ACADEMIC SENATE

A meeting of the Academic Senate will be held at 9:30 am on Tuesday 26 July 2016 in the Senate Room, Level 3, Lincoln Building (CBA), 16 Wally’s Walk.

This symbol ★ indicates items that have been starred for discussion at the meeting. Members are requested to notify the Chair, Professor Mariella Herberstein, of any additional items which they wish to have starred and the reason for seeking discussion of those items.

Members who are unable to attend the meeting are requested to send their apologies to Megan Kemmis (University Committee Secretary) by email senate@mq.edu.au.

AGENDA

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   (For approval)
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   Oral  7. VICE-CHANCELLOR UPDATE
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   (For approval)
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   Pages 46 to 82  9.5 2017 Schedule: New Award and Specialisations - Master of Disability Studies and Specialisations (ASQC) 
   (For approval)
   Pages 83 to 104  9.6 2017 Schedule of Programs, Majors or Specialisations For Deletion: Environmental Studies Specialisation and Master of Environmental Planning (ASQC) 
   (For approval)
9.7 Retrospective Changes – 2015 and 2016 Schedules: Master of Environmental Planning (ASQC)
(For approval)

9.8 Bachelor of Engineering – Honours Criteria and Offerings (amended resolution)
(ASQC)
(For approval)

9.9 Proposed Amendments to the Principles of Shared Teaching (ASQC)
(For approval)

9.10 2017 Schedule – Resting of KOR01 Korean Studies Major (ASQC)
(For approval)

9.11 2017 Schedule – Media and Technology Law Specialisation for deletion (ASQC)
(For approval)

9.12 Program Name Change – Master of Advanced Conference Interpreting to be renamed Master of Conference Interpreting (ASQC)
(For approval)

9.13 Master of Public Health (MPH) Research Specialisation (HDRC)
(For approval)

9.14 PAL/PASS – Peer Assisted Learning and Peer Assisted Study Sessions Policy, Procedure and Schedule (SLTC)
(For approval)

9.15 PACE: Early Commencement Procedure (SLTC)
(For approval)

10. FOCUSED DISCUSSION

10.1 Academic Progression
(For discussion)

10.2 Recommendations from Prizes and Awards Working Group
(For discussion)

11. QUESTIONS ON NOTICE

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

12. ITEMS APPROVED BY THE CHAIR

12.1 Vice Chancellor Commendations: Special Cases

12.2 Vice Chancellor Commendations: List of Recipients

13. REPORTS FROM STANDING COMMITTEES

13.1 Academic Senate Standing Committee
Report of the meeting held 5 July 2016.
(For noting)

13.2 Academic Standards and Quality Committee
Reports of the meetings held 31 May and 21 June 2016.
(For noting)

13.3 Higher Degree Research Appeals Committee
Reports of the meetings held 31 May 2016.
(For noting)

13.4 Higher Degree Research Committee
Report of the meeting held 10 June 2016.
(For noting)
13. Senate Learning and Teaching Committee
   Reports of the meetings held 6 June and 4 July 2016.
   *(For noting)*

14. **REPORTS FROM FACULTY BOARDS**

14.1 Faculty of Arts Faculty Board
   Report of the meeting held 12 July 2016
   *(For noting)*

14.2 Faculty of Business and Economics Faculty Board
   Report of the meeting held 11 July 2016
   *(For noting)*

14.3 Faculty of Human Sciences Faculty Board
   Reports of the meeting held 24 May and 11 July 2016
   *(For noting)*

14.4 Faculty of Medicine and Health Sciences Faculty Board
   Report of the meeting held 12 July 2016
   *(For noting)*

14.5 Faculty of Science and Engineering Faculty Board
   Report of the meeting held 12 July 2016
   *(For noting)*

15. **CONSIDERATION OF CONFIDENTIAL ITEMS**

   To be tabled

15.1 University Hearing Committee
   Minutes of the meeting held 8 June 2016 will be tabled.

15.2 Review of Foundation Student Performance and Proposal for Standards in Foundation Program Recognition (ASQC)
   *(For approval)*

16. **OTHER BUSINESS**

17. **NEXT MEETING**

   The next meeting of the Academic Senate will be held on Tuesday 13 September 2016.
   Agenda Items are due by Tuesday 30 August 2016.
ITEM 4.1   MINUTES OF THE PREVIOUS MEETING

The Minutes of the meeting held 24 May 2016 are provided.

