a 50% success rate in funding.

2.4 REPORT FROM THE FACULTY EXECUTIVE DIRECTOR

The Faculty Executive Director (FED), Ms Linda Schofield, reported on the following matters:

- the release of the [draft Service Excellence Framework](#) by the DVC (People and Operations), with thanks to Sandra Harrison, Head of Educational Services, for sharing a case study of success in MQBS as part of the launch; and
- a reminder that professional staff (including research assistants) are subject to a 3 hour minimum shift. An exception applies if the staff member is a current student during term time. Several Board members noted conflicting correspondence regarding the limit as a per day or per shift limit. The FED confirmed by the end of the meeting that the limit is per shift, but only the first shift in a day needs to meet the minimum three hours, any subsequent shift in the same day then does not have a minimum. She also noted that if a person holds multiple jobs at the University, the minimum does not apply per job, but with the University as a whole, so a minimum shift could be completed at one job, and then a second shift at another job would not have a minimum.

3. REPORTS FROM FACULTY BOARD COMMITTEES

3.1 MACQUARIE BUSINESS SCHOOL EDUCATION COMMITTEE (FEC) REPORT

The report was taken as read, noting some items have been discussed during the report from the DDEE. The Board noted the report from the Macquarie Business School Education Committee.

3.2 MACQUARIE BUSINESS SCHOOL RESEARCH COMMITTEE (FRC) REPORT

The report was taken as read, noting some items have been discussed during the report from the DDRI. The Board noted the report from the Macquarie Business School Research Committee.

4. ITEMS FOR DISCUSSION/NOTING

4.1 ANNUAL MICROCREDENTIAL REPORT 2025

The ADC&L(PG), Associate Professor Shane Magee, presented the report, summarising the two categories of microcredential: Credentialed Programs, with current enrolments of 250, and Custom Non-Credentialed Programs delivered with partners (including CAANZ and ANZ), with current enrolments of 68.

He outlined the success of the MQBS partnership with Coursera, plans for continued uplift, as well as exploration of new business models, products and revenue streams.

RESOLUTION MQBS FB 26/28

The Macquarie Business School Faculty Board RESOLVED to approve the MQBS Annual Microcredential Report 2025, as outlined in Attachment A of Agenda Item 4.1, and submit it to Academic Senate for noting.

4.2 GRADE APPEAL SUMMARY REPORT 2025

The Faculty Board noted the Grade Appeal Summary Report 2025.

4.3 ANNUAL IN-CYCLE REVIEW REPORT 2025

The Educational Governance and Initiatives Manager (EGIM), Ms Angela Chow, spoke to the report on the three reviews conducted in 2025. Key outcomes included updates to the structure of the Human Resource Management major to align with the change in core units, renaming the Cyber Security Governance major to Cyber Security Management to reflect market alignment, and revisions to the course structure for Master of Actuarial Practice to increase flexibility supported by the reciprocal exemptions from the relevant professional bodies. The implementation plan for outcomes of each review has been finalised.

RESOLUTION MQBS FB 26/29

The Macquarie Business School Faculty Board NOTED the Annual In-Cycle Review Report 2025, as outlined in Attachment A of Agenda Item 4.3.

5. ITEMS FOR APPROVAL/ENDORSEMENT

5.1 MQBSFB ELECTIONS AND MEMBERSHIP

The Chair spoke to the paper, thanking the outgoing members for their work on Faculty Board. The Chair highlighted the staff elected for the forthcoming term, and summarised the appointments proposed to fill casual vacancies.

RESOLUTION MQBS FB 26/30

The Macquarie Business School Faculty Board RESOLVED to:

- i. note and thank the following academic staff members whose terms of office conclude on 30 June 2026 for their service to the Board:***
 - a. Associate Professor Sophia Su;***
 - b. Associate Professor Prashan Karunaratne;***
 - c. Dr Mingze (Adrian) Gao;***
 - d. Associate Professor Nikola Balhave;***

- ii. *note and welcome the following academic staff members elected to the Board for a term commencing 1 July 2026 to 30 June 2028:*
 - a. *Dr Ali Amrollahi, Department of Actuarial Studies and Business Analytics;*
 - b. *Associate Professor Ben Wang, Department of Economics;*
 - c. *Professor Debbie Haski-Leventhal, Department of Management;*
- iii. *approve the appointment of the following nominees to fill vacancies in accordance with Clause 12 of the Terms of Reference, for a term commencing 1 July 2026 to 30 June 2028:*
 - a. *Dr Thanh (Moon) Phan, Department of Accounting and Corporate Governance;*
 - b. *Mr Hieu Nguyen, Department of Applied Finance; and*
 - c. *Dr Husain Akareem. Department of Marketing.*

5.2 UPDATE TO APPENDIX D: RECORD OF EXCEPTIONS OF THE ASSESSMENT PROCEDURE

RESOLUTION MQBS FB 26/31

The Macquarie Business School Faculty Board RESOLVED to:

- i. *approve to remove the following units from Appendix D:*
 - a. *ACST3060 Quantitative Methods for Risk Analysis;*
 - b. *ACST8085 Quantitative Methods for Risk Analysis;*
 - c. *as these units now comply with the Policy and no longer require an exception;*
- ii. *approve to remove the following units from Appendix D:*
 - a. *ACST8041 Financial Mathematics;*
 - b. *ACST8042 Long Term Actuarial Modelling;*
 - c. *ACST8043 Short Term Actuarial Modelling;*
 - d. *ACST8046 Advanced Long Term Actuarial Modelling; and*
 - e. *ACST8047 Advanced Short Term Actuarial Modelling*

as these units have been discontinued.

5.3 CURRICULUM MATTERS FOR APPROVAL

The EGIM presented sixty eight (68) curriculum proposals endorsed by the FEC on 17 April 2026, comprising:

- amendments to two research courses to add a Session 2 intake;
- the removal of the Banking specialisation from the Master of Banking and Finance, due to consistently low enrolments, noting consultation with Admissions, and tailored study plans to support completion for affected students
- seven amendments to course and course components to remove discontinued units, or replace units to improve course coherence
- one proposal for a new unit, AFIN1001, created to replace ACST1001 following the unit's transfer to the Department of Applied Finance
- amendments to 40 units including updates to unit names, descriptions, offerings, learning activities, requisites and assessments; and
- fifteen units proposed for discontinuation, including Master of Research research units replaced by new coursework units and other units not associated with any active courses for more than two years. These discontinuations will not impact student progression or completion.

The Chair thanked the EGIM for the report and expressed gratitude to everyone

involved in these developments. Following an invitation for questions or comments, of which there were none, the following resolution was passed with one abstention.

RESOLUTION MQBS FB 26/32

The Macquarie Business School Faculty Board RESOLVED to:

i. endorse the following amendments to courses (8):

a.	C000180	Master of Business Analytics	Proposal-192995;
b.	C000180	Master of Business Analytics	Proposal-192996;
c.	C000180	Master of Business Analytics	Proposal-192997;
d.	C000411	Graduate Certificate of Research in Business	Proposal-192940;
e.	C000412	Graduate Diploma of Research in Business	Proposal-192942;
f.	C000061	Master of Accounting	Proposal-192939;
g.	C000101	Master of Banking and Finance	Proposal-194384;
h.	C000062	Master of Applied Economics	Proposal-194388;

ii. approve the following amendments to course components (4):

a.	T000318	Finance	Proposal-192974;
b.	R000265	Applied Economics	Proposal-193722;
c.	R000279	Banking	Proposal-192972;
d.	R000279	Banking	Proposal-192973;

iii. approve the following curriculum proposals for amendments to units (40):

a.	MGMT8012	Managing Strategically	Proposal-194186;
b.	MGMT2094	Strategic Creativity and Innovation	Proposal-194070;
c.	MMBA8040	Accounting in Action: Applying Theory to Practice	Proposal-179669;
d.	MGMT3060	PACE: Business Project	Proposal-194098;
e.	MGMT3906	Leadership and Influence in Action	Proposal-194099;
f.	MQBS3020	Contemporary Business Challenges	Proposal-194100;
g.	BUSA3021	PACE: Business Analytics Project	Proposal-194101;
h.	BUSA3022	Managing Analytics for Organizations and Society	Proposal-194102;
i.	BUSA3023	PACE: Enterprise Intelligence Project	Proposal-194103;
j.	MMBA8160	Business Intelligence and Analytics: Generating Insights	Proposal-179676;
k.	ECON3062	Economic Decision-Making and Behaviour	Proposal-192807;
l.	BUSA3430	Business Applications of Artificial Intelligence	Proposal-193149;
m.	BUSA6430	Business Applications of Artificial Intelligence	Proposal-193154;
n.	ECON2044	Labour Markets, Artificial Intelligence and Inequality	Proposal-192959;
o.	MGMT3011	PACE: Entrepreneurship Project	Proposal-192953;
p.	AFIN2070	Financial Data Analytics	Proposal-192965;
q.	MKTG1003	Consumer Behaviour	Proposal-192966;
r.	BUSA6430	Business Applications of Artificial Intelligence	Proposal-193021;
s.	MGMT1005	Introduction to Global Business	Proposal-193948;
t.	MGMT1007	Introduction to Human Resource Management	Proposal-193953;
u.	MGMT1011	Organisational Behaviour	Proposal-193958;
v.	MGMT1020	Entrepreneurship and New Venture Management	Proposal-193962;
w.	MGMT2002	International Business Operations	Proposal-193968;
x.	MGMT2015	Performance and Development: Managing People for Organisational Success	Proposal-193974;
y.	MGMT2025	Social Entrepreneurship	Proposal-193980;
z.	MGMT2030	Cross Cultural Management	Proposal-193987;

<i>aa.</i>	<i>MGMT2031</i>	<i>Ethics and Sustainability Management</i>	<i>Proposal-193991;</i>
<i>ab.</i>	<i>MGMT2040</i>	<i>Workplace Relations</i>	<i>Proposal-193994;</i>
<i>ac.</i>	<i>MGMT2050</i>	<i>Staffing Organisations</i>	<i>Proposal-193999;</i>
<i>ad.</i>	<i>MGMT2080</i>	<i>Application of Business Models</i>	<i>Proposal-194069;</i>
<i>ae.</i>	<i>MGMT3001</i>	<i>Global Business Strategy</i>	<i>Proposal-194071;</i>
<i>af.</i>	<i>MGMT3002</i>	<i>PACE: HRM Project</i>	<i>Proposal-194072;</i>
<i>ag.</i>	<i>MGMT3003</i>	<i>PACE: International Business Project</i>	<i>Proposal-194073;</i>
<i>ah.</i>	<i>MGMT3011</i>	<i>PACE: Entrepreneurship Project</i>	<i>Proposal-194092;</i>
<i>ai.</i>	<i>MGMT3015</i>	<i>Managing Performance and Rewards</i>	<i>Proposal-194093;</i>
<i>aj.</i>	<i>MGMT3017</i>	<i>Managing Change in Organisations</i>	<i>Proposal-194094;</i>
<i>ak.</i>	<i>MGMT3028</i>	<i>Strategic Human Resource Management</i>	<i>Proposal-194095;</i>
<i>al.</i>	<i>MGMT3050</i>	<i>Strategic Management</i>	<i>Proposal-194096;</i>
<i>am.</i>	<i>MGMT3000</i>	<i>The Art of Negotiation</i>	<i>Proposal-192955;</i>
<i>an.</i>	<i>MMBA8089</i>	<i>Organisational Design: Thriving in the Digital Age</i>	<i>Proposal-194665;</i>

iv. approve the following curriculum proposals for new units (1):

<i>a.</i>	<i>AFIN1001</i>	<i>Finance Fundamentals</i>	<i>Proposal-184551;</i>
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v. approve the discontinuation of the following units (15):

<i>a.</i>	<i>MGMT3055</i>	<i>Global Population Challenges</i>	<i>Proposal-194264;</i>
<i>b.</i>	<i>MQBS8005</i>	<i>Research Communications in Business and Economics</i>	<i>Proposal-193070;</i>
<i>c.</i>	<i>MQBS8010</i>	<i>Research Frontiers in Business and Economics</i>	<i>Proposal-193071;</i>
<i>d.</i>	<i>MQBS8020</i>	<i>Qualitative Research Approaches in Business and Economics</i>	<i>Proposal-193072;</i>
<i>e.</i>	<i>MQBS8025</i>	<i>Advanced Qualitative Research Approaches in Business and Economics</i>	<i>Proposal-193073;</i>
<i>f.</i>	<i>MQBS8030</i>	<i>Quantitative Research Approaches in Business and Economics</i>	<i>Proposal-193074;</i>
<i>g.</i>	<i>MQBS8035</i>	<i>Advanced Quantitative Research Approaches in Business and Economics</i>	<i>Proposal-193076;</i>
<i>h.</i>	<i>MQBS8040</i>	<i>Quantitative Research Methods</i>	<i>Proposal-193077;</i>
<i>i.</i>	<i>MQBS8060</i>	<i>Individual Research Project A</i>	<i>Proposal-193078;</i>
<i>j.</i>	<i>MKTG8009</i>	<i>Marketing Supply Chain Strategy</i>	<i>Proposal-193080;</i>
<i>k.</i>	<i>AFIN2000</i>	<i>Principles of Financial Literacy</i>	<i>Proposal-193090;</i>
<i>l.</i>	<i>AFIN3012</i>	<i>PACE: Issues in Corporate Finance</i>	<i>Proposal-193085;</i>
<i>m.</i>	<i>AFIN6013</i>	<i>Financial Statement Analysis and Modelling</i>	<i>Proposal-193089;</i>
<i>n.</i>	<i>AFIN8019</i>	<i>Algorithmic Trading</i>	<i>Proposal-193087;</i>
<i>o.</i>	<i>AFIN8039</i>	<i>Portfolio Management</i>	<i>and Proposal-193088.</i>

A summary of the submissions, including MQCMS links to each proposal, are included in Attachments A of Agenda Item 5.3 (See [Appendix A](#)).

5.4 ADDITIONAL CURRICULUM MATTERS FOR APPROVAL

The EGIM presented eighty (80) curriculum proposals endorsed by the FEC on 14 May 2026, comprising:

- an amendment to add new project management unit – MQBS2020 in the Artificial Intelligence in Business and Innovation major, and two amendments to provide more information on the FinTech specialisation in the CMS;
- amendments to 40 units including updates to assessment tasks in line with feedback from CA ANZ, remove old three digit unit codes, remove shared teaching description of 8000 level units as the 7000 units have been

- discontinued, update field of education codes, and updates to offerings and tasks;
- discontinuation of the Banking specialisation as this has been removed from the Master of Banking and Finance; and
- ten units proposed for discontinuation that are not associated with any active courses for more than two years and are no longer included in any current course structures.

RESOLUTION MQBS FB 26/33**The Macquarie Business School Faculty Board RESOLVED to:****i. approve the following curriculum proposal for amendment to course components (3):**

a.	N000319	Artificial Intelligence in Business and Innovation	Proposal-194811;
b.	R000163	FinTech	Proposal-194839;
c.	R000163	FinTech	Proposal-194838;

ii. approve amendments to the following units (66):

a.	ACCG8224	CA - Integrated Chartered Accounting Practice	Proposal-194829;
b.	ACCG8226	CA - Strategy and Business Performance	Proposal-194837;
c.	ECON3060	International Finance	Proposal-194866;
d.	MKTG3012	New Venture Marketing	Proposal-194733;
e.	ECON8018	Healthcare Economics for Leaders	Proposal-194889;
f.	ACCG8047	Fundamentals of Forensic Accounting	Proposal-194793;
g.	ACCG8076	Forensic and Data Analytics	Proposal-194964;
h.	AFIN2053	Financial Management	Proposal-194833;
i.	ECON2035	The Economics of Financial Institutions	Proposal-195097;
j.	GMBA8012	Be Global	Proposal-195095;
k.	ACCG2002	Finance and Regulation for New Ventures	Proposal-194885;
l.	ACCG2002	Finance and Regulation for New Ventures	Proposal-194886;
m.	ACCG3001	Business Performance and Management Controls	Proposal-195068;
n.	ACCG8022	Applied Business Information Systems	Proposal-195018;
o.	ACCG8124	Applied Taxation Law	Proposal-195025;
p.	ACCG8126	Corporate Accounting	Proposal-195026;
q.	ACCG8141	Strategic Business Leader I	Proposal-195028;
r.	ACCG8142	Strategic Business Reporting	Proposal-195030;
s.	ACCG8143	Strategic Business Leader II	Proposal-195034;
t.	ACCG8144	Advanced Financial Management	Proposal-195042;
u.	ACCG8146	Advanced Performance Management	Proposal-195043;
v.	ACCG8303	CPA - Global Strategy and Leadership	Proposal-195056;
w.	ACCG8304	CPA - Advanced Audit and Assurance	Proposal-195057;
x.	ACCG8305	CPA - Financial Risk Management	Proposal-195058;
y.	ACCG8307	CPA - Financial Reporting	Proposal-195061;
z.	ACCG8308	CPA - Strategic Management Accounting	Proposal-195064;
aa.	ACCG8313	CPA - Ethics and Governance	Proposal-195065;
ab.	ACST1052	Introduction to Actuarial Studies	Proposal-194909;
ac.	AFIN8003	Banking and Financial Intermediation	Proposal-195104;
ad.	AFIN8008	Corporate Finance	Proposal-195105;
ae.	AFIN8099	Current Issues in Banking and Finance	Proposal-195106;
af.	ECON2032	Intermediate Econometrics	Proposal-194940;
ag.	ECON3000	Public Economics	Proposal-194958;
ah.	ECON3009	Firm Behaviour and Strategy	Proposal-194959;

- | | | | |
|-----|----------|---|-------------------------|
| ai. | ECON3011 | Macroeconomic Policy | Proposal-194960; |
| aj. | ECON3081 | PACE: Current Issues in Economics | Proposal-194961; |
| ak. | MKTG3012 | New Venture Marketing | Proposal-194882; |
| al. | BUSA8090 | Data and Visualisation for Business | Proposal-194832; |
| am. | ACCG8086 | Cyber Security, Governance Frameworks and Ethics | Proposal-194194; |
| an. | BUSA8086 | Cyber Security, Governance Frameworks and Ethics | Proposal-194195; |
| ao. | ACCG3055 | Information Systems for Management | Proposal-194197; |
| ap. | BUSA3055 | Information Systems for Management | Proposal-194199; |
| aq. | MGMT8011 | Learning to be a Leader | Proposal-194201; |
| ar. | ACST8084 | Survival Models | Proposal-194213; |
| as. | ACCG8076 | Forensic and Data Analytics | Proposal-194794; |
| at. | ECON8047 | International Trade | Proposal-194928; |
| au. | ECON8091 | Economics for Actuaries | Proposal-194929; |
| av. | ECON1031 | Quantitative Methods in Economics, Business and Finance | Proposal-194930; |
| aw. | ECON3020 | Asian Business Environment | Proposal-194935; |
| ax. | ECON3060 | International Finance | Proposal-194936; |
| ay. | ACCG8028 | Management Control Systems | Proposal-194867; |
| az. | ACCG8127 | Current Issues in Accounting and Corporate Governance | Proposal-194865; |
| ba. | ACST4003 | Actuarial Control Cycle 2 | Proposal-194841; |
| bb. | ACST4005 | Actuarial Data Analytics | Proposal-194842; |
| bc. | ACST8032 | Actuarial Control Cycle 2 | Proposal-194843; |
| bd. | ACST8095 | Actuarial Data Analytics | Proposal-194845; |
| be. | BUSA8000 | Techniques in Business Analytics | Proposal-194846; |
| bf. | BUSA8001 | Applied Predictive Analytics | Proposal-194847; |
| bg. | BUSA8030 | Management of Data, Analytics and Change | Proposal-194848; |
| bh. | ECON8040 | Applied Econometrics | Proposal-194868; |
| bi. | MGMT6051 | Work, Organisation and Management | Proposal-194840; |
| bj. | MGMT8015 | Behaviour in Organisations | Proposal-194849; |
| bk. | MGMT8027 | Entrepreneurship in Business | Proposal-194850; |
| bl. | MGMT8050 | Management of People at Work | Proposal-194851; |
| bm. | MGMT8054 | Managing Cultural Diversity | Proposal-194852; |
| bn. | ACCG8220 | CA - Audit and Risk | and
Proposal-194806; |
- iii. approve the discontinuation of course component (1):
- | | | | |
|----|---------|---------|------------------|
| a. | R000279 | Banking | Proposal-194831; |
|----|---------|---------|------------------|
- i. approve the discontinuation of following units (10):
- | | | | |
|----|----------|---|-------------------------|
| a. | ACCG8004 | Advanced Quantitative Research Approaches in Business and Economics | Proposal-194862; |
| b. | ACST8034 | Financial Institutions Management and Regulation | Proposal-194863; |
| c. | MGMT8006 | Management Consulting Project | Proposal-194853; |
| d. | MGMT8007 | Management Internship | Proposal-194854; |
| e. | MGMT8008 | Management Research Report | Proposal-194855; |
| f. | MGMT8010 | Professional Practice | Proposal-194856; |
| g. | MGMT8021 | Project Management | Proposal-194857; |
| h. | MGMT8029 | Human Resources Planning | Proposal-194858; |
| i. | MGMT8031 | International Business Strategy | Proposal-194859; |
| j. | MGMT8032 | e-Business Strategy | and
Proposal-194860. |

A summary of the submissions, including MQCMS links to each proposal, are included in Attachments A of Agenda Item 5.4 (See [Appendix B](#)).

5.5 2025 MONETARY PRIZES, COURSE LEVEL PRIZES AND DEAN'S MERIT LIST NOMINATIONS

The EGIM presented the 2025 MQBS award and prize nominations to the Faculty Board for approval.

The Board noted several articulation students have achieved prizes, a good indicator of the quality of the articulation pathways.

RESOLUTION MQBS FB 26/34

The Macquarie Business School Faculty Board RESOLVED to approve the 2025 nominations of the prize recipients for the:

- i. monetary prizes as identified in Attachment A;*
- ii. best performance course level prizes as identified in Attachment B;*
- and*
- iii. Dean's Merit Award List as identified in Attachment C.*

6. ITEMS FOR RATIFICATION

6.1 REVISED COURSE REACCREDITATION FINAL REPORT: MASTER OF BUSINESS ADMINISTRATION

The ADC&L(PG), Associate Professor Stephanie Huang noted that this report was submitted to Faculty Board in March, and that it subsequently received feedback from Academic Senate Curriculum Subcommittee (ASCS) requesting more information. The report was expanded to provide clarification on progress made against actions and the timeline for outstanding items.

RESOLUTION MQBS FB 26/35

The Macquarie Business School Faculty Board RESOLVED to:

- i. ratify the executive action taken by the Chair of the MQBSFB on 23 April 2026 to endorse the revised Master of Management reaccreditation final report as detailed in Attachments A and B of Agenda Item 6.1; and*
- ii. recommend to Academic Senate that the Master of Business Administration be reaccredited without conditions for the next 7 years.*

6.2 CURRICULUM MATTERS FOR RATIFICATION

RESOLUTION MQBS FB 26/36

The Macquarie Business School Faculty Board RESOLVED to ratify the executive action taken by the Chair of the MQBSFB on 28 April 2026 to endorse the curriculum proposal for C000466 Diploma of Business Studies ([Proposal-175790](#)).

6.3 REPORT ON HOLDING OR CHANGE OF GRADES

RESOLUTION MQBS FB 26/37

The Macquarie Business School Faculty Board RESOLVED to ratify the executive action taken by the Chair of the MQBS Faculty Board to approve the identified holding or change of grades as detailed in Attachments A and B of Agenda Item 6.3.

6.4 GMBA, MBA/MAF AND AFMA FINAL RESULTS**RESOLUTION MQBS FB 26/38**

The Macquarie Business School Faculty Board RESOLVED to ratify the executive action taken by the Chair of the MQBSFB:

- i. on 4 March 2025, to:
 - a. endorse the Unit Group Monitoring Reports – Form Bs for GMBA Term 1, 2025 results;
 - b. ratify all final grades submitted for GMBA Term 1, 2025 results, in the following units:
 1. GMBA8013 Be Disruptive;
 2. GMBA8014 Be Sustainable;
 3. GMBA8021 Know Your Numbers 1;
 4. GMBA8023 Generate Insights;
 5. GMBA8033 Negotiate and Resolve Conflict;
 6. GMBA8034 Manage the Risks;
 7. GMBA8103 Improve Yourself, Always;
 8. GMBA8104 Become a Global Citizen;
 - c. approve GMBA Term 1, 2025 faculty prizes to the recipients as identified in Attachment A of Agenda Item 6.4;
- ii. on 19 August 2025, to:
 - a. endorse the Unit Group Monitoring Report – Form B for GMBA Term 4, 2025 results;
 - b. ratify all final grades submitted for GMBA Term 4, 2025 results, in the following units:
 1. GMBA8013 Be Disruptive;
 2. GMBA8014 Be Sustainable;
 3. GMBA8021 Know Your Numbers 1;
 4. GMBA8023 Generate Insights;
 5. GMBA8033 Negotiate and Resolve Conflict;
 6. GMBA8034 Manage the Risks;
 7. GMBA8103 Improve Yourself, Always;
 8. GMBA8104 Become a Global Citizen;
 - c. approve GMBA Term 4, 2025 faculty prizes to the recipients as identified in Attachment B of Agenda Item 6.4;
- iii. on 17 September 2025, to:
 - a. endorse the Unit Group Monitoring Reports – Form Bs for MBA/MAF/Grad Certs Term 3, 2025 results;
 - b. ratify all final grades submitted for MBA/MAF/Grad Certs Term 3, 2025 results, in the following units:
 1. AFCP6016 Finance Principles;
 2. AFCP6018 Quantitative and Economic Analysis;
 3. AFCX6018 Quantitative and Economic Analysis;
 4. AFCP8102 Financial Structure and Insights;
 5. AFCP8104 Contemporary Issues in Applied Finance;
 6. AFCP8141 Sustainable Finance;
 7. AFCP8146 Corporate Financial Management;
 8. MKTO8004 Digital Marketing Strategy;
 9. MKTO8034 Marketing Technologies;
 10. MMBA8040 Accounting for Business Leaders: Enhancing Decision Making;
 11. MMBA8045 Managerial Economics: Making Better Decisions;
 12. MMBA8055 Business Strategy: Utilising Multi-Level Frameworks for Business Success;
 13. MMBA8058 Corporate Mergers & Acquisitions: Adopting a Holistic Approach;

14. **MMBA8084** *Negotiation and Conflict Resolution: Mastering the Art and Science;*
 15. **MMBA8089** *Organisational Design: Thriving in the Digital Age;*
 16. **MMBA8106** *Innovation & Business Development: Competing on the Rate of Learning;*
 17. **MMBA8155** *Advanced MBA Internship: Connecting Knowledge and Impact;*
 18. **MMBA8250** *Capstone Project: Creating Solutions to Complex Challenges;*
- c. **approve MBA/MAF/Grad Certs Term 3, 2025 faculty prizes to the recipients as identified in Attachment C of Agenda Item 6.4;**
- iv. **on 9 December 2025, to:**
- a. **endorse the Unit Group Monitoring Report – Form B for GMBA Term 6, 2025 results:**
 - b. **ratify all final grades submitted for GMBA Term 6, 2025 results, in the following units:**
 1. **GMBA8002** *Know Your Organisation;*
 2. **GMBA8003** *Adapt Your Leadership Style;*
 3. **GMBA8004** *Become a Meaning Maker;*
 4. **GMBA8011** *Be Competitive;*
 5. **GMBA8012** *Be Global;*
 6. **GMBA8014** *Be Sustainable;*
 7. **GMBA8022** *Know Your Numbers 2;*
 8. **GMBA8023** *Generate Insights;*
 9. **GMBA8024** *Know Your Customers;*
 10. **GMBA8031** *Communicate with Impact;*
 11. **GMBA8101** *Your Career, Your Life;*
 12. **GMBA8102** *Build Personal Resilience;*
 13. **GMBA8103** *Improve Yourself, Always;*
 14. **GMBA8104** *Become a Global Citizen;*
 15. **GMBA8123** *Applied Immersion 1;*
 16. **GMBA8124** *Applied Immersion 2;*
 - c. **approve GMBA Term 6, 2025 faculty prizes to the recipients as identified in Attachment D of Agenda Item 6.4;**
- v. **on 10 December 2025, to:**
- a. **endorse the Unit Group Monitoring Reports – Form Bs for MBA/MAF Term 4, 2025 results;**
 - b. **ratify all final grades submitted for MBA/MAF Term 4, 2025 results, in the following units:**
 1. **AFCP6017** *Case Studies in Applied Finance;*
 2. **AFCP6019** *Financial Statement Analysis and Modelling;*
 3. **AFCX6019** *Financial Statement Analysis and Modelling;*
 4. **AFCP8101** *Financial System, Participants and Instruments;*
 5. **AFCP8103** *Risk Measurement and Management;*
 6. **AFCP8142** *Private Capital;*
 7. **AFCP8150** *Infrastructure, Property and Resources;*
 8. **MMBA8014** *FinTech and Innovation: Transforming the Industry and Unleashing Creative Solutions;*
 9. **MMBA8020** *Marketing Management: Creating Value for Stakeholders;*
 10. **MMBA8027** *Customer Experience Management: Succeeding through Customer-Centricity;*
 11. **MMBA8035** *Finance for Business Leaders: Steering Growth and Performance;*
 12. **MMBA8066** *Organisational Change: Leading Multi-level Transformation;*
 13. **MMBA8068** *Strategic Responsibility and Sustainability: Changing Business for Good;*

14. **MMBA8070** *Managing People: Leading Ethical and Inclusive Futures;*
 15. **MMBA8075** *Leadership Excellence: Developing Professional Growth and Impact;*
 16. **MMBA8155** *Advanced MBA Internship: Connecting Knowledge and Impact;*
 17. **MMBA8160** *Business Intelligence and Analytics: Generating Insights;*
 18. **MMBA8250** *Capstone Project: Creating Solutions to Complex Challenges;*
- c. **approve MBA/MAF Term 4, 2025 faculty prizes to the recipients as identified in Attachment E of Agenda Item 6.4;**
- vi. **on 3 March 2026, to:**
- a. **endorse the Unit Group Monitoring Report – Form B for GMBA Term 1, 2026 results;**
 - b. **ratify all final grades submitted for GMBA Term 1, 2026 results, in the following units:**
 1. **GMBA8013** *Be Disruptive;*
 2. **GMBA8014** *Be Sustainable;*
 3. **GMBA8021** *Know Your Numbers 1;*
 4. **GMBA8023** *Generate Insights;*
 5. **GMBA8033** *Negotiate and Resolve Conflict;*
 6. **GMBA8034** *Manage the Risks;*
 7. **GMBA8103** *Improve Yourself, Always;*
 8. **GMBA8104** *Become a Global Citizen;*
 - c. **approve GMBA Term 1, 2026 faculty prizes to the recipients as identified in Attachment F of Agenda Item 6.4;**
- vii. **on 31 March 2026, to:**
- a. **endorse the Unit Group Monitoring Reports – Form Bs for MBA/MAF Term 1, 2026 results;**
 - b. **ratify all final grades submitted for MBA/MAF Term 1, 2026 results, in the following units:**
 1. **AFCP6016** *Finance Principles;*
 2. **AFCX6016** *Finance Principles;*
 3. **AFCP6018** *Quantitative and Economic Analysis;*
 4. **AFCP8102** *Financial Structure and Insights;*
 5. **AFCP8104** *Contemporary Issues in Applied Finance;*
 6. **AFCP8145** *Advanced Investment Management;*
 7. **MMBA8040** *Accounting for Business Leaders: Enhancing Decision Making;*
 8. **MMBA8055** *Business Strategy: Utilising Multi-Level Frameworks for Business Success;*
 9. **MMBA8058** *Corporate Mergers & Acquisitions: Adopting a Holistic Approach;*
 10. **MMBA8070** *Managing People: Leading Ethical and Inclusive Futures;*
 11. **MMBA8075** *Leadership Excellence: Developing Professional Growth and Impact;*
 12. **MMBA8084** *Negotiation and Conflict Resolution: Mastering the Art and Science;*
 13. **MMBA8113** *Big Data and AI for Decision Making: Leading Evidence-Based Solutions;*
 14. **MMBA8155** *Advanced MBA Internship: Connecting Knowledge and Impact;*
 15. **MMBA8160** *Business Intelligence and Analytics: Generating Insights;*
 - c. **approve MBA/MAF Term 1, 2026 faculty prizes to the recipients as identified in Attachment G of Agenda Item 6.4.**
- viii. **on 28 April 2026, to:**

- a. **endorse the Unit Group Monitoring Report – Form B for GMBA Term 2, 2026 results;**
 - b. **ratify all final grades submitted for GMBA Term 2, 2026 results, in the following units:**
 1. **GMBA8012** *Be Global;*
 2. **GMBA8022** *Know Your Numbers 2;*
 3. **GMBA8023** *Generate Insights;*
 4. **GMBA8024** *Know Your Customers;*
 5. **GMBA8031** *Communicate with Impact*
 6. **GMBA8032** *Manage Change*
 7. **GMBA8121** *Advise*
 8. **GMBA8122** *Be Curious*
 - c. **approve GMBA Term 2, 2026 faculty prizes to the recipients as identified in Attachment H of Agenda Item 6.4.**
- ix. **on 30 April 2026, to:**
- a. **endorse the Unit Group Monitoring Reports – Form Bs for AFMA Term 2, 2026 results attached in Attachment I of Agenda Item 6.4;**
 - b. **ratify all final grades submitted for AFMA Term 2, 2026 results, in the following units:**
 1. **MQMC0070** *Financial Markets Concepts;*
 2. **MQMC0071** *Financial Markets Transactions;*
 3. **MQMC0072** *Risk Management Principles;*
 4. **MQMC0073** *Debt Markets;*
 5. **MQMC0074** *Foreign Exchange Markets; and*
 6. **MQMC0075** *Energy Financial Markets.*

6.5 WAIVING OF COURSE REQUIREMENTS

RESOLUTION MQBS FB 26/39

The Macquarie Business School Faculty Board RESOLVED to ratify the executive action taken by the Chair of MQBFB on 15 April 2026 to approve the waiving of course requirements for:

- i. **Student 47664320 in the Bachelor of Commerce and Bachelor of Psychology (Honours); and**
- ii. **Student 47159529 in the Bachelor of Commerce (Marketing Management).**

7. OTHER BUSINESS

7.1 THANK YOU – OUTGOING MEMBERS

The Faculty Board acknowledged their thanks to Associate Professor Su, Associate Professor Karunaratne, Dr Gao and Associate Professor Balnave, as this is the last meeting of their term.

8. NEXT MEETING

The Faculty Board noted that the next MQBSFB meeting is scheduled for Monday 6 July 2026.

CLOSURE

There being no further business, the meeting concluded at 3.45 pm.

APPENDIX A

Type of Change	Nature of Unit Amendment	Unit / Course Code	Unit / Course Title	Unit / Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
AMENDMENT TO COURSE									
Amendment to Course		C000180	Master of Business Analytics	2027.02	Proposal-192995	https://mqcl.service-now.com/courseloop/show#/course-design/71c547b787e7b650906c0ed90cbb3569		To replace STAT8126 with STAT8124 in the MBusA Course Structure due to the discontinuation of STAT8126.	Via Circular Resolution 2026 04 17
Amendment to Course		C000180	Master of Business Analytics	2026.05	Proposal-192996	https://mqcl.service-now.com/courseloop/show#/course-design/82c84ff3872bb650906c0ed90cbb3563		Retrospective change to include STAT8124 in the elective option set due to discontinuation of STAT8126	Via Circular Resolution 2026 04 17
Amendment to Course		C000180	Master of Business Analytics	2025.06	Proposal-192997	https://mqcl.service-now.com/courseloop/show#/course-design/9eedc3bf872bb650906c0ed90cbb35f3		Retrospective change to include STAT8124 in the elective option set due to discontinuation of STAT8126	Via Circular Resolution 2026 04 17
Amendment to Course		C000411	Graduate Certificate of Research in Business	2027.02	Proposal-192940	https://mqcl.service-now.com/courseloop/show#/course-design/9eecd09c8723f65049460649dabb351b		Add S2 course availability, update course structure and remove discontinued units ACCG8035 and ECON8015 from the course	Via Circular Resolution 2026 04 17
Amendment to Course		C000412	Graduate Diploma of Research in Business	2027.02	Proposal-192942	https://mqcl.service-now.com/courseloop/show#/course-design/fba111828763f65049460649dabb3529		Remove S2 admission restrictions, update course structure and remove discontinued units ACCG8035 and ECON8015 from the course	Via Circular Resolution 2026 04 17
Amendment to Course		C000061	Master of Accounting	2027.02	Proposal-192939	https://mqcl.service-now.com/courseloop/show#/course-design/e9940d4887efb65049460649dabb3527		Remove discontinued units ACCG8035 from the course	Via Circular Resolution 2026 04 17
Amendment to Course		C000101	Master of Banking and Finance	2027.03	Proposal-194384	https://mqcl.service-now.com/courseloop/show#/course-design/c0c6e5cf8784c75449460649dabb35aa		Removing Banking specialisation from the course due to low enrolment nos. in the specialisation	Via Circular Resolution 2026 04 17
Amendment to Course		C000062	Master of Applied Economics	2027.02	Proposal-194388	https://mqcl.service-now.com/courseloop/show#/course-design/5c4fed8cf87c4c75449460649dabb353f		To update course structure to include ECON8013 as a core unit instead of elective.	Via Circular Resolution 2026 04 17
AMENDMENT TO COURSE COMPONENTS									
Amendment to Course Components		T000318	Finance	2027.02	Proposal-192974	https://mqcl.service-now.com/courseloop/show#/unit-design/9b05a5e674c8d0906c0ed90cbb354d		Removed ACST2001, AFIN2000 and AFIN3028 from the minor list, as these units are no longer part of the major structure and the minor must be derived from an existing major.	Via Circular Resolution 2026 04 17
Amendment to Specialisation		R000265	Applied Economics	2027.02	Proposal-193722	https://mqcl.service-now.com/courseloop/show#/unit-design/ef5f79808780831449460649dabb3515		Replace ECON8016 with ECON8013 to improve the specialisation structure and appeal to students.	Via Circular Resolution 2026 04 17
Amendment to Specialisation		R000279	Banking	2026.02	Proposal-192972	https://mqcl.service-now.com/courseloop/show#/unit-design/ca68629f87e7329049460649dabb3546		Replacing AFIN8081 with ACCG8048 due to low enrolment and the decision to cease offering AFIN8081 by the department.	Via Circular Resolution 2026 04 17
Amendment to Specialisation		R000279	Banking	2025.04	Proposal-192973	https://mqcl.service-now.com/courseloop/show#/unit-design/1f88a6987e7329049460649dabb3591		Replacing AFIN8081 with ACCG8048 due to low enrolment and the decision to cease offering AFIN8081 by the department.	Via Circular Resolution 2026 04 17
NEW UNIT									
New Unit		AFIN1001	Finance Fundamentals	2027.01	Proposal-184551	https://mqcl.service-now.com/courseloop/show#/unit-design/0508a115870f369097daa8770cbb358e		New unit creation. As part of the effort to recode ACST1001 to AFIN1001.	Via Circular Resolution 2026 04 17
AMENDMENT TO UNIT									
Amendment to Unit	Assessment tasks	MGMT8012	Managing Strategically	2027.02	Proposal-194186	https://mqcl.service-now.com/courseloop/show#/unit-design/9b05a5e674c8d0906c0ed90cbb354d		To update the assessment details to reflect that the formal exam is an online invigilated exam.	Via Circular Resolution 2026 04 17
Amendment to Unit	Assessment tasks	MGMT2094	Strategic Creativity and Innovation	2027.02	Proposal-194070	https://mqcl.service-now.com/courseloop/show#/unit-design/65324cd6c8780c3d0906c0ed90cbb3547		To update the tutorials to 12 weeks rather than the 13 weeks currently listed, and to update the assessment details to reflect that the formal exam is an online invigilated exam.	Via Circular Resolution 2026 04 17
Amendment to Unit	Assessment tasks	MBA8040	Accounting in Action: Applying Theory to Practice	2026.04	Proposal-179669	https://mqcl.service-now.com/courseloop/show#/unit-design/cd1f841387b7cfd5086974c97bb351c		To update assessment details to align with MQBS assessment conventions.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3060	PACE: Business Project	2027.02	Proposal-194098	https://mqcl.service-now.com/courseloop/show#/unit-design/214d10308704479d0906c0ed90cbb353b	PACE	To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3906	Leadership and Influence in Action	2027.02	Proposal-194099	https://mqcl.service-now.com/courseloop/show#/unit-design/67f3e07c870447d0906c0ed90cbb352a		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MQBS3020	Contemporary Business Challenges	2027.02	Proposal-194100	https://mqcl.service-now.com/courseloop/show#/unit-design/38a4e4bc870447d0906c0ed90cbb352a		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	BUSA3021	PACE: Business Analytics Project	2027.02	Proposal-194101	https://mqcl.service-now.com/courseloop/show#/unit-design/ad5a070874447d0906c0ed90cbb355d	PACE	To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	BUSA3022	Managing Analytics for Organizations and Society	2027.02	Proposal-194102	https://mqcl.service-now.com/courseloop/show#/unit-design/77966cb0874447d0906c0ed90cbb35c4		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	BUSA3023	PACE: Enterprise Intelligence Project	2027.02	Proposal-194103	https://mqcl.service-now.com/courseloop/show#/unit-design/8a9720b4874447d0906c0ed90cbb35e6	PACE	To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Assessment tasks	MBA8160	Business Intelligence and Analytics: Generating Insights	2026.04	Proposal-179676	https://mqcl.service-now.com/courseloop/show#/unit-design/c0cb205b87bca50b85974c97bb35bf		To update assessment details to align with MQBS assessment conventions.	Via Circular Resolution 2026 04 17
Amendment to Unit	Unit name	ECON3062	Economic Decision-Making and Behaviour	2027.02	Proposal-192807	https://mqcl.service-now.com/courseloop/show#/unit-design/41166a8487277a1049460649dabb3563		Unit name change - DoE ASBA and AD approved	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	BUSA3430	Business Applications of Artificial Intelligence	2027.02	Proposal-193149	https://mqcl.service-now.com/courseloop/show#/unit-design/dec1de287b3f690906c0ed90cbb3573		Remove the co-taught arrangement with BUSA6430, and to update the tutorials to 12 weeks instead of the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Requisites	BUSA6430	Business Applications of Artificial Intelligence	2027.02	Proposal-193154	https://mqcl.service-now.com/courseloop/show#/unit-design/5131292e87b3f690906c0ed90cbb355f		Update the co-taught arrangement by removing BUSA3430. In addition, align the unit with the 2026 updated version by removing COMP6200 as a prerequisite.	Via Circular Resolution 2026 04 17
Amendment to Unit	Offerings	ECON2044	Labour Markets, Artificial Intelligence and Inequality	2027.02	Proposal-192959	https://mqcl.service-now.com/courseloop/show#/unit-design/ea27de5687e77a5049460649dabb35e4		To update offering to S2 only due to the discontinuation of ECON2035.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3011	PACE: Entrepreneurship Project	2026.04	Proposal-192953	https://mqcl.service-now.com/courseloop/show#/unit-design/ba7c0dde678f3a5049460649dabb3584	PACE	Six of the 13 hours of pre-recorded lectures should be converted to F2F scheduled lectures for industry sessions.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	AFIN2070	Financial Data Analytics	2026.04	Proposal-192965	https://mqcl.service-now.com/courseloop/show#/unit-design/1cc2651b87eff5049460649dabb35e8		Tutorials should total 18 hours, as they run from Week 2 for 12 weeks at 1.5 hours per week. Identified by Ed Services during a routine check; it will need to be manually rolled over for 2027.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MKTG1003	Consumer Behaviour	2026.07	Proposal-192966	https://mqcl.service-now.com/courseloop/show#/unit-design/2802651f87eff5049460649dabb3538		Preparation, resulting in total contact hours of 25.5 instead of 26. Identified by Ed Services during a routine check, notified DoE. DoE confirmed to update as suggested	Via Circular Resolution 2026 04 17
Amendment to Unit	Requisites	BUSA6430	Business Applications of Artificial Intelligence	2026.04	Proposal-193021	https://mqcl.service-now.com/courseloop/show#/unit-design/5c222008873f690906c0ed90cbb3540		Remove COMP6200 as a prerequisite unit.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT1005	Introduction to Global Business	2027.02	Proposal-193948	https://mqcl.service-now.com/courseloop/show#/unit-design/a5b353dc874883d0906c0ed90cbb355c		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17

Academic Senate Meeting 4 August 2026 - Reports from Faculty Boards

Type of Change	Nature of Unit Amendment	Unit / Course Code	Unit / Course Title	Unit / Course	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
AMENDMENT TO COURSE									
Amendment to Unit	Learning activities	MGMT1007	Introduction to Human Resource Management	2027.02	Proposal-193953	https://mqcl.service-now.com/courseloop/show#/unit-design/eb84150878883d0906c0ed90cb35dc		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT1011	Organisational Behaviour	2027.02	Proposal-193958	https://mqcl.service-now.com/courseloop/show#/unit-design/9665cd5d0878883d0906c0ed90cb3555		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT1020	Entrepreneurship and New Venture Management	2027.02	Proposal-193962	https://mqcl.service-now.com/courseloop/show#/unit-design/6265f54b78883d0906c0ed90cb3577		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT2002	International Business Operations	2027.02	Proposal-193968	https://mqcl.service-now.com/courseloop/show#/unit-design/ef175118878883d0906c0ed90cb35de		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT2015	Performance and Development: Managing People for Organisational Success	2027.02	Proposal-193974	https://mqcl.service-now.com/courseloop/show#/unit-design/d7a95f9c878883d0906c0ed90cb3528		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT2025	Social Entrepreneurship	2027.02	Proposal-193980	https://mqcl.service-now.com/courseloop/show#/unit-design/7b7b179087c883d0906c0ed90cb354c		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT2030	Cross Cultural Management	2027.02	Proposal-193987	https://mqcl.service-now.com/courseloop/show#/unit-design/594ddb5487c883d0906c0ed90cb355d		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT2031	Ethics and Sustainability Management	2027.02	Proposal-193991	https://mqcl.service-now.com/courseloop/show#/unit-design/c80e5f4487c883d0906c0ed90cb35e3		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT2040	Workplace Relations	2027.02	Proposal-193994	https://mqcl.service-now.com/courseloop/show#/unit-design/9bce539887c883d0906c0ed90cb3508		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT2050	Staffing Organisations	2027.02	Proposal-193999	https://mqcl.service-now.com/courseloop/show#/unit-design/4930e31c87c883d0906c0ed90cb35d0		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT2080	Application of Business Models	2027.02	Proposal-194069	https://mqcl.service-now.com/courseloop/show#/unit-design/967140ec8740c3d0906c0ed90cb3513		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3001	Global Business Strategy	2027.02	Proposal-194071	https://mqcl.service-now.com/courseloop/show#/unit-design/46894cac8704c3d0906c0ed90cb3500		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3002	PACE: HRM Project	2027.02	Proposal-194072	https://mqcl.service-now.com/courseloop/show#/unit-design/44ea08e08744c3d0906c0ed90cb35e1	PACE	To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3003	PACE: International Business Project	2027.02	Proposal-194073	https://mqcl.service-now.com/courseloop/show#/unit-design/82bb0848744c3d0906c0ed90cb3509	PACE	To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3011	PACE: Entrepreneurship Project	2027.02	Proposal-194092	https://mqcl.service-now.com/courseloop/show#/unit-design/702dc78878047d0906c0ed90cb3599	PACE	sessions (as per Proposal-192953, version 2026.04). In addition, the tutorials will be updated to run for 12 weeks instead of the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3015	Managing Performance and Rewards	2027.02	Proposal-194093	https://mqcl.service-now.com/courseloop/show#/unit-design/15a51c3087c047d0906c0ed90cb3549		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Assessment tasks Learning activities	MGMT3017	Managing Change in Organisations	2027.02	Proposal-194094	https://mqcl.service-now.com/courseloop/show#/unit-design/6376ac087c047d0906c0ed90cb355a		To update the tutorials to 12 weeks rather than the 13 weeks currently listed, and to update the assessment details to reflect that the formal exam is an online invigilated exam.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3028	Strategic Human Resource Management	2027.02	Proposal-194095	https://mqcl.service-now.com/courseloop/show#/unit-design/6157183487c047d0906c0ed90cb359f		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities	MGMT3050	Strategic Management	2027.02	Proposal-194096	https://mqcl.service-now.com/courseloop/show#/unit-design/572850b487c047d0906c0ed90cb3507		To update the tutorials to 12 weeks rather than the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Learning activities Learning outcomes	MGMT3000	The Art of Negotiation	2027.02	Proposal-192955	https://mqcl.service-now.com/courseloop/show#/unit-design/314fcd9687af3a5049406c0ed90cb35e6		To update ULO1 so it better reflects what students will learn in the unit, and to update the tutorials to 12 weeks instead of the 13 weeks currently listed.	Via Circular Resolution 2026 04 17
Amendment to Unit	Assessment tasks Learning outcomes	MMA8089	Organisational Design: Thriving in the Digital Age	2026.06	Proposal-194665	https://mqcl.service-now.com/courseloop/show#/unit-design/4f74a4e18871c0310906c0ed90cb35d9		To update unit description, learning outcomes and assessments.	Via Circular Resolution 2026 04 17
UNIT DISCONTINUATION									
Discontinuation		MGMT3055	Global Population Challenges	2027.02	Proposal-194264	now.com/courseloop/show#/discontinuation-summary/999b2b2a874c0314906c0ed90cb35bb		To discontinue this unit as it has not been offered since S1 2020.	Via Circular Resolution 2026 04 17
Discontinuation		MQBS8005	Research Communications in Business and Economics	2027.02	Proposal-193070	now.com/courseloop/show#/discontinuation-summary/592921e5873b3290906c0ed90cb35da		Discontinuation of unit: This unit served as a core-elective in the Master of Applied Economics until 2023. It has since ceased offering and been unpublished from the handbook.	Via Circular Resolution 2026 04 17
Discontinuation		MQBS8010	Research Frontiers in Business and Economics	2027.02	Proposal-193071	now.com/courseloop/show#/discontinuation-summary/69007165877b3290906c0ed90cb357e		Discontinuation of unit: This unit served as a core-elective in the Master of Applied Economics until 2023. It has since ceased offering and been unpublished from the handbook.	Via Circular Resolution 2026 04 17
Discontinuation		MQBS8020	Qualitative Research Approaches in Business and Economics	2027.02	Proposal-193072	now.com/courseloop/show#/discontinuation-summary/13a135a9877b3290906c0ed90cb3530		Discontinuation of unit: This unit was offered only once, in Session 1, 2024, as a co-taught unit with MQBS7020 (data source: iLearn).	Via Circular Resolution 2026 04 17
Discontinuation		MQBS8025	Advanced Qualitative Research Approaches in Business and Economics	2027.02	Proposal-193073	now.com/courseloop/show#/discontinuation-summary/62e379ed877b3290906c0ed90cb3599		iLearn, and has not been associated with any course components (data source: CMS unit association report, 2020–2026).	Via Circular Resolution 2026 04 17
Discontinuation		MQBS8030	Quantitative Research Approaches in Business and Economics	2027.02	Proposal-193074	now.com/courseloop/show#/discontinuation-summary/045579a187bb3290906c0ed90cb35d1		unit with MQBS7030 (data source: iLearn). It has no past enrolment numbers (data source: AMIS) and has not been associated with any course components (data source: CMS unit association report, 2020–2026).	Via Circular Resolution 2026 04 17
Discontinuation		MQBS8035	Advanced Quantitative Research Approaches in Business and Economics	2027.03	Proposal-193076	now.com/courseloop/show#/discontinuation-summary/5afab9a1877b3290906c0ed90cb35ad		unit with MQBS7035 (data source: iLearn). It has no past enrolment numbers (data source: AMIS) and has not been associated with any course components (data source: CMS unit association report, 2020–2026).	Via Circular Resolution 2026 04 17
Discontinuation		MQBS8040	Quantitative Research Methods	2027.02	Proposal-193077	now.com/courseloop/show#/discontinuation-summary/6770ee187b3290906c0ed90cb3578		Discontinuation of unit: This unit served as a core-elective in the Master of Applied Economics until 2023. It has since ceased offering and been unpublished from the handbook.	Via Circular Resolution 2026 04 17
Discontinuation		MQBS8060	Individual Research Project A	2027.02	Proposal-193078	now.com/courseloop/show#/discontinuation-summary/9c63cae5877b3290906c0ed90cb3566		has since ceased offering and been unpublished from the handbook. This unit has no past enrolment numbers (data source: AMIS), is not found in iLearn.	Via Circular Resolution 2026 04 17
Discontinuation		MKTG8009	Marketing Supply Chain Strategy	2027.03	Proposal-193080	now.com/courseloop/show#/discontinuation-summary/a8b7da29877b3290906c0ed90cb35a3		iLearn, and has not been associated with any course components (data source: CMS unit association report, 2020–2026).	Via Circular Resolution 2026 04 17
Discontinuation		AFIN2000	Principles of Financial Literacy	2027.02	Proposal-193090	now.com/courseloop/show#/discontinuation-summary/f859a235877b32d049406c0ed90cb3542		the Finance major (N000190) until 2024 and in the Finance minor (T000316) until 2026. Following the course review for the Bachelor of Applied Finance, it was decided to discontinue AFIN2000 permanently.	Via Circular Resolution 2026 04 17
Discontinuation		AFIN3012	PACE: Issues in Corporate Finance	2027.02	Proposal-193085	now.com/courseloop/show#/discontinuation-summary/84c4daf5877b32d049406c0ed90cb355a	PACE	Education (Secondary) until 2023. It has since ceased offering and been unpublished from the handbook. Remaining students were redirected to AFIN3010 in 2024.	Via Circular Resolution 2026 04 17
Discontinuation		AFIN6013	Financial Statement Analysis and Modelling	2027.02	Proposal-193089	now.com/courseloop/show#/discontinuation-summary/0ef662bd877b32d049406c0ed90cb35d2		Discontinuation of unit: This unit served as an elective in the foundation zone of the Master of Banking and Finance until 2024.	Via Circular Resolution 2026 04 17
Discontinuation		AFIN8019	Algorithmic Trading	2027.02	Proposal-193087	now.com/courseloop/show#/discontinuation-summary/eda0a271877b32d049406c0ed90cb3570		Discontinuation of unit: This unit was offered once in Term 1, 2022. It served as a core-elective in the Master of Banking and Finance until 2024, and in the Master of Banking and Finance (ECNU) until 2025.	Via Circular Resolution 2026 04 17
Discontinuation		AFIN8039	Portfolio Management	2027.02	Proposal-193088	now.com/courseloop/show#/discontinuation-summary/71c36ef5877b32d049406c0ed90cb35d2		Discontinuation of unit: This unit served as an elective in the Financial Management specialisation (R000164) under the Master of Banking and Finance until 2024.	Via Circular Resolution 2026 04 17

APPENDIX B

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Course Components									
Amendment to Course Components		N000319	Artificial Intelligence in Business and Innovation	2027.02	Proposal-194811	https://mqcl.service-now.com/courseloop/show#course-component-design-information/18ca2f8e87544350906c0ed90cbb35		To replace COMP2700 with MQBS2020as the new project management unit will be introduced in 2027.	Will be considered 2026 05 14. Update to be provided at Faculty Board meeting.
Amendment to Specialisation		R000163	FinTech	2026.02	Proposal-194839	https://mqcl.service-now.com/courseloop/show#course-component-design-information/c99201978758c350906c0ed90cbb35		To introduce a course overview for the specialisation, which has been missing since inception.	
Amendment to Specialisation		R000163	FinTech	2027.02	Proposal-194838	https://mqcl.service-now.com/courseloop/show#course-component-design-information/8ef045938758c350906c0ed90cbb35		To introduce a course overview for the specialisation, which has been missing since inception.	
Amendment to Units									
Amendment to Unit	Assessment tasks	ACCG8224	CA - Integrated Chartered Accounting Practice	2026.04	Proposal-194829	https://mqcl.service-now.com/courseloop/show#unit-design/7031c4138750c350906c0ed90cbb354d		To restructure ICAP workshop as proposed by CA ANZ	Will be considered 2026 05 14. Update to be provided at Faculty Board meeting.
Amendment to Unit	Assessment tasks	ACCG8226	CA - Strategy and Business Performance	2026.05	Proposal-194837	https://mqcl.service-now.com/courseloop/show#unit-design/de3ce0d38794c350906c0ed90cbb358a		To update assessment types, titles and descriptions as proposed by CA ANZ	
Amendment to Unit	Assessment tasks	ECON3060	International Finance	2026.05	Proposal-194866	https://mqcl.service-now.com/courseloop/show#unit-design/5101826387584750906c0ed90cbb3523		To update assessment mode	
Amendment to Unit	Assessment tasks	MKTG3012	New Venture Marketing	2027.02	Proposal-194733	https://mqcl.service-now.com/courseloop/show#unit-design/6e3b641987140b1049460649dabb35fc		To update the assessment types and titles, and also the pre-requisites.	
Amendment to Unit	Assessment tasks; Offerings	ECON8018	Healthcare Economics for Leaders	2026.05	Proposal-194889	https://mqcl.service-now.com/courseloop/show#unit-design/2edfee7087604f50906c0ed90cbb3538		To update assessment title, assessment description and attendance pattern	
Amendment to Unit	Assessment tasks; Offerings Requisites	ACCG8047	Fundamentals of Forensic Accounting	2027.02	Proposal-194793	https://mqcl.service-now.com/courseloop/show#unit-design/75476566879c8f10906c0ed90cbb35b7		To update unit offering to S1 ONL, remove prerequisite and update assessment type	
Amendment to Unit	Assessment tasks Requisites	ACCG8076	Forensic and Data Analytics	2026.04	Proposal-194964	https://mqcl.service-now.com/courseloop/show#unit-design/840392718724c390906c0ed90cbb3511		To remove prerequisite and update assessment type	
Amendment to Unit	Offerings	AFIN2053	Financial Management	2027.02	Proposal-194833	https://mqcl.service-now.com/courseloop/show#unit-design/792edc978714c350906c0ed90cbb35fa		Resting this unit in 2027, following a recommendation by the 2023 reaccreditation.	
Amendment to Unit	Offerings	ECON2035	The Economics of Financial Institutions	2026.05	Proposal-195097	https://mqcl.service-now.com/courseloop/show#unit-design/6de6247387e4c31049460649dabb352b		Resting of ECON2035 in 2027 due to staffing issue	
Amendment to Unit	Offerings	GMBA8012	Be Global	2026.05	Proposal-195095	https://mqcl.service-now.com/courseloop/show#unit-design/123ff2b8760c31049460649dabb35a9		Removing Term 4 offering since no student enrolments expected for Term 4.	
Amendment to Unit	Requisites	ACCG2002	Finance and Regulation for New Ventures	2026.03	Proposal-194885	https://mqcl.service-now.com/courseloop/show#unit-design/780685dc87e44f5049460649dabb35e3		To update the prerequisites to include MGMT1020 to enable student enrolment in and completion of the Strategy, Innovation and Entrepreneurship major.	
Amendment to Unit	Requisites	ACCG2002	Finance and Regulation for New Ventures	2027.02	Proposal-194886	https://mqcl.service-now.com/courseloop/show#unit-design/475b955087a84f5049460649dabb3513		To update the prerequisites to include MGMT1020 to enable student enrolment in and completion of the Strategy, Innovation and Entrepreneurship major.	
Amendment to Unit	Requisites	ACCG3001	Business Performance and Management Controls	2027.02	Proposal-195068	https://mqcl.service-now.com/courseloop/show#unit-design/c1307a1b87a80710906c0ed90cbb35e1		To update the prerequisites by removing discontinued unit, ACCG200	
Amendment to Unit	Requisites	ACCG8022	Applied Business Information Systems	2027.02	Proposal-195018	https://mqcl.service-now.com/courseloop/show#unit-design/82a04687872443d049460649dabb3580		To remove prerequisites	

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Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Requisites	ACCG8124	Applied Taxation Law	2027.02	Proposal-195025	https://mqcl.service-now.com/courseloop/show#/unit-design/2c27a6c872843d049460649dabb35b7		To update the prerequisites by removing discontinued unit ACCG614 and discontinued courses, MAccLead and MAccg(Adv)	Will be considered 2026 05 14. Update to be provided at Faculty Board meeting.
Amendment to Unit	Requisites	ACCG8126	Corporate Accounting	2027.02	Proposal-195026	https://mqcl.service-now.com/courseloop/show#/unit-design/c478ea43876843d049460649dabb35a7		To update the prerequisites by removing discontinued courses, MAccLead and MAccg(Adv)	
Amendment to Unit	Requisites	ACCG8141	Strategic Business Leader I	2027.02	Proposal-195028	https://mqcl.service-now.com/courseloop/show#/unit-design/d84966c3876843d049460649dabb35a9		To update the prerequisites by removing discontinued unit, ACCG926 and ACCG943	
Amendment to Unit	Requisites	ACCG8142	Strategic Business Reporting	2027.02	Proposal-195030	https://mqcl.service-now.com/courseloop/show#/unit-design/622aae47876843d049460649dabb3534		To update the prerequisites by removing discontinued unit, ACCG926	
Amendment to Unit	Requisites	ACCG8143	Strategic Business Leader II	2027.02	Proposal-195034	https://mqcl.service-now.com/courseloop/show#/unit-design/e92e228f876843d049460649dabb3501		To update the prerequisites by removing discontinued unit, ACCG926 and ACCG941	
Amendment to Unit	Requisites	ACCG8144	Advanced Financial Management	2027.02	Proposal-195042	https://mqcl.service-now.com/courseloop/show#/unit-design/ef82b68787a843d049460649dabb358a		To update the prerequisites by removing discontinued unit, ACCG926	
Amendment to Unit	Requisites	ACCG8146	Advanced Performance Management	2027.02	Proposal-195043	https://mqcl.service-now.com/courseloop/show#/unit-design/37133ac787a843d049460649dabb35c9		To update the prerequisites by removing discontinued unit, ACCG926	
Amendment to Unit	Requisites	ACCG8303	CPA - Global Strategy and Leadership	2027.02	Proposal-195056	https://mqcl.service-now.com/courseloop/show#/unit-design/40b82e1387680710906c0ed90cbb359f		To update the prerequisites by removing discontinued unit, ACCG907, ACCG908 and ACCG913	
Amendment to Unit	Requisites	ACCG8304	CPA - Advanced Audit and Assurance	2027.02	Proposal-195057	https://mqcl.service-now.com/courseloop/show#/unit-design/28596ad387680710906c0ed90cbb354d		To update the prerequisites by removing discontinued unit, ACCG907, ACCG908 and ACCG913	
Amendment to Unit	Requisites	ACCG8305	CPA - Financial Risk Management	2027.02	Proposal-195058	https://mqcl.service-now.com/courseloop/show#/unit-design/b42aae5787680710906c0ed90cbb350f		To update the prerequisites by removing discontinued unit, ACCG907, ACCG908 and ACCG913	
Amendment to Unit	Requisites	ACCG8307	CPA - Financial Reporting	2027.02	Proposal-195061	https://mqcl.service-now.com/courseloop/show#/unit-design/6b7bae5b87680710906c0ed90cbb35ac		To update the prerequisites by removing discontinued unit (ACCG921, ACCG923 and ACCG926) and remove discontinued courses (MProfAccgLead and MAccg(Adv))	
Amendment to Unit	Requisites	ACCG8308	CPA - Strategic Management Accounting	2027.02	Proposal-195064	https://mqcl.service-now.com/courseloop/show#/unit-design/83fc269f87680710906c0ed90cbb3534		To update the prerequisites by removing discontinued unit (ACCG921, ACCG923 and ACCG926) and remove discontinued courses (MProfAccgLead and MAdvProfAcc)	
Amendment to Unit	Requisites	ACCG8313	CPA - Ethics and Governance	2027.02	Proposal-195065	https://mqcl.service-now.com/courseloop/show#/unit-design/c85e629387a80710906c0ed90cbb35a5		To update the prerequisites by removing discontinued unit (ACCG921, ACCG923 and ACCG926) and remove discontinued courses (MProfAccgLead and MAdvProfAcc)	
Amendment to Unit	Requisites	ACST1052	Introduction to Actuarial Studies	2027.02	Proposal-194909	https://mqcl.service-now.com/courseloop/show#/unit-design/ed1d1f81876c8f50906c0ed90cbb35f8		Update the prerequisite by removing the discontinued course, BProfPrac, and simplify it by removing unnecessary reference to the double degree with BAActStud..	
Amendment to Unit	Requisites	AFIN8003	Banking and Financial Intermediation	2027.02	Proposal-195104	https://mqcl.service-now.com/courseloop/show#/unit-design/e03bd98c87b84b10906c0ed90cbb353d		Updating the pre-requisite to allow students in the 1-year Master of Banking and Finance to study the unit.	
Amendment to Unit	Requisites	AFIN8008	Corporate Finance	2027.02	Proposal-195105	https://mqcl.service-now.com/courseloop/show#/unit-design/2321ed8887f84b10906c0ed90cbb354e		Updating the pre-requisite to allow students in the 1-year Master of Banking and Finance to study the unit.	
Amendment to Unit	Requisites	AFIN8099	Current Issues in Banking and Finance	2027.02	Proposal-195106	https://mqcl.service-now.com/courseloop/show#/unit-design/acc26100873c4b10906c0ed90cbb35cb		Updating the pre-requisite to allow students in the 1-year Master of Banking and Finance to study the unit.	
Amendment to Unit	Requisites	ECON2032	Intermediate Econometrics	2027.02	Proposal-194940	https://mqcl.service-now.com/courseloop/show#/unit-design/66e485258764879049460649dabb3581		To update the prerequisite to show "ECON2041 or STAT1371 (10cp from STAT unit at 2000 level)" and remove discontinued unit, ECON241	
Amendment to Unit	Requisites	ECON3000	Public Economics	2027.02	Proposal-194958	https://mqcl.service-now.com/courseloop/show#/unit-design/d44439f587ec8390906c0ed90cbb35f4		To update the prerequisites by removing discontinued unit, ECON203	

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Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Requisites	ECON3009	Firm Behaviour and Strategy	2027.02	Proposal-194959	https://mqcl.service-now.com/courseloop/show#/unit-design/173971b18720c390906c0ed90cbb3534		To update the prerequisites by removing discontinued unit, ECON203	Will be considered 2026 05 14. Update to be provided at Faculty Board meeting.
Amendment to Unit	Requisites	ECON3011	Macroeconomic Policy	2027.02	Proposal-194960	https://mqcl.service-now.com/courseloop/show#/unit-design/506c75398720c390906c0ed90cbb3537		To update the prerequisites by removing discontinued unit, ECON204	
Amendment to Unit	Requisites	ECON3081	PACE: Current Issues in Economics	2027.02	Proposal-194961	https://mqcl.service-now.com/courseloop/show#/unit-design/377efdf8720c390906c0ed90cbb355d	PACE	To update the prerequisites by removing discontinued unit, ECON203 and ECON204	
Amendment to Unit	Requisites	MKTG3012	New Venture Marketing	2026.05	Proposal-194882	https://mqcl.service-now.com/courseloop/show#/unit-design/09442e33875c8b5049460849dabb35de		Updating the pre-requisite to enable student enrolment in and completion of the Strategy, Innovation and Entrepreneurship major.	
Amendment to Unit	Requisites Shared teaching	BUSA8090	Data and Visualisation for Business	2027.02	Proposal-194832	https://mqcl.service-now.com/courseloop/show#/unit-design/1939105f87d0c350906c0ed90cbb3585		Update the prerequisites and shared teaching by removing the discontinued course MAppStat and unit BUSA7090.	
Amendment to Unit	Other	ACCG8086	Cyber Security, Governance Frameworks and Ethics	2027.02	Proposal-194194	https://mqcl.service-now.com/courseloop/show#/unit-design/3f2ea2de878c8fd0906c0ed90cbb3527		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Other	BUSA8086	Cyber Security, Governance Frameworks and Ethics	2027.02	Proposal-194195	https://mqcl.service-now.com/courseloop/show#/unit-design/4c9fe29287cc8fd0906c0ed90cbb35ea		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Other	ACCG3055	Information Systems for Management	2027.02	Proposal-194197	https://mqcl.service-now.com/courseloop/show#/unit-design/0780fa1687cc8fd0906c0ed90cbb35e4		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Other	BUSA3055	Information Systems for Management	2027.02	Proposal-194199	https://mqcl.service-now.com/courseloop/show#/unit-design/06417ad687cc8fd0906c0ed90cbb35fe		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Other	MGMT8011	Learning to be a Leader	2027.02	Proposal-194201	https://mqcl.service-now.com/courseloop/show#/unit-design/a3f1fa5a87cc8fd0906c0ed90cbb358c		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Other	ACST8084	Survival Models	2027.02	Proposal-194213	https://mqcl.service-now.com/courseloop/show#/unit-design/66b1db5e878c8fd0906c0ed90cbb35cc		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Offerings Other Requisites	ACCG8076	Forensic and Data Analytics	2027.02	Proposal-194794	https://mqcl.service-now.com/courseloop/show#/unit-design/eeae2da687dc8fd0906c0ed90cbb356b		To remove S1 offering, remove prerequisite, update assessment type, and to update the FOE code to better reflect the field of education.	
Amendment to Unit	Other	ECON8047	International Trade	2027.02	Proposal-194928	https://mqcl.service-now.com/courseloop/show#/unit-design/baad90a18720879049460649dabb35d2		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Other	ECON8091	Economics for Actuaries	2027.02	Proposal-194929	https://mqcl.service-now.com/courseloop/show#/unit-design/d940a4a58720879049460649dabb35dd		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Other	ECON1031	Quantitative Methods in Economics, Business and Finance	2027.02	Proposal-194930	https://mqcl.service-now.com/courseloop/show#/unit-design/85d3646d8720879049460649dabb35fd		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Other	ECON3020	Asian Business Environment	2027.02	Proposal-194935	https://mqcl.service-now.com/courseloop/show#/unit-design/65cc6c6d8760879049460649dabb355a		To update the FOE code to better reflect the field of education.	
Amendment to Unit	Assessment tasks Other Requisites	ECON3060	International Finance	2027.02	Proposal-194936	https://mqcl.service-now.com/courseloop/show#/unit-design/b7ee286187a0879049460649dabb3509		To update the FOE code to better reflect the field of education, to update assessment mode and update the prerequisites by removing discontinued units (ECON203, ECON204 and AFIN250).	
Amendment to Unit	Shared teaching	ACCG8028	Management Control Systems	2027.02	Proposal-194867	https://mqcl.service-now.com/courseloop/show#/unit-design/3f6ac2a787984750906c0ed90cbb359e		Update the shared teaching by removing the discontinued unit, ACCG7028	
Amendment to Unit	Shared teaching	ACCG8127	Current Issues in Accounting and Corporate Governance	2027.02	Proposal-194865	https://mqcl.service-now.com/courseloop/show#/unit-design/4aebf56b87184750906c0ed90cbb357a		Update the shared teaching by removing the discontinued unit, ACCG7027	

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Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Shared teaching	ACST4003	Actuarial Control Cycle 2	2027.02	Proposal-194841	https://mqcl.service-now.com/courseloop/show#/unit-design/2d3c20eb87dc0750906c0ed90cbb358d		Update the shared teaching by removing the discontinued unit, ACST7032	Will be considered 2026 05 14. Update to be provided at Faculty Board meeting.
Amendment to Unit	Shared teaching	ACST4005	Actuarial Data Analytics	2027.02	Proposal-194842	https://mqcl.service-now.com/courseloop/show#/unit-design/6ddc642f87dc0750906c0ed90cbb3593		Update the shared teaching by removing the discontinued unit, ACST7095	
Amendment to Unit	Shared teaching	ACST8032	Actuarial Control Cycle 2	2027.02	Proposal-194843	https://mqcl.service-now.com/courseloop/show#/unit-design/7e6d286f87dc0750906c0ed90cbb35a8		Update the shared teaching by removing the discontinued unit, ACST7032	
Amendment to Unit	Shared teaching	ACST8095	Actuarial Data Analytics	2027.02	Proposal-194845	https://mqcl.service-now.com/courseloop/show#/unit-design/e79e642387104750906c0ed90cbb358a		Update the shared teaching by removing the discontinued unit, ACST7095	
Amendment to Unit	Shared teaching	BUSA8000	Techniques in Business Analytics	2027.02	Proposal-194846	https://mqcl.service-now.com/courseloop/show#/unit-design/b93fa4a387104750906c0ed90cbb359c		Update the shared teaching by removing the discontinued unit, BUSA7000	
Amendment to Unit	Shared teaching	BUSA8001	Applied Predictive Analytics	2027.02	Proposal-194847	https://mqcl.service-now.com/courseloop/show#/unit-design/fccfece387104750906c0ed90cbb3537		Update the shared teaching by removing the discontinued unit, BUSA7001	
Amendment to Unit	Shared teaching	BUSA8030	Management of Data, Analytics and Change	2027.02	Proposal-194848	https://mqcl.service-now.com/courseloop/show#/unit-design/f1503c6787104750906c0ed90cbb35ce		Update the shared teaching by removing the discontinued unit, BUSA7030	
Amendment to Unit	Shared teaching	ECON8040	Applied Econometrics	2027.02	Proposal-194868	https://mqcl.service-now.com/courseloop/show#/unit-design/c4d912e7871c4750906c0ed90cbb3546		Update the shared teaching by removing the discontinued unit, ECON7035	
Amendment to Unit	Shared teaching	MGMT6051	Work, Organisation and Management	2027.02	Proposal-194840	https://mqcl.service-now.com/courseloop/show#/unit-design/924b606b87dc0750906c0ed90cbb3509		Update the shared teaching by removing the discontinued unit, MGMT6008	
Amendment to Unit	Shared teaching	MGMT8015	Behaviour in Organisations	2027.02	Proposal-194849	https://mqcl.service-now.com/courseloop/show#/unit-design/c323bc2f87104750906c0ed90cbb3571		Update the shared teaching by removing the discontinued unit, MGMT7015	
Amendment to Unit	Shared teaching	MGMT8027	Entrepreneurship in Business	2027.02	Proposal-194850	https://mqcl.service-now.com/courseloop/show#/unit-design/22b3b4af87104750906c0ed90cbb3588		Update the shared teaching by removing the discontinued unit, MGMT7027	
Amendment to Unit	Shared teaching	MGMT8050	Management of People at Work	2027.02	Proposal-194851	https://mqcl.service-now.com/courseloop/show#/unit-design/bef4f0a387504750906c0ed90cbb359c		Update the shared teaching by removing the discontinued unit, MGMT7050	
Amendment to Unit	Shared teaching	MGMT8054	Managing Cultural Diversity	2027.02	Proposal-194852	https://mqcl.service-now.com/courseloop/show#/unit-design/1895bce387504750906c0ed90cbb3541		Update the shared teaching by removing the discontinued unit, MGMT7054	
Amendment to Unit	Unit name	ACCG8220	CA - Audit and Risk	2027.02	Proposal-194806	https://mqcl.service-now.com/courseloop/show#/unit-design/66be8b76879cc35049460649dabb35e5		To update unit name from CA-Audit Risk to CA-Audit and Analytics	
Unit Discontinuation									
Discontinuation		ACCG8004	Advanced Quantitative Research Approaches in Business and Economics	2027.02	Proposal-194862	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/3c6239ab87d44750906c0ed90cbb355a		To discontinue this unit as it has not been offered since S1 2020	Will be considered 2026 05 14. Update to be provided at Faculty Board meeting.
Discontinuation		ACST8034	Financial Institutions Management and Regulation	2027.02	Proposal-194863	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/3205b1af87d44750906c0ed90cbb3528		To discontinue this unit as it has not been offered since S1 2020.	
Discontinuation		MGMT8006	Management Consulting Project	2027.02	Proposal-194853	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/ef4afce87504750906c0ed90cbb35a2		To discontinue this unit as it has never been offered.	
Discontinuation		MGMT8007	Management Internship	2027.02	Proposal-194854	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/d85b70a387904750906c0ed90cbb355e		To discontinue this unit as it has never been offered.	