For approval.

Recommended resolution
Academic Senate resolve to approve the Minutes of the meeting held 24 May 2016 as a true and correct record.
ACADEMIC SENATE

Minutes of a meeting of the Academic Senate held at 9:35am on Tuesday 24 May 2016 in the Senate Room, Level 3, Lincoln Building (C8A), 16 Wally’s Walk.

MINUTES

PRESENT

Professor Mariella Herberstein (Chair)
Dr Trudy Ambler
Deidre Anderson
Professor Amanda Barnier
Associate Professor Ayse Bilgin
Dr Wylie Bradford
Dr Yvonne Breyer
Professor Enrico Coiera
Associate Professor David Coutts
Associate Professor Pamela Coutts
Professor Linda Cupples
Professor Catherine Dean
Professor S Bruce Dowton
Dr Kate Fullagar
Professor Simon George
Professor Simon Handley
Gabrielle Hardy
Professor Norma Harrison
Professor Lesley Hughes
Professor Nick Mansfield
Professor Patrick McNeil
Professor Kathryn Millard
Dr Kerry-Ann O’Sullivan
Dr Mitch Parsell
Professor Jacqueline Phillips
Simon Populin
Professor Sakkie Pretorius
Professor Peter Radan
Professor Anne Ross-Smith
Cathy Rytmeister
JoAnne Sparks
Professor Lucy Taksa
Professor Sherman Young

IN ATTENDANCE

Dr Paul Formosa
Professor Richie Howitt
Kerri Mackenzie
Budhaditya Majumdar
Susan Vickery
Kathryn Whittingham
Zoe Williams (Secretariat)
This meeting was the inaugural Academic Senate meeting chaired by the newly appointed Chair of Academic Senate, Professor Mariella Herberstein.

1. **ACKNOWLEDGEMENT OF COUNTRY**

A meeting of the Academic Senate commenced at 9.35am. The Chair acknowledged the traditional custodians of the land and welcomed members and attendees to the meeting.

2. **WELCOME AND APOLOGIES**

The Chair welcomed Professor Anne Ross-Smith, in attendance as Acting Executive Dean of the Faculty of Business and Economics; Members of the Academic Freedom Working Party; and Budhaditya Majumdar, a newly elected student representative attending as an observer.

The Chair noted apologies from Jeremey Gunter, Professor Kevin Jameson, Professor Mike Jones, Professor Barbara Messerle, Professor Martina Mollering, Professor Peter Nelson, Professor John Simons, Cheryl Ware, Professor David Wilkinson and Julia Yang.

3. **ARRANGEMENT OF AGENDA**

3.1 Disclosure of conflicts of interest

The Chair requested that Senate members declare any conflict of interest. No conflicts were declared.

3.2 Adoption of unstarred items

The following Items were starred for discussion:

- 10.4 Student Representatives to the Academic Senate
- 12.1 2017 New Program: Master of Accounting (Extension)
- 12.10 Amendment to the Grade Appeal Policy

**Resolution 16/162**

Academic Senate resolved that the items not starred for discussion (Items 9.3, 9.4, 12.2, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 13.1, 13.2, 13.3, 13.4, 14.1, 14.2, 14.3, 14.4 and 15.1) be noted and, where appropriate, be adopted as recommended.