Academic Senate Meeting 4 August 2026 - Reports from Faculty Boards

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Discontinuation		MGMT8008	Management Research Report	2027.02	Proposal-194855	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/4d1cb4e387904750906c0ed90cbb35a8		To discontinue this unit as it has never been offered.	Will be considered 2026 05 14. Update to be provided at Faculty Board meeting.
Discontinuation		MGMT8010	Professional Practice	2027.02	Proposal-194856	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/21bcb82787904750906c0ed90cbb3554		To discontinue this unit as it has not been offered since T3 2021.	
Discontinuation		MGMT8021	Project Management	2027.02	Proposal-194857	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/4fad74a787904750906c0ed90cbb35bf		To discontinue this unit as it has not been offered since S1 2020.	
Discontinuation		MGMT8029	Human Resources Planning	2027.02	Proposal-194858	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/c97eb8e787904750906c0ed90cbb3523		To discontinue this unit as it has not been offered since S2 2020.	
Discontinuation		MGMT8031	International Business Strategy	2027.02	Proposal-194859	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/373f306b87904750906c0ed90cbb35de		To discontinue this unit as it has not been offered since S2 2020.	
Discontinuation		MGMT8032	e-Business Strategy	2027.02	Proposal-194860	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/21df30ab87904750906c0ed90cbb3572		To discontinue this unit as it has not been offered since S1 2020.	
Discontinuation		R000279	Banking	2027.02	Proposal-194831	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/4f5610d787d0c350906c0ed90cbb35d6		Discontinuation of the Banking Specialisation (R000279) due to low student enrolments.	Will be considered 2026 05 14. Update to be provided at Faculty Board meeting.

ATTACHMENT B

Meeting of	Macquarie Business School Faculty Board
Item No.	4.1
Date of the Meeting	18 May 2026



MACQUARIE
University

SUBMISSION TO MACQUARIE BUSINESS SCHOOL FACULTY BOARD

Title	MQBS ANNUAL MICROCREDENTIALIAL REPORT 2025
Submitted by	Associate Professor Shane Magee, Associate Dean Curriculum and Learning, Postgraduate
Approved by	Professor Yvonne Breyer - Deputy Dean, Education and Employability and Chair of Faculty Education Committee

☒ **For approval**

☒ **For recommendation to
Academic Senate /
Senate Committee**

☐ **For noting**

Executive Summary

Macquarie Business School (MQBS) offers a range of credentialled programs administered by the MQBS Executive Education Team. The report provides an overview of the recent review of their business models, program offerings and administrative processes and support.

Recommendation

That the Macquarie Business School Faculty Board RESOLVES to approve the MQBS Annual Microcredentialial Report 2025, as outlined in Attachment A of Agenda Item 4.1, and submit it to Academic Senate for noting.

Background/Context

This report is prepared according to the [Microcredentials Policy](#), Clause 41, that states:

A Faculty Microcredentialial Report detailing the outcomes and recommendations of the Faculty review of credentialled offerings will be submitted to the Faculty Executive Dean for noting and Faculty Board for approval. This report will then be submitted to Academic Senate for noting.

Purpose/Discussion

As above

Attachments

Attachment A: MQBS Annual Microcredentialial Report 2025

Attachment A

MQBS Annual Microcredential Report 2025

Executive Summary

MQBS' Executive Education Team administer public and bespoke courses which may have associated microcredentials.

Executive Education Program Categories include:

- **Credentialed Programs**
 1. There are currently six active credentialed units being publicly offered through the AFMA Financial Markets Certificate
 2. There are currently two credentialed units in teach-out mode offered in the Foundation and Advanced modules as part of the Certificate of Corporate Treasury for Australian Corporation Treasury Association and National Stock Exchange (NSE) of India. These two credentialed units were discontinued as part of the overall Certificate of Corporate Treasury as the partner decided to move in a different direction for professional development and, secondly, due to low enrolment numbers.
- **Custom Non-Credentialed Programs**
 3. CA ANZ Business Valuation Specialisation is publicly available via the CA ANZ website
 4. ANZ Advanced Commercial Lending Learning Pathway is a private bespoke program only available for select ANZ employees

By the end of 2025, we offered eight credentialed units. However, with the discontinuation of ACTA/NSE, this will reduce to six AFMA-credentialed units by the end of 2026.

A list of programs and enrolment numbers for 2025 is included in Appendix A.

Each of these programs has been reviewed in line with the Microcredentials policy.

Microcredential Program Overview:

1. *Credentialed Programs (credit bearing):*

AFMA Financial Markets Certificate – Originally developed in 2021 and aligned to AQF Level 8, this program requires completion of four units (three core and one elective). the units are delivered across six terms per year, with each term running for six weeks.

Core Units

- Financial Markets Concepts
- Financial Markets Transactions
- Risk Management Principles

Electives

- Debt Markets
- Energy Financial Markets
- Foreign Exchange Markets

Each unit has defined learning outcomes aligned to the overall certificate outcomes, with a volume of learning of 75 hours per unit. Delivery includes self-paced online modules (readings, videos, and resources), supported by quizzes, discussion forum activities, and a compulsory online workshop. Assessment comprises two tasks: a short-answer assignment and a case study-based skills report.

As an example, the unit guide is linked for [Financial Markets Concepts core unit](#).

The above assessments are designed to ensure that both unit and program learning outcomes are achieved. Upon successful completion of the AFMA Financial Markets Certificate, participants are eligible for 20 credit points towards the Master of Applied Finance. All learning outcomes and assessment tasks are aligned with AQF Level 8 requirements.

Unit Convenor reports are submitted each term, confirming that results have been appropriately moderated and formally ratified. These reports also demonstrate that student-at-risk and unit-level risks are actively identified and monitored, with relevant support and interventions implemented as required.

Participant feedback is collected each term and reviewed regularly by the MQBS Academic Director, as well as by the AFMA Joint Academic Committee on a twice-yearly basis. An academic content update was completed in 2024, with a more comprehensive review of the course structure and assessments scheduled for the second half of 2026.

2. Custom non-credentialed programs (non-credit bearing):

MQBS Executive Education offer two custom non-credentialed programs with Chartered Accountants ANZ and the ANZ Bank – neither of these programs are credit bearing but both receive digital badging upon completion.

The CAANZ Business Valuation Specialisation is run across eight weeks and is inclusive of online self-study modules, six virtual workshops and assessment including module quizzes, discussion tasks and individual presentation of group work assignment. Each module has identified learning outcomes and CAANZ members receive CPD hours for this program. A program outline can be provided if required.

The Advanced Credit Learning Program with ANZ Bank is run across three streams and has overall pathway objectives. Each stream consists of online learning modules, a workshop and an assessment (case study + credit analysis). The study time is approximately 60 hours and the whole program takes approximately six months depending on scheduling. A program outline can be provided if required.

Program Enrolments

Credentialed programs: 253 enrolments

Non-credentialed programs: 68 enrolments

Please refer to Appendix A for total enrolment numbers per program for 2025.

Faculty Review of Microcredential Programs

The MQBS Executive Education Team undertake regular strategic reviews of their business models, program offerings and administrative processes and support.

Credentialed programs are included in the review and the Financial Markets Certificate with AFMA remains viable, relevant and profitable. The most recent review confirmed the discontinuation of the Certificate of Corporate Treasury with ACTA and NSE in 2025 with teach out in progress and an end date of 18 December 2026.

Custom Non-Credentialed Programs with ANZ and CAANZ continue to be delivered with solid participant numbers and feedback.

Overall, all program delivery remains virtual in line with market preference. All programs are continuously monitored via participant feedback surveys to ensure a high-quality learning experience and product and feedback remains positive. Current programs are considered administratively intense but remain viable.

In addition to the above, new business models, products and revenue streams are continuing to be explored. The uplift and expansion of open offerings as part of the MQBS partnership with Coursera has commenced with five new open MOOC courses developed in 2025. Other alternative revenue streams with other third-party providers are being explored with the CFO Program with Emeritus currently going through Stage 4 of the TNE framework through EG.

All programs are provided in accordance with the Microcredentials Policy.

Next Steps

1. Continue delivery of current credentialed and custom non-credentialed programs
2. Continue the uplift and expansion of open offerings on Coursera platform
3. Continue with exploration of new products and revenue streams for MQBS including with third-party providers

Appendix A

<u>Credentialed Programs (Continuing)</u> Publicly available	Enrolled participants
<u>AFMA Foundations of Financial Markets</u> <u>(2 core units)</u>	15
- Financial Markets Concepts (Core Unit) - Financial Markets Transactions (Core Unit)	
<u>AFMA Financial Markets Certificate</u> <u>(3 Core units + 1 elective)</u>	172
- Financial Markets Concepts (Core Unit) - Financial Markets Transactions (Core Unit) - Risk Management Principles (Core Unit) - Energy Markets (Elective Unit) - Debt Markets (Elective Unit) - Foreign Exchange Markets (Elective Unit)	
Credentialed Programs (Discontinuing on 18 December 2026)	
ACTA Certificate in Corporate Treasury	Enrolled participants
Foundations of Treasury Management Unit (7 modules)	21
Advanced Treasury Management Unit (7 modules)	17
National Stock Exchange of India - Certificate in Corporate Treasury	Enrolled participants
Foundations of Treasury Management Unit (7 modules)	25
Advanced Treasury Management Unit (7 modules)	3
Custom Non-Credentialed Programs (Continuing)	Enrolled participants
Chartered Accountants ANZ - Business Valuation Unit Publicly available via CA ANZ website	25
ANZ Advanced Credit Learning Program Bespoke custom program only for ANZ – not publicly available	43

Meeting of	Academic Senate
Item No.	7.2.2
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	MACQUARIE BUSINESS SCHOOL FACULTY BOARD: MEETING OF 6 JULY 2026
Submitted by	Air Sinthawalai - Governance Officer, Governance Services
Approved by	Professor Yvonne Breyer - Acting Chair, Macquarie Business School Faculty Board
☐ For approval ☐ For recommendation to Council ☒ For noting/discussion	

Executive Summary

Faculty Boards are established under the Faculty Rules. The Macquarie Business School Faculty Board is scheduled to meet nine (9) times in 2026. This is the fifth meeting for the year. Please refer to the minutes (attached) for further details of the items listed below.

Recommendation

That Academic Senate NOTES the report and minutes of the Macquarie Business School Faculty Board (MQBSFB) meeting held on 6 July 2026.

Details

ITEM FOR APPROVAL

Final Course Reaccreditation Reports

The Faculty Board endorsed the final course reaccreditation reports for the Bachelor of Business Analytics and the Master of Business Analytics and recommended to the Academic Senate that both courses be reaccredited without conditions for the next 7 years (*refer to item 5.3 in the minutes*).

ITEMS FOR NOTING

Ratification of Examination Results and Change of Grades

The Faculty Board received reports on the quality assurance processes for ratifying Session 1, 2026 results, and ratified all final results for the identified units offered in that session, with the exception of those units with incomplete results, noting these will be ratified at a later date (*refer to item 7 in the minutes*).

The Board also ratified prior executive action taken by the Chair regarding:

- Identified holding or change of grades;
- GMBA Term 3, MBA/MAF Term 2, and AFMA Term 3 2026 Final Results and faculty prizes; and
- The waiving of course requirements for a student in the Bachelor of Commerce;

(*refer to items 6.1, 6.2, and 6.3 in the minutes*).

Faculty-specific prizes and awards

The Faculty Board approved Session 1, 2026 non-monetary top of unit prizes/awards to the identified recipients (*refer to item 8.1 in the minutes*).

Curriculum items

The Faculty Board approved one-hundred and eighteen (118) curriculum proposals endorsed by the Faculty Education Committee, including:

- Course structure amendments to five (5) Bachelor courses;
- Course component amendments to nine (9) components across the Accounting Major/Minor and Business Information Systems Minor;
- One (1) shared teaching arrangement for ACST1001;
- Amendments to seventy-five (75) existing units;
- Discontinuation of twenty-seven (27) inactive or taught-out units across AFIN, GMBA, MKTG, and MQBS; and
- The creation of one (1) new unit: MQBS2020 Project Management to satisfy Australian Computer Society (ACS) accreditation requirements;

(refer to item 5.1 in the minutes).

Academic Integrity & Faculty Guidelines

The Faculty Board noted the development and implementation of the MQBS Mark Reduction Matrix for Academic Integrity Outcomes to standardise sliding scale mark reductions across the faculty *(refer to item 4.1 in the minutes)*.

Faculty Annual Health Check Report 2026

The Faculty Board approved the Faculty Annual Health Check Final Report for submission to the Academic Senate Curriculum Subcommittee, noting strong student success rates alongside ongoing student retention challenges *(refer to item 5.2 in the minutes)*.

Other Reports / Updates

The Faculty Board also received the following reports:

- Report from the Acting Chair in her capacity as Deputy Dean, Education and Employability, highlighting the Curriculum Architecture Policy consultation and 2028 degree implementations *(refer to item 2.2 in the minutes)*;
- Report from the Deputy Dean, Research and Innovation, noting MQSRI grant winners and mandatory national security disclosure guidelines *(refer to item 2.3 in the minutes)*;
- Report from the Faculty Executive Director on Research Project Governance and Student Services *(refer to item 2.4 in the minutes)*;
- Report from the MQBS Faculty Education Committee (FEC) *(refer to item 3.2 in the minutes)*;
- Report from the MQBS Faculty Research Committee (FRC) *(refer to item 3.2 in the minutes)*; and
- An update on MQBSFB Board Membership appointing a new student member, Mr Oliver Yao, for a term expiring 31 December 2026 *(refer to item 4.2 in the minutes)*

Attachments

Attachment A: Unconfirmed minutes of the Macquarie Business School Faculty Board meeting held on 6 July 2026

ATTACHMENT A**CONFIDENTIAL**

Minutes of the Macquarie Business School Faculty Board (MQBSFB) meeting held on Monday 6 July 2026 via video and teleconference.

Present:

Professor Yvonne Breyer **(Acting Chair)**

Dr Husain Akareem

Dr Ali Amrollahi

Mr Shahriar Bhuiyan

Ms Angela Chow

Associate Professor Petra Graham

Professor Steven Grover

Professor Debbie Haski-Leventhal

Associate Professor Stephanie Huang

Associate Professor Shane Magee

Professor Vito Mollica

Professor Rahat Munir

Mr Hieu Nguyen

Professor John Romalis

Ms Linda Schofield

Professor Abhay Singh

Associate Professor Ben Wang

In attendance:

Dr Hamed Jafarzadeh, Senior Lecturer in Business Analytics *(for Agenda Item 7.3)*

Dr Rico Piehler, Senior Lecturer from the Department of Marketing *(for Agenda Item 6.9)*

Ms Air Sinthawalai, Governance Officer and MQBSFB Secretariat *(minute taker)*

Apologies:

Professor Leonie Tickle **(Chair)**

Professor Babak Abedin

Professor Zhiming Cheng

Dr Thanh (Moon) Phan

Ms Deanna Tracy

Professor Cynthia Webster

Mr Oliver Yao

1. PROCEDURAL ITEMS**1.1 ACKNOWLEDGEMENT OF COUNTRY AND WELCOME**

The meeting commenced at 3.00 pm with the Acting Chair acknowledging the traditional custodians of the land on which the University stands, and the lands on which she and other members were located.

The Acting Chair welcomed all attendees, extending a special welcome to the following newly elected members:

- Dr Ali Amrollahi: Elected member from the Department of Actuarial Studies and Business Analytics;
- Professor Debbie Haski-Leventhal: Elected member from the Department of Management; and
- Mr Hieu Nguyen: Elected member from the Department of Applied Finance.

APOLOGIES AND QUORUM

The Acting Chair noted apologies as detailed above and declared the meeting quorate.

1.2 DECLARATIONS OF CONFLICTS OF INTEREST

There were no disclosures of conflicts of interest.

1.3 UNSTARRED ITEMS

No further items were starred for discussion.

1.4 MINUTES OF PREVIOUS MEETING: 18 MAY 2026 MEETING

The Acting Chair called for comments on the draft minutes of the previous Faculty Board meeting. There being none, the following resolution was passed.

RESOLUTION MQBS FB 26/40

The Macquarie Business School Faculty Board RESOLVED to approve the minutes of the Board meeting held on Monday 18 May 2026 as a true and accurate record of the meeting.

1.5 MATTERS ARISING

There were no matters arising from previous meetings.

2. REPORTS

2.1 REPORT FROM THE CHAIR

There were no substantive matters reported due to the Chair's absence.

2.2 REPORT FROM THE DEPUTY DEAN, EDUCATION AND EMPLOYABILITY

The Acting Chair, in her capacity as the Deputy Dean, Education and Employability (DDEE), provided a verbal report on key activities within the Education and Employability portfolio, including:

- The consultation period for the Curriculum Architecture Policy has closed. Education leaders from each faculty were invited to review feedback from the Bulletin Board with the PVC(E) this week. There is also an upcoming workshop for members of Academic Senate Committees;
- Work on implementing the new degree structures for 2028 is currently underway;
- Recent media coverage from the ABDC and *Future Campus* regarding international student visa fee hikes and the caps freeze was noted.

2.3 REPORT FROM THE DEPUTY DEAN, RESEARCH AND INNOVATION

The Deputy Dean, Research and Innovation (DDRI), Professor Vito Mollica, provided a verbal report on key activities within the Research and Innovation portfolio, including:

- Congratulations were extended to the winners of the Research Impact Story Prizes and the two MQBS applicants who successfully secured grants under the MQ Strategic Research Initiative Scheme (MQSRI);
- Applications are open for the International Research Training Program (iRTP) scholarship and the International Macquarie Research Excellence Scholarship Program (iMQRES) for Session 1 2027; and
- Researchers were reminded of mandatory disclosure requirements regarding affiliations with sanctioned nations under National Security and Defence guidelines.

2.4 REPORT FROM THE FACULTY EXECUTIVE DIRECTOR

The Faculty Executive Director (FED), Ms Linda Schofield, provided updates on collaborative projects with central university areas, including:

- Initiatives to improve Research Project Governance process are underway to better integrate research centrally across the university; and
- Ongoing consultations aimed at improving service delivery levels within

Student Services.

3. REPORTS FROM FACULTY BOARD SUBCOMMITTEES

3.1 MACQUARIE BUSINESS SCHOOL EDUCATION COMMITTEE (FEC) REPORT

The report was taken as read, noting some items have been discussed during the report from the Deputy Dean, Education and Employability. The Board noted the Faculty Education Committee report (May to June 2026).

3.2 MACQUARIE BUSINESS SCHOOL RESEARCH COMMITTEE (FRC) REPORT

The report was taken as read, noting some items have been discussed during the report from the Deputy Dean, Research and Innovation. The Board noted the report from the Macquarie Business School Faculty Research Committee.

4. ITEMS FOR DISCUSSION/NOTING

4.1 ACADEMIC INTEGRITY - MARK REDUCTION MATRIX

The Associate Dean, Curriculum & Learning (Undergraduate) [ADC&L(UG)], Associate Professor Stephanie Huang, presented the MQBS Mark Reduction Matrix for Academic Integrity Outcomes.

While the University's Academic Integrity Breach Sanctions Matrix provides broad guidance on possible penalties, the MQ policy document does not specify any criteria for determining precise percentage-based mark reductions. This project was initiated to address inconsistent implementation of mark reductions across academic misconduct sanctions. Following extensive cross-university consultation, MQBS developed a faculty guideline to standardise mark reductions that complements the University's overarching matrix. The adoption of this standardised sliding scale ensures consistency, transparency and fairness across practices by the MQBS Academic Integrity Officers. The matrix was endorsed by the FEC and presented to the Board for noting.

The ADC&L(UG) and the Acting Chair thanked all parties involved in developing this piece of work.

RESOLUTION MQBS FB 26/41

The Macquarie Business School Faculty Board NOTED the Mark Reduction Matrix in Academic Integrity Outcomes; as outlined in Attachment A of Agenda Item 4.1.

Professor Steven Grover joined the meeting during Agenda Item 4.1.

4.2 MQBSFB MEMBERSHIP UPDATE

RESOLUTION MQBS FB 26/42

The Macquarie Business School Faculty Board NOTED the approved appointment of Mr Oliver Yao (SID: 48137782) as a student member to the Macquarie Business School Faculty Board for a term of membership expiring 31 December 2026 (casual vacancy).

5. ITEMS FOR APPROVAL/ENDORSEMENT

5.1 CURRICULUM MATTERS FOR APPROVAL / ENDORSEMENT

The Educational Governance and Initiatives Manager (EGIM), Ms Angela Chow, presented one-hundred and eighteen (118) curriculum proposals endorsed by the FEC. Key highlights included:

- Updating the Bachelor of Business Analytics Course Structure and presenting proposed changes to the Course Learning Outcomes (CLOs) following a course reaccreditation review;
- Renaming the unit ACST1001 to AFIN1001 across four Bachelor courses;
- Implementing a shared teaching arrangement between ACST1001 and AFIN1001 to ensure a smooth, low-complication teach-out process for affected student plans;
- Course component amendments to the Accounting Major, Accounting Minor, and Business Information Systems (BIS) Minor;
- Adjusting requisites, removing obsolete 7000-level shared teaching units, and updating Session 2 2026 MKTG assessments and various unit offerings;
- Discontinuing 27 inactive or taught-out units across AFIN, GMBA, MKTG, and MQBS;
- Eliminating multi-component assessment tasks across units for Session 2 2026; and
- Introducing a new unit, *MQBS2020 Project Management*, into the Bachelor of Business Analytics to satisfy Australian Computer Society (ACS) accreditation requirements.

The ADC&L(UG) presented the updates to the Bachelor of Business Analytics course structure, the new unit introduction, and outlined the proposed changes to the CLOs, noting they align with the new MQ curriculum architecture for 2027 implementation. The Board was requested to approve the course structure amendments under its Delegation of Authorities immediately to allow for Open Day promotion, and to endorse the proposed CLO amendments which will be recommended to the Academic Senate via the Academic Senate Curriculum Subcommittee (ASCS) in a separate proposal. The Acting Chair emphasised that these proposals underwent extensive consultation and review.

RESOLUTION MQBS FB 26/43

The Macquarie Business School Faculty Board RESOLVED to:

i. APPROVE the following amendments to courses (5):

a.	C000016	Bachelor of Business Analytics	Proposal-195564;
b.	C000014	Bachelor of Professional Accounting	Proposal-195545;
c.	C000017	Bachelor of Applied Finance	Proposal-195546;
d.	C000119	Bachelor of Economics	Proposal-195547;
e.	C000130	Bachelor of Commerce	Proposal-195548;

ii. APPROVE the following amendments to course components (9):

a.	N000184	Accounting	Proposal-184039;
b.	N000184	Accounting	Proposal-184042;
c.	N000184	Accounting	Proposal-184047;
d.	N000184	Accounting	Proposal-184050;
e.	T000309	Accounting	Proposal-184040;
f.	T000309	Accounting	Proposal-184045;
g.	T000309	Accounting	Proposal-184048;
h.	T000309	Accounting	Proposal-184051;
i.	T000311	Business Information Systems	Proposal- 181104;

iii. APPROVE the shared teaching arrangement (1):

a.	ACST1001	Finance Fundamentals	Proposal-195454;
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iv. APPROVE the following curriculum proposals for amendments to units (75):

a.	ACST2002	Mathematics of Finance	Proposal-195463;
b.	AFIN1002	Corporate Finance and Capital Markets	Proposal-195464;
c.	ECON2050	Money and Finance	Proposal-195462;
d.	AFIN8001	Finance Theory	Proposal-195507;
e.	AFIN8002	Finance Empirical	Proposal-195502;
f.	AFIN8005	Research Methods in Banking and Finance	Proposal-195503;
g.	AFIN8008	Corporate Finance	Proposal-195506;
h.	AFIN8015	Financial Data Science	Proposal-195504;
i.	AFIN8090	Financial Modelling and Forecasting	Proposal-195505;
j.	MKTG8011	Strategic Branding	Proposal-195508;
k.	MKTG8002	Marketing Communications	Proposal-195510;
l.	MKTG8015	Advanced Consumer Behaviour	Proposal-195509;
m.	MKTG2008	Marketing Management	Proposal-195577;
n.	MKTG2017	Qualitative Insights	Proposal-195569;
o.	MKTG3003	Marketing Strategy	Proposal-195576;
p.	MKTG3007	Sales and Personal Selling	Proposal-195574;
q.	MKTG8080	Strategic Marketing Management	Proposal-195570;
r.	MQBS8000	Contemporary Business Issues	Proposal-195638;
s.	AFIN3032	Trading in Financial Markets	Proposal-195453;
t.	AFIN8020	Credit and Lending Decisions	Proposal-195578;
u.	GMBA8013	Be Disruptive	Proposal-195442;
v.	MKTG8060	AI-driven Creative Marketing	Proposal-195537;
w.	MMBA8068	Strategic Responsibility and Sustainability: Changing Business for Good	Proposal-195440;
x.	MKTG8004	Digital Marketing Strategy	Proposal-195560;
y.	ACCG2024	Financial Accounting and Reporting Analysis	Proposal-195641;
z.	ACCG3001	Business Performance and Management Controls	Proposal-195643;
aa.	ACCG3015	PACE: Accounting and Governance in the Profession	Proposal-195648;
bb.	ACCG3020	Tax in Practice	Proposal-195651;
cc.	ACCG3025	Cyber Security and Privacy	Proposal-195650;
dd.	ACCG3050	Financial Statement Insights and Analysis	Proposal-195652;
ee.	ACCG6011	Principles of Accounting	Proposal-195654;
ff.	ACCG8028	Management Control Systems	Proposal-195656;
gg.	ACCG8125	Auditing and Assurance Services	Proposal-195658;
hh.	ACCG8127	Current Issues in Accounting and Corporate Governance	Proposal-195659;
ii.	ACCG8150	Accounting Capstone	Proposal-195662;
jj.	ACST1001	Finance Fundamentals	Proposal-195940;
kk.	ACST3059	PACE: Actuarial Modelling	Proposal-195672;
ll.	ACST8086	Actuarial Modelling	Proposal-195678;
mm.	AFIN1002	Corporate Finance and Capital Markets	Proposal-195939;
nn.	AFIN2060	FinTech Foundations and Applications	Proposal-195863;
oo.	AFIN2070	Financial Data Analytics	Proposal-195864;
pp.	AFIN3029	Derivative Instruments	Proposal-195869;
qq.	AFIN3053	Advanced Corporate Finance	Proposal-195874;
rr.	AFIN8014	FinTech and Innovation	Proposal-195876;
ss.	AFIN8017	Digital Finance	Proposal-195879;
tt.	AFIN8037	Capital Markets	Proposal-195934;
uu.	AFIN8038	Business Valuation	Proposal-195880;
vv.	BUSA2020	Data Visualisation and Storytelling	Proposal-195649;
ww.	BUSA3015	Business Forecasting	Proposal-195655;
xx.	BUSA3023	PACE: Enterprise Intelligence Project	Proposal-195660;

yy.	BUSA3025	Privacy, Cybersecurity, and AI Governance in Organisations	Proposal-195661;
zz.	BUSA3430	Business Applications of Artificial Intelligence	Proposal-195647;
aaa.	BUSA6430	Business Applications of Artificial Intelligence	Proposal-195646;
bbb.	BUSA8000	Techniques in Business Analytics	Proposal-195682;
ccc.	ECON1020	Economics and Business Strategy	Proposal-195627;
ddd.	ECON1021	Economics and the Global Economy	Proposal-195628;
eee.	ECON1031	Quantitative Methods in Economics, Business and Finance	Proposal-195629;
fff.	ECON2004	Macroeconomic Analysis and Applications	Proposal-195630;
ggg.	ECON2032	Intermediate Econometrics	Proposal-195631;
hhh.	ECON3062	Economic Decision-Making and Behaviour	Proposal-195645;
iii.	ECON3081	PACE: Current Issues in Economics	Proposal-195634;
jjj.	ECON6049	Economics for Professionals	Proposal-195644;
kkk.	ECON8030	Applied Economics Project	Proposal-195632;
lll.	ECON8091	Economics for Actuaries	Proposal-195633;
mmm.	MGMT2040	Workplace Relations	Proposal-195725;
nnn.	MGMT3017	Managing Change in Organisations	Proposal-195728;
ooo.	MGMT3906	Leadership and Influence in Action	Proposal-195733;
ppp.	MGMT6051	Work, Organisation and Management	Proposal-195737;
qqq.	MGMT8003	Globalisation and Supply Chain Management	Proposal-195807;
rrr.	MGMT8011	Learning to be a Leader	Proposal-195741;
sss.	MGMT8056	Production and Logistics Management	Proposal-195796;
ttt.	MQBS1040	Financial Management for Business	Proposal-195663;
uuu.	MQBS2010	Enhancing Employability Skills	Proposal-195697;
vvv.	AFCP8145	Advanced Investment Management	Proposal-195999;
www.	AFCP8150	Infrastructure, Property and Resources	Proposal-196003.

v. APPROVE the following units to be discontinued (27):

a.	AFIN8036	Managing Investments	Proposal-195480;
b.	AFIN8047	Financing New Ventures	Proposal-195481;
c.	GMBA8001	Know Your People	Proposal-195443;
d.	GMBA8002	Know Your Organisation	Proposal-195444;
e.	GMBA8003	Adapt Your Leadership Style	Proposal-195445;
f.	GMBA8004	Become a Meaning Maker	Proposal-195447;
g.	GMBA8013	Be Disruptive	Proposal-195448;
h.	GMBA8021	Know Your Numbers 1	Proposal-195449;
i.	GMBA8022	Know Your Numbers 2	Proposal-195450;
j.	GMBA8024	Know Your Customers	Proposal-195451;
k.	MKTG2010	PACE: Marketing Internship	Proposal-194219;
l.	MKTG2013	Marketing Metrics	Proposal-195498;
m.	MKTG3010	Marketing Metrics	Proposal-194225;
n.	MKTG3015	Global Marketing	Proposal-195478;
o.	MKTG8006	Applied Marketing Strategy	Proposal-195482;
p.	MKTG8014	Managing Customer Relationships	Proposal-195477;
q.	MKTG8031	Design Thinking for Innovation	Proposal-195476;
r.	MKTG8051	New Product and Service Commercialisation	Proposal-195500;
s.	MKTG8054	Strategic Sales Management	Proposal-195499;
t.	MKTG8221	Creativity in Market Opportunity Recognition	Proposal-194835;
u.	MKTG8222	Competing Through Marketing Insights	Proposal-195470;
v.	MKTG8223	Designing Competitive Marketing Strategies	Proposal-195471;

w.	MKTG8225	Marketing Innovations	Proposal-194798;
x.	MKTG8226	Co-creation Strategies: Innovating with Partners	Proposal-195472;
y.	MKTG8229	Building Brand Relevance	Proposal-195473;
z.	MQBS8061	Individual Research Project B	Proposal-195487;
aa.	MQBS8990	Master of Research in Business	Proposal-195474; and

vi. APPROVE the creation of the following new unit (1):

a.	MQBS2020	Project Management	Proposal-192779.
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A summary of the submissions, including MQCMS links to each proposal, are included in Attachments A of Agenda Item 5.1 (See [Appendix A](#)).

Secretariat notes: The Faculty Board was asked to endorse, rather than approve, the changes to the Bachelor of Business Analytics. However, as the proposal and version presented to the Faculty Board in the Curriculum Management System (CMS) did not include the proposed amendments to the CLOs, the resolution has been amended to show the Faculty Board's approval of the course structure changes outlined in CMS. A separate proposal will be created for the proposed CLO amendments which will be endorsed by the Chair via Executive Action before submission to Academic Senate via the Academic Senate Curriculum Subcommittee.

5.2 FACULTY ANNUAL HEALTH CHECK REPORT 2026

The ADC&L(UG) and the Associate Dean, Curriculum and Learning – Postgraduate [ADC&L(PG)], Associate Professor Shane Magee, presented the annual health check results for sixteen (16) courses, highlighting:

- Undergraduate: Success rates remain strong, showing year-on-year improvements of 2% to 4%. Most units performed well, though higher fail rates (>20%) occurred in some shared units delivered by other departments or faculties;
- Postgraduate: Success rates improved across all PG portfolio courses. Capstone units will be updated in CMS this year to properly reflect full Work-Integrated Learning (WIL) specifications; and
- Retention: Student retention remains an ongoing concern across both UG and PG courses, with notable PG student withdrawals after their first session. Further investigations are planned.

RESOLUTION MQBS FB 26/44

The Macquarie Business School Faculty Board:

- RESOLVED to approve the Faculty Annual Health Check Final Report; as detailed in Attachment A of Agenda Item 5.2; and**
- NOTED that the Faculty Annual Health Check Final Report will be submitted to the Academic Senate Curriculum Subcommittee for noting.**

5.3 COURSE REVIEW FINAL REPORTS: BACHELOR OF BUSINESS ANALYTICS AND MASTER OF BUSINESS ANALYTICS

The ADC&L(UG) presented the Course Reaccreditation Final Report for Bachelor of Business Analytics, highlighting updates to the course structure and CLOs to address previous recommendations and incorporate a stronger focus on project management to meet Australian Computer Society (ACS) accreditation requirements.

The ADC&L(PG) presented the Course Reaccreditation Final Report for the Master of Business Analytics, highlighting that the recommendations primarily focused on database concepts, career enhancements, and establishing clear employment pathways.

RESOLUTION MQBS FB 26/45

The Macquarie Business School Faculty Board:

- i. RESOLVED to endorse the Bachelor of Business Analytics reaccreditation final report as detailed in Attachment A of Agenda Item 5.3; and***
- ii. RESOLVED to endorse the Master of Business Analytics reaccreditation final report as detailed in Attachment B of Agenda Item 5.3; and***
- iii. RECOMMENDED to Academic Senate that the Bachelor of Business Analytics and Master of Business Analytics be reaccredited without conditions for the next 7 years.***

Mr Shahriar Bhuiyan left the meeting at 3.33 pm.

6. ITEMS FOR RATIFICATION

The Acting Chair invited questions or comments from the Board. There being none for each of these matters, the following resolutions were passed.

6.1 REPORT ON HOLDING OR CHANGE OF GRADES

RESOLUTION MQBS FB 26/46

The Macquarie Business School Faculty Board RESOLVED to ratify the executive action taken by the Chair of the MQBS Faculty Board to approve the identified holding or change of grades as detailed in Attachments A and B of Agenda Item 6.1.

6.2 GMBA T3, MBA/MAF T2, AFMA T3 2026 FINAL RESULTS

RESOLUTION MQBS FB 26/47

The Macquarie Business School Faculty Board RESOLVED to ratify the executive action taken by the Chair of the MQBSFB:

- i. on 23 June 2026, to:***
 - a. endorse the Unit Group Monitoring Reports – Form Bs for GMBA Term 3, and MBA/MAF Term 2, 2026 results;***
 - b. ratify all final grades submitted for GMBA Term 3, and MBA/MAF Term 2, 2026 results, in the following units:***
 - 1. GMBA8011 Be Competitive;***
 - 2. GMBA8012 Be Global;***
 - 3. GMBA8031 Communicate with Impact;***
 - 4. GMBA8034 Manage the Risks;***
 - 5. GMBA8101 Your Career, Your Life;***
 - 6. GMBA8102 Build Personal Resilience;***
 - 7. GMBA8103 Improve Yourself, Always;***
 - 8. GMBA8104 Become a Global Citizen;***
 - 9. GMBA8123 Applied Immersion 1;***
 - 10. GMBA8124 Applied Immersion 2;***
 - 11. AFCEP6017 Case Studies in Applied Finance;***
 - 12. AFCEP6019 Financial Statement Analysis and Modelling;***

13. **AFCP8101** *Financial System, Participants and Instruments;*
14. **AFCP8103** *Risk Measurement and Management;*
15. **AFCP8142** *Private Capital;*
16. **AFCP8144** *Business Valuation;*
17. **AFCX6019** *Financial Statement Analysis and Modelling;*
18. **MMBA8020** *Marketing Management: Creating Value for Stakeholders;*
19. **MMBA8028** *Market Shaping: Designing Competitive Value Propositions;*
20. **MMBA8035** *Finance for Business Leaders: Steering Growth and Performance;*
21. **MMBA8045** *Managerial Economics: Making Better Decisions;*
22. **MMBA8059** *Entrepreneurship and New Ventures: Creating Businesses that Thrive;*
23. **MMBA8068** *Strategic Responsibility and Sustainability: Changing Business for Good;*
24. **MMBA8148** *Risk Management: Enhancing Value Creation and Protection;*
25. **MMBA8155** *Advanced MBA Internship: Connecting Knowledge and Impact;*
26. **MMBA8250** *Capstone Project: Creating Solutions to Complex Challenges; and*

c. approve GMBA Term 3, and MBA/MAF Term 2, 2026 faculty prizes to the recipients as identified in Attachment A of Agenda Item 6.2;

ii. on 25 June 2026, to ratify all final grades submitted for AFMA Term 3, 2026 results, in the following units:

- a. **MQMC0070** *Financial Markets Concepts;*
- b. **MQMC0071** *Financial Markets Transactions;*
- c. **MQMC0072** *Risk Management Principles;*
- d. **MQMC0073** *Debt Markets; and*
- e. **MQMC0075** *Energy Financial Markets.*

6.3 WAIVING OF COURSE REQUIREMENTS CASE

RESOLUTION MQBS FB 26/48

The Macquarie Business School Faculty Board RESOLVED to ratify the executive action taken by the Chair of MQBSFB on 22 June 2026 to approve the waiving of course requirements for Student 46636641 in the Bachelor of Commerce.

7. SESSION 1, 2026 FINAL RESULTS

7.1 FACULTY UNIT MONITORING REPORT (FORM C)

The Acting Chair presented the Faculty Unit Monitoring Report (Form C), highlighting the diligent results ratification process undertaken by the FEC and the MQBS Unit Monitoring and Grade Review Subcommittees.

The Acting Chair noted the following key findings:

- First-year success rates have improved once again;
- Second-year units were noted as an area of improvement with students reporting lower overall satisfaction compared to their first- and third-year counterparts; and

- A small number of PG units were flagged due to unexpectedly high proportions of Distinction and High Distinction (H/HD) grades.

To address these issues, the faculty will conduct targeted reviews of second-year units, alongside comprehensive reviews of grade distributions within the identified units.

Dr Rico Piehler joined the meeting at 3.38 pm.

7.2 DEPARTMENT OF ACCOUNTING AND CORPORATE GOVERNANCE REPORT

The Head of Department (HoD) of the Department of Accounting and Corporate Governance, Professor Rahat Munir, presented the report, highlighting stable grade distributions consistent with 2025 performance across all 46 reviewed units. A review plan has been initiated for unit ACCG2067 to overhaul its curriculum in response to updated regulations. Additionally, strong student performance in CPA units was reflected in success rates exceeding 80%.

7.3 DEPARTMENT OF ACTUARIAL STUDIES AND BUSINESS ANALYTICS REPORT

Dr Hamed Jafarzadeh presented the report, highlighting sound student outcomes overall. However, he flagged challenges regarding unusually high grade distributions across nine units. BUSA3015, BUSA8000, and ACST6003 will undergo formal unit reviews, while BUSA3021 and BUSA6430 face internal reviews due to low LEU results.

7.4 DEPARTMENT OF APPLIED FINANCE REPORT

The HoD of the Department of Applied Finance, Professor Abhay Singh, presented the report, highlighting high D/HD grade distributions in some PG units. In AFIN8090, the distribution was explicitly linked to assessment changes. While student engagement remains broadly satisfactory, the department will continue leveraging learning analytics, personalised interventions, and authentic assessment activities to boost student engagement.

The Acting Chair commented on notable improvements across selected units and commended departmental colleagues for their hard work.

7.5 DEPARTMENT OF ECONOMICS REPORT

The HoD of the Department of Economics, Professor John Romalis, presented the report, focusing on units exhibiting elevated Fail and Fail Absent (F/FA) grades. Overall, ECON units recorded a significant negative Raw Mark Score (RMS) difference sitting at -2.4%. High F/FA rates were recorded in quantitative units like ECON1031 due to a lack of formative tasks. The most significant unit that had F/FA rates of 12% was ECON1020 attributed to assessment changes moving away from group work and presentations in tutorials. Additionally, ECON2004 and ECON8047 were flagged for unusual grade distributions, while 2000-level units showed an upward improvement trend. Low in-person class attendance remains an ongoing concern.

The Acting Chair thanked Professor Romalis for the comprehensive nature of the report, noting the issues raised would provide valuable cross-departmental lessons.

7.6 DEPARTMENT OF MANAGEMENT REPORT

The HoD of the Department of Management, Professor Steven Grover, presented the report, highlighting that PG results were broadly consistent with previous offerings, though roughly two-thirds of units recorded notable top-end gains. Combined D/HD rates exceeded 60% in multiple areas and relevant units will be reviewed.

The Acting Chair acknowledged the department for managing several very large unit cohorts during the session.

7.7 DEPARTMENT OF MARKETING REPORT

The ADC&L(UG) presented the report, highlighting overall positive academic performance for this Session. The department will review the PG units with negative LEU results to implement immediate improvements.

7.8 FACULTY-OWNED UNITS REPORT

The ADC&L(UG) and ADC&L(PG) presented the Faculty-level UG units, noting:

- consistent grade distributions and a 100% Pass rate for both the MQBS3000 and MQBS8090 internship units; and
- The BBus and BCom capstone units successfully emphasised authentic Work-Integrated Learning (WIL) by embedding real-world business challenges from new industry partners, Salesforce and The King's Foundation. The King's Foundation expressed immense satisfaction with the quality of the student output, resulting in a signed Memorandum of Understanding (MoU) for an ongoing educational partnership with MQBS.

7.9 HIGHER DEGREE RESEARCH REPORT

Dr Rico Piehler, presented the report, noting grade distributions remained consistent with previous offerings and were concentrated in the higher grade band with perfect pass rates in MQBS8900 and MQBS8910, and only a single elective coursework student failing MQBS8920. The course's flexible modular structure was heavily utilised by the cohort, revealing a clear student preference toward choosing quantitative elective modules. No engagement issues or unexpected grading shifts were reported, and formal LEU data was unavailable due to the small, exclusive size of the student response pool.

The Acting Chair acknowledged the substantial work undertaken across all Departments to ensure the timely completion of the Session 1, 2026 results ratification process.

RESOLUTION MQBS FB 26/49

The Macquarie Business School Faculty Board RESOLVED to:

- i. **ENDORSE the following Unit Group Monitoring Reports – Form Bs:**
 - a. *Department of Accounting and Corporate Governance Report;*
 - b. *Department of Actuarial Studies and Business Analytics Report;*
 - c. *Department of Applied Finance Report;*
 - d. *Department of Economics Report;*
 - e. *Department of Management Report;*
 - f. *Department of Marketing Report;*
 - g. *Faculty-owned Units Report;*
 - h. *Higher Degree Research Report;*
- ii. **RATIFY all grades submitted for Session 1, 2026 final results, in the following units:**
 - a. **ACCG1000 Accounting for Decision Making;**

b.	ACCG1001	Accounting and Governance;
c.	ACCG2000	Cost Analysis and Managerial Decision Making;
d.	ACCG2024	Financial Accounting and Reporting Analysis;
e.	ACCG2050	Information Systems and Data Analytics for Accountants;
f.	ACCG2051	Governance, Business and Corporations Law;
g.	ACCG2067	Foundations of Forensic and Data Analytics;
h.	ACCG3001	Business Performance and Management Controls;
i.	ACCG3008	Business and Risk Advisory;
j.	ACCG3015	PACE: Accounting and Governance in the Profession;
k.	ACCG3020	Tax in Practice;
l.	ACCG3030	Contemporary Strategic Management Accounting Research;
m.	ACCG3040	Auditing and Assurance Services;
n.	ACCG3050	Financial Statement Insights and Analysis;
o.	ACCG3058	Managing Digital Risk in Organisations;
p.	ACCG3060	Cyber Security Governance and Ethics;
q.	ACCG6003	Managing Finance;
r.	ACCG6011	Principles of Accounting;
s.	ACCG6014	Business and Company Law;
t.	ACCG8022	Applied Business Information Systems;
u.	ACCG8028	Management Control Systems;
v.	ACCG8047	Fundamentals of Forensic Accounting;
w.	ACCG8048	Business Ethics and Sustainability;
x.	ACCG8052	Sustainability Accounting and Accountability;
y.	ACCG8086	Cyber Security, Governance Frameworks and Ethics;
z.	ACCG8121	Managerial Accounting for Decision Making;
aa.	ACCG8123	Financial Reporting Standards and Practice;
bb.	ACCG8124	Applied Taxation Law;
cc.	ACCG8125	Auditing and Assurance Services;
dd.	ACCG8126	Corporate Accounting;
ee.	ACCG8127	Current Issues in Accounting and Corporate Governance;
ff.	ACCG8141	Strategic Business Leader I;
gg.	ACCG8142	Strategic Business Reporting;
hh.	ACCG8143	Strategic Business Leader II;
ii.	ACCG8146	Advanced Performance Management;
jj.	ACCG8150	Accounting Capstone;
kk.	ACCG8220	CA - Audit and Risk;
ll.	ACCG8221	CA - Financial Accounting and Reporting;
mm.	ACCG8223	CA – Tax;
nn.	ACCG8224	CA - Integrated Chartered Accounting Practice;
oo.	ACCG8225	CA - Risk, Technology and Artificial Intelligence;
pp.	ACCG8226	CA - Strategy and Business Performance;
qq.	ACCG8228	CA - Strategy, Performance and Financial Modelling;
rr.	ACCG8303	CPA - Global Strategy and Leadership;
ss.	ACCG8304	CPA - Advanced Audit and Assurance;
tt.	ACCG8305	CPA - Financial Risk Management;
uu.	ACCG8307	CPA - Financial Reporting;
vv.	ACCG8308	CPA - Strategic Management Accounting;
ww.	ACCG8313	CPA - Ethics and Governance;
xx.	ACST1001	Finance Fundamentals;
yy.	ACST1052	Introduction to Actuarial Studies;
zz.	ACST2002	Mathematics of Finance;
aaa.	ACST2052	Finance and Financial Reporting;
bbb.	ACST3006	Quantitative Asset and Liability Modelling 1;
ccc.	ACST3058	Survival Models;
ddd.	ACST3061	Actuarial Statistics;
eee.	ACST4002	Actuarial Control Cycle 1;
fff.	ACST4009	Actuarial Honours Thesis B;
ggg.	ACST6003	Principles of Finance;
hhh.	ACST6029	Capital Budgeting and Financial Modelling;

iii.	ACST8029	Capital Budgeting and Financial Modelling;
iiij.	ACST8031	Actuarial Control Cycle 1;
kkk.	ACST8044	Statistical Learning for Risk Modelling I;
lll.	ACST8052	Finance and Financial Reporting;
mmm.	ACST8081	Mathematics of Finance;
nnn.	ACST8083	Actuarial Statistics;
ooo.	ACST8084	Survival Models;
ppp.	ACST8087	Quantitative Asset and Liability Modelling 1;
qqq.	AFIN1002	Corporate Finance and Capital Markets;
rrr.	AFIN2050	Investments;
sss.	AFIN2053	Financial Management;
ttt.	AFIN2060	FinTech Foundations and Applications;
uuu.	AFIN2070	Financial Data Analytics;
vvv.	AFIN3010	PACE: Issues in Applied Finance;
www.	AFIN3028	Financial Risk Management;
xxx.	AFIN3029	Derivative Instruments;
yyy.	AFIN3052	Applied Portfolio Management;
zzz.	AFIN3053	Advanced Corporate Finance;
aaaa.	AFIN8003	Banking and Financial Intermediation;
bbbb.	AFIN8005	Research Methods in Banking and Finance;
cccc.	AFIN8006	Risk Management and Derivatives;
dddd.	AFIN8008	Corporate Finance;
eeee.	AFIN8010	Sustainable Finance;
fff.	AFIN8013	Alternative Securities;
gggg.	AFIN8014	FinTech and Innovation;
hhh.	AFIN8015	Financial Data Science;
iii.	AFIN8016	Payments, Cryptocurrencies and Blockchain;
iiij.	AFIN8018	Investments;
kkkk.	AFIN8021	Management of Financial Institutions;
llll.	AFIN8037	Capital Markets;
mmmm.	AFIN8038	Business Valuation;
nnnn.	AFIN8067	International Financial Management;
oooo.	AFIN8090	Financial Modelling and Forecasting;
pppp.	AFIN8099	Current Issues in Banking and Finance;
qqqq.	BUSA1000	Introduction to Data, Analytics and People;
rrrr.	BUSA2020	Data Visualisation and Storytelling;
ssss.	BUSA3015	Business Forecasting;
tttt.	BUSA3020	Advanced Analytics Techniques;
uuuu.	BUSA3021	PACE: Business Analytics Project;
vvvv.	BUSA3058	Managing Digital Risk in Organisations;
www.	BUSA3060	Cyber Security Governance and Ethics;
xxxx.	BUSA3430	Business Applications of Artificial Intelligence;
yyyy.	BUSA6004	Introduction to Inference, Modelling and Forecasting;
zzzz.	BUSA6430	Business Applications of Artificial Intelligence;
aaaaa.	BUSA8000	Techniques in Business Analytics;
bbbbb.	BUSA8001	Applied Predictive Analytics;
cccc.	BUSA8030	Management of Data, Analytics and Change;
dddd.	BUSA8031	Business Analytics Project;
eeee.	BUSA8086	Cyber Security, Governance Frameworks and Ethics;
ffff.	BUSA8090	Data and Visualisation for Business;
ggggg.	ECON1020	Economics and Business Strategy;
hhhhh.	ECON1021	Economics and the Global Economy;
iiii.	ECON1031	Quantitative Methods in Economics, Business and Finance;
iiij.	ECON2003	Microeconomic Analysis and Applications;
kkkkk.	ECON2004	Macroeconomic Analysis and Applications;
llll.	ECON2015	Behavioural Economics;
mmmm.	ECON2041	Introductory Econometrics;
nnnn.	ECON2044	Labour Markets, Artificial Intelligence and Inequality;
oooo.	ECON2050	Money and Finance;
ppppp.	ECON3000	Public Economics;
qqqqq.	ECON3009	Firm Behaviour and Strategy;
rrrrr.	ECON3011	Macroeconomic Policy;

sssss.	ECON3018	Health Economics;
ttttt.	ECON3020	Asian Business Environment;
uuuuu.	ECON3034	Financial Econometrics;
vvvvv.	ECON3036	Economic Development;
wwwww.	ECON3056	Evolution of Economic Ideas;
xxxxx.	ECON3081	PACE: Current Issues in Economics;
yyyyy.	ECON6034	Econometrics and Business Statistics;
zzzzz.	ECON6049	Economics for Professionals;
aaaaaa.	ECON8012	Applied Topics in Microeconomics;
bbbbbb.	ECON8017	Climate Change, Energy and Environmental Economics;
ccccc.	ECON8040	Applied Econometrics;
dddddd.	ECON8047	International Trade;
eeeee.	ECON8057	Economic Development;
fffff.	ECON8091	Economics for Actuaries;
gggggg.	MGMT1002	Managing for Impact;
hhhhh.	MGMT1005	Introduction to Global Business;
iiiiii.	MGMT1007	Introduction to Human Resource Management;
jjjjj.	MGMT1011	Organisational Behaviour;
kkkkk.	MGMT1020	Entrepreneurship and New Venture Management;
lllll.	MGMT2002	International Business Operations;
mmmmm.	MGMT2030	Cross Cultural Management;
nnnnn.	MGMT2031	Ethics and Sustainability Management;
ooooo.	MGMT2040	Workplace Relations;
ppppp.	MGMT2050	Staffing Organisations;
qqqqq.	MGMT2080	Application of Business Models;
rrrrr.	MGMT2094	Strategic Creativity and Innovation;
sssss.	MGMT3000	The Art of Negotiation;
ttttt.	MGMT3001	Global Business Strategy;
uuuuu.	MGMT3002	PACE: HRM Project;
vvvvv.	MGMT3003	PACE: International Business Project;
wwwww.	MGMT3028	Strategic Human Resource Management;
xxxxx.	MGMT3050	Strategic Management;
yyyyy.	MGMT3060	PACE: Business Project;
zzzzz.	MGMT3906	Leadership and Influence in Action;
aaaaaa.	MGMT6051	Work, Organisation and Management;
bbbbbb.	MGMT8003	Globalisation and Supply Chain Management;
ccccc.	MGMT8004	International Business Strategy;
dddddd.	MGMT8005	Digital Innovation;
eeeee.	MGMT8009	Managing Globally;
fffff.	MGMT8011	Learning to be a Leader;
gggggg.	MGMT8012	Managing Strategically;
hhhhh.	MGMT8014	Capstone - Management Project;
iiiiii.	MGMT8015	Behaviour in Organisations;
jjjjj.	MGMT8027	Entrepreneurship in Business;
kkkkk.	MGMT8040	Project Management;
lllll.	MGMT8050	Management of People at Work;
mmmmm.	MGMT8051	International Human Resource Management;
nnnnn.	MGMT8054	Managing Cultural Diversity;
ooooo.	MGMT8055	International Business Project;
ppppp.	MGMT8066	Strategic Change Management;
qqqqq.	MGMT8990	Master of Research – Management;
rrrrr.	MKTG1001	Marketing and Value Creation;
sssss.	MKTG1003	Consumer Behaviour;
ttttt.	MKTG2002	Marketing Research;
uuuuu.	MKTG2004	Integrated Marketing Communications;
vvvvv.	MKTG2006	Marketing Technologies;
wwwww.	MKTG2008	Marketing Management;
xxxxx.	MKTG2017	Qualitative Insights;
yyyyy.	MKTG3003	Marketing Strategy;
zzzzz.	MKTG3004	PACE: Marketing Project;
aaaaaaa.	MKTG3006	Digital Marketing;
bbbbbb.	MKTG3011	Brand Management;
ccccc.	MKTG3012	New Venture Marketing;
dddddd.	MKTG3013	Marketing Media Insights;

- | | | |
|-----------|----------|--|
| eeeeeeee. | MKTG6013 | Marketing Intelligence; |
| ffffff. | MKTG6096 | Introduction to Marketing Management; |
| gggggggg. | MKTG8001 | International Marketing; |
| hhhhhhh. | MKTG8002 | Marketing Communications; |
| iiiiiii. | MKTG8005 | Applied Marketing Research; |
| jjjjjj. | MKTG8011 | Strategic Branding; |
| kkkkkkkk. | MKTG8015 | Advanced Consumer Behaviour; |
| lllllll. | MKTG8020 | Marketing Theory and Practice; |
| mmmmmmmm. | MKTG8033 | Social Media Marketing; |
| nnnnnnnn. | MKTG8034 | Marketing Technologies; |
| oooooooo. | MKTG8080 | Strategic Marketing Management; |
| pppppppp. | MKTG8990 | Master of Research – Marketing; |
| qqqqqqqq. | MQBS1000 | Applied Artificial Intelligence for Innovation and Impact; |
| rrrrrrrr. | MQBS1010 | Leadership for Business; |
| ssssssss. | MQBS1020 | Business Communication; |
| ttttttt. | MQBS1030 | Decision Making for Business; |
| uuuuuuu. | MQBS1040 | Financial Management for Business; |
| vvvvvvvv. | MQBS2010 | Enhancing Employability Skills; |
| wwwwwww. | MQBS3000 | PACE: Student Leadership in Community Engagement; |
| xxxxxxx. | MQBS3010 | Capstone: Agility and Excellence in Business; |
| yyyyyyy. | MQBS3020 | Contemporary Business Challenges; |
| zzzzzzz. | MQBS8000 | Contemporary Business Issues; |
| aaaaaaaa. | MQBS8090 | Business Internship; |
| bbbbbbbb. | MQBS8900 | Business Research Communication; |
| cccccccc. | MQBS8910 | Business Research Methods I; |
| dddddddd. | MQBS8920 | Business Research Methods II; |
| eeeeeeee. | PROF3000 | PACE: Professional Practice Placement 2; and |
- iii. **ENDORSE the Faculty Unit Monitoring Report - Form C for submission to the Academic Senate Education Committee.**

8. FACULTY PRIZE AND AWARD NOMINATIONS

8.1 SESSION 1, 2026 PRIZE AND AWARD NOMINATIONS

The EGIM presented the top-of-unit prize/award nominations for Session 1, 2026. Eligibility criteria and individual recipient lists were validated by their respective home departments prior to presentation.

RESOLUTION MQBS FB 26/50

The Macquarie Business School Faculty Board RESOLVED to approve Session 1, 2026 non-monetary top of unit prizes/awards to the recipients identified in Attachment A of Agenda Item 8.1.

9. NEXT MEETING

The Faculty Board noted that the next MQBSFB meeting is scheduled for Monday 10 August 2026.

CLOSURE

There being no further business, the meeting concluded at 4.10 pm.

APPENDIX A

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
AMENDMENT TO COURSE									
Amendment to Course		C000016	Bachelor of Business Analytics	2027.03	Proposal-195564	https://mqcl.service-now.com/courseloop/show#/proposal-summary/09b1d35887198350b85974c97bbb359c	NA	To update course structure following course reaccreditation review, and to align with ACS accreditation requirements.	FEC 2026 06 11
Amendment to Course		C000014	Bachelor of Professional Accounting	2027.03	Proposal-195545	https://mqcl.service-now.com/courseloop/show#/course-design/8edadbcc8759475097daa9770cbb35c9	NA	Effective 2027, ACST1001 will be recoded as AFIN1001. The units will be shared teaching during the transition period. Students admitted in 2026 and earlier will remain enrolled under ACST1001, while students admitted from 2027 onwards will undertake AFIN1001.	FEC 2026 06 11
Amendment to Course		C000017	Bachelor of Applied Finance	2027.02	Proposal-195546	https://mqcl.service-now.com/courseloop/show#/course-design/5ae4674087d9475097daa9770cbb353c	NA	Effective 2027, ACST1001 will be recoded as AFIN1001. The units will be shared teaching during the transition period. Students admitted in 2026 and earlier will remain enrolled under ACST1001, while students admitted from 2027 onwards will undertake AFIN1001.	FEC 2026 06 11
Amendment to Course		C000119	Bachelor of Economics	2027.03	Proposal-195547	https://mqcl.service-now.com/courseloop/show#/course-design/ad176f4487d9475097daa9770cbb35ee	NA	Effective 2027, ACST1001 will be recoded as AFIN1001. The units will be shared teaching during the transition period. Students admitted in 2026 and earlier will remain enrolled under ACST1001, while students admitted from 2027 onwards will undertake AFIN1001.	FEC 2026 06 11
Amendment to Course		C000130	Bachelor of Commerce	2027.03	Proposal-195548	https://mqcl.service-now.com/courseloop/show#/course-design/bcfo7bcc871d475097daa9770cbb3509	NA	Effective 2027, ACST1001 will be recoded as AFIN1001. The units will be shared teaching during the transition period. Students admitted in 2026 and earlier will remain enrolled under ACST1001, while students admitted from 2027 onwards will undertake AFIN1001.	FEC 2026 06 11
AMENDMENT TO COURSE COMPONENTS									
Amendment to Course Components		N000184	Accounting	2024.03	Proposal-184039	https://mqcl.service-now.com/courseloop/show#/course-component-design-information/5604f66d87aef61097daa9770cbb3565	NA	To add ACCG3040 in the major structure, to allow students to receive exemption from relevant professional authorities	FEC 2026 06 11
Amendment to Course Components		N000184	Accounting	2023.02	Proposal-184042	https://mqcl.service-now.com/courseloop/show#/course-component-design-information/74c8b2a987eef61097daa9770cbb35ab	NA	To add ACCG3040 in the major structure, to allow students to receive exemption from relevant professional authorities	FEC 2026 06 11
Amendment to Course Components		N000184	Accounting	2022.03	Proposal-184047	https://mqcl.service-now.com/courseloop/show#/course-component-design-information/1e3c362587223a1097daa9770cbb3522	NA	To add ACCG3040 in the major structure, to allow students to receive exemption from relevant professional authorities	FEC 2026 06 11

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Course Components		N000184	Accounting	2021.04	Proposal-184050	https://mqcl.service-now.com/courseloop/show#/course-component-design-information/9fad7ae587223a1097daa9770cbb35ef	NA	To add ACCG3040 in the major structure, to allow students to receive exemption from relevant professional authorities	FEC 2026 06 11
Amendment to Course Components		T000309	Accounting	2024.03	Proposal-184040	https://mqcl.service-now.com/courseloop/show#/course-component-design-information/c177fae587eef61097daa9770cbb351d	NA	To align with the Accounting major i.e. add ACCG3040 to allow students to receive exemption from relevant professional authorities	FEC 2026 06 11
Amendment to Course Components		T000309	Accounting	2023.02	Proposal-184043	https://mqcl.service-now.com/courseloop/show#/course-component-design-information/b899322d87eef61097daa9770cbb358b	NA	To align with the Accounting major i.e. add ACCG3040 to allow students to receive exemption from relevant professional authorities	FEC 2026 06 11
Amendment to Course Components		T000309	Accounting	2022.02	Proposal-184048	https://mqcl.service-now.com/courseloop/show#/course-component-design-information/e9ec7e6587223a1097daa9770cbb353b	NA	To align with the Accounting major i.e. add ACCG3040 to allow students to receive exemption from relevant professional authorities	FEC 2026 06 11
Amendment to Course Components		T000309	Accounting	2021.03	Proposal-184051	https://mqcl.service-now.com/courseloop/show#/course-component-design-information/0a2e766987223a1097daa9770cbb3593	NA	To align with the Accounting major i.e. add ACCG3040 to allow students to receive exemption from relevant professional authorities	FEC 2026 06 11
Amendment to Course Components		T000311	Business Information Systems	2027.01	Proposal- 181104	https://mqcl.service-now.com/courseloop/show#/course-component-design-information/c8e1b3bf871e325497daa9770cbb35f3	NA	To update the minor to align with the current BIS major (i.e. COMP3850 has already been replaced by BUSA3023)	FEC 2026 06 11
NEW UNIT									
New Unit	New unit	MQBS2020	Project Management	2027.01	Proposal-192779	https://mqcl.service-now.com/courseloop/show#/proposalsummary/1f1db8bb875bb61049460649dabb35d7		A new project management unit for BBusA new course structure.	via Circular Resolution by 2026 07 01
AMENDMENT TO UNIT									
Amendment to Unit	Requisites	ACST2002	Mathematics of Finance	2027.02	Proposal-195463	https://mqcl.service-now.com/courseloop/show#/unit-design/df8e49b287810b10b85974c97bbb35cb	NA	Adding AFIN1001 to the requisite to reflect the shared teaching arrangement with ACST1001.	FEC 2026 06 11
Amendment to Unit	Requisites	AFIN1002	Corporate Finance and Capital Markets	2027.02	Proposal-195464	https://mqcl.service-now.com/courseloop/show#/unit-design/08011d3a87810b10b85974c97bbb35a7	NA	Adding AFIN1001 to the requisite to reflect the shared teaching arrangement with ACST1001.	FEC 2026 06 11

Type of Change	Nature of Unit Amendment	Unit/Course Code	Unit/Course Title	Unit/Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Requisites	ECON2050	Money and Finance	2027.02	Proposal-195462	https://mqcl.service-now.com/courseloop/show#/unit-design/fca8c17687410b10b85974c97b1bb3511	NA	Adding AFIN1001 to the requisite to reflect the shared teaching arrangement with ACST1001.	FEC 2026 06 11
Amendment to Unit	Requisites Shared teaching	AFIN8001	Finance Theory	2027.02	Proposal-195507	https://mqcl.service-now.com/courseloop/show#/unit-design/2f9ba5278705435097daa9770cbb35dd	NA	To remove the 7000-level shared teaching unit and NCCW, as all 7000-level units have been discontinued.	FEC 2026 06 11
Amendment to Unit	Requisites Shared teaching	AFIN8002	Finance Empirical	2027.02	Proposal-195502	https://mqcl.service-now.com/courseloop/show#/unit-design/011550df87898f1097daa9770cbb352e	NA	To remove the 7000-level shared teaching unit and NCCW, as all 7000-level units have been discontinued.	FEC 2026 06 11
Amendment to Unit	Requisites Shared teaching	AFIN8005	Research Methods in Banking and Finance	2027.02	Proposal-195503	https://mqcl.service-now.com/courseloop/show#/unit-design/6307d49787c98f1097daa9770cbb3542	NA	To remove the 7000-level shared teaching unit and NCCW, as all 7000-level units have been discontinued.	FEC 2026 06 11
Amendment to Unit	Requisites Shared teaching	AFIN8008	Corporate Finance	2027.03	Proposal-195506	https://mqcl.service-now.com/courseloop/show#/unit-design/0a4d541b870d8f1097daa9770cbb35ce	NA	To remove the 7000-level shared teaching unit and NCCW, as all 7000-level units have been discontinued.	FEC 2026 06 11
Amendment to Unit	Requisites Shared teaching	AFIN8015	Financial Data Science	2027.02	Proposal-195504	https://mqcl.service-now.com/courseloop/show#/unit-design/1218d41b87c98f1097daa9770cbb354d	NA	To remove the 7000-level shared teaching unit and NCCW, as all 7000-level units have been discontinued.	FEC 2026 06 11
Amendment to Unit	Requisites Shared teaching	AFIN8090	Financial Modelling and Forecasting	2027.02	Proposal-195505	https://mqcl.service-now.com/courseloop/show#/unit-design/947ad41f87c98f1097daa9770cbb352e	NA	To remove the 7000-level shared teaching unit and NCCW, as all 7000-level units have been discontinued.	FEC 2026 06 11
Amendment to Unit	Requisites Shared teaching	MKTG8011	Strategic Branding	2027.02	Proposal-195508	https://mqcl.service-now.com/courseloop/show#/unit-design/f98ca1a78705435097daa9770cbb357c	NA	To remove the 7000-level shared teaching unit and NCCW, as all 7000-level units have been discontinued.	FEC 2026 06 11
Amendment to Unit	Shared teaching	ACST1001	Finance Fundamentals	2027.03	Proposal-195454	https://mqcl.service-now.com/courseloop/show#/unit-design/5c7e8d6e87c0b1097daa9770cbb3542	NA	ACST1001 will be recoded as AFIN1001 effective 2027. Adding AFIN1001 as a shared teaching unit to account for courses version prior to 2027.	FEC 2026 06 11
Amendment to Unit	Shared teaching	MKTG8002	Marketing Communications	2027.03	Proposal-195510	https://mqcl.service-now.com/courseloop/show#/unit-design/94ade92b8705435097daa9770cbb35f0	NA	To remove the 7000-level shared teaching unit, as all 7000-level units have been discontinued.	FEC 2026 06 11
Amendment to Unit	Shared teaching	MKTG8015	Advanced Consumer Behaviour	2027.02	Proposal-195509	https://mqcl.service-now.com/courseloop/show#/unit-design/731d69e78705435097daa9770cbb3570	NA	To remove the 7000-level shared teaching unit, as all 7000-level units have been discontinued.	FEC 2026 06 11

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Assessment tasks	MKTG2008	Marketing Management	2026.03	Proposal-195577	https://mqcl.service-now.com/courseloop/show#/unit-design/ab09806887150b5097daa9770cbb3515	NA	To revise the assessments to ensure assessment tasks are not comprised of multiple components.	FEC 2026 06 11
Amendment to Unit	Assessment tasks	MKTG2017	Qualitative Insights	2026.05	Proposal-195569	https://mqcl.service-now.com/courseloop/show#/unit-design/c1007b9487110b5097daa9770cbb35c2	NA	To revise the assessments to ensure assessment tasks are not comprised of multiple components.	FEC 2026 06 11
Amendment to Unit	Assessment tasks	MKTG3003	Marketing Strategy	2026.05	Proposal-195576	https://mqcl.service-now.com/courseloop/show#/unit-design/5e920c2887d10b5097daa9770cbb35be	NA	To revise the assessments to ensure assessment tasks are not comprised of multiple components.	FEC 2026 06 11
Amendment to Unit	Assessment tasks	MKTG3007	Sales and Personal Selling	2026.05	Proposal-195574	https://mqcl.service-now.com/courseloop/show#/unit-design/334c3f9887910b5097daa9770cbb3571	NA	To revise the assessments to ensure assessment tasks are not comprised of multiple components.	FEC 2026 06 11
Amendment to Unit	Assessment tasks	MKTG8080	Strategic Marketing Management	2026.05	Proposal-195570	https://mqcl.service-now.com/courseloop/show#/unit-design/44527f1c87110b5097daa9770cbb3580	NA	To revise the assessments to ensure assessment tasks are not comprised of multiple components.	FEC 2026 06 11
Amendment to Unit	Assessment tasks	MQBS8000	Contemporary Business Issues	2026.05	Proposal-195638	https://mqcl.service-now.com/courseloop/show#/unit-design/412d6e5187d5cf5097daa9770cbb3515	NA	To revise the assessments to ensure assessment tasks are not comprised of multiple components.	FEC 2026 06 11
Amendment to Unit	Offerings	AFIN3032	Trading in Financial Markets	2027.02	Proposal-195453	https://mqcl.service-now.com/courseloop/show#/unit-design/142c8de687cd0b1097daa9770cbb35d1	NA	Adding S1 & S2 in-person offering in 2027.	FEC 2026 06 11
Amendment to Unit	Offerings	AFIN8020	Credit and Lending Decisions	2027.02	Proposal-195578	https://mqcl.service-now.com/courseloop/show#/unit-design/775bc4ec87150b5097daa9770cbb35fb	NA	Resting this unit in 2027, following the discontinuation of the Banking Specialisation R000279	FEC 2026 06 11
Amendment to Unit	Offerings	GMBA8013	Be Disruptive	2026.03	Proposal-195442	https://mqcl.service-now.com/courseloop/show#/unit-design/3e70382a87c90b1097daa9770cbb35f0	NA	Removing T4 2026 offering as all existing students have completed this unit.	FEC 2026 06 11
Amendment to Unit	Offerings	MKTG8060	AI-driven Creative Marketing	2027.02	Proposal-195537	https://mqcl.service-now.com/courseloop/show#/unit-design/f30c83c48719475097daa9770cbb357a	NA	To offer this new unit in S1 2027 (in-person)	FEC 2026 06 11
Amendment to Unit	Offerings	MMBA8068	Strategic Responsibility and Sustainability: Changing Business for Good	2027.02	Proposal-195440	https://mqcl.service-now.com/courseloop/show#/unit-design/ee2adc2a87090b1097daa9770cbb3557	NA	To add a T4 offering due to higher student enrolment nos. and the unit becomes a core unit in the course.	FEC 2026 06 11

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Offerings Requisites	MKTG8004	Digital Marketing Strategy	2027.02	Proposal-195560	https://mqcl.service-now.com/courseloop/show#/unit-design/1face7d08799c75097daa9770cbb3502	NA	To offer this unit in both sessions, effective 2027. Then, removing the 7000-level NCCW and the shared teaching arrangements, as all 7000-level & MKTO units have been discontinued.	FEC 2026 06 11
Amendment to Unit	Assessment tasks	ACCG2024	Financial Accounting and Reporting Analysis	2026.05	Proposal-195641	https://mqcl.service-now.com/courseloop/show#/unit-design/8aebae6a875dcf50b85974c97bbb3562		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACCG3001	Business Performance and Management Controls	2026.04	Proposal-195643	https://mqcl.service-now.com/courseloop/show#/unit-design/348c3ee687ddcf50b85974c97bbb3556		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACCG3015	PACE: Accounting and Governance in the Profession	2026.03	Proposal-195648	https://mqcl.service-now.com/courseloop/show#/unit-design/0ce0332287950390b85974c97bbb35a1	PACE	To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACCG3020	Tax in Practice	2026.05	Proposal-195651	https://mqcl.service-now.com/courseloop/show#/unit-design/6189372687d50390b85974c97bbb354f		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACCG3025	Cyber Security and Privacy	2026.04	Proposal-195650	https://mqcl.service-now.com/courseloop/show#/unit-design/17547ba687190b9097daa9770cbb35b2		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACCG3050	Financial Statement Insights and Analysis	2026.04	Proposal-195652	https://mqcl.service-now.com/courseloop/show#/unit-design/608af3a687d50390b85974c97bbb352f		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACCG6011	Principles of Accounting	2026.04	Proposal-195654	https://mqcl.service-now.com/courseloop/show#/unit-design/77dcbfaa87d50390b85974c97bbb35b4		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACCG8028	Management Control Systems	2026.04	Proposal-195656	https://mqcl.service-now.com/courseloop/show#/unit-design/3acef3ee87d50390b85974c97bbb357a		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01

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Amendment to Unit	Assessment tasks	ACCG8125	Auditing and Assurance Services	2026.03	Proposal-19568	https://mqcl.service-now.com/courseloop/show#/unit-design/aa95043e87190390b85974c97bbb35ba		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACCG8127	Current Issues in Accounting and Corporate Governance	2026.04	Proposal-19569	https://mqcl.service-now.com/courseloop/show#/unit-design/e8b68cfe87190390b85974c97bbb35c8		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACCG8150	Accounting Capstone	2026.03	Proposal-19562	https://mqcl.service-now.com/courseloop/show#/unit-design/5c1bc0ba87590390b85974c97bbb3503		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACST1001	Finance Fundamentals	2026.04	Proposal-195940	https://mqcl.service-now.com/courseloop/show#/unit-design/6fe426e5876583dob85974c97bbb3562		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACST3059	PACE: Actuarial Modelling	2026.05	Proposal-195672	https://mqcl.service-now.com/courseloop/show#/unit-design/fc5381d387110790b85974c97bbb351c	PACE	Update assessment details as reviewed by UC and DoE.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ACST8086	Actuarial Modelling	2026.04	Proposal-195678	https://mqcl.service-now.com/courseloop/show#/unit-design/6acbb95b87d50790b85974c97bbb3511		Update assessment details as reviewed by UC and DoE.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	AFIN1002	Corporate Finance and Capital Markets	2026.04	Proposal-195939	https://mqcl.service-now.com/courseloop/show#/unit-design/fe722261876583dob85974c97bbb35d1		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	AFIN2060	FinTech Foundations and Applications	2026.03	Proposal-195863	https://mqcl.service-now.com/courseloop/show#/unit-design/1fa3c91987edcf90b85974c97bbb35fa		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	AFIN2070	Financial Data Analytics	2026.05	Proposal-195864	https://mqcl.service-now.com/courseloop/show#/unit-design/8b390559872103dob85974c97bbb35f6		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Assessment tasks	AFIN3029	Derivative Instruments	2026.07	Proposal-195869	https://mqcl.service-now.com/courseloop/show#/unit-design/662ec195876103dob85974c97bbb3582		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	AFIN3053	Advanced Corporate Finance	2026.04	Proposal-195874	https://mqcl.service-now.com/courseloop/show#/unit-design/aob1dd9d876103dob85974c97bbb35e1		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	AFIN8014	FinTech and Innovation	2026.05	Proposal-195876	https://mqcl.service-now.com/courseloop/show#/unit-design/8138115d87a103dob85974c97bbb35a9		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	AFIN8017	Digital Finance	2026.05	Proposal-195879	https://mqcl.service-now.com/courseloop/show#/unit-design/55a999dd87a103dob85974c97bbb35aa		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	AFIN8037	Capital Markets	2026.05	Proposal-195934	https://mqcl.service-now.com/courseloop/show#/unit-design/29fc9e61872583dob85974c97bbb3552		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	AFIN8038	Business Valuation	2026.05	Proposal-195880	https://mqcl.service-now.com/courseloop/show#/unit-design/744b155587e103dob85974c97bbb3560		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	BUSA2020	Data Visualisation and Storytelling	2026.04	Proposal-195649	https://mqcl.service-now.com/courseloop/show#/unit-design/c8f0b7ee87d50b9097daa9770cbb35b8		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	BUSA3015	Business Forecasting	2026.03	Proposal-195655	https://mqcl.service-now.com/courseloop/show#/unit-design/ec2d3fe687590b9097daa9770cbb3592		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	BUSA3023	PACE: Enterprise Intelligence Project	2026.06	Proposal-195660	https://mqcl.service-now.com/courseloop/show#/unit-design/9667c4fa87990b9097daa9770cbb35f3	PACE	Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01

Type of Change	Nature of Unit Amendment	Unit/Course Code	Unit/Course Title	Unit/Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Assessment tasks	BUSA3025	Privacy, Cybersecurity, and AI Governance in Organisations	2026.03	Proposal-195661	https://mqcl.service-now.com/courseloop/show#/unit-design/26f908b287d90b9097daa9770cbb3505		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	BUSA3430	Business Applications of Artificial Intelligence	2026.05	Proposal-195647	https://mqcl.service-now.com/courseloop/show#/unit-design/de5a4b6687d10b9097daa9770cbb35e4		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	BUSA6430	Business Applications of Artificial Intelligence	2026.05	Proposal-195646	https://mqcl.service-now.com/courseloop/show#/unit-design/1484c7ea87910b9097daa9770cbb35e2		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	BUSA8000	Techniques in Business Analytics	2026.05	Proposal-195682	https://mqcl.service-now.com/courseloop/show#/unit-design/b88e465b87590790b85974c97bbb3586		Update assessment details as reviewed by UC and DoE.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ECON1020	Economics and Business Strategy	2026.04	Proposal-195627	https://mqcl.service-now.com/courseloop/show#/unit-design/3e9a55c587990f5097daa9770cbb35a8		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ECON1021	Economics and the Global Economy	2026.05	Proposal-195628	https://mqcl.service-now.com/courseloop/show#/unit-design/b1877145879dof5097daa9770cbb35b9		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ECON1031	Quantitative Methods in Economics, Business and Finance	2026.04	Proposal-195629	https://mqcl.service-now.com/courseloop/show#/unit-design/3f1bf1cd879dof5097daa9770cbb35ac		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ECON2004	Macroeconomic Analysis and Applications	2026.03	Proposal-195630	https://mqcl.service-now.com/courseloop/show#/unit-design/15ed3d8587ddof5097daa9770cbb3574		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ECON2032	Intermediate Econometrics	2026.05	Proposal-195631	https://mqcl.service-now.com/courseloop/show#/unit-design/d93fb5c987ddof5097daa9770cbb359c		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Assessment tasks	ECON3062	Economic Decision-Making and Behaviour	2026.06	Proposal-195645	https://mqcl.service-now.com/courseloop/show#/unit-design/90848fa687110390b85974c97bbb355c		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ECON3081	PACE: Current Issues in Economics	2026.04	Proposal-195634	https://mqcl.service-now.com/courseloop/show#/unit-design/d528d20987154f5097daa9770cbb351d	PACE	To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ECON6049	Economics for Professionals	2026.04	Proposal-195644	https://mqcl.service-now.com/courseloop/show#/unit-design/3b534f2687110390b85974c97bbb35d5		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ECON8030	Applied Economics Project	2026.05	Proposal-195632	https://mqcl.service-now.com/courseloop/show#/unit-design/90388ac187514f5097daa9770cbb3514		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	ECON8091	Economics for Actuaries	2026.04	Proposal-195633	https://mqcl.service-now.com/courseloop/show#/unit-design/5ca0dec87914f5097daa9770cbb35ff		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	MGMT2040	Workplace Relations	2026.04	Proposal-195725	https://mqcl.service-now.com/courseloop/show#/unit-design/5cc8d3b887a50bd097daa9770cbb3550		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	MGMT3017	Managing Change in Organisations	2026.03	Proposal-195728	https://mqcl.service-now.com/courseloop/show#/unit-design/b84b5ffc87a50bd097daa9770cbb3529		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	MGMT3906	Leadership and Influence in Action	2026.04	Proposal-195733	https://mqcl.service-now.com/courseloop/show#/unit-design/73cc57f087e50bd097daa9770cbb358b		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	MGMT6051	Work, Organisation and Management	2026.04	Proposal-195737	https://mqcl.service-now.com/courseloop/show#/unit-design/604f1b3887e50bd097daa9770cbb35aa		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Amendment to Unit	Assessment tasks	MGMT8003	Globalisation and Supply Chain Management	2026.04	Proposal-195807	https://mqcl.service-now.com/courseloop/show#/unit-design/do82081987298bd097daa9770cbb351a		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	MGMT8011	Learning to be a Leader	2026.05	Proposal-195741	https://mqcl.service-now.com/courseloop/show#/unit-design/od81ef7c87e50bd097daa9770cbb3573		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	MGMT8056	Production and Logistics Management	2026.05	Proposal-195796	https://mqcl.service-now.com/courseloop/show#/unit-design/487d738587e58bd097daa9770cbb350b		Remove assessments comprising multiple components and implement the appropriate changes.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	MQBS1040	Financial Management for Business	2026.04	Proposal-195663	https://mqcl.service-now.com/courseloop/show#/unit-design/5d5c447e87590390b85974c97bbb35ca		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Assessment tasks	MQBS2010	Enhancing Employability Skills	2026.04	Proposal-195697	https://mqcl.service-now.com/courseloop/show#/unit-design/438b29a88729cb90b85974c97bbb35af		To revise the assessments to ensure assessment tasks are not comprised of multiple components.	via Circular Resolution by 2026 07 01
Amendment to Unit	Learning outcomes	ACCG8226	CA - Strategy and Business Performance	2026.06	Proposal-195810	https://mqcl.service-now.com/courseloop/show#/unit-design/86a48cd587e5cf90b85974c97bbb3532		To revise the learning outcomes to align with CA's updated learning outcomes	via Circular Resolution by 2026 07 01
Amendment to Unit	Offerings	AFCP8145	Advanced Investment Management	2027.04	Proposal-195999	https://mqcl.service-now.com/courseloop/show#/unit-design/18365ff5876dcfd097daa9770cbb356d		To reduce offerings from T1 & T3 to T1 only due to availability of other electives	via Circular Resolution by 2026 07 01
Amendment to Unit	Offerings	AFCP8150	Infrastructure, Property and Resources	2027.04	Proposal-196003	https://mqcl.service-now.com/courseloop/show#/unit-design/2697dbfd876dcfd097daa9770cbb352a		To move the offering from T4 to T3 to ensure a good balance of electives available in each term.	via Circular Resolution by 2026 07 01
UNIT DISCONTINUATION									
Discontinuation		AFIN8036	Managing Investments	2027.02	Proposal-195480	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/945c573687414b10b85974c97bbb3567	NA	This unit was created and offered only once in S1 2020. It served as an elective within the Master of Management in 2020 and is not currently part of any course offerings. No student enrolments were recorded.	FEC 2026 06 11

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Discontinuation		AFIN8047	Financing New Ventures	2027.02	Proposal-195481	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/62dd17b687414b10b85974c97bbb35cf	NA	This unit was created and offered only once in S2 2020. It served as an elective within the Master of Management in 2020 and is not currently part of any course offerings. No student enrolments were recorded.	FEC 2026 06 11
Discontinuation		GMBA8001	Know Your People	2027.02	Proposal-195443	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/147270ae87c90b1097daa9770cbb35e3	NA	All current GMBA students have completed this unit, and the GMBA will be discontinued once all students have been taught out.	FEC 2026 06 11
Discontinuation		GMBA8002	Know Your Organisation	2027.02	Proposal-195444	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/a5f4fce2870dob1097daa9770cbb35b3	NA	All current GMBA students have completed this unit, and the GMBA will be discontinued once all students have been taught out.	FEC 2026 06 11
Discontinuation		GMBA8003	Adapt Your Leadership Style	2027.02	Proposal-195445	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/8d58346e870dob1097daa9770cbb35a5	NA	All current GMBA students have completed this unit, and the GMBA will be discontinued once all students have been taught out.	FEC 2026 06 11
Discontinuation		GMBA8004	Become a Meaning Maker	2027.02	Proposal-195447	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/45528dee874dob1097daa9770cbb351e	NA	All current GMBA students have completed this unit, and the GMBA will be discontinued once all students have been taught out.	FEC 2026 06 11
Discontinuation		GMBA8013	Be Disruptive	2027.02	Proposal-195448	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/2626812a878dob1097daa9770cbb35a0	NA	All current GMBA students have completed this unit, and the GMBA will be discontinued once all students have been taught out.	FEC 2026 06 11
Discontinuation		GMBA8021	Know Your Numbers 1	2027.02	Proposal-195449	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/0b96c96a878dob1097daa9770cbb3593	NA	All current GMBA students have completed this unit, and the GMBA will be discontinued once all students have been taught out.	FEC 2026 06 11
Discontinuation		GMBA8022	Know Your Numbers 2	2027.02	Proposal-195450	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/6827c9aa878dob1097daa9770cbb3571	NA	All current GMBA students have completed this unit, and the GMBA will be discontinued once all students have been taught out.	FEC 2026 06 11

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Discontinuation		GMBA8024	Know Your Customers	2027.02	Proposal-195451	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/bd9709ea878dob1097daa9770cbb354e	NA	All current GMBA students have completed this unit, and the GMBA will be discontinued once all students have been taught out.	FEC 2026 06 11
Discontinuation		MKTG2010	PACE: Marketing Internship	2027.02	Proposal-194219	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/48f5a3da8744cfd0906coed90cbb3512	PACE	Unit Discontinuation: Last offered: Never offered (created 2020, source: iLearn) Last enrolments: None (source: AMIS) Courses served: Elective in 2020 Bachelor of Marketing and Media (source: CMS unit association report)	FEC 2026 06 11
Discontinuation		MKTG2013	Marketing Metrics	2027.02	Proposal-195498	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/85892b0b87458f1097daa9770cbb3549	NA	This unit was last offered in S1 2023, with 37 students successfully completing the unit. Originally serving the Marketing & Consumer Insights major and minor, the unit will no longer form part of any courses effective from 2026.	FEC 2026 06 11
Discontinuation		MKTG3010	Marketing Metrics	2027.02	Proposal-194225	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/36e9e7568784cfd0906coe d90cbb3576	NA	Last offered: S1, 2021 (source: iLearn) Last enrolments: 44 in 2021 (source: AMIS) Courses served: Elective in 2020 Bachelor of Marketing and Media, elective in 2021 Marketing and Consumer Insights (major & minor) (source: CMS unit association report, 2020-2026)	FEC 2026 06 11
Discontinuation		MKTG3015	Global Marketing	2027.02	Proposal-195478	https://mqcl.service-now.com/courseloop/show#/unit-design/14cec73a87cdob10b85974c97bbb35ff	NA	This unit was created and offered once in S2 2020, with 84 students successfully completing the unit. It was used solely as an elective within the 2020 versions of the Marketing Management (Minor and Major) and Bachelor of Marketing and Media. The unit does not currently form part of any other courses.	FEC 2026 06 11
Discontinuation		MKTG8006	Applied Marketing Strategy	2027.02	Proposal-195482	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/f859e7b687814b10b85974c97bbb351b	NA	This unit was last offered in 2024 and served the Marketing Specialisation (R000160, 2020–2025). In its final year of offering, enrolment was 23 students.	FEC 2026 06 11
Discontinuation		MKTG8014	Managing Customer Relationships	2027.02	Proposal-195477	https://mqcl.service-now.com/courseloop/show#/enrolment-history/318cc7f287cdob10b85974c97bbb3506	NA	This unit was created and offered once in S1 2020, with 44 students successfully completing the unit. It was used solely as a core elective in the Master of Marketing during 2020-2022 and does not currently form part of any other courses.	FEC 2026 06 11
Discontinuation		MKTG8031	Design Thinking for Innovation	2027.02	Proposal-195476	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/6a6a033287cdob10b85974c97bbb3525	NA	This unit was created and offered once in S2, 2020, with 10 students successfully completing the unit. It was used solely as an elective within the Master of Engineering Management and Master of Management during 2020 and has not been utilised in the course structure since.	FEC 2026 06 11

Type of Change	Nature of Unit Amendment	Unit/ Course Code	Unit/Course Title	Unit/ Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Discontinuation		MKTG8051	New Product and Service Commercialisation	2027.02	Proposal-195500	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/f07deb4387858f1097daa9770cbb35d1	NA	This unit was last offered in 2025 with 15 students completing the unit. Served as an elective unit in the Master of Marketing from 2020-2026.	FEC 2026 06 11
Discontinuation		MKTG8054	Strategic Sales Management	2027.02	Proposal-195499	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/d7cb6f8f87458f1097daa9770cbb35fc	NA	This unit was last offered in S1 2022, with 10 students successfully completing the unit. It served as an elective in the Master of Marketing (2020–2026).	FEC 2026 06 11
Discontinuation		MKTG8221	Creativity in Market Opportunity Recognition	2027.03	Proposal-194835	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/a2f0a41f8714c350906c0ed90cbb3523	NA	Unit Discontinuation: Last offered: Never offered. Last enrolments: None (source: AMIS) Courses served: Master of Marketing Strategy (source: CMS unit association report)	FEC 2026 06 11
Discontinuation		MKTG8222	Competing Through Marketing Insights	2027.02	Proposal-195470	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/6e9eadf687450b10b85974c97bbb35b3	NA	Unit was created for the Master of Marketing Strategy, which has since been discontinued. Although offered once in T4 2020, the unit did not receive any student enrolments.	FEC 2026 06 11
Discontinuation		MKTG8223	Designing Competitive Marketing Strategies	2027.02	Proposal-195471	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/60a0fdb87450b10b85974c97bbb35d2	NA	Unit was created for the Master of Marketing Strategy, which has since been discontinued. Although offered once in T3 2020, the unit did not receive any student enrolments.	FEC 2026 06 11
Discontinuation		MKTG8225	Marketing Innovations	2027.02	Proposal-194798	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/aee552a68714cf10906c0ed90cbb357a	NA	Unit was created for the Master of Marketing Strategy, which has since been discontinued. The unit was never offered hence did not receive any student enrolments.	FEC 2026 06 11
Discontinuation		MKTG8226	Co-creation Strategies: Innovating with Partners	2027.02	Proposal-195472	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/5c36b53687850b10b85974c97bbb35cf	NA	Unit was created for the Master of Marketing Strategy, which has since been discontinued. Although offered once in T4 2020, the unit did not receive any student enrolments.	FEC 2026 06 11
Discontinuation		MKTG8229	Building Brand Relevance	2027.02	Proposal-195473	https://mqcl.service-now.com/courseloop/show#/discontinuation-summary/0437b1b687850b10b85974c97bbb352b	NA	Unit was created for the Master of Marketing Strategy, which has since been discontinued. The unit was never offered hence did not receive any student enrolments.	FEC 2026 06 11

Type of Change	Nature of Unit Amendment	Unit/Course Code	Unit/Course Title	Unit/Course Version Number	MQCMS Proposal Summary	MQCMS Unit Design Link	Type of Unit	Summary of the New or Amended Unit, Course	Endorsed by Faculty Education Committee
Discontinuation		MQBS8061	Individual Research Project B	2027.02	Proposal-195487	https://mqcl.service-now.com/courseloop/show#/discontinuation/summary/03025e4387494f1097daa9770cbb35e3	NA	MQBS8061 was preceded by MQBS8060, which has already received the necessary consultation for discontinuation (as recorded in Proposal-193078). As MQBS8060 is no longer being retained, MQBS8061 is therefore also being discontinued, as it has never been offered and does not form part of any courses.	FEC 2026 06 11
Discontinuation		MQBS8990	Master of Research in Business	2027.02	Proposal-195474	https://mqcl.service-now.com/courseloop/show#/discontinuation/summary/a4c586b687090b10b85974c97bbb352a	NA	This unit was originally prepared as an MQBS-coded unit; however, it was not finalised, and the associated assessment tasks are not correctly aligned. It was ultimately not implemented, as the GRA preferred to retain the existing discipline-specific units, namely AACG8990, APFN8990, ASBA8990, ECNM8990, MGMT8990, and MKTG8990.	FEC 2026 06 11

Meeting of	Academic Senate
Item No.	7.3
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	FACULTY OF MEDICINE, HEALTH AND HUMAN SCIENCES FACULTY BOARD: MEETING OF 7 JULY 2026
Submitted by	Air Sinthawalai - Governance Officer, Governance Services
Approved by	Professor Patrick McNeil - Chair, the Faculty of Medicine, Health and Human Sciences Faculty Board
☐ For approval ☐ For recommendation to Council ☒ For noting/discussion	

Executive Summary

Faculty Boards are established under the Faculty Rules. The Faculty of Medicine, Health and Human Sciences Faculty Board (FMHHSFB) is scheduled to meet six (6) times in 2026. This is the third meeting for the year. Please refer to the minutes (attached) for further details of the items listed below.

Recommendation

That Academic Senate NOTES the report and minutes of the Faculty of Medicine, Health and Human Sciences Faculty Board (FMHHSFB) meeting held on 7 July 2026.

Details

ITEM FOR APPROVAL

Curriculum item

The Faculty Board recommends to the Academic Senate the discontinuation of course D000032 Bachelor of Education (Primary) and Bachelor of Psychology (2026) (*refer to item 5.1 in the minutes*).

ITEMS FOR NOTING

Ratification of Examination Results and Change of Grades

The Faculty Board:

- received a report on the quality assurance process for ratifying results, and ratified all final grades submitted for units associated with the identified courses in Session 1, OUA Session 1, MD YR1, MD4A, 2026, with the exception of those units with incomplete results, noting these will be ratified at a later date (*refer to Item 6.1 in the minutes*);
- ratified the executive actions taken by the Chair to:
 - ratify the final results submitted for the Doctor of Medicine MD3A 2026 (*refer to Item 5.3.4 in the minutes*);
 - ratify the final results for ALERT Microcredentials undertaken from 7 to 16 April 2026 (*refer to Item 5.3.5 in the minutes*);
 - ratify the final results submitted for the Doctor of Medicine MD4A 2026 (*refer to Item 7.1 in the minutes*); and

- approve grade changes between 2 April 2026 and 22 June 2026 (*refer to Item 5.3.6 in the minutes*).

Faculty-specific prizes and awards

The Faculty Board ratified the executive actions taken by the Chair to approve (*refer to Items 5.3.2 and 5.3.3 in the minutes*):

- the establishment of the B. Braun Australia Bachelor of Clinical Science Excellence Prize; and
- the renaming of the ACA Dux Award for Academic Excellence in the Master of Chiropractic (Years 2 and 3).

Waiving of Course Requirements

The Faculty Board ratified the approval of sixty-five (65) course requirement waivers processed by the Chair (*refer to Item 5.3.7 in the minutes*).

Curriculum items

The Faculty Board approved a substantial suite of curriculum matters endorsed by the Faculty Education Committee, including (*refer to Item 5.1 in the minutes*):

- structural and administrative amendments for fourteen (14) courses to align with external accreditation standards and exit awards;
- the creation of five (5) new units;
- discontinuation of 6 units due to course redesigns;
- ninety-six (96) unit amendments approved by the Faculty Education Committee under delegated authority concerning assessment structures, prerequisites, and operational delivery for 2027 offerings.

The Faculty Board ratified executive actions relating to curriculum matters, including structural amendments to the Bachelor of Exercise and Sports Science, Anatomy and Physiology majors, and double-degree course tracking (*refer to Item 5.3.1 in the minutes*).

Change of Unit Ownership

The Faculty Board approved departmental ownership reassignments for implementation in 2027, transferring two FMHHS units to the Department of Chiropractic, four FMHHS units to the Macquarie Medical School, and full operational ownership of the Master of Disability Studies program (including 7 units and 3 specialisations) from the Faculty of Arts to the Department of Linguistics within FMHHS (*refer to Item 8.2 in the minutes*).

Faculty Annual Health Check Report 2026

The Faculty Board approved the Faculty Annual Health Check Final Report for submission to the Academic Senate Curriculum Subcommittee, noting that student success rates have consistently improved and now exceed 90% across both undergraduate and postgraduate levels (*refer to Item 5.2 in the minutes*).

Other Reports / Updates

The Faculty Board also received the following reports:

- Report from the Chair, urging staff to manage leave balances for health and well-being (*see Item 2.2 in the minutes*);
- Report from the Deputy Dean, Education and Employability, highlighting generative AI management, open EOIs for the Associate Dean, Curriculum & Learning (ADC&L) position, and planning for the August MQ Open Day (*refer to Item 2.3 in the minutes*);

- Report from the Deputy Dean, Research and Innovation, highlighting the launch of the ImageTwin pilot subscription, clinical trial management system updates, and updates to internal research funding schemes (*refer to Item 2.4 in the minutes*);
- Report from the FMHHS Faculty Education Committee (FEC) (*refer to item 3.1 in the minutes*);
- Report from the FMHHS Faculty Graduate Research Committee (FGRC) (*refer to item 3.2 in the minutes*);
- Report from the FMHHS Faculty Research Committee (FRC) (*refer to item 3.2 in the minutes*); and
- An update on FMHHSFB Board Membership appointing a new student member, Ms Jacqueline Hamilton, for a term expiring 31 December 2026. The Board also acknowledged the transition of Professor Verity Pacey out of the Faculty Board and welcomed Associate Professor Cara Hildreth as the new Associate Dean (Graduate Health Education) (*refer to items 1.2 and 2.1 in the minutes*).

Attachments

Attachment A: Unconfirmed minutes of the Faculty of Medicine, Health and Human Sciences Faculty Board meeting held on 7 July 2026

ATTACHMENT A**CONFIDENTIAL****MACQUARIE**
University

Minutes of the Faculty of Medicine, Health and Human Sciences Faculty Board (FMHHSFB) meeting held on Tuesday 7 July 2026 in Continuum Room, 75T and via Zoom.

Present:

Professor Patrick McNeil (Chair)
 Professor Catherine Dean (Deputy Chair)
 Associate Professor Scott Barnes
 Professor Linda Beaumont
 Professor Jeffrey Braithwaite
 Professor Roger Chung
 Professor Robyn Clay-Williams
 Professor Mark Connor
 Professor Rosemary Giuriato
 Associate Professor Kelly Gray
 Ms Hayley Harris

Associate Professor Cara Hildreth
 Dr Annika van Hummel
 Dr Shazia K Jan
 Professor Maria Kangas
 Dr Jae-Hyun Kim
 Associate Professor Marco Morsch
 Associate Professor Josephine Paparo
 Professor Helen Rizos
 Ms Jyoti Singh
 Associate Professor Michael Swain

In attendance:

Ms Air Sinthawalai, Governance Officer and FMHHSFB Secretariat (*minute taker*)

Apologies:

Mr Steven Agiasotis
 Ms Jacqueline Hamilton

Associate Professor Louise Koelmeyer

1. PROCEDURAL ITEMS**1.1 ACKNOWLEDGEMENT OF COUNTRY AND WELCOME**

The meeting commenced at 12.30 pm with the Chair acknowledging the traditional custodians of the land on which the University stands, and the lands on which members were located. The Chair welcomed all members in attendance.

APOLOGIES AND QUORUM

The Board noted that Professor Verity Pacey had transitioned into her new position within the Office of the Pro-Vice Chancellor (Education) [PVC(E)] and is therefore no longer a member of the Faculty Board. The Chair congratulated Associate Professor Cara Hildreth on her appointment as the new Associate Dean (Graduate Health Education) [ADGHE] and informed that Board that Expressions of Interest for the Associate Dean (Curriculum and Learning) (ADC&L) position were currently open.

The Chair noted apologies as detailed above and declared the meeting quorate.

1.2 DECLARATIONS OF CONFLICTS OF INTEREST

There were no disclosures of conflicts of interest.

1.3 UNSTARRED ITEMS

The Board noted that Item 7.2 *'Change of Unit Ownership'* was also starred for discussion.

1.4 MINUTES OF PREVIOUS MEETING: 14 APRIL 2026 MEETING

The Chair called for any comments on the draft minutes of the previous Faculty Board meeting. There being none, the following resolution was passed.

RESOLUTION FMHHS FB 26/22

***The Faculty of Medicine, Health and Human Sciences Faculty Board
RESOLVED to approve the minutes of the Faculty Board meeting held
on 14 April 2026 as a true and accurate record of the meeting.***

1.5 MATTERS ARISING

There were no matters arising from the previous meeting.

2. REPORTS

2.1 STUDENT LED BUSINESS

The Board noted the appointment of Ms Jacqueline Hamilton as a student member to the FMHHSFB for a term of membership expiring 31 December 2026 to fill a casual vacancy.

There were no substantive matters reported as both student members were apologies.

2.2 REPORT FROM THE CHAIR

The Chair reminded members to utilise their annual leave entitlements to support personal well-being and maintain a healthy work-life balance.

2.3 REPORT FROM THE DEPUTY DEAN, EDUCATION AND EMPLOYABILITY

The Deputy Dean, Education and Employability (DDEE), Professor Catherine Dean, provided a verbal update outlining key portfolio activities, including:

- Thanks to Associate Professor Cara Hildreth for leading the portfolio during her absence, and commendations to the Education Services Team for managing the Session 1 results ratification process;
- Acknowledgement of staff success in managing challenges surrounding AI in teaching and assessment, and automatic short extensions;
- Reminded members that Expressions of Interest for the Associate Dean, Curriculum & Learning (ADC&L) position remain open until 19 July;
- External accreditation works are currently underway;
- Four applications have been received for the Vice-Chancellor's Excellence Awards for Professional Staff;
- Encouraged staff to review policies on the Bulletin Board, highlighting that the Special Consideration Policy is currently open for feedback; and
- Planning has commenced for the MQ Open Day, scheduled for 15 August.

2.4 REPORT FROM THE DEPUTY DEAN, RESEARCH AND INNOVATION

The Deputy Dean, Research and Innovation [DDRI], Professor Helen Rizos, provided a verbal update outlining key portfolio activities, including:

- The launch of a 6-month ImageTwin subscription pilot to mitigate compliance risks and research fraud;
- An upcoming refresh of Research Integrity Champions and a revamp of the Faculty Research Committee;

- The commencement of a clinical trials management system transition trial run by Healthrix;
- An update on internal funding opportunities, including the MQ Strategic Research Initiative Scheme, noting that FMHHS researchers continue to be highly proactive compared to other faculties;
- Ongoing collaboration with the Chief Information and Digital Officer, Mr Jonathan Covell, to regain access to national research platforms regarding computing and storage; and
- The continuing operations of the PC2 facilities working group.

The Board noted the report and discussed the significance of research integrity issues. It was noted that while PubPeer alerts occur regularly, the faculty intends to prioritise preventative measures.

3. REPORTS FROM FACULTY BOARD SUBCOMMITTEES

3.1 FACULTY EDUCATION COMMITTEE (FEC) REPORT

The report was taken as read. The DDEE highlighted the following items:

- Development and implementation work for the new 2028 degree structures is currently underway;
- The "Future Ready" initiative is set to replace PACE units, with an institutional trial scheduled to commence in Session 2, 2027;
- The Faculty Annual Health Check Final Report 2026 will be discussed in detail under Agenda Item 5.2;
- The MQ Academy University Fellowship Scheme was noted, with congratulations extended to the seven successful recipients from the scheme's inaugural offering.

The Board noted the report of the Faculty Education Committee meeting held on 16 June 2026.

3.2 FACULTY GRADUATE RESEARCH COMMITTEE (FGRC) REPORT

The Associate Dean, Research Training and Performance, Professor Mark Connor, presented the report, and highlighted the following:

- A sector-wide decline in domestic PhD enrolments. Consultation is underway with Heads of Departments (HoDs) to address these local recruitment challenges;
- An ongoing structure and design review of PhD programs to better promote graduate career pathways; and
- Macquarie University's PhD completion rate remains higher than the sector average despite lower application rates.

The Board noted the report of the Faculty Graduate Research Committee meeting held on 27 May 2026.

3.3 FACULTY RESEARCH COMMITTEE (FRC) REPORT

The Board noted the report of the Faculty Research Committee meeting held on 20 April 2026, which included presentations delivered by the Directors of Research (DoRs) from each School and Department, as outlined in Attachment A of Agenda Item 3.3.

The Board noted feedback regarding the need for increased promotion and visibility of Early Career Researcher (ECR) and Mid-Career Researcher (MCR) theme developments.

4. ITEMS FOR NOTING

4.1 FMHHSFB MEMBERSHIP UPDATE

RESOLUTION FMHHS FB 26/23

The Faculty of Medicine, Health and Human Sciences Faculty Board NOTED the approved appointment of Ms Jacqueline Hamilton as a student member to the Faculty of Medicine, Health and Human Sciences Faculty Board for a term of membership expiring 31 December 2026 (casual vacancy).

5. ITEMS FOR APPROVAL/ENDORSEMENT

5.1 CURRICULUM MATTERS FOR APPROVAL/ENDORSEMENT

The DDEE presented the curriculum proposals endorsed and recommended by the FEC, highlighting the following:

- The discontinuation and teach-out plan for the Bachelor of Education (Primary) and Bachelor of Psychology double degree;
- Structure and administrative amendments for fourteen (14) courses to align with external accreditation standards and exit awards;
- The creation of five (5) new units;
- Discontinuation of 6 units due to course redesigns;
- Ninety-six (96) unit amendments approved by the Faculty Education Committee under delegated authority concerning assessment structures, prerequisites, and operational delivery for 2027 offerings; and
- Formal thanks were extended to Ms Jyoti Singh and her team for preparing the proposals.

The Chair invited questions or comments from the Board. There being none, the following resolution was passed.

RESOLUTION FMHHS FB 26/24

The Faculty of Medicine, Health and Human Sciences Faculty Board:

- i. **RESOLVED to endorse the discontinuation of the following course for recommendation to Academic Senate via the Academic Senate Curriculum Subcommittee:**

a. D000032	<i>Bachelor of Education (Primary) and Bachelor of Psychology (2026)</i>	<u>Proposal-169634;</u>
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- ii. **RESOLVED to approve the amendments to the following courses:**

a. C000026	<i>Master of Speech and Language Pathology (2027)</i>	<u>Proposal-195667;</u>
b. C000076	<i>Doctor of Medicine (2027)</i>	<u>Proposal-195383;</u>
c. C000088	<i>Graduate Certificate of Editing and Electronic Publishing (2027)</i>	<u>Proposal-194307;</u>
d. C000099	<i>Master of Clinical Psychology (2027)</i>	<u>Proposal-195315;</u>
e. C000158	<i>Graduate Diploma of Neuropsychological Science (2024)</i>	<u>Proposal-195429;</u>
f. C000159	<i>Graduate Diploma of Organisational Behaviour (2025)</i>	<u>Proposal-195428;</u>
g. C000371	<i>Bachelor of Exercise and Sports Science (2026)</i>	<u>Proposal-195469;</u>
h. C000418	<i>Graduate Certificate of Musculoskeletal Science (2027)</i>	<u>Proposal-195292;</u>
i. C000418	<i>Graduate Certificate of Musculoskeletal Science (2026)</i>	<u>Proposal-167451;</u>

- j. C000419 Graduate Certificate of Musculoskeletal Health (2027) [Proposal-195295](#);
- k. C000419 Graduate Certificate of Musculoskeletal Health (2026) [Proposal-167453](#);
- l. C000420 Graduate Diploma of Musculoskeletal Health (2027) [Proposal-195296](#);
- m. C000420 Graduate Diploma of Musculoskeletal Health (2026) [Proposal-167454](#);
- n. C000435 Diploma of Health Sciences (OUA) (2026) [Proposal-175840](#);
- iii. **RESOLVED to approve the creation of the following units:**
 - a. MEDI3002 Advanced Topics in Health and Medical Research 2 (2027) [Proposal-194309](#);
 - b. MEDI3001 Advanced Topics in Health and Medical Research 1 (2027) [Proposal-194308](#);
 - c. MEDI8110 Foundations of clinical medicine 1 (2027) [Proposal-195361](#);
 - d. MEDI8111 Foundations of clinical medicine 2 (2027) [Proposal-195374](#);
- iv. **RESOLVED to approve the creation of the following unit and to recommend the unit to the Academic Senate Curriculum Subcommittee (ASCS) for approval of its designation as a Future Ready unit, subject to the approval of the revised Curriculum Architecture Policy:**
 - a. MHHS3333 Future Ready for Medicine, Health and Human Sciences (2027) [Proposal-184431](#);
- v. **RESOLVED to approve the discontinuation of the following units:**
 - a. CAUD8003 Theoretical Bases of Audiology (2027) [Proposal-194716](#);
 - b. CAUD8002 Adult Hearing Assessment (2027) [Proposal-194715](#);
 - c. CAUD8001 Speech Perception and Production (2027) [Proposal-194714](#);
 - d. LING3388 PACE: Accessible and Inclusive Communication (2028) [Proposal-195317](#);
 - e. COGS3999 PACE: Cognitive Science in the Real World (2028) [Proposal-195314](#);
 - f. HLTH3050 PACE: Health Placement (2027) [Proposal-195313](#); and
- vi. **NOTED the amendments to the units listed in Attachment A of Agenda Item 5.1, approved and ratified at FEC on 16 June 2026.**

A summary of the submissions, including MQCMS links to each proposal, are included in Attachment A of Agenda Item 5.1 (See [Appendix A](#)).

5.2 FACULTY ANNUAL HEALTH CHECK REPORT 2026

The ADGHE presented the 2026 FMHHS Annual Health Check report for 20 courses, highlighting that success rates have consistently improved and now exceed 90% at both undergraduate and postgraduate levels.

RESOLUTION FMHHS FB 26/25

The Faculty of Medicine, Health and Human Sciences Faculty Board:

- i. **RESOLVED to approve the Faculty Annual Health Check Final Report dated 4 May 2026 as detailed in Attachment A of Agenda Item 5.2; and**
- ii. **NOTED that the Faculty Annual Health Check Final Report will be submitted to the Academic Senate Curriculum Subcommittee for noting (in line with the Course of Study Monitoring and Review Policy).**

5.3 MATTERS APPROVED BY EXECUTIVE ACTION

The Chair invited questions or comments from the Board. There being none for each of these matters, the following resolutions were passed.

5.3.1 CURRICULUM MATTERS FOR RATIFICATION

RESOLUTION FMHHS FB 26/26

The Faculty of Medicine, Health and Human Sciences Faculty Board RESOLVED to ratify the executive action taken by the Chair of the FMHHSFB:

- i. **on 21 May 2026 to approve amendments to the following course proposal:**
 - a. C000371 Bachelor of Exercise and Sports Science (2027.04) [Proposal-195002;](#)
- ii. **on 22 May 2026 to approve amendments to the following major proposals:**
 - a. N000111 Anatomy and Physiology (2026.03) [Proposal-195179;](#)
 - b. N000111 Anatomy and Physiology (2025.03) [Proposal-195178;](#)
 - c. N000111 Anatomy and Physiology (2024.03) [Proposal-195182;](#)
 - d. N000111 Anatomy and Physiology (2023.03) [Proposal-195183;](#)
 - e. N000111 Anatomy and Physiology (2022.04) [Proposal-195184;](#)
 - f. N000111 Anatomy and Physiology (2021.03) [Proposal-195185;](#)
- iii. **on 5 June 2026 to approve amendments to the following course structure:**
 - a. D000032 Bachelor of Education (Primary) and Bachelor of Psychology (2024.09) [Proposal-195573;](#) and
- iv. **on 19 June 2026 to approve amendments to the following course structure:**
 - a. C000483 Bachelor of Clinical Science and Master of Speech and Language Pathology (2027.01) [Proposal-192416.](#)

5.3.2 ESTABLISHMENT OF FMHHS STUDENT PRIZE

RESOLUTION FMHHS FB 26/27

The Faculty of Medicine, Health and Human Sciences Faculty Board RESOLVED to ratify the executive action taken by the Chair of the FMHHSFB on 28 April 2026 to approve an establishment of the B. Braun Australia Bachelor of Clinical Science Excellence Prize.

5.3.3 AMENDMENT OF PRIZE NAMES (MASTER OF CHIROPRACTIC)

RESOLUTION FMHHS FB 26/28

The Faculty of Medicine, Health and Human Sciences Faculty Board RESOLVED to ratify the executive action taken by the Chair of the FMHHSFB on 19 June 2026 to approve the amendment to the following prize names:

- i. **ACA Dux Award for Academic Excellence in the Master of Chiropractic (Year 2); and**
- ii. **ACA Dux Award for Academic Excellence in the Master of Chiropractic (Year 3).**

5.3.4 DOCTOR OF MEDICINE MD3A, 2026 (MEDI8311) FINAL RESULTS

RESOLUTION FMHHS FB 26/29

The Faculty of Medicine, Health and Human Sciences Faculty Board RESOLVED to ratify the executive action taken by the Chair of the FMHHSFB on 30 April 2026 to ratify the final results submitted for the Doctor of Medicine MD3A 2026, in the following unit:

- i. MEDI8311 – Core Clinical Placements A.*

5.3.5 ALERT MICROCREDENTIALS FINAL RESULTS

RESOLUTION FMHHS FB 26/30

The Faculty of Medicine, Health and Human Sciences Faculty Board RESOLVED to ratify the executive action taken by the Chair of the FMHHSFB on 7 May 2026 to:

- i. ratify the final results of the following ALERT Microcredentials undertaken from 7 to 16 April 2026, as outlined in the Unit Monitoring and Grade Ratification Report - Form A:*
 - a. MQMC0023 Principles of Lymphoedema Management;*
 - b. MQMC0024 Contemporary Evidence in Lymphoedema Management;*
 - c. MQMC0025 Lymphoedema Practice for the Upper Limb and Breast;*
 - d. MQMC0031 Lymphoedema Practice for the Lower Limb and Genital Region;*
 - e. MQMC0032 Lymphoedema Practice for the Head and Neck Region;*
 - f. MQMC0033 Management of Wounds in People with Chronic Oedemas; and*
- ii. endorse the Unit Group Monitoring Report – Form B.*

5.3.6 REPORT ON CHANGE OF GRADES

RESOLUTION FMHHS FB 26/31

The Faculty of Medicine, Health and Human Sciences Faculty Board RESOLVED to ratify grade changes that were approved via executive action by the Chair of the FMHHS Faculty Board, from 2 April 2026 to 22 June 2026, as outlined in Attachment A of Agenda Item 5.3.6.

5.3.7 WAIVING OF COURSE REQUIREMENTS CASES

RESOLUTION FMHHS FB 26/32

Faculty of Medicine, Health and Human Sciences Faculty Board RESOLVED to ratify the approval of 65 waiving of requirements cases, as approved by the Chair of the FMHHSFB as listed in Attachment A of Agenda Item 5.3.7.

6. RATIFICATION OF FINAL RESULTS

6.1 RATIFICATION OF SESSION 1, 2026 FINAL RESULTS

The DDEE presented final results for Session 1, 2026, noting that the Faculty Assessment Committee (FAC) had endorsed and recommended more than 22,300 results for ratification. The DDEE confirmed that there was no evidence of systemic grade inflation across the cohort, though manual verification of grade

entries and student results remains actively required to guarantee data accuracy. Unit Convenors highlighted that processing short extensions has noticeably heightened administrative workloads and extended feedback timelines. The Board acknowledged the faculty's leading work in generative AI integration.

RESOLUTION FMHHS FB 26/33

**The Faculty of Medicine, Health and Human Sciences Faculty Board
RESOLVED to:**

- i. **RATIFY all grades submitted for units associated with the following courses in Session 1, OUA Session 1, MD YR1, MD4A, 2026:**
 - a. **ALERT Microcredentials;**
 - b. **Diploma of Health Sciences (OUA);**
 - c. **Bachelor of Health Sciences;**
 - d. **Bachelor of Psychology;**
 - e. **Bachelor of Psychology (OUA);**
 - f. **Bachelor of Psychological Sciences (Honours);**
 - g. **Bachelor of Clinical Science Year 1;**
 - h. **Bachelor of Clinical Science Year 2;**
 - i. **Bachelor of Linguistics and Language Sciences;**
 - j. **Bachelor of Speech and Hearing Sciences;**
 - k. **Bachelor of Exercise and Sports Science (1st Year 2026 Intake);**
 - l. **Bachelor of Exercise and Sports Science (2nd Year 2025 Intake);**
 - m. **Bachelor of Exercise and Sports Science (3rd Year 2024 Intake);**
 - n. **Bachelor of Cognitive and Brain Sciences;**
 - o. **Bachelor of Chiropractic Science;**
 - p. **Graduate Certificate of Clinical Trials Operations;**
 - q. **Graduate Certificate of Editing and Electronic Publishing;**
 - r. **Graduate Certificate of TESOL;**
 - s. **Graduate Diploma of Translating and Interpreting;**
 - t. **Graduate Diploma of Auslan-English Interpreting;**
 - u. **Graduate Diploma of Research in Medicine, Health and Human Sciences;**
 - v. **Master of Clinical Audiology;**
 - w. **Master of Speech and Language Pathology;**
 - x. **Master of Applied Linguistics & TESOL;**
 - y. **Master of Research in Medicine, Health and Human Sciences;**
 - z. **Master of Chiropractic;**
 - aa. **Master of Professional Psychology;**
 - bb. **Master of Clinical Neuropsychology;**
 - cc. **Master of Clinical Psychology;**
 - dd. **Master of Organisational Psychology;**
 - ee. **Master of Public Health;**
 - ff. **Master of Translation and Interpreting Studies;**
 - gg. **Master of Translation and Interpreting Studies (Advanced);**
 - hh. **Master of Conference Interpreting;**
 - ii. **Doctor of Medicine (Year 1);**
 - jj. **Doctor of Physiotherapy (2023 Intake);**
 - kk. **Doctor of Physiotherapy (2024 Intake);**
 - ll. **Doctor of Physiotherapy (2025 Intake);**
- ii. **ENDORSE the draft Faculty Unit Monitoring Report (Form C) (Attachment A of Agenda Item 6.1), noting updates will be made to the report prior to submission to the Academic Senate Education Committee (ASEC);**
- iii. **NOTE the unconfirmed minutes of the FMHHS Faculty Assessment Committee meeting held on 3 July 2026 (Attachment B of Agenda Item 6.1) and change of grades**

captured in the Results Amendment Tracking Form (Attachment C of Agenda Item 6.1); and

- iv. *NOTE that recommended prize recipients will be called for independently, and nominated prize recipients will be presented to Faculty Board for approval at a later date.*

7. OTHER BUSINESS

7.1 MD4A, 2026 FINAL RESULTS FOR RATIFICATION

RESOLUTION FMHHS FB 26/34

The Faculty of Medicine, Health and Human Sciences Faculty Board RESOLVED to ratify the executive action taken by the Acting Chair of the FMHHSFB on 1 July 2026 to:

- i. *endorse the Unit Group Monitoring Report – Form B;*
- ii. *ratify all final grades submitted for the Doctor of Medicine MD4A 2026, in the following units:*
 - a. *MEDI8400 – Research Project and Presentation; and*
 - b. *MEDI8401 – Advanced Clinical Placements A.*

7.2 CHANGE OF UNIT OWNERSHIP

The DDEE outlined proposed shifts in unit and specialisation ownership for the Bachelor of Health Sciences and the Master of Disability Studies for implementation in 2027. The Faculty was advised by the PVC(E)'s Office that Faculty Board approval is required to execute these changes for 2027.

Matter Arising: Governance Services is requested to verify if transferring complete courses between faculties strictly mandates Faculty Board approval.

RESOLUTION FMHHS FB 26/35

The Faculty of Medicine, Health and Human Sciences Faculty Board RESOLVED to approve the following for implementation in 2027:

- i. *change in unit owning department for the following units from the Faculty to the Department of Chiropractic:*
 - a. *MHHS1002 Human Structure and Function;*
 - b. *MHHS2401 Musculoskeletal System;*
- ii. *change in unit owning department for following units from the Faculty to the Macquarie Medical School:*
 - a. *MHHS2402 Cardiovascular, Renal and Respiratory Systems;*
 - b. *MHHS2403 Alimentary System;*
 - c. *MHHS2404 Nervous System;*
 - d. *MHHS2005 Human Health and Disease Processes;*
- iii. *change the owning Faculty and Department for all aspects of the Master of Disability Studies from the Faculty of Arts to the Department of Linguistics within FMHHS, including the following units and specialisations:*
 - a. *SPED8911 Inclusion and Professional Collaboration in Sensory Disability;*
 - b. *SPED8913 Research in Sensory Disability;*
 - c. *SPED8923 Literacy for Learners with Blindness/Low Vision;*
 - d. *SPED8931 Introduction to Educational Audiology;*
 - e. *SPED8921 Orientation and Mobility Fundamentals;*
 - f. *SPED8927 Advanced Studies in Blindness/Low Vision;*

- g. SPED8934** *Language and Literacy Interventions for Deaf/Hard of Hearing Learners;*
- h. R000124** *Education: Deaf Hard of Hearing;*
- i. R000125** *Education: Blindness/Low Vision; and*
- j. R000128** *Sensory Disability.*

7.3 ANY OTHER BUSINESS

No other business was raised.

8. NEXT MEETING

The Faculty Board noted that the next FMHHSFB meeting is scheduled for Tuesday 18 August 2026.

CLOSURE

There being no further business, the meeting concluded at 1.30 pm.

APPENDIX A - ITEMS FOR ENDORSEMENT / APPROVAL

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Amendments to Courses							
Course	C000026	Master of Speech and Language Pathology	Amendment	2027.04	Proposal-195667	Course structure	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000076	Doctor of Medicine	Amendment	2027.03	Proposal-195383	Course structure - Implementing Yr 1 degree structure changes as an outcome of MD 10 Year Review	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000088	Graduate Certificate of Editing and Electronic Publishing	Amendment	2027.03	Proposal-194307	Removal of course availability - ADCL and DDEE have confirmed that the Course has been rested from 2027	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000099	Master of Clinical Psychology	Amendment	2027.04	Proposal-195315	Editorial - Amend incorrect link to student compliance webpage/manual	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000158	Graduate Diploma of Neuropsychological Science	Amendment	2024.02	Proposal-195429	Course structure - Addition of units to course structure to assist with student management across varying degree versions- PSYN8917, PSYN8845, PSYN8915, PSYN8911	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000159	Graduate Diploma of Organisational Behaviour	Amendment	2025.02	Proposal-195428	Addition of units to course structure to assist with student management across different versions of the course - PSYG8005 (recent version of research unit - relates primarily to CLO2) and PSYO8941 (professional practice - relates primarily to CLO4)	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000371	Bachelor of Exercise and Sports Science	Amendment	2026.06	Proposal-195469	Correction to recommended studies and updated ESSA standards	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000418	Graduate Certificate of Musculoskeletal Science	Amendment	2027.02	Proposal-195292	Course structure - To align with course changes to the Master of Chiropractic	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000418	Graduate Certificate of Musculoskeletal Science	Amendment	2026.02	Proposal-167451	Course structure - The units included within this exit degree need to be updated to align with course review changes in the Master of Chiropractic, starting in 2026	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000419	Graduate Certificate of Musculoskeletal Health	Amendment	2027.02	Proposal-195295	Course structure - To align with course changes to the Master of Chiropractic	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Course	C000419	Graduate Certificate of Musculoskeletal Health	Amendment	2026.02	Proposal-167453	Course structure - The units included within this exit degree need to be updated to align with course review changes in the Master of Chiropractic, starting in 2026	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000420	Graduate Diploma of Musculoskeletal Health	Amendment	2027.02	Proposal-195296	Course structure - To align with course changes to the Master of Chiropractic	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000420	Graduate Diploma of Musculoskeletal Health	Amendment	2026.02	Proposal-167454	Course structure - The units included within this exit degree need to be updated to align with course review changes in the Master of Chiropractic, starting in 2026	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Course	C000435	Diploma of Health Sciences (OUA)	Amendment	2026.02	Proposal-175840	Updates to internal articulation details	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Discontinuation of Courses							
Course	D000032	Bachelor of Education (Primary) and Bachelor of Psychology	Discontinuation	2026.02	Proposal-169634	The Bachelor of Education (Primary) and Bachelor of Psychology is to be discontinued as the Education side of this double degree has been replaced by a new single undergraduate ITE primary degree, the BEd(Prim). Hence, units in the old double degree need to be taught out.	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Creation of Units							
Unit	MEDI3002	Advanced Topics in Health and Medical Research 2	Approval	2027.01	Proposal-194309	New unit - This unit is being created to support a vertical double with the Graduate Diploma of Research and the Master of Research	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	MEDI3001	Advanced Topics in Health and Medical Research 1	Approval	2027.01	Proposal-194308	New unit - This unit is being created to support a vertical double with the Graduate Diploma of Research and the Master of Research	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	MHHS3333	Future Ready for Medicine, Health and Human Sciences	Approval	2027.01	Proposal-184431	New unit - Future Ready	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	MEDI8110	Foundations of clinical medicine 1	Approval	2027.01	Proposal-195361	New unit	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	MEDI8111	Foundations of clinical medicine 2	Approval	2027.01	Proposal-195374	New unit	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Discontinuation of Units							

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Unit	CAUD8003	Theoretical Bases of Audiology	Discontinuation	2027.02	Proposal-194716	Discontinuation	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	CAUD8002	Adult Hearing Assessment	Discontinuation	2027.02	Proposal-194715	Discontinuation	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	CAUD8001	Speech Perception and Production	Discontinuation	2027.02	Proposal-194714	Discontinuation	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	LING3388	PACE: Accessible and Inclusive Communication	Discontinuation	2028.01	Proposal-195317	Discontinuation	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	COGS3999	PACE: Cognitive Science in the Real World	Discontinuation	2028.01	Proposal-195314	Discontinuation	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	HLTH3050	PACE: Health Placement	Discontinuation	2027.02	Proposal-195313	Discontinuation	ENDORSED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Amendments to Units - Assessment Tasks, Learning Activities, ULO, Unit description, etc							
Unit	APPL8010	Genre, Discourse and Multimodality	Amendment	2026.04	Proposal-194911	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8010	Genre, Discourse and Multimodality	Amendment	2027.02	Proposal-195385	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8030	Languages and Cultures in Contact	Amendment	2026.04	Proposal-195153	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8030	Languages and Cultures in Contact	Amendment	2027.02	Proposal-195140	Assessment Task, LA, student workload	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8240	Language Testing and Evaluation	Amendment	2026.04	Proposal-194967	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8240	Language Testing and Evaluation	Amendment	2027.02	Proposal-195359	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Unit	APPL8290	Evaluating Language Classroom Practice	Amendment	2026.05	Proposal-195253	AT - weighting change	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8290	Evaluating Language Classroom Practice	Amendment	2027.02	Proposal-195358	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8410	Literacies	Amendment	2026.04	Proposal-195151	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8410	Literacies	Amendment	2027.02	Proposal-195138	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8420	Teaching English for Academic Purposes	Amendment	2026.04	Proposal-194939	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	APPL8420	Teaching English for Academic Purposes	Amendment	2027.02	Proposal-195328	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	CAUD8107	Childhood Hearing Assessments	Amendment	2026.02	Proposal-194044	AT - changing of hurdle, AI tag, feedback mechanism (minor)	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	CHIR8512	Orthopaedic Physical Assessment	Amendment	2027.04	Proposal-194941	AT - Assessment types updated for 2026 (Proposal-157698), aligned with Macquarie Advantage Principles had not been captured in the 2027 proposals due to timing of proposals being raised. Curriculum team advised that current classifications are incorrect.	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	HSYP8105	Systems Science in Healthcare	Amendment	2027.02	Proposal-195640	AT - change AT 1 to individual task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	HSYP8105	Systems Science in Healthcare	Amendment	2026.04	Proposal-195639	AT - change AT 1 to individual task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	HSYP8107	Public Health Capstone	Amendment	2026.04	Proposal-194965	AT, LA, requisites (co-req, and loosening prereq)	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Unit	HSYP8107	Public Health Capstone	Amendment	2027.02	Proposal-195255	Requisites, AT, LA, student workload	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	LING2214	Language and Cognition	Amendment	2027.03	Proposal-194878	This is to replicate the changes approved previously in 2026.02 version. Substantial changes in all the fields	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	MEDI8105	Interprofessional Healthcare	Amendment	2026.04	Proposal-195360	Assessment Task (minor)	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	MHHS1005	Lifestyle Factors for Health and Wellbeing	Amendment	2026.04	Proposal-194907	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	MHHS1006	Health, Society and Culture	Amendment	2026.04	Proposal-192418	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	MHHS8001	Research Frontiers	Amendment	2027.02	Proposal-193165	AT - Formative optional (non hurdle assessment) task removal	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	NURS8104	Bioscience for Nursing Practice 2	Amendment	2027.03	Proposal-195391	Unit description	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	NURS8202	Professional Experience 3: Leadership in Nursing	Amendment	2027.03	Proposal-195395	LA (minor)	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PHTY8301	Advanced Physiotherapy Practice A	Amendment	2026.03	Proposal-194697	Tidying up prereq, AT, minor changes in ULO, LA,	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYH4418	Design and Statistics IV	Amendment	2027.03	Proposal-195511	AT - Mapping ULO4 to AT1 (as this is another core skill developed through the assessment)	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU2234	Social and Personality Psychology	Amendment	2026.05	Proposal-194795	Assessment Task	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYX1100	Psychology: Finding Your Foundation and Future	Amendment	2026.03	Proposal-194962	AT, ULO, Unit description, Shared teaching, LA	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Unit	ESPS3501	PACE: Exercise Science Placement II	Amendment	2026.04	Proposal-195177	Removing requirement for special approval in order to allow students to enrol	APPROVED FEC CIRCULAR RESOLUTION 14-18 MAY 2026
Amendments to Units - Offering, prerequisites, Handbook publish change and editorial changes (changes due to unit re-sequencing)							
Unit	CHIR8515	Interprofessional Management	Amendment	2027.02	Proposal-194991	Clarifying offering	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	CHIR8603	Clinic Preparation	Amendment	2027.02	Proposal-194992	Clarifying offering	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	COGS3999	PACE: Cognitive Science in the Real World	Amendment	2027.02	Proposal-195310	Remove 2027 unit offerings	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	HLTH2000	Contemporary Health Issues	Amendment	2027.02	Proposal-194672	Removal of offering, handbook to no	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	LING3388	PACE: Accessible and Inclusive Communication	Amendment	2027.02	Proposal-195311	Remove 2027 unit offerings	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	NURS8101	Evidence-Based Healthcare	Amendment	2027.02	Proposal-195334	Updates to the unit sequence required repositioning this unit within the program structure to better scaffold student learning. Due to system constraints, the unit information was replicated rather than renumbered. No substantive changes have been made to the learning outcomes.	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	NURS8102	Aboriginal and Torres Strait Islander Health and Wellbeing	Amendment	2027.02	Proposal-195092	Assessment Task (minor), unit description	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	NURS8103	Professional Experience 1: Foundations of Nursing	Amendment	2027.05	Proposal-195390	Unit description, AT (minor)	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	NURS8105	Complex, Chronic and Acute Healthcare Needs	Amendment	2027.03	Proposal-195340	Updating contents with UNIT8201	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Unit	NURS8106	Evidence-Based Healthcare	Amendment	2027.03	Proposal-195337	Updating contents with UNIT8101	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	NURS8107	Professional Experience 2: Developing Nursing Practice	Amendment	2027.03	Proposal-195393	Assessment Task, LA	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	NURS8201	Complex, Chronic and Acute Healthcare Needs	Amendment	2027.04	Proposal-195343	Unit description, AT, etc	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU1100	Professional Practice	Amendment	2027.02	Proposal-194934	Editorial - Change to Unit Name was approved in January 2026 however as advised by curriculum team, implementation was not possible at that time of academic year. The unit name change is being actioned as an editorial for 2027 as governance process has already been completed. See attached file of changes that were tabled and approved at CQSS and FEC.	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU1101	Psychology in Context: From Foundations to Applications	Amendment	2027.02	Proposal-192185	Removing quota, updating attendance pattern	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU1102	Psychology in Context: Health, Development & Well-Being	Amendment	2027.04	Proposal-195399	Offering - Correction to attendance pattern - online offerings to be asynchronous with in-person assessment	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU2222	Psychological Health and Wellbeing	Amendment	2027.04	Proposal-195382	Offering, prerequisites	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU2234	Social and Personality Psychology	Amendment	2027.03	Proposal-195380	Correction to online attendance pattern	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU2235	Developmental Psychology	Amendment	2027.03	Proposal-195392	Correction to online attendance pattern	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU2236	Biopsychology and Learning	Amendment	2027.03	Proposal-195400	Offering - Correction to attendance pattern changes - online, asynchronous offerings to have in-person assessment	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU2239	Perception and Cognition	Amendment	2027.03	Proposal-195381	Offering	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Unit	PSYU2248	Design and Statistics II	Amendment	2027.03	Proposal-194926	Offering - Unit will still be delivered asynchronously; the only change would be from online final exams to in-person final exams (to reduce integrity issues).	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU2501	Current Topics in Psychological Science 1	Amendment	2027.04	Proposal-195394	Correction to online attendance pattern	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU2502	Current Topics in Psychological Science 2	Amendment	2027.04	Proposal-195396	Offering - correcting attendance pattern	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU3330	Measurement and Research Applications in Psychology	Amendment	2027.03	Proposal-194927	Offering - Unit will still be delivered asynchronously; the only change would be from online final exams to in-person final exams (to reduce integrity issues).	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU3337	Psychopathology	Amendment	2027.03	Proposal-194932	Offering, Requisites	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU3349	Design and Statistics III	Amendment	2027.03	Proposal-194933	Offering - Unit will still be delivered asynchronously; the only change would be from online final exams to in-person final exams (to reduce integrity issues).	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU3399	PACE: Psychological Science: Putting Theory into Practice	Amendment	2027.03	Proposal-195666	Removing quota	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU3501	Advanced Topics in Psychological Science 1	Amendment	2027.04	Proposal-195397	Offering - correcting attendance pattern	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYU3502	Advanced Topics in Psychological Science 2	Amendment	2027.04	Proposal-195398	Offering - correcting attendance pattern	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	PSYX2222	Psychological Health and Wellbeing	Amendment	2027.04	Proposal-195401	Requisite - MHHS1005 is required as a pre-req	APPROVED 16 JUNE 2026 FACULTY EDUCATION COMMITTEE
Unit	CAUD8113	Clinical Practice in Audiology III	Amendment	2027.02	Proposal-194720	Removal of S2 offering	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Unit	CHIR6510	Diagnostic Sciences	Amendment	2027.02	Proposal-194700	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	CHIR8201	Evidence in Practice	Amendment	2027.04	Proposal-194701	Offering update	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	HLTH3100	Health Promotion	Amendment	2027.02	Proposal-194752	Offering update - clarifying prior to its first delivery, AT	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	HSYP8007	Program Planning and Evaluation in Health Promotion	Amendment	2027.02	Proposal-194759	Offering update - changing S1 to S2	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	LING2218	Grammar and Meaning	Amendment	2027.03	Proposal-194804	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	MEDI3401	PACE: Professional Learning in the Clinical Sciences	Amendment	2027.03	Proposal-194755	Offering update - clarifying prior to its first delivery	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	MHHS2001	Professional Practice 2	Amendment	2027.02	Proposal-194667	Offering, Requisites (loosening) - finalising unit offering ahead of first delivery	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	MHHS2002	Contemporary Health Issues	Amendment	2027.02	Proposal-194668	Offering - finalising unit offering ahead of first delivery	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	MHHS2101	Introduction to Health Database Design and Management	Amendment	2027.02	Proposal-194669	Offering - finalising unit offering ahead of first delivery	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	MHHS2202	Digital Health Systems for Hospital and Primary Care	Amendment	2027.02	Proposal-194670	Offering - finalising unit offering ahead of first delivery	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	MHHS2203	Digital Health Systems for Community, Child and Family, and Aged-Care Services	Amendment	2027.02	Proposal-194671	Offering - finalising unit offering ahead of first delivery	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PHTY8200	Clinical Physiotherapy Placement I	Amendment	2027.02	Proposal-194703	Offering update	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Unit	PHTY8201	Clinical Physiotherapy Placement II	Amendment	2027.02	Proposal-194704	Offering update	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PHTY8202	Clinical Physiotherapy Placement III	Amendment	2027.02	Proposal-194705	Offering update	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PHTY8304	Advanced Clinical Physiotherapy Placement I	Amendment	2027.02	Proposal-194706	Offering update	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PHTY8305	Advanced Clinical Physiotherapy Placement II	Amendment	2027.02	Proposal-194707	Offering update	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYC8981	Clinical Psychology Practical Placement 1	Amendment	2027.02	Proposal-194812	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYC8982	Clinical Psychology Practical Placement 2	Amendment	2027.02	Proposal-194813	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYC8983	Clinical Psychology Practical Placement 3	Amendment	2027.02	Proposal-194814	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYO8921	Applied Psychology in Human Resource Management	Amendment	2027.04	Proposal-194815	Offering update - changing to 2028	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYO8945	Dissertation	Amendment	2027.02	Proposal-194816	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYO8951	Supervised Practical Placement I	Amendment	2027.02	Proposal-194817	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYO8952	Supervised Practical Placement II	Amendment	2027.02	Proposal-194818	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYO8953	Supervised Practical Placement III	Amendment	2027.02	Proposal-194819	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026

Category	Course / Unit Code	Course/Course component/Unit Title	Type of change	Version Number	MQCMS Proposal number	Nature of amendment	FACULTY EDUCATION COMMITTEE
Unit	PSYO8954	Supervised Practical Placement IV	Amendment	2027.02	Proposal-194820	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYU1102	Psychology in Context: Health, Development & Well-Being	Amendment	2027.03	Proposal-194825	Offering update	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYU2222	Psychological Health and Wellbeing	Amendment	2027.03	Proposal-194826	Offering update	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYX2222	Psychological Health and Wellbeing	Amendment	2027.03	Proposal-194827	Offering update - changing S1 to S2	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	PSYX3436	Biopsychology and Learning	Amendment	2027.02	Proposal-194828	Offering update - changing 2027 to 2028	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	SPHL2230	Speech, Hearing and Language Science in Practice	Amendment	2027.03	Proposal-194836	Offering update	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	SPTH8830	Body Functions and Structures for Speech Pathology	Amendment	2027.02	Proposal-194717	Removal of offering, handbook to no	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	TRAN8063	Auslan Interpreting Techniques	Amendment	2027.02	Proposal-194729	Offering - make it 2028	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	TRAN8069	Auslan Interpreting Practice	Amendment	2027.02	Proposal-194730	Offering - make it 2028	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	TRAN8086	Auslan Interpreting in Legal Settings	Amendment	2027.02	Proposal-194731	Offering - make it 2028	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026
Unit	TRAN8087	Auslan Interpreting in Educational Settings	Amendment	2027.02	Proposal-194732	Offering - make it 2028	APPROVED FEC CIRCULAR RESOLUTION 23-28 MAY 2026

Meeting of	Academic Senate
Item No.	7.4.1
Meeting Date	4 August 2026



MACQUARIE
University

SUBMISSION TO ACADEMIC SENATE

Title	FACULTY OF SCIENCE AND ENGINEERING FACULTY BOARD: MEETING OF 2 JUNE 2026
Submitted by	Megan Kemmis – Manager, Governance Secretariat
Approved by	Professor Samuel Muller – Chair, Faculty of Science and Engineering Faculty Board
☐ For approval ☐ For recommendation to Council ☒ For noting/discussion	

Executive Summary

Report of the Faculty of Science and Engineering Faculty Board meeting held on 2 June 2026.

Recommendation

That Academic Senate NOTES the report and draft minutes of the Faculty of Science and Engineering meeting held on 2 June 2026.

Details

The Faculty of Science and Engineering Faculty Board will hold seven regular meetings in 2026. This is the report of the Faculty Board's third meeting for the year.

ITEMS RECOMMENDED TO ACADEMIC SENATE FOR APPROVAL

Curriculum Items for Endorsement (see item 3.2 in minutes)

The Faculty Board endorsed the accreditation of two new courses: the Graduate Diploma of Environment and Conservation and the Graduate Certificate of Environment and Conservation. Both courses are recommended to Academic Senate for approval.

ITEMS FOR NOTING

Curriculum Items for Ratification (see item 3.1 in minutes)

The Faculty Board ratified the following decisions made by its Chair via executive action:

- nine exceptions to the Assessment Procedure and updates to their justifications for units seeking exceptions to clause 91 of the Assessment Procedure, which states that “the maximum duration of a timed examination will be two (2) hours per unit (excluding reading time)”;
- the removal of seventeen units from Appendix D: Record of Exceptions list, as they are no longer required;
- 13 proposals to amend courses and 4 proposals to amend a postgraduate specialisation;
- 4 proposals to amend majors and 4 proposals to amend minors; and
- one proposal to amend a unit of study.

Curriculum Items for Approval (see item 3.3 in minutes)

The Faculty Board approved the following curriculum items:

- the creation of two new microcredentials;
- 19 proposals to amend courses;

- the creation of two new units of study; and
- 76 proposals to amend units of study.

Prizes and Awards

The Faculty Board approved:

- updates to the Faculty of Science and Engineering Prize List (*see item 3.4 in minutes*); and
- the establishment of an annual Jim Piper Memorial Travel Bursary in Optics and Photonics.

2025 Faculty of Science and Engineering Microcredential Report (*see item 2.3 in minutes*)

The Faculty Board approved the Faculty's 2025 Microcredential Report, which is provided as Attachment B.

2026 Faculty of Science and Engineering Double Course Offerings Report (*see item 2.4 in minutes*)

The Faculty Board noted the approved list of 2026 Faculty of Science and Engineering Double Degree offerings and the proposed list of 2027 Faculty of Science and Engineering Double Degree offerings.

Reports and Updates from Committee Chair and/or Members

The Committee received the following reports:

- the Chair (*see item 2.2 in minutes*) reported on the development of the Faculty Strategy and recent travels to visit partner universities in Bangladesh and India;
- the student members provided an update on their work to seek broad student feedback across the Faculty (*see items 2.1 and 5 in minutes*);
- an update on the Faculty Board's membership (*see item 2.5 in the minutes*); and
- reports from recent meetings of the Faculty Education Committee, the Faculty Research Training Committee and the Faculty Research Committee (*see items 4.1, 4.2 and 4.3 in minutes*).

Attachments

- Attachment A: Unconfirmed minutes of the meeting of the Faculty of Science and Engineering Faculty Board held on 2 June 2026.
- Attachment B: 2025 Faculty of Science and Engineering Microcredential Report

ATTACHMENT A

Minutes of the Faculty of Science and Engineering Faculty Board (FSEFB) Meeting held on Tuesday, 2 June 2026 at 10.00 am, Senate Meeting Room, Level 1, 16 Wally's Walk.

Please note that the minutes reflect the order of items in the agenda.

Present:

Professor Samuel Muller (Chair)
 Shah Noor Bhuiyan
 Rohita Chidireddi
 Professor Simon Ellis
 Professor Alexander Fuerbach
 Associate Professor Petra Graham
 Professor Nathan Hart
 Associate Professor Nazmul Huda
 Associate Professor Devika Kamath
 Associate Professor Prashan Karunaratne
 Associate Professor Matthew Kosnik

Dr Bishwo Mainali
 Professor Richard McDermid
 Associate Professor Andrew Piggott
 Associate Professor Fleur Ponton
 Matthew Robson
 Dr Katrina Sealey
 Distinguished Professor Michael Sheng
 Professor Georgy Sofronov
 Distinguished Professor Phil Taylor
 Dr Stuart Upton
 Professor Gordon Wyeth

In attendance:

Meredith Hallgren
 Emma Hastings
 Chris Josifovski

Megan Kemmis
 Carolina Morison

Apologies:

Professor Linda Beaumont (Deputy Chair)

Associate Professor Fatemeh Salehi

Absent:

Dr Rajan Shankaran

1. PROCEDURAL ITEMS**1.1 ACKNOWLEDGEMENT OF COUNTRY**

Professor Alexander Fuerbach acknowledged the traditional custodians of the land on which Macquarie University stands.

1.2 WELCOME AND APOLOGIES

The meeting of the Faculty of Science and Engineering Faculty Board commenced at 10:00 am with the Chair noting the apologies listed above and welcoming members and observers to the meeting. The Chair welcomed Associate Professor Matthew Kosnik to membership of the Faculty Board and thanked three members whose terms are finishing before the next meeting: Associate Professor Nazmul Huda, Associate Professor Andrew Piggott and Distinguished Professor Michael Sheng. He particularly thanked Associate Professor Huda for his work as a mentor to the Board's student members.

1.3 DISCLOSURE OF CONFLICTS OF INTERESTS

There were no disclosures of conflicts of interest.

1.4 ADOPTION OF UNSTARRED ITEMS

The Faculty Board noted that there were no unstarred items for this meeting. (Note Sam did vote to accept 1.6 as unstarred item.)

1.5 MINUTES OF THE PREVIOUS MEETING

RESOLUTION FSEFB 26/14

The Faculty of Science and Engineering Faculty Board RESOLVED to approve the minutes of the meeting held on 14 April 2026 as a true and accurate record.

1.6 MATTERS ARISING

There were no matters arising from the previous meeting.

2. REPORTS

2.1 STUDENT-LED BUSINESS

Ms Chidireddi advised the Faculty Board that she and Mr Bhuiyan have been contacting student societies across the Faculty to obtain student feedback, adding they had been concerned that the information they present to the Faculty Board could be skewed towards their own School of Computing. She offered to speak further on this if there was time at the end of the meeting.

2.2 CHAIR'S REPORT

The Chair spoke to the following matters:

- he thanked the student members for their efforts in bringing forward student issues, and encouraged Faculty Board members to be open to listening and discussing these matters;
- he congratulated the Faculty on reaching the last teaching week of Session 1 and thanked staff for their work;
- the development of the Faculty Strategy is continuing and will be further discussed at the Faculty Town Hall at the end of June, with the aim of launching the Strategy in September. He particularly noted the work to align the Faculty Strategy with University strategies such as the MQ Advantage;
- he provided a brief overview of his recent travels to Bangladesh and India to meet with partner universities, highlighting the potential for further engagement.

Mr Shah Noor Bhuiyan joined the meeting at 10:11 am.

2.3 2025 FACULTY OF SCIENCE AND ENGINEERING (FSE) MICROCREDENTIAL REPORT

The Associate Dean (Curriculum and Learning), Associate Professor Petra Graham presented this report, noting it is an annual report required under the Microcredential Policy. She noted the Faculty's offerings have grown from the original seven microcredentials to nineteen, and that 527 people were enrolled in 2025. While some administrative matters have been identified, the report shows compliance with the Policy and makes no significant recommendations.

RESOLUTION FSEFB 26/15

The Faculty of Science and Engineering Faculty Board RESOLVED to approve the FSE Annual Microcredential Report 2025-26 and recommended that it be noted by Academic Senate.

2.4 2026 FACULTY OF SCIENCE AND ENGINEERING (FSE) DOUBLE COURSE OFFERINGS REPORT

The Associate Dean (Curriculum and Learning), Associate Professor Petra Graham

presented the report on double degree offerings, noting number of offerings in 2026 will reduce from sixteen to fifteen. This is because the new Bachelor of Environment and Conservation, replacing the current Bachelor of Environment, can not be doubled with the Bachelor of Laws. She also noted changes to the double degrees with the Bachelor of Engineering (Honours) following amendments to that degree, with the current Bachelor of Commerce/Bachelor of Engineering (Honours) being replaced by a double degree with the Bachelor of Business.

Associate Professor Karunaratne noted that the student who received the Macquarie Business School Dean's award as its top student in the Bachelor of Commerce is enrolled in a double degree with the Bachelor of Engineering (Honours).

RESOLUTION FSEFB 26/16

The Faculty of Science and Engineering Faculty Board NOTED the approved list of 2026 Faculty of Science and Engineering Double Degree offerings and the proposed list of 2027 Faculty of Science and Engineering Double Degree offerings.

2.5 FACULTY OF SCIENCE AND ENGINEERING FACULTY BOARD (FSEFB) MEMBERSHIP UPDATE

The Chair noted that the Faculty Board has previously acknowledged the three members leaving the Faculty Board, adding that a call for expressions of interest will be circulated to members to identify a new mentor for the Board's student members.

Action arising: Governance Secretariat to circulate call for expressions of interest in mentoring the student members to other Faculty Board members.

RESOLUTION FSEFB 26/17

The Faculty of Science and Engineering Faculty Board NOTED the Faculty of Science and Engineering Faculty Board membership update.

3. ITEMS FOR APPROVAL, ENDORSEMENT OR RATIFICATION

3.1 ITEMS FOR APPROVAL, ENDORSEMENT OR RATIFICATION

The Associate Dean (Curriculum and Learning), Associate Professor Kosnik, outlined the decisions made by executive action since the last Faculty Board meeting, including updates to exceptions to the Assessment Procedure and amendments to courses, course components and one unit of study.

RESOLUTION FSEFB 26/18

The Faculty of Science and Engineering Faculty Board RESOLVED to ratify the following matters approved via Executive Action:

- i. nine exceptions to the Assessment Procedure and updates to their justifications, following the Faculty of Science and Engineering Faculty Board (FSEFB) meeting held on 14 April 2026, for units seeking exceptions to clause 91 of the Assessment Procedure, which states that "the maximum duration of a timed examination will be two (2) hours per unit (excluding reading time)", approved on 16 May 2026;***
- ii. remove seventeen units from Appendix D: Record of Exceptions list, as they are no longer required, approved on 16 May 2026;***
- iii. amendments to Course and Specialisations approved on 17 April 2026:***

Course/ Specialisation Code	Title	Proposal Number	Version
C000125	Master of Information Technology in Cyber Security	193006	2026.07
C000125	Master of Information Technology in Cyber Security	193007	2025.06
C000125	Master of Information Technology in Cyber Security	193008	2024.05
C000125	Master of Information Technology in Cyber Security	193009	2023.05
C000125	Master of Information Technology in Cyber Security	193010	2022.05
C000125	Master of Information Technology in Cyber Security	193011	2021.07
C000124	Master of Information Systems Management	193012	2027.02
C000124	Master of Information Systems Management	193013	2026.04
C000124	Master of Information Systems Management	193015	2025.03
C000124	Master of Information Systems Management	193016	2024.05
C000124	Master of Information Systems Management	193017	2023.05
C000124	Master of Information Systems Management	193018	2022.06
C000124	Master of Information Systems Management	193019	2021.07
R000276	Cyber Security	193020	2027.02
R000276	Cyber Security	193002	2026.04
R000276	Cyber Security	193003	2025.03
R000276	Cyber Security	193004	2024.03

iv. amendments to Majors and Minors approved on 11 May 2026:

Major/ Minor Code	Title	Proposal Number	Version
N000282	Statistical Data Science	195123	2026.04
N000282	Statistical Data Science	195124	2027.03
N000055	Data Science	195125	2026.04
N000055	Data Science	195126	2027.03
T000473	Statistical Data Science	195127	2026.04
T000473	Statistical Data Science	195128	2027.02
T000345	Data Science	195130	2026.04
T000345	Data Science	195131	2027.02

v. amendment to one Unit approved on 22 May 2026:

Specialisation Code	Title	Proposal Number	Version
COMP8700	IT Professional Practice	195133	2026.05

3.2 CURRICULUM ITEMS FOR ENDORSEMENT

The Associate Dean (Curriculum and Learning), Associate Professor Kosnik, introduced this item noting the new Graduate Diploma and Graduate Certificate flow from the recent accreditation of the Master of Environment and Conservation. The Graduate Diploma will be open to admissions but will also serve as an exit qualification, while the Graduate Certificate will be an exit qualification only.

RESOLUTION FSEFB 26/19

The Faculty of Science and Engineering Faculty Board RESOLVED to endorse the accreditation of the following courses and recommend to Academic Senate for approval via the Academic Senate Curriculum Subcommittee:

- i. **C000489 – Graduate Diploma of Environment and Conservation ([Proposal-194876](#)); and**
- ii. **C000488 – Graduate Certificate of Environment and Conservation ([Proposal-194873](#)).**

3.3 CURRICULUM ITEMS FOR APPROVAL

The Associate Dean (Curriculum and Learning), Associate Professor Kosnik, outlined the curriculum proposals requiring approval, which include two new microcredentials to be offered by the School of Computing in partnership with Optus, amendments to courses (including the removal of offerings of some courses moving to teach out following the creation of new curricula), the creation of two new units in support of the New Colombo Plan, and amendments to units.

(Secretary's note: the references to shared teaching for units being amended outlined in the agenda item refer to existing arrangements which do not require Faculty Board approval and are not included in the resolution below.)

RESOLUTION FSEFB 26/20

The Faculty of Science and Engineering Faculty Board RESOLVED to approve:

- i. **the creation of the following Microcredential offerings with effect from 2 June 2026:**

#	Course	Name	CMS	Version
1	MQMC0104	Data & AI Risk Literacy Program (Leaders Pathway)	195098	2026.01
2	MQMC0105	Data & AI Risk Literacy Program (Builders Pathway)	195249	2026.01

- ii. **the amendment of the following courses with effect from 2 June 2026:**

#	Course	Name	CMS	Version
School of Computing				
1	C000110	Graduate Diploma of Information Technology	193023	2027.02
2	C000105	Bachelor of Information Technology	193083	2027.02
3	C000372	Master of Information Technology in Artificial Intelligence	194690	2027.02
4	C000125	Master of Information Technology in Cyber Security	194686	2027.03
School of Engineering				
5	C000401	Master of Engineering (Professional) in Mechatronics and Automation Engineering	194695	2027.02
6	C000400	Master of Engineering (Professional) in Renewable Energy and Electrical Engineering	194694	2027.02

7	C000399	Master of Engineering (Professional) in Environmental Engineering	194693	2027.02
8	C000398	Master of Engineering (Professional) in Civil and Construction Engineering	194692	2027.02
9	C000397	Master of Engineering (Professional) in Mechanical Engineering	194691	2027.02
School of Natural Sciences				
10	C000023	Master of Environment	194682	2027.02
11	C000063	Master of Conservation Biology	194681	2027.02
12	N000005	Environmental Management	194680	2027.02
13	N000252	Environmental Sciences	194679	2027.02
14	C000003	Bachelor of Environment	194678	2027.02
15	C000001	Bachelor of Biodiversity and Conservation	194677	2027.02
16	C000058	Graduate Diploma of Conservation Biology	194872	2027.02
17	C000069	Graduate Diploma of Environment	194881	2027.02
18	C000072	Graduate Certificate of Environment	194880	2027.02
19	C000051	Graduate Certificate of Conservation Biology	194870	2027.02

iii. the creation of the following units with effect from 2 June 2026:

#	Unit	Name	CMS	Version
1	FOSE3001	Professional Practice in STEM	194155	2026.01
2	FOSE8001	Professional Practice in STEM	168059	2026.01

iv. amendments to the following units with effect from 2 June 2026:

#	Unit	Name	CMS	Version
Owned at Faculty Level				
1	FOSE1000	Becoming a Scientist	194982	2026.04
2	FOSJ1000	Becoming a Scientist	195291	2026.05
3	FOSX1000	Becoming a Scientist	195290	2026.05
4	FOSE2000	The Science Practitioner	195090	2026.07
5	FOSJ2000	The Science Practitioner	194790	2026.05
6	FOSJ2000	The Science Practitioner	194791	2027.02
7	FOSX2000	The Science Practitioner	195294	2026.06
8	FOSJ3000	Making Science Work for You and Society: Capstone	195083	2027.02
School of Mathematical and Physical Sciences				
9	PHYS2030	Quantum Physics	194990	2026.04
10	STAJ1379	Statistical Technologies for Data Science	194978	2026.04
11	STAJ1379	Statistical Technologies for Data Science	194979	2027.02
12	STAJ2170	Statistical Data Analytics	195084	2027.02
13	STAJ2371	Statistics	195085	2027.03

14	STAJ2372	Probability	194980	2026.04
15	STAJ2372	Probability	194981	2027.02
16	STAJ3599	PACE: Professional Practice for Statistical Data Sciences	195086	2027.02
17	STAJ4107	Statistical Learning	195087	2027.02
18	STAJ4124	Advanced Methods in Data Visualisation	195088	2027.02
19	STAJ4150	Bayesian Statistics	195089	2027.02
20	STAT2114	Design of Experiments and Surveys	178102	2026.03
21	STAT2173	Introduction to Probability	194830	2027.02
22	STAT6114	Design of Experiments and Surveys	184085	2026.02
23	STAT6190	Statistical Methods for Data Science	180228	2026.03
School of Computing				
24	COMJ1010	Fundamentals of Computer Science	194977	2026.04
25	COMJ1010	Fundamentals of Computer Science	194969	2027.02
26	COMJ2010	Algorithms and Data Structures	194970	2027.02
27	COMJ2200	Data Science	194971	2027.02
28	COMJ2270	Networking and Cloud Computing	194972	2027.02
29	COMJ2350	Database Systems	194973	2027.02
30	COMJ3210	Big Data	194974	2027.02
31	COMJ3250	Computer Networks	194975	2027.02
32	COMJ3850	PACE: Computing Industry Project	194976	2027.03
33	COMP1170	3D Modelling and Animation	195070	2026.04
34	COMP1300	Introduction to Cyber Security	194887	2026.02
35	COMP1350	Introduction to Database Design and Management	195091	2026.02
36	COMP3100	Distributed Systems	193891	2027.02
37	COMP4092	Software Engineering Research Thesis A	193108	2026.03
38	COMP4093	Software Engineering Research Thesis B	193110	2026.03
39	COMP6013	Introduction to Cyber Security	195188	2026.02
40	COMP6105	Distributed Systems	193899	2027.02
41	COMP6150	Introduction to Database Design and Management	195181	2026.02
42	COMP8110	Distributed Systems	194719	2027.02
43	COMP8310	Security Technologies and Forensic Analysis	193113	2027.02
School of Natural Sciences				
44	BIOJ2410	Ecology	194968	2027.02
45	BIOL2410	Ecology	194924	2026.05
46	EESC2150	Geology	195256	2027.02
47	ENVJ1505	Indigenous Science	195245	2026.04
48	ENVJ2115	Climate Change, Energy and our Future	195244	2026.05
49	ENVJ2115	Climate Change, Energy and our Future	195077	2027.03
50	EESJ2160	Climate and Oceans	195076	2027.03
51	ENVJ2266	Earth Surface Processes	180919	2026.02
52	ENVJ2266	Earth Surface Processes	195173	2027.02

53	ENVJ2364	Introduction to Geographic Information Science and Remote Sensing	195078	2027.03
54	ENVJ3102	Urban Climate and Air Quality	195079	2027.02
55	ENVJ3238	Environmental Quality and Assessment	195080	2027.02
56	ENVJ3383	Environmental Analysis Using Remote Sensing and GIS	195081	2027.02
57	ENVJ3463	PACE: Environmental Management Project	195082	2027.02
58	ENVS2266	Earth Surface Processes	195373	2026.04
59	MOLS8212	Proteomics Technologies and Applications	194699	2026.03
School of Engineering				
60	CIVL4090	Civil Engineering Research Thesis A	194736	2026.02
61	CIVL4091	Civil Engineering Research Thesis B	194742	2026.03
62	ELEC4092	Electrical and Electronic Engineering Research Thesis A	194735	2026.03
63	ELEC4093	Electrical and Electronic Engineering Research Thesis B	194741	2026.03
64	ELEC8870	High Performance IC Design	195217	2026.03
65	ENGG4092	Engineering Research Thesis Extension A	194740	2026.02
66	ENGG4093	Engineering Research Thesis Extension B	194745	2026.04
67	ENGG8000	Professional Practice	195069	2026.05
68	ENGG8090	Engineering Project Planning	194739	2026.02
69	ENGG8091	Engineering Project Implementation	194746	2026.03
70	ENGG8102	Engineering Management Capstone	195071	2026.03
71	MECH4092	Mechanical Engineering Research Thesis A	194737	2026.02
72	MECH4093	Mechanical Engineering Research Thesis B	194743	2026.03
73	MTRN4092	Mechatronic Engineering Research Thesis A	194738	2026.02
74	MTRN4093	Mechatronic Engineering Research Thesis B	194744	2026.03
75	MECH8203	Additive Manufacturing	195189	2026.03
76	TELE3350	Communications Networks	192931	2026.04

3.4 FACULTY OF SCIENCE AND ENGINEERING (FSE) PRIZE LIST CHANGES

The Associate Dean (Curriculum and Learning), Associate Professor Petra Graham introduced the proposed prize list changes, particularly noting the creation of four new prizes in the School of Computing.

RESOLUTION FSEFB 26/21

The Faculty of Science and Engineering Faculty Board RESOLVED to approve the proposed updates to the FSE Prize List, including the introduction of new prizes, amendments to existing prizes, and the removal of prizes that are no longer available for award.

3.5 JIM PIPER MEMORIAL TRAVEL BURSARY IN OPTICS AND PHOTONICS

The Associate Dean (Research Training), Professor Alexander Fuerbach, advised the Faculty Board that Professor Jim Piper's widow has provided a generous donation to establish this bursary. She has been involved in its establishment and will participate on the selection panel.

RESOLUTION FSEFB 26/22

The Faculty of Science and Engineering Faculty Board RESOLVED to approve the establishment of an annual Jim Piper Memorial Travel Bursary in Optics and Photonics.

4. REPORTS FROM FACULTY SUBCOMMITTEES

4.1 FACULTY EDUCATION COMMITTEE (FEC)

The Associate Dean (Curriculum and Learning), Associate Professor Petra Graham, presented this report on behalf of the Deputy Dean (Education and Employability). She outlined highlights from the recent meetings including a review of the first assessment marks from students at the Nanjing Normal University Macquarie University Joint Institute (NMJI) showing comparable results with students studying on campus. Plans to offer ENVJ1505 Indigenous Science at NMJI in the next semester have been deferred to allow further scaffolding of the unit. The Committee has also considered the draft Faculty Education Strategy, welcomed Associate Professor Kosnik as the new Associate Dean (Curriculum and Learning) and discussed issues raised by the Schools, including the impact of lower international student numbers, implementing the new MQ degree structure and the success of student engagement in mentoring and leadership.

4.2 FACULTY RESEARCH TRAINING COMMITTEE (FRTC)

The Associate Dean (Research Training), Professor Alexander Fuerbach, noted that Associate Professor Kosnik had previously been the Faculty's Director of the Master of Research. With his appointment as Associate Dean (Curriculum and Learning), a new Director has been identified with Dr Catherine Pennington appointed to the position. A new liaison co-ordinator from the Graduate Research Academy, Novello Alday, is also starting.

He also outlined recent negotiations with partner universities, including the signing of a new Global PhD agreement with the Academy of Scientific and Innovative Research in India, providing access to 80 associated research institutes. A memorandum of understanding has also been signed with Chulalongkorn University in Thailand, with the aim of developing a Global PhD agreement and a shared research centre.

4.3 FACULTY RESEARCH COMMITTEE (FRC)

The Deputy Dean (Research and Innovation), Professor Nathan Hart, took the Committee's report as read. He advised the Faculty Board that both the Australian Research Council (ARC) and the National Health and Medical Research Council (NHMRC) have updated their policies on research integrity, including a Research Security Framework from the ARC, and that the Committee is developing a post-publication peer review policy to ensure the integrity of publications. The Federal Minister for Education recently blocked thirteen research grants for security reasons, with Professor Hart highlighting the importance of full disclosure of all current or prior associations in grant applications. He also highlighted the recent election of Distinguished Professor Nicolle Packer to fellowship of the Australian Academy of Science.

5. OTHER BUSINESS

The Chair asked Mr Bhuiyan, a student member, if he had any issues to raise, with Mr Bhuiyan referring to the earlier report on efforts to get feedback from various student societies. He noted that some positive feedback has been received from students regarding the new short extensions. He and Ms Chidireddi discussed their aim of promoting the student membership on the Faculty Board as a contact point for student issues.

The Faculty Board discussed this issue with various suggestions offered, such as creating a generic contact email for inclusion on iLearn sites, providing a video introduction to be played at the first lectures at the start of Session 2 and having a notice in the Macquarie

Feed (the student newsletter). Difficulties with contacting students across Schools and the Faculty in general were also discussed, as was the importance of ensuring any contact channel to the student members did not overwhelm them with irrelevant messages. Ongoing work with the Marketing team to promote student membership of governance bodies in general was also noted. The Chair asked that this issue be revisited at a future meeting and that the student members consider what specific help they would need.

Action arising: Promotion of student members on Faculty Board to be further discussed with additional input from the student members.

6. NEXT MEETING

The next meeting of the Committee will be held on Tuesday 7 July 2026.

Professor Nathan Hart volunteered to provide an Acknowledgement of Country to the next meeting.

CLOSURE

There being no further business, the meeting concluded at 10:46 am.

ATTACHMENT B

Meeting of	Faculty of Science and Engineering Faculty Board
Item No.	2.3
Date of the Meeting	2 June 2026



MACQUARIE
University

SUBMISSION TO FACULTY OF SCIENCE AND ENGINEERING FACULTY BOARD

Title	2025 FACULTY OF SCIENCE AND ENGINEERING (FSE) ANNUAL MICROCREDENTIAL REPORT
Submitted by	Associate Professor Petra Graham – Associate Dean Curriculum and Learning Dr Stuart Upton – Head of Educational Services
Approved by	Professor Linda Beaumont – Deputy Dean, Education and Employability

☒ **For approval**

 ☒ **Endorse to recommend to Academic Senate / Senate Committee**

 ☐ **For noting**

Executive Summary

- The Faculty of Science and Engineering (FSE) currently offers a diverse portfolio of 19 microcredential offerings spanning STEM preparation, environmental science, computing, and Indigenous-led Bush Uni programs.
- A total of 572 enrolments were observed across the microcredential offerings in 2025
- There are no significant recommendations arising from the 2025 review that requires Faculty Board endorsement or approval.

Recommendation

That the Faculty of Science and Engineering Faculty Board RESOLVES to approve the FSE Annual Microcredential Report 2025-26 and recommend that it be noted by the Academic Senate.

Background/Context

The Faculty of Science and Engineering (FSE) has 19 approved microcredential offerings delivered by academics within each of the Schools and supported by the Educational Services team. These offerings include both credit and not credit bearing offerings and have been developed for three main purposes:

- i. To provide foundational and preparatory knowledge in various STEM subjects for incoming students without sufficient pre-requisites
- ii. To provide an innovative University pathway program, partnering with Indigenous communities to deliver content on Country
- iii. To offer upskilling or reskilling for professionals

FSE has been involved with the development and delivery of microcredentials since 2023 with 7 offerings, expanding to 19 approved offerings in 2025. Details of each of the microcredentials may be seen in Attachment A.

This report provides an annual review of microcredential offerings within FSE for reporting to Faculty Board and Academic Senate in alignment with Clause 41 of the Macquarie University [Microcredentials Policy](#).

Purpose/Discussion

The purpose of this section is to describe the delivery and quality assurance of our offerings as well as strategic alignment, policy implications and other issues.

Delivery and Quality Assurance

The FSE microcredentials have been designed and are delivered using a mix of flexible formats including intensive block modes, field-based learning and short preparatory modes. The microcredentials are a mix of 0 credit point offerings (the preparatory offerings) and credit bearing offerings which are in line with the Microcredentials Policy. All credit bearing offerings have assessments to ensure learning outcomes. See Attachment A for details of offerings.

Strategic Alignment

The FSE offerings are aimed at student success and retention (through the preparatory offerings), equity and access (through the Bush Uni offerings) and employability and industry engagement all of which are in alignment with the Education and Community Pillars of the soon to be implemented FSE Strategic Framework 2026-2030.

Policy Implications

No policy implications were identified for the 2025 offerings. The Bush Uni offerings were developed with RPL in mind.

Other Issues

There are administrative issues associated with maintenance of records, enrolment and collection of fees. These will be considered further over 2026.

Attachments

Attachment A: FSE Microcredential Offerings

ATTACHMENT A

FSE Microcredentials	Name	Faculty	Academic Org	Year Introduced		Credit Points	Hrs of activity	Level	Field of Education	Grading Scheme	2025 Enrolments
MQMC0000	Geomorphic analysis of rivers	FSE	NatSci	2023	This micro-credential is offered as an intensive, block-mode module. This focusses on developing knowledge for the geomorphic analysis of rivers. An introductory online tutorial and pre-course private study is followed by 4 days of on-campus sessions. Topics include interactions of river forms and processes, assessment of river behaviour and change, river evolution, impacts of human disturbance to rivers, and sedimentology. Students then apply their skills and knowledge to geomorphic analysis of rivers in a real-world setting during a 4-day off-campus fieldtrip, which is run in conjunction with MQMC0001, an optional follow-on unit that focusses on use of geomorphology in river management. This micro-credential is designed for professionals looking for Continuing Professional Development (CPD), reskilling, upskilling, potential for academic credit towards a Graduate Certificate or Diploma.	5	75	1000	050900 Environmental Studies	Graded	11
MQMC0001	Applications of geomorphology to river management	FSE	NatSci	2023	This micro-credential is offered as an intensive, block-mode. The micro-credential focusses on use of geomorphology in river management practice. An introductory online tutorial is followed by a 4-day off-campus fieldtrip to explore exciting forms and processes of rivers, as well as pressing challenges for their conservation and management. This is followed by 4 days on-campus focussed on principles and strategies for river conservation, management and rehabilitation within an Australian context. Participants will apply their skills and knowledge in geomorphology and associated disciplines to real-world river and wetland management issues. Although not required, this unit is best undertaken in conjunction with MQMC0000 that focuses on the geomorphic analysis of rivers. This unit is designed for professionals looking for Continuing Professional Development (CPD), reskilling, upskilling, potential for academic credit towards a Graduate Certificate or Diploma.	5	75	1000	050900 Environmental Studies	Graded	7
MQMC0015	Chemistry Preparation	FSE	Fac	2023	This micro-credential is for students who are studying science at university but did not study chemistry at HSC level, for those needing to gain confidence in chemistry, and for those who want a refresher course in chemistry.	0	30	1000	010599 Chemical Sciences, n.e.c.	Not applicable	62
MQMC0016	Physics Preparation	MQ College		2023	This micro-credential prepares students for studies in physics, astronomy, engineering, medical sciences, and related disciplines: either a useful HSC Physics refresher or a solid foundation for university studies in STEM. This is an opportunity for students to brush up on their physics knowledge and skills, and gain the foundational knowledge they will need to progress through their first-year STEM studies at Macquarie.	2	30		010301 Physics	Pass/Fail	
MQMC0016	Physics Preparation	MQ College	MAPS	2023	This micro-credential prepares students for studies in physics, astronomy, engineering, medical sciences, and related disciplines: either a useful HSC Physics refresher or a solid foundation for university studies in STEM. This is an opportunity for students to brush up on their physics knowledge and skills, and gain the foundational knowledge they will need to progress through their first-year STEM studies at Macquarie.	0	30	1000	010301 Physics	Pass/Fail	17
MQMC0017	Mathematics Preparation for PHYS1210 and Clinical Audiology	FSE	Fac	2023	This micro-credential is designed for BClinSci, BChiroSci and BMedSci students who intend to enrol in PHYS1210. It can also be used as mathematical preparation for the Masters in Clinical Audiology. It covers mathematical concepts and problem-solving skills that are useful in studying the physics of life. This course can be used as a pre-requisite for PHYS1210 by students who do not have the required high school mathematics and attendance is compulsory for these students.	0	45	1000	010199 Mathematical Sciences, n.e.c.	Not applicable	81

MQMC0018	Mathematics Preparation (Extended)	FSE	Fac	2023	This is an intensive course over two weeks for students from various mathematical backgrounds who need to enrol in first-year mathematics courses or need a solid review of introductory mathematical concepts. The course is for students who need an introduction to or review of algebra and function concepts. Recommended for students who have done HSC Standard (or General) Mathematics or no mathematics and are intending to include mathematics units such as MATH1000 or economics and finance units at 1000 level in their programs of study. It also covers mathematical concepts that would be useful as preparation for statistics, chemistry and biology units. The text used in this course consists primarily of MUMS Modules 1, 2 and 3 which can be viewed on the Text for Bridging Courses page. This is the more extended preparation course. Also see MQMC0034 Mathematics Preparation.	0	45	1000	010199 Mathematical Sciences, n.e.c.	Not applicable	22
MQMC0034	Mathematics Preparation	FSE	Fac	2023	This is an intensive course over one week for students from various mathematical backgrounds who need to enrol in first-year statistics and science courses or need a solid review of introductory mathematical concepts. The course is for students who need an introduction to or review of algebra and function concepts. Recommended for students who have done HSC Standard (or General) Mathematics or no mathematics and are intending to include statistics and some science units in their programs of study. It covers mathematical concepts that would be useful as preparation for statistics, chemistry and biology units. The text used in this course consists primarily of MUMS Modules 1 and 2 which can be viewed on the Text for Bridging Courses page. This is the standard preparation course. Also see MQMC0018 Mathematics Preparation (Extended).	0	30	1000	010199 Mathematical Sciences, n.e.c.	Not applicable	22
MQMC0038	Data Science I	FSE	COMP	2024	This micro-credential introduces students to the fundamental techniques and tools of data science, such as the graphical display of data, predictive models, evaluation methodologies, regression, classification and clustering. Students who have completed this micro-credential will be able to apply basic data science methods to sample data sets and present the result in a reproducible manner.	5	75	1000	020199 Computer Science, n.e.c.	Pass/Fail	0
MQMC0039	Lean Six Sigma Green Belt Certification	FSE	ENGG	2024	Students who have completed ENGG8105 and ENGG8000 will have met the requirements for Lean Six Sigma Green Belt accreditation. Lean Six Sigma Green Belt Accreditation is highly sought by potential employers. The methodology is used in problem solving and driving continuous improvement within an organisation. The added qualification will make the Master of Engineering Management more attractive for both local and international students, in addition to providing skill building opportunities industry professionals by undertaking this micro-credential.	0	0	8000	080317 Quality Management	Pass/Fail	241
MQMC0058	AutoML	FSE	COMP	2025	AutoML is a technique that democratizes machine learning, making it accessible to non-experts and allowing for the rapid and efficient development of high-quality models. It saves time and resources by automating complex tasks, and enhances productivity by allowing professionals to focus on innovative problem-solving. AutoML provides a competitive edge, future-proofs skills, and makes advanced machine learning more affordable and scalable for businesses of all sizes. This course will equip you with the necessary knowledge of AutoML. It contains lectures and tutorials covering (1) Introduction to AutoML and Fujitsu AutoML Platform, (2) Feature Engineering and Model Selection, (3) Hyperparameter Optimisation and Model Training, and (4) Model Deployment, Maintenance, and Real-world Applications of AutoML.	2	30		029999 Information Technology, n.e.c.	Pass/Fail	0
MQMC0060	Computing Preparation	FSE	COMP	2025	This micro-credential is designed for university students who are commencing an Undergraduate degree at the School of Computing, which includes the Bachelor of Information Technology, the Bachelor of Cyber Security, or the Bachelor of Game Design and Development. It is designed for those looking to gain confidence in computing skills and for anyone wanting a refresher on foundational concepts in programming and computer usage.	0	20	1000	029999 Information Technology, n.e.c.	Not applicable	3

MQMC0077	Bush Uni 1 - Argali-yaj	FSE	NatSci	2025	This Micro-credential (MC) is the first of four that have been and will be delivered by Macquarie University staff in partnership with Wuyagiba Study Hub in Arnhem Land, Northern Territory. This Bush Uni MC 1 aims to provide students and industry personnel from the Arnhem Land region with both-ways University level knowledge and skills. By both-ways we mean from local Aboriginal and Academic knowledge systems. This MC is based on the MQ ENV51000 unit and will be adapted in partnership with local Aboriginal knowledge holders to contextualise the content and learning required. Argali-yaj means "south direction" in the Wubuy language of the Nunggubuyu people of south east Arnhem Land. On completion of the micro-credential, students may choose to undertake the Bush Uni Micro-credential 2, apply to enrol in their chosen degree at University (potentially gaining recognition of prior learning for the completion of the units) or use the skills to advance their employment prospects.	10	150	0.0000	050900 Environmental Studies	Graded	13
MQMC0078	Bush Uni 2 - Wagl-yaj	FSE	NatSci	2025	This Micro-credential (MC) is the second of four that have been and will be delivered by Macquarie University staff in partnership with Wuyagiba Study Hub in Arnhem Land, Northern Territory. This Bush Uni MC 2 aims to provide students and industry personnel with both-ways University level knowledge and skills, with a focus on Indigenous Science. By both-ways we mean from local Aboriginal and Academic knowledge systems. This MC will be based on MQ unit ENV51505 Indigenous Science that will be adapted in partnership with local Aboriginal knowledge holders to contextualise the content and learning required. Wagl-yaj means east direction in the Wubuy language of the local Nunggubuyu people of south east Arnhem Land. On completion of the micro-credential, students may choose to undertake the Bush Uni Micro-credential 3, apply to enrol in their chosen degree at University (potentially gaining recognition of prior learning for the completion of the units) or use the skills to advance their employment prospects.	10	150	0.0000	090311 Indigenous Studies	Graded	13
MQMC0084	Bush Uni 3 - Ramali-yaj	FSE	NatSci	2025	This Micro-credential is the third of four that have been and will be delivered by Macquarie University staff in partnership with Wuyagiba Study Hub in Arnhem Land, Northern Territory. It comprises one credit bearing unit (10CPS) at AQF Level 6. On completion of the Bush Uni micro-credentials, students can gain recognition of prior learning for the completion of the Bush Uni MCs/units and apply to continue Bachelor degree studies, or use the skills to advance their employment prospects. This Bush Uni 3 Micro-credential unit introduces and explores fundamental cultural and environmental concepts relevant to Aboriginal people residing in South East Arnhem Land and examines the importance of caring for Country and culture. Led by Elders of Wuyagiba, a remote outstation of South East Arnhem Land, the teaching of this unit follows a two-way learning approach, connecting Aboriginal biocultural knowledge and Western science. Students explore local Aboriginal culture and identity, plants, animals, bush medicine, weaving, water, seasons, burning practices, and tool making, and reinforce this knowledge through field-based practical components undertaken around Wuyagiba.	10	150	0.0000	050900 Environmental Studies	Graded	17
MQMC0086	Bush Uni 4 - Wunumbi-yaj	FSE	NatSci	2025	The fourth Bush Uni Micro-credential is based on Macquarie University's unit ACOM1001 and has been adapted for Wuyagiba Bush Uni. This unit has been designed to improve students written and spoken academic communication skills to get students ready for university studies, or advance skills for their chosen career. Over the 10 weeks of this course at Wuyagiba, students learn how to understand assignment questions, approach knowledge more critically, and learn how to write well in English using a variety of text types, including blogs, a news report and an essay. Students learn how to acknowledge sources and how to use referencing correctly and, in a culturally supported, interactive environment, learn how to develop their own strong voice.	10	150	0.0000	100705 Written Communication	Graded	17

MQMC0087	Bush Uni 5 - Lunggurra	FSE	NatSci	2025	Bush Uni 5 - Lunggurra was developed and delivered in partnership with Yolŋu Leaders and Australian National University at the Garrthallala Bush Uni in north east Arnhem Land, Northern Territory. This 'Academic' Micro-Credential (MC) is delivered in combination with Bush Uni 6 - Djalatharj which is a 'Cultural' unit developed and delivered by Yolŋu Ngajapajmi (Knowledge Holders), using a two-way (Yolŋu and Western) approach. This two-way learning approach and delivery of MC's aligns with the MoU signed by Macquarie University (PVC) and FSE) and the Laynhapuy Homelands Aboriginal Corporation in 2024, with funding from the Origin Foundation and the Australian Government Department of Education's Regional University Study Hub program. This unit focus on Yolŋu Matha (language) recording, transcription and analysis. It introduces Yolŋu students to the broader relevance of language work, including in Environmental Management, Cross-cultural Ecology and Conservation. This MC is based on MQ LING1121 and has been adapted for the Yolŋu context in partnership with Ngajapajmi, the MQ Unit Convenor (Dr Joe Blythe) and ANU colleagues (Professors Frances and Howard Morphy and Nick Evans to contextualise the content and learning required. Lunggurra means "north direction" in Yolŋu Matha and indicates the time of year when the seas are calm and there is new growth.	10	150	0.0000	091517 Australian Indigenous Languages	Graded	12
MQMC0088	Bush Uni 6 - Djalatharj	FSE	NatSci	2025	In Bush Uni 6, students will learn about and discuss some significant Yolŋu historical events including political, social, cultural and environmental events that have shaped Yolŋu lives and communities. The unit is arranged in chronological order, so the older topics are covered first, through to more recent events. Students will learn how external factors have affected Yolŋu and also how Yolŋu have asserted control over external forces to maintain identity, culture, language, society and responsibilities for Country and kin. Students will develop critical analysis skills to explore how external forces have influenced Yolŋu History and how Yolŋu have adapted and asserted their rights and responsibilities to care for Country and Culture.	10	150	0.0000	090311 Indigenous Studies	Graded	12
MQMC0089	Bush Uni 7 - Dhimurru	FSE	NatSci	2025	"Nathinydja Jimurr ga gilakyu marram marrparanj. Nhakun manikay, gurruŋu, bapurru, miny'tji, bungul ga milkarri." Bandiyal Mununggurr 2025. In this unit students will explore the Yolŋu concept of Marrparanj - Social and Emotional Wellbeing. Guided by Yolŋu lecturers and Ngajapajmi (knowledge holders; Elders), students will learn about the interconnected components of Marrparanj, including: gurruŋu (kinship); wäŋa (Country); raki and yarraŋa (ancestral connections); bapurru (clans); dhäruk (language), and manikay (songlines). They will learn how cultural, social, political and historical factors impact the individual and collective wellbeing of Yolŋu. This unit will explore three key themes: 1) identity and gurruŋu 2) connecting with Country, and 3) the impact of trauma, to reflect on how Marrparanj applies to Yolŋu in the modern world.	10	150	0.0000	061305 Indigenous Health	Graded	11
MQMC0090	Bush Uni 8 - Bärra	FSE	NatSci	2025	Successful managers are great leaders. This unit introduces students to Yolŋu and Balanda (Western) ways of leadership through self-reflection. Students will learn how culture, politics, ethics and organisations can affect leadership and business. Students will also conduct their own deep-dive research into local Yolŋu businesses and perform SWOT analyses as a group. Throughout this unit, students will learn how to become strong leaders and work well as a part of a team.	10	150	0.0000	080399 Business and Management, n.e.c.	Graded	11

Meeting of	Academic Senate
Item No.	7.4.2
Meeting Date	4 August 2026



MACQUARIE
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SUBMISSION TO ACADEMIC SENATE

Title	FACULTY OF SCIENCE AND ENGINEERING FACULTY BOARD: MEETING OF 7 JULY 2026
Submitted by	Lucy Forshaw – Governance Officer
Approved by	Professor Linda Beaumont – Deputy Chair, Faculty of Science and Engineering Faculty Board
☐ For approval ☐ For recommendation to Council ☒ For noting/discussion	

Executive Summary

Report of the Faculty of Science and Engineering Faculty Board meeting held on 7 July 2026.

Recommendation

That Academic Senate NOTES the report and draft notes of the Faculty of Science and Engineering meeting held on 7 July 2026.

Details

The Faculty of Science and Engineering Faculty Board will hold seven regular meetings in 2026. This is the report of the Faculty Board's fourth meeting for the year.

The Deputy Chair opened the meeting at 10:00 am and advised members that the meeting had not achieved quorum due to the large number of apologies received. Consequently, all matters requiring resolution were considered via Executive Action or Circular resolution following the meeting.

ITEMS FOR NOTING

Minutes of the Previous Meeting – 2 June 2026 (see item 1.4 in notes)

Following the meeting it was confirmed that the minutes of the 2 June 2026 meeting will be considered for approval at the next Faculty Board meeting on 18 August 2026.

Student-Led Business (see item 2.1 in notes)

The student members provided an update on their work focusing on strengthening communications between students and FSEFB and talked through examples of how they are hoping to achieve this.

Update on Diploma of Science, Technology and Engineering (Exit Award) (see item 2.3 in the notes)

The Board was informed for the reason of establishing the exist award and that following consideration of the award by the Academic Senate Curriculum Subcommittee (ASCS) in October 2025, a number of amendments had been made and that the revised version would be resubmitted to ASCS for consideration and recommendation to Academic Senate for approval.

Reaccreditation recommendation for the Master of Engineering Management Course and the Bachelor of Medical Science (see item 4.1 in notes)

Following the meeting it was confirmed that the reaccreditation recommendations for the Master of Engineering Management Course and the Bachelor of Medical Science do not require Board approval, and that they are for noting only.

Curriculum Items for Ratification (see item 4.2 in notes)

Following the meeting it was confirmed that the ratification of Executive Actions will be considered at the next Faculty Board meeting on 18 August 2026.

Prizes and Awards (see item 4.3 in notes)

Following the meeting it was confirmed that the approval of student prizes will be approved via Executive Action.

Ratification of Outstanding Final Results for Session 2, 2025 (see item 5.1 in notes)

The Board was informed that as the meeting was inquorate, the ratification of outstanding final results for Session 2, 2025 will be confirmed directly after the meeting via Executive Action in order to meet the deadline for the Examinations team for the release of results.

Ratification of Session 1, 2026 Final Results (see item 5.2 in notes)

The Board was informed that as the meeting was inquorate, the ratification of outstanding final results for Session 1, 2026 will be confirmed directly after the meeting via Executive Action in order to meet the deadline for the Examinations team for the release of results.

Other Reports

The Committee received the following reports:

- An update on the Matters Arising was provided (see item 1.5 in minutes);
- the Chair Report with some comments around Session 1, 2026 (see item 2.2 in minutes);
- reports from recent meetings of the Faculty Education Committee, the Faculty Research Training Committee, and the Faculty Research Committee (see items 3.1, 3.2 and 3.3 in minutes).

Attachments

Attachment A: Notes of the inquorate meeting of the Faculty of Science and Engineering Faculty Board held on 7 July 2026.

ATTACHMENT A

Notes of the inquorate Faculty of Science and Engineering Faculty Board (FSEFB) meeting held on Tuesday, 7 July 2026 at 10.00 am, Senate Meeting Room, Level 1, 16 Wally's Walk.

Present:

Professor Linda Beaumont (<i>Deputy Chair</i>)	Professor Nathan Hart
Professor Amin Beheshti	Dr Paul Jaschke
Shah Noor Bhuiyan	Associate Professor Devika Kamath
Associate Professor Ray Eaton	Matthew Robson
Professor Alexander Fuerbach	Dr Rajan Shankaran
Associate Professor Petra Graham	Professor Gordon Wyeth

In Attendance:

Jessica Boomer	Meredith Hallgren
Lucy Forshaw (<i>Governance</i>)	Carolina Morison

Apologies:

Professor Samuel Muller (<i>Chair</i>)	Associate Professor Fleur Ponton
Rohita Chidireddi	Associate Professor Fatemeh Salehi
Associate Professor Prashan Karunaratne	Dr Katrina Sealey
Associate Professor Matthew Kosnik	Professor Georgy Sofronov
Dr Bishwo Mainali	Distinguished Professor Phil Taylor
Professor Richard McDermid	Dr Stuart Upton

1. PROCEDURAL ITEMS**1.1 ACKNOWLEDGEMENT OF COUNTRY**

Professor Nathan Hart acknowledged the traditional custodians of the land on which Macquarie University stands.

1.2 QUORUM, WELCOME AND APOLOGIES

The Deputy Chair opened the meeting at 10:00 am and advised members that the meeting had not achieved quorum due to the large number of apologies received. Consequently, all matters requiring resolution would be considered via Executive Action or Circular resolution following the meeting.

The Deputy Chair welcomed all attendees to the meeting, including the following new members:

- Professor Amin Beheshti, Interim Head for the School of Computing;
- Associate Professor Lee Spitler Academic Staff Member from Australian Astronomical Optics (in absentia);
- Professor Ray Eaton Academic Staff Member from the School of Engineering; and
- Dr Paul Jaschke Academic Staff member from the School of Natural Sciences.

The apologies listed above were noted.

1.3 DISCLOSURE OF CONFLICTS OF INTERESTS

There were no conflicts of interest for disclosure.

1.4 MINUTES OF THE PREVIOUS MEETING – 2 JUNE 2026

No comments were received on the minutes of the meeting held on 2 June 2026.

As the meeting was not quorate, approval of the minutes will be considered via Executive Action or Circular Resolution.

Secretariat Note: Following the meeting it was confirmed that the minutes of the 2 June 2026 meeting will be considered for approval at the next Faculty Board meeting on 18 August 2026.

1.5 MATTERS ARISING

The Board was provided with the following updates to the Matters Arising:

Mentor for Student Members

An email will be sent out to Faculty Board members with a call for a volunteer to undertake the role of mentor for the FSEFB student representatives.

The appointment will be confirmed at the next Faculty Board meeting on 18 August 2026.

Promotion of Student Members on Faculty Board

The promotion of student members on FSEFB will be included for discussion at the next Faculty Board meeting on 18 August 2026.

2. REPORTS

2.1 STUDENT-LED BUSINESS

The Board was informed that the student members have been focusing on strengthening communications between students and FSEFB. For example, they have begun engaging with FSEFB student societies and clubs to establish communication channels and encourage students to share feedback with the FSEFB student members.

The following communication initiatives have been discussed with students:

- Establishing a dedicated email address for Faculty Board student representatives;
- using the Faculty of Science and Engineering Instagram account for stories and polls to gather student feedback;
- developing an official digital space to introduce the student representatives where information and non-confidential Faculty Board updates can be shared with students; and
- exploring opportunities to participate in future O-Week activities to introduce incoming students to the Faculty Board.

It was noted that the student members met with the Student Experience team who were supportive of these initiatives.

2.2 CHAIR'S REPORT

The Deputy Chair acknowledged the significant efforts of both academic and professional staff in delivering a successful Session 1, 2026.

It was noted that this was the first teaching session conducted in partnership with Nanjing Normal University.

The work undertaken by the Faculty of Science and Engineering Governance Team

in coordinating and compiling information and documentation for consideration of Session 1, 2026 results was acknowledged.

2.3 UPDATE ON DIPLOMA OF SCIENCE, TECHNOLOGY AND ENGINEERING (EXIT AWARD)

The Board was advised that the Diploma of Science, Technology and Engineering is intended as an exit award for students who choose to discontinue their studies, providing a formal recognition of the successful completion of one year of study (eight units).

It was noted that the proposal had been considered and supported by the Academic Senate Curriculum Subcommittee (ASCS) in October 2025, subject to the Faculty providing assurance that the Course Learning Outcomes were appropriate for the award.

Following further review, a number of amendments have been made to the award, including a change of name. The revised proposal will be resubmitted to ASCS for further consideration and recommendation to Academic Senate for approval.

3. REPORTS FROM FACULTY SUBCOMMITTEES

3.1 FACULTY EDUCATION COMMITTEE (FEC)

It was noted that the matters considered at the FEC meeting held on 3 July 2026 will be considered along with agenda items 4.3, 5.1 and 5.2 as discussions at the meeting related primarily to student prizes as well as Session 2, 2025 and Session 1, 2026 results.

3.2 FACULTY RESEARCH TRAINING COMMITTEE (FRTC)

The following matters from the report were highlighted:

- The Graduate Research Academy is strengthening its international industry sponsorship activities; and
- The proposed introduction of a thesis defence is under development with three models being considered. This work is in response to increasing requirements for students to demonstrate and defend their research before a panel, including providing authenticity of their work in the context of technologies such as Artificial Intelligence.

3.3 FACULTY RESEARCH COMMITTEE (FRC)

The following matters from the report were highlighted:

- Development of the Faculty of Science and Engineering (FSE) Research Strategy is nearing completion and will incorporate feedback received from staff; and
- Audits have identified instances of grant expenditure that was not aligned with the approved funding purposes, particularly in relation to some Australia Research Council (ARC) grants. It was noted that there is a need to strengthen due diligence processes including those associated with visiting scholars and other research activities.

4. ITEMS FOR APPROVAL, ENDORSEMENT OR RATIFICATION

4.1 REACCREDITATION RECOMMENDATIONS FOR THE MASTER OF ENGINEERING MANAGEMENT COURSE AND THE BACHELOR OF MEDICAL SCIENCE

The Board noted the paper and was advised that the review panel made 30

reaccreditation recommendations for the Bachelor of Medical Sciences and 14 reaccreditation recommendations for the Master of Engineering Management.

Secretariat Note: Following the meeting it was confirmed that the reaccreditation recommendations for the Master of Engineering Management Course and the Bachelor of Medical Science do not require Board approval, and that these are for noting only.

4.2 EXECUTIVE ACTIONS FOR RATIFICATION

The Board was presented with the rationale for the five Executive Actions which had been processed since the previous Faculty Board meeting of 2 June 2026.

Secretariat Note: Following the meeting it was confirmed that the ratification of Executive Actions will be considered at the next Faculty Board meeting on 18 August 2026.

Shar Noor Bhuiyan left the meeting at 10:30 am.

4.3 FACULTY OF SCIENCE AND ENGINEERING PRIZES AND AWARDS FOR APPROVAL

It was confirmed that nine students from the School of Natural Sciences and the School of Mathematical and Physical Sciences have been nominated to received FSE Prizes for Session 1, 2026.

There are a total of six prizes available rather than seven as mentioned in the paper provided to the Board.

*Secretariat Note:
Following the meeting it was confirmed that the approval of student prizes will be approved via Executive Action.*

5. RATIFICATION OF FINAL RESULTS

5.1 RATIFICATION OF OUTSTANDING FINAL RESULTS FOR SESSION 2, 2025

It was highlighted that the 22 outstanding grades for Session 2, 2005 had been late due to a number of reasons, e.g., additional assessments, internships, etc.

The Board was informed that as the meeting was inquorate, the ratification of outstanding final results for Session 2, 2025 will be confirmed directly after the meeting via Executive Action in order to meet the deadline for the Examinations team for the release of results.

5.2 RATIFICATION OF SESSION 1, 2026 FINAL RESULTS

The following matters from the report were highlighted:

- There were a total of 285 coursework units in Session 1, 2026, with 27 outstanding grades remaining to be resolved following the supplementary assessment period;
- Faculty enrolments were lower than those recorded in Session 1, 2025;
- The Faculty pass rate was 84.7% which was slightly lower than in Session 1, 2025;
- It was noted that approximately 10% of grades across the University remain outstanding for Session 1, 2026. This could partially be due to an 18% increase in Special Considerations, as well as delays associated with some assessments taking place later on in the Session. Measures are being

implemented to ensure that future assessments are not arranged to be due so late in a session;

- Session 1, 2026 was the first teaching session for three courses delivered at Nanjing Normal University, with approximately 230 students enrolled. Students performed well in programming or statistical numeracy subjects but experienced greater challenges in assessments requiring extensive English-language reading. Additional support will be provided to assist students in this area;
- A review of assessment tasks is underway in several units and modifications are being made in preparation for future offerings;
- A working party will be established to develop an approach to the use of Artificial Intelligence in assessment. It was noted that consideration will also be given to assessment design and student engagement, with the aim of supporting continuous learning while reducing unnecessary pressure on students and staff; and
- Concerns had been raised by academic staff within the School of Computing regarding the suitability of current software used for teaching. An audit is underway to review existing resources. Another concern raised for the School of computing was around the limited amount of space available for laboratory work.

The Board was informed that as the meeting was inquorate, the ratification of outstanding final results for Session 1, 2026 will be confirmed directly after the meeting via Executive Action in order to meet the deadline for the Examinations team for the release of results.

6. OTHER BUSINESS

There was no further business.

7. NEXT MEETING

The next meeting of the Committee will be held on Tuesday, 18 August 2026.

Matthew Robson volunteered to provide an Acknowledgement of Country to the next meeting.

CLOSURE

There being no further business, the meeting concluded at 10:46 am.

Meeting of	Academic Senate
Item No.	7.5
Meeting Date	4 August 2026



MACQUARIE
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SUBMISSION TO ACADEMIC SENATE

Title	MACQUARIE UNIVERSITY COLLEGE BOARD: MEETING OF 9 JULY 2026
Submitted by	Zac Moore – Educational Services Manager and Board Secretariat, Macquarie University College
Approved by	Associate Professor Pamela Humphreys – Director and Chair of Board, Macquarie University College
☐ For approval ☐ For recommendation to Council ☒ For noting/discussion	

Executive Summary

This report provides Academic Senate with a summary of key matters that arose at the Macquarie University College Board meeting held on 9 July 2026, including:

- The ratification of results for Term 2, 2026, and of grade changes processed since the previous ratification.
- The Annual health Check Report were presented and discussed.
- English Language Programs Course Material Change Report and the ELPQAG Report were noted.
- Course level updates to the Diploma of Health Sciences and UniReady Programs.

Unit level changes including systematising the maths enrolment rules process.

Recommendation

That Academic Senate NOTES the Chair's Report and Minutes of the 9 July 2026 meeting of the Macquarie University College Board.

Details

The Macquarie University College Board is the academic governance body of Macquarie University College, and meets at the conclusion of each study period. This is the report of the meeting for Term 2, 2026. Please refer to the minutes (Attachment A) for further details on the items raised – items relevant to Academic Senate are directly referenced in the Purpose/Discussion section below.

Ratification of Results for Term 2, 2026

The Board ratified the results for the study period Term 2, 2026. Please see Item 14.2 in Attachment A - MQ College Board Minutes (09/07/2026).

Annual Health Check reports were discussed and noted.

Course Level updates to the Diploma of Health Sciences and UniReady Programs

The College has introduced another admission intake for the Diploma of Health Sciences in Term 3 2027 and updated the credit transfer arrangements for the pathway into the Bachelor of Exercise and Sport Science to increase the number of credits from 50cp to 60cp. Within the UniReady program, the articulation arrangements were updated based on Bachelor offerings.

Unit Level Updates

Unit level changes included minor changes to assessment tasks/weightings. Updates to Enrolment Rules in WMAT1010 (2026) were also made to align with the revised Diploma of Engineering entry requirements. The changes will remove the need for students to request enrolment waivers where the mathematics prerequisite has already been satisfied on admission to the course.

English Language Programs (ELP) Course Material Change Report

This work is being progressed through the English Language Programs Curriculum Review Project, which was submitted to the Macquarie University College Board for noting. As part of the project, Macquarie University has notified TEQSA of updates to Macquarie University College's English Language Program (ELP) offerings, including CEFR-mapped course learning outcomes and constructive alignment of learning outcomes, assessment and course content to strengthen assurance of learning. The project also streamlines ELP offerings and rationalises curriculum and assessment changes to address academic integrity risks associated with online learning and the evolving use of generative AI, and reduces the maximum program length from 70 to 60 weeks with no impact on existing students (no active CoEs exceed 50 weeks). Please refer to Attachment B – Report ELP Course Material Change Report and Attachment C - Email to TEQSA notifying of English Language Programs Course Material Change.

Attachments

- Attachment A: MQ College Board Minutes (09/07/2026)
- Attachment B: Report ELP Course Material Change Report (2026)
- Attachment C: Email to TEQSA notifying of English Language Programs Course Material Change

ATTACHMENT A**MACQUARIE UNIVERSITY COLLEGE BOARD**

Minutes of the meeting of the Macquarie University College Board held on Thursday, 9 July 2026, which took place in person in the Boardroom (Level 1, 8 Sir Christopher Ondaatje Avenue) at 2:00 pm AEST.

PRESENT	Associate Professor Pamela Humphreys	Chair & Director, Macquarie University College
	Dr Onur Ates	Deputy Chair & Associate Director, Macquarie University College
	Professor Taryn Jones	Pro Vice-Chancellor (Education)
	Jason Ray	Head, Admissions and Scholarships
	Associate Professor Yimin Huang	Associate Dean (Curriculum and Learning - Undergraduate), Macquarie Business School
	Associate Professor Cara Hildreth	Associate Dean (Curriculum and Learning) (Macquarie Medical School), Faculty of Medicine, Health and Human Science
	Cara Dinneen	Education Manager (ELP & EMI), Macquarie University College
	Karen Mills	Education Manager, Macquarie University College
	Dr Nihal Akdere	Education Manager, Macquarie University College
APOLOGIES	Dr Bénédicte André	Associate Dean (Students and Learning), Faculty of Arts
	Associate Professor Stephanie Huang	Associate Dean (Curriculum and Learning - Undergraduate), Macquarie Business School
	Associate Professor Ray Eaton	Associate Dean (Curriculum and Learning), Faculty of Science and Engineering
	Zac Moore	Educational Services Manager, Macquarie University College
	Mitchel Faulkner	Student Member, MQ College Board
IN ATTENDANCE	Nicole Kornak	Operations Manager, Macquarie University College
SECRETARIAT	Sabrine Santos Barbosa	Governance & Quality Coordinator, Macquarie University College

1 WELCOME AND APOLOGIES

1.1 Acknowledgement of Country

The traditional custodians of the land, the Wallamattagal people of the Dharug Nation, were acknowledged, as were their ancestors (past, present and future).

1.2 Quorum and Apologies

Apologies were noted from Associate Professor Ray Eaton, Associate Professor Stephanie Huang, Dr Bénédicte André, and Mitchel Faulkner.

1.3 Disclosure of Conflicts of Interest

No Conflicts of Interest were disclosed.

1.4 Marking of Items for Discussion

Item 5.1 was marked for discussion. Item 5.4 was unmarked for discussion.

2. MINUTES OF THE PREVIOUS MEETING

2.1 Minutes of the Meeting of the MQ College Board – 23/04/2026

The minutes of the Macquarie University College Board meeting of 23 April 2026 were provided for confirmation.

It was noted that a minor amendment was required to Item 8.5 of the previous minutes to correct the resolution title from "Updates to Assessments in WACT1001 (2027)" to "Updates to Unit Offerings in WACT1001 (2027)".

Resolution

The Board resolved to approve the minutes of the meeting held on 23 April 2026, subject to the above amendment.

3. BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING

3.1 *(No items)*

4. REPORT FROM THE CHAIR

4.1 Chair's Report

The Board noted the Chair of the MQ College Board's Report to Academic Senate for April 2026.

Members were advised that Andrew Jackson had been seconded to another team within the portfolio for a period of one year, and that Zac Moore had been appointed to the Educational Services Manager role. It was further noted that governance processes and communication channels would remain unchanged.

Members were advised that the 2026 Board reporting schedule would be reviewed following the identification of an uneven distribution of reports across meetings, with a significant number scheduled for Term 2. While the Annual Health Check would continue to be presented in Term 2,

the remaining reporting schedule would be revised and presented to the Board at a future meeting.

English Language Programs Quality Advisory Group (QAG) minutes continue to be presented to the Board twice each year, and that Cara Dinneen would provide updates on current English Language Program initiatives under Items 5.1 and 5.2.

It was also noted that a number of curriculum proposals had been progressed by Circular Resolution following the previous Board meeting to support timely implementation, and that Term 2 marked the completion of the first study opportunity for the second UniReady cohort.

Action

The Board Secretariat will review the 2026 Board reporting schedule and present a revised schedule to the Board at the next meeting.

5. QUALITY ASSURANCE, STRATEGY AND POLICY

5.1 Minutes – English Language Program Quality Advisory Group (10/03/2026)

To provide academic oversight of the English Language Programs (ELP), the minutes of the English Language Program Quality Advisory Group (QAG) meeting held on 10 March 2026 were presented to the Board for noting.

Cara Dinneen spoke to the item, providing an overview of the ELP programs and their role in preparing students for Foundation, Diploma and direct entry pathways into undergraduate and postgraduate study. It was noted that students are placed according to their English language proficiency and that the programs continue to achieve consistently strong outcomes, with an overall pass rate of 95% and student satisfaction of 98%. Members noted that the Quality Advisory Group continues to support ongoing curriculum enhancement and assessment refinement through regular monitoring of student outcomes.

Members also noted that the English Language Programs are currently participating in a cross-institutional benchmarking project through the University English Centres Australia (UECA), providing additional external quality assurance and opportunities to share good practice across the sector.

The Board noted the English Language Program Quality Advisory Group Minutes for 10 March 2026.

5.2 Report: ELP Course Material Change Report (2026)

Cara Dinneen spoke to this item.

The report outlined the English Language Programs (ELP) Curriculum Review Project, which aims to consolidate curriculum and assessment changes implemented over recent years, including those introduced in response to the increased use of generative artificial intelligence. The project will update Course Learning Outcomes to align with the Common European Framework of Reference for Languages (CEFR), improve constructive alignment between learning outcomes and assessments, and reduce the maximum program length from 70 weeks to 60 weeks to support the ongoing viability of the programs.

It was noted that these changes reflect current practice and will require a Material Change Notification to the Tertiary Education Quality and Standards Agency (TEQSA). Members also noted that the project will strengthen quality assurance while maintaining appropriate English language proficiency standards for students progressing to Macquarie University programs.

The Board noted the report.

5.3 MQ College Annual Health Check Final Report (2026)

Dr Onur Ates spoke to this item.

The Annual Health Check Report for 2026 was presented to the Board, covering the Diploma courses within scope for the 2026 Annual Health Check process scheduled for review during the reporting period. It was noted that, while Foundation and Masters Qualifying Programs are not formally in scope for the Annual Health Check process, these programs were also reviewed as part of the College's broader quality assurance activities. Diploma of Arts Media and Communications, Diploma of Commerce and Diploma of Engineering were excluded from the process as they are undergoing course reaccreditation, while the Diploma of Health Sciences was excluded as a newly introduced course.

It was noted that student success rates had improved across all College courses and programs in 2025, with domestic student success rates increasing from 72.0% to 80.2% and international student success rates increasing from 81.3% to 89.2%. Members acknowledged the continued curriculum and assessment enhancements that have contributed to these improvements.

The Board was advised that no courses required an In-Cycle Review or early Course Reaccreditation as a result of the Annual Health Check process. It was further noted that development of the College Assessment Framework is underway and will be presented to the Board following stakeholder consultation.

The Board noted the MQ College Annual Health Check Final Report (2026).

5.4 Minutes: MQ College Assessment Committee (Term 2, 2026)

To provide academic oversight, the minutes of the Term 2, 2026 Macquarie University College Assessment Committee (MQCAC) meeting were presented to the Board for noting.

The Board noted the MQ College Assessment Committee Minutes for Term 2, 2026.

6. INTRODUCTION OR DISESTABLISHMENT OF MQ COLLEGE COURSES AND UNITS

6.1 *(No items)*

7. COURSE LEVEL CHANGES

7.1 Updates to Articulation Arrangements in the Diploma of Health Sciences (2027)

Karen Mills spoke to this item.

The proposal updated the articulation arrangements for the Diploma of Health Sciences by introducing a second intake from Term 3, 2027. It also updated the recommended prior studies for students intending to articulate into specific degrees and amended the articulation arrangements for the Bachelor of Exercise and Sport Science to reflect updated credit arrangements.

Resolution

The Board resolved to:

- 1. Approve the 'Updates to Articulation Arrangements in the Diploma of Health Sciences (2027)'; AND***

2. Provide a report to Academic Senate for noting.

7.2 Updates to Articulation Arrangements in the UniReady Program (2027)

Dr Nihal Akdere spoke to this item.

The proposal updated the articulation arrangements for the UniReady program following changes to University degree offerings. It removed discontinued articulation pathways, introduced the replacement Bachelor of Environmental Conservation pathway, and added notes to clarify session-specific articulation requirements.

Resolution

The Board resolved to:

- 1. Approve the 'Updates to Articulation Arrangements in the UniReady Program (2027)'; AND***
- 2. Provide a report to Academic Senate for noting.***

8. UNIT LEVEL CHANGES

8.1.1 Updates to Assessments in WENG1050 (2026)

Karen Mills spoke to this item.

The proposal updated the assessment tasks and weightings within the unit to better reflect the experiential nature of the prototyping project and place greater emphasis on project-based learning. During discussion, members suggested that the prototyping project be amended to an observed assessment task to further strengthen assurance of learning through student demonstration and questioning.

Resolution

The Board resolved to:

- 1. Approve the 'Updates to Assessments in WENG1050 (2026)'; AND***
- 2. Provide a report to Academic Senate for noting.***

Action

The proposal will be amended to classify the prototyping project as an observed assessment task.

8.1.2 (Mirror) Updates to Assessments in WENG1050 (2027)

Karen Mills spoke to this item.

This proposal mirrored the assessment changes approved for the 2026 version of the unit.

Resolution

The Board resolved to:

- 1. Approve the 'Updates to Assessments in WENG1050 (2027)'; AND***
- 2. Provide a report to Academic Senate for noting.***

8.2.1 Updates to Enrolment Rules in WMAT1010 (2026)

Karen Mills spoke to this item.

The proposal updated the enrolment rules to align with the revised Diploma of Engineering entry requirements. The changes will remove the need for students to request enrolment waivers where the mathematics prerequisite has already been satisfied on admission to the course.

Resolution

The Board resolved to:

- 1. Approve the 'Updates to Enrolment Rules in WMAT1010 (2026)'; AND***
- 2. Provide a report to Academic Senate for noting.***

8.2.2 (Mirror) Updates to Enrolment Rules in WMAT1010 (2027)

Karen Mills spoke to this item.

This proposal mirrored the enrolment rule changes approved for the 2026 version of the unit.

Resolution

The Board resolved to:

- 1. Approve the 'Updates to Enrolment Rules in WMAT1010 (2027)'; AND***
- 2. Provide a report to Academic Senate for noting.***

8.3.1 Updates to Enrolment Rules in WPHY1510 (2026)

Karen Mills spoke to this item.

This proposal updated the enrolment rules for WPHY1510 to align with the revised Diploma of Engineering entry requirements and reduce the need for enrolment waivers.

Resolution

The Board resolved to:

- 1. Approve the 'Updates to Enrolment Rules in WPHY1510 (2026)'; AND***
- 2. Provide a report to Academic Senate for noting.***

8.3.2 (Mirror) Updates to Enrolment Rules in WPHY1510 (2027)

Karen Mills spoke to this item.

This proposal mirrored the enrolment rule changes approved for the 2026 version of the unit.

Resolution

The Board resolved to:

- 1. Approve the 'Updates to Enrolment Rules in WPHY1510 (2027)'; AND***
- 2. Provide a report to Academic Senate for noting***

9. PROPOSALS REQUIRING RATIFICATION (PREVIOUSLY ENDORSED OR APPROVED)

9.1 Circular Resolutions: Updates to Articulation Options

Karen Mills spoke to this item.

The Board was advised that the proposals relating to articulation options in the Standard Foundation Program, Intensive Program, Masters Qualifying Program (Standard), and Masters Qualifying Program (Accelerated) for both the 2026 and 2027 versions had been approved by Circular Resolution on 22 May 2026 to facilitate timely implementation.

The Board resolved to:

1. Note the prior approval by Circular Resolution on 22 May 2026 of:

- Updates to Articulation Options in the Standard Foundation Program (2026)
- Updates to Articulation Options in the Standard Foundation Program (2027)
- Updates to Articulation Options in the Intensive Program (2026)
- Updates to Articulation Options in the Intensive Program (2027)
- Updates to Articulation Options in the Masters Qualifying Program (Standard) (2026)
- Updates to Articulation Options in the Masters Qualifying Program (Standard) (2027)
- Updates to Articulation Options in the Masters Qualifying Program (Accelerated) (2026)
- Updates to Articulation Options in the Masters Qualifying Program (Accelerated) (2027);

AND

2. Provide a report to Academic Senate for noting.

10. DEEMINGS, WAIVING OF COURSE REQUIREMENTS, AND ADMISSIONS MATTERS

10.1 (No Deeming or Waiving)

10.2 (No Admissions Items)

11. STANDING REPORTS

11.1 (No items)

12. GENERAL BUSINESS

12.1 (No items)

13. OTHER BUSINESS

13.1 (No items)

14. MQ COLLEGE UNIT RESULTS AND FEEDBACK

14.1 Report on Incomplete Grades for Ratification (11/04/2026 – 26/06/2026)

The Chair noted that the reporting period listed on the agenda was incorrect and confirmed that the correct reporting period for the report was 11 April 2026 to 26 June 2026.

As per the Unit of Study Monitoring and Grade Ratification Policy, a report was produced covering grade changes occurring after results ratification. Following review by the Term 2, 2026 Macquarie University College Assessment Committee (MQCAC), these grade changes were presented to the Board for ratification, as each change had been approved by Executive Action to allow timely processing. It was noted that the report covered all grade changes made between 11 April 2026 and 26 June 2026.

Resolution

The Board resolved to:

- 1. Note the 'Report on Incomplete Grades for Ratification (11/04/2026 – 26/06/2026)';**
- 2. Ratify the changed grades outlined within this report, as per the recommendation of MQCAC; AND**

3. Provide a report to Academic Senate for noting.

14.2 Term 2, 2026 – MQ College Assessment Committee (MQCAC) Meeting Report and Recommendation to Ratify Results

The report from the Term 2, 2026 meeting of the Macquarie University College Assessment Committee was presented to the Board by Dr Onur Ates, Chair of the MQCAC.

Key discussion points included:

- Overall student performance across the College remained strong, with satisfactory pass rates across most courses and units.
- The Masters Qualifying Program continued to perform strongly, with all students expected to successfully complete the program following the resolution of one outstanding Incomplete Special (IS) grade.
- Diploma results remained positive overall. Members noted lower pass rates in several units, including Accounting and WMAT1010. It was noted that changes to the Engineering curriculum are expected to address the latter in future offerings.
- Foundation Program results were generally strong, with Mathematics continuing to present greater challenges for students.
- The overall pass rate for the current UniReady cohort was **78.8%**, which was considered a positive outcome for a fee-free enabling program. Members discussed providing greater visibility of course-level performance data and dashboards at future Board meetings.
- Members also discussed monitoring the progression of UniReady students into undergraduate study and the need for further clarification regarding Commonwealth Supported Place (CSP) reporting for enabling pathway students.

The Board was advised that the MQCAC had recommended the ratification of all results for students admitted to courses and programs at the College for Term 2, 2026.

Resolution

The Board resolved to:

- 1. Ratify the Term 2, 2026 Results based on the recommendation of the Macquarie University College Assessment Committee (MQCAC); AND***
- 2. Note the meeting report provided by the MQCAC of their Term 2, 2026 meeting; AND***
- 3. Provide a report to Academic Senate for noting.***

15. NEXT MEETING

- 15.1 The next meeting of the MQ College Board will be held on Thursday 24 September 2026. Agenda Items are due by Wednesday 9 September 2026.

There being no further business, the meeting concluded at 2.36 pm AEST.

Confirmed by:

Associate Professor Pamela Humphreys

DIRECTOR (MQ COLLEGE) & CHAIR OF MACQUARIE UNIVERSITY COLLEGE BOARD

1. ACTIONS ARISING FROM MEETING					
Meeting Date	Item No.	Item	Action	Responsibility	Status
<i>Example 3 Jun-14</i>	<i>Item 2.1</i>	<i>Ratification of Session 1, 2015 Examination Results - Xx Studies</i>	<i>XX to review xxx student transcripts</i>	<i>Insert Responsible Party</i>	<i>In progress - due by xx/xx/xx</i>
9 Jul 2026	Item 4.1	Chair's Report	Review the 2026 Board reporting schedule and present a revised schedule to the Board at the next meeting.	Board Secretariat	In progress
9 Jul 2026	Item 8.1.1	Updates to Assessments in WENG1050 (2026)	Amend the prototyping project assessment to an observed assessment task.	Karen Mills	Completed

ATTACHMENT B

Meeting of:	Macquarie University College Board
Item No:	Item 5.2
Date of meeting:	9 July 2026

**SUBMISSION TO MACQUARIE UNIVERSITY COLLEGE BOARD**

Title	ENGLISH LANGUAGE PROGRAMS CURRICULUM REVIEW PROJECT
Submitted by	Cara Dinneen
Approved by	Pamela Humphreys

☐ For approval☐ For recommendation to
Academic Senate /
Senate Committee☒ For noting**Executive Summary**

In 2026, the College is undertaking a project to update course learning outcomes and streamline the English Language Program (ELP) offerings to:

- ensure transparent alignment with the ELICOS Standards 2018, particularly P4.1(c)(ii), by updating learning outcomes so that each course elective maps to the Common European Framework of Reference for Languages (CEFR), complementing existing tracer studies and benchmarking;
- rationalise curriculum and assessment changes made or underway to address academic integrity risk arising from changes to online learning under COVID-19 operations and the evolving use of generative artificial intelligence by students;
- reduce the maximum program length from 70 weeks to 60 weeks (50 study week plus 10 weeks' vacation) in response to the changing market to ensure viability of course offerings.

Recommendation

That the College Board NOTES the English Language Programs Curriculum Review Project.

Background/Context

The College is fully owned and operated by Macquarie University under the same provider registration PRV12032. The College English language program offerings provide an English pathway for international students intending to proceed to a Standard Foundation Program, Intensive Program, Diploma, or Pre-Masters Qualifying Program at the College, and to an undergraduate or postgraduate degree at the University. The ELP offerings have been developed specifically to meet the University's course entry requirements.

- The curriculum project requires a TEQSA material changes notification, in accordance with TEQSA's Material Changes Notification Policy and Section 29 of the TEQSA Act.
- The notification relates to Standard 1.4 (Learning Outcomes and Assessment) of the Higher Education Standards Framework (Threshold Standards) 2021 and Standard P4 (Assessment of ELICOS students) of the ELICOS Standards 2018.

Purpose/Discussion

The constructive alignment of updated Course Learning Outcomes with assessments and course content will positively impact the assurance of learning.



The reduced maximum program length from 70 to 60 weeks will have no impact on existing students.

There are no active Confirmations of Enrolment (CoEs) that exceed 50 weeks.

Attachments

Attachment A: Material Change Notification

ATTACHMENT C

OFFICE OF THE DEPUTY VICE-CHANCELLOR (ACADEMIC)

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10 July 2026

To be submitted within 14 days of governance approval of the changes:
TEQSA Act 29(2) The notification must be given no later than 14 days after the day the provider would reasonably be expected to have become aware of the event.

Compliance and Investigations
Tertiary Education Quality and Standards Agency
GPO Box 1672
MELBOURNE VIC 3001

Via email: materialchanges@teqsa.gov.au

Dear Material Changes Team,

I am writing to provide a material change notification related to an update on the English Language Program (ELP) offerings at Macquarie University College (the College). The College is fully owned and operated by Macquarie University under the same provider registration (TEQSA Provider PRV12032).

The notification is provided following correspondence with Sarah Williams (Senior Regulatory Assessment Manager, Re-registration and CRICOS) on 22 and 27 April 2026, and in accordance with TEQSA's Material Change Notification Policy and Section 29 of the TEQSA Act.

The notification relates to Standard 1.4 (Learning Outcomes and Assessment) of the Higher Education Standards Framework (Threshold Standards) 2021 and Standard P4 (Assessment of ELICOS students) of the ELICOS Standards 2018.

BACKGROUND

The College English Language Program (ELP) offerings provide an English pathway for international students intending to proceed to a Standard Foundation Program, Intensive Program, Diploma, or Pre-Masters Qualifying Program at the College, and to an undergraduate or postgraduate degree at the University. The ELP offerings have been developed specifically to meet the University's course entry requirements.

The ELP is registered on CRICOS (course code: 097293B) with a duration of 70 weeks (60 study weeks plus 10 weeks of vacation) to allow students to study different durations within the CRICOS registered duration, depending on their level of English.

CURRICULUM REVIEW PROJECT

In 2026, the College is undertaking a project to update course learning outcomes and streamline the ELP offerings. The project aims to:

- ensure transparent alignment with the ELICOS Standards 2018, particularly P4.1(c)(ii), by updating learning outcomes so that each course elective maps to the Common European Framework of Reference for Languages (CEFR), complementing existing tracer studies and benchmarking;
- rationalise curriculum and assessment changes made or underway to address academic integrity risk arising from changes to online learning under COVID-19 operations and the evolving use of generative artificial intelligence by students;
- reduce the maximum program length to 60 weeks (50 study week plus 10 weeks' vacation) in response to the changing market to ensure viability of course offerings.

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The project plan was noted by the Macquarie University College Board on 9 July 2026 and approved by the Director of the College on x July 2026. Attached is a copy of the minute extract of the College Board (Attachment 1) and the correspondence confirming the Director's approval (Attachment 2).

QUALITY ASSURANCE AND GOVERNANCE

Academic oversight is provided by the English Language Programs Quality Advisory Group (QAG), which reports to the Macquarie University College Board for further oversight. The College Board is the academic governance body of the College, with delegated authority by Council as noted in the [Macquarie University College Board Terms of Reference](#).

The QAG reports to the College Board twice per year on ELP student success rates, student support data, tracer study data, satisfaction surveys, stakeholder feedback, and curriculum development initiatives. Relevant summary outcomes are reported to Academic Senate.

Monitoring of academic integrity and progression of ELP students aligns with the [Academic Integrity Policy](#), [Academic Integrity Breach Procedure](#) and [Macquarie University College Academic Progression Policy – ELICOS Students](#).

The ELP Framework for Argument Based Validity and Test Design outlines considerations, procedures and documentation to ensure valid, reliable, and fair assessment (Appendix 1).

The Course Learning Outcomes are drawn from the [Common European Framework of Reference for Languages \(CEFR\)](#) and mapped to all assessment tasks (Appendix 2). The CEFR is a comprehensive, research-based framework used internationally to describe, teach and assess language proficiency. The mapping complements existing tracer studies and benchmarking. The comparability of assessment outcomes to other admissions criteria is assured through tracer studies that compare success rates of ELP Direct Entry ELICOS students in their first year of study. Tracer study data from 2025 and 2026 demonstrates that ELP students slightly outperform international students who entered via an alternative means, such as an international proficiency test, or an alternative academic pathway.

External quality assurance is achieved through the College's active engagement with ELICOS national peak bodies including NEAS, English Australia and University English Centres (UECA) of Australia. ELP received NEAS quality endorsement in October 2024, and NEAS reports are used to inform curriculum review and enhancement. Additionally, the College participates in external benchmarking and validation initiatives including the 2026 UECA Benchmarking Project for direct entry programs and the 2022 to 2023 UECA Cross-institutional Integrated Assessment Project for direct entry programs.

STUDENT IMPACT

The constructive alignment of updated Course Learning Outcomes with assessments and course content will positively impact the assurance of learning.

The reduced maximum program length from 70 to 60 weeks will have no impact on existing students. There are no active Confirmations of Enrolment (CoEs) that exceed 50 weeks. The University will continue to issue CoEs under the existing CRICOS code (097293B) to reflect the required study duration within the CRICOS registered duration.

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Appendix 1 - Framework for Argument Based Validity and Test Design

Validity	Questions to ask	Considerations	Evidence for English Language Programs
Construct Validity	To what extent do the test results conform to the model of communicative language ability that underlies the test?	Map learning outcomes to be tested to CEFR model of language use.	- Test specifications with clear statement of learning outcomes. - Rating rubrics demonstrating a clear means of measuring achievement of learning outcomes. - Student samples demonstrating a range of levels of achievement.
Content Validity	To what extent does the test cover the full range of knowledge and skills relevant to real-world situations and authentic language use?	Select texts and tasks that are reflective of authentic language use requirements at Macquarie University or College.	- Review of literature, policy and practices in Higher Education (Tran and Dinneen, 2025; Dinneen et al. 2026). - Focus group discussions and collaborative projects with ELP alumni and Macquarie University / College academics. - Adherence to university policy and guidelines
Reliability	To what extent are test results and feedback precise, stable, consistent, and free from errors of measurement?	Test specifications, rater training, moderation, rater analysis, item response analysis.	- Documented ELP procedures for rater standardisation and moderation of test results. - Log of activities, outcomes, problems and solutions for each exam delivery. - Analysis and review of test items
Concurrent validity	To what extent does our test correlate to external criterion or established, valid tests which are measuring the same skill/s?	Map to CEFR / GSE levels of communicative language competences.	- ELP table of learning outcomes drawn from CEFR and GSE - Benchmarking report Pearson GSE mapping 2020 - Cross-institutional review with Sydney University CET 2023
Predictive validity	How accurately does the test predict test-takers' future performance?	Monitor effectiveness of placement decisions.	- Tracking of student placement against course performance - Macquarie University tracer studies
Fairness	To what extent do test design, validation, development, administration and scoring procedures minimise construct-irrelevant variance?	Clear test specifications, examiner and test-taker instructions, procedures for marker training and moderation and regular test analysis and review.	- Direct entry test specifications - Documented procedures for test implementation, moderation, and management of test results.
Transparency	How transparent our expectations and requirements of assessments to students?	Examination instructions, exemplars, rubrics	ELP syllabi which embeds rating rubrics, example responses and practice exams to demystify assessment.

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Appendix 2 – ELICOS Course Learning Outcomes

	Functional CEFR B1+ [FDE, A1-A2]	Vocational CEFR B2 [DDE, A3-A4]	Competent CEFR B2+ [DE10, DE5, IS]	Proficient CEFR C1
Reading Comprehension	RC1: Can understand straightforward, factual texts on subjects relating to interests or studies. RC2: Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of use. RC3: Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view.	RC1: Can identify and interpret key information in academic texts and diagrams. RC2: Can identify examples and supporting evidence in an academic text to support an argument. RC3: Can understand articles and reports concerned with contemporary topics in which particular viewpoints are adopted.	RC1: Can identify the relevance and usefulness of ideas and viewpoints across multiple sources (articles, reports, websites, etc). RC2: Can obtain information, ideas and opinions from specialised sources within their field. RC3: Can distinguish complex relationships between ideas across texts (for example, comparison /contrast, problem–solution, and cause–effect relationships).	RC1: Can identify and evaluate the relevance and usefulness of more complex ideas and viewpoints across multiple texts, including when connections are implicit. RC2: Can obtain information, ideas and opinions from specialised sources within their field, interpreting nuanced meaning and author stance. RC3: Can distinguish complex relationships between ideas across texts (for example, comparison/ contrast, problem–solution, and cause–effect relationships), including implicit links, and assumptions.
Listening Comprehension	LC1: Can follow a lecture or talk provided the subject matter is familiar and presented in a straightforward and clearly structured way. LC2: Can distinguish between main ideas and supporting details in familiar standard texts. LC3: Can follow much of everyday conversation and discussion, provided it is clearly articulated in standard language.	LC1: Can follow complex lines of argument in a clearly articulated lecture or talk, provided the topic is reasonably familiar. LC2: Can recognise the point of view expressed and distinguish this from facts being reported. LC3: Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language.	LC1: Can follow the essentials of lectures, talks and reports which are propositionally and linguistically complex. LC2: Can understand points of view expressed on topics of current interest. LC3: Can understand recordings likely to be encountered in social, professional or academic life, identifying key content, viewpoints and attitudes.	LC1: Can follow a range of lectures, discussions and debates with relative ease. LC2: Can interpret viewpoints on topics of current interest, identifying speakers' attitude and nuance, including bias, irony and degrees of certainty. LC3: Can understand recordings likely to be encountered in social, professional or academic life, and identify finer points of detail, including implicit attitudes and relationships between people.

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	Functional CEFR B1+ [FDE, A1-A2]	Vocational CEFR B2 [DDE, A3-A4]	Competent CEFR B2+ [DE10, DE5, IS]	Proficient CEFR C1
Writing	W1: Can write short, simple essays on topics of general interest and express a position. W2: Can produce a text on a topical subject of personal interest, using simple language, and give and justify their opinion. W3: Can edit and improve a simple text.	W1: Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view. W2: Can express clear, detailed information and points of view on a wide range of familiar topics. W3: Can review and correct writing, including spelling and structure mistakes as well as mistakes in the logical ordering of the argument and style.	W1: Can produce an essay which develops a discussion systematically, highlighting key points and providing relevant supporting detail. W2: Can write a clear, detailed reflection on an experience, linking ideas logically and explaining reasons, outcomes and learning points in connected text. W3: Can review, correct and improve writing including mistakes in cohesion, the logical ordering of the ideas and style.	W1: Can produce a clear, well-structured discussion essay, developing the main ideas coherently, highlighting salient points, and supporting claims with well-chosen evidence and examples. W2: Can write an in-depth reflective text that critically analyses an experience, integrates evidence where appropriate, and draws well-supported conclusions about learning and future action. W3: Can revise and edit their writing to improve coherence, cohesion, flow of ideas, and style, addressing subtle weaknesses as well as language errors.
Written mediation	WM1: Can summarise, report and give their opinion about factual information on topics of general interest, including basic information from external sources. WM2: Can paraphrase the main points made in short, straightforward texts on familiar subjects in simpler language.	WM1: Can summarise and synthesise basic information and viewpoints from written texts. WM2: Can interpret and reliably present detailed information from diagrams and visual data; can paraphrase main ideas and key supporting evidence from written texts.	WM1: Can clearly summarise and synthesise information from multiple complex texts. WM2: Can paraphrase detailed content of complex texts, citing sources appropriately.	WM1: Can clearly summarise and synthesise information from multiple complex texts, selecting what is most relevant for a specific purpose. WM2: Can clearly and fluently convey key ideas from long, complex texts in well-structured language, including evaluation and nuance, with appropriate source citation.