4. **MINUTES OF THE PREVIOUS MEETING**

4.1 Minutes of the meeting held 5 April 2016

The following matters were identified as requiring amendment:

**Item 9.7 Qualifications Issuance Policy – Update, page 8 of the Minutes**

An amendment to the resolution appearing on page 8 of the minutes (page 12 of the agenda) to reflect that the body charged with the development of a policy and procedure is a Reference Group opposed to a Working Party. The amended resolution:

**Resolution 16/145**

*Academic Senate resolved to:*
i. endorse a revised membership for the Reference Group to include:
   • Chair of the Academic Standards and Quality Committee
   • Pro Vice-Chancellor Learning and Teaching;
   • Head of Student Administration;
   • Manager, Policy Unit;
   • Manager, Quality Assurance and Compliance;
   • a member from the Macquarie Graduate School of Management;
   • a member from Access MQ; and
   • a member of the Academic Senate.
ii. recommend that the Chair of the Academic Standards and Quality Committee assume the role of Chair of the Reference Group, and
iii. endorse the following timeline:
   a. an update on the Reference Group’s deliberations to be provided to the next meeting of Academic Senate on 24 May 2016;
   b. the draft policy to be provided to the Academic Standards and Quality Committee meeting of 31 May 2016 for consideration;
   c. the draft policy to be provided to the Senate Learning and Teaching Committee meeting of 6 June 2016 for consideration; and
   d. the final policy draft to be provided to Academic Senate meeting of 26 July 2016.

Attendance
Professor Enrico Coiera is recorded as being in attendance at the meeting.

Resolution 16/163
Academic Senate resolved to approve the Minutes of the meeting held 5 April 2016 as a true and correct record subject to the amendments identified.

5. BUSINESS ARISING FROM THE MINUTES
(not dealt with elsewhere in the Agenda)
The Chair reported on the following matters:
i. There are currently no items requiring action that are not encompassed by the Academic Senate Projects and Priorities which will be addressed under Item 9.1.

   ii. The Business Cases supporting the Academic Case for New Programs in 2017, as approved by Academic Senate at its meeting of 5 April 2016 (Items 13.3 – 13.10) were subsequently approved by the Deputy Vice-Chancellor (Academic).

6. REPORT FROM THE CHAIR
As the newly appointed Chair of Academic Senate, Professor Mariella Herberstein took the opportunity to briefly provide a retrospective report of the achievements of Academic Senate under the leadership of the former Chair, Professor Dominic Verity. These achievements included:
   • a top-to-bottom overhaul of student discipline which resulted in the establishment of Faculty-based hearing committees, penalties aligned with best practice, and a more equitable way to investigate discipline cases;
   • a new approach to Disruption to Studies with a clear separation between wellbeing and academic decision making;
   • a review of assessment practice and the development of the new Assessment Policy supporting the Learning and Teaching Strategy;
   • the first institution-wide approach to student progression including a graduated model to identify and support those students at risk; and
   • a rethink in the University’s approach to academic integrity to encourage both student and staff understanding and ownership of academic integrity principles and good practice.

The Chair provided an overview of her initial thoughts on the direction and goals of Academic Senate in the next 14 months of her term of office and outlined her obligations as Chair and the responsibilities of Senate members.
A copy of the Chair’s presentation is attached to these minutes (Attachment 1).

Professor Peter Radan arrived at 9:49am.
Professor Amanda Barnier arrived at 9:50am.

The Chair reported on the activities that she has undertaken since commencing her term, including:

- chairing the Standing Committee of Academic Senate on 3 May 2016;
- meeting with Chairs of Senate Committees;
- reviewing the Senate projects and priorities; and
- participation in the meeting to finalise draft Terms of Reference for the Research and Research Training and Thesis Examination Subcommittee.

7. VICE-CHANCELLOR UPDATE

The Vice-Chancellor, Professor S. Bruce Dowton congratulated the Chair on her appointment and noted that due to the number of key discussion items on the agenda, his update would be brief. Professor Dowton reflected on the announcement of the federal budget and the upcoming election, and noted that neither of the major parties were forthcoming with significant detail on higher education. The Vice-Chancellor predicted that if the current government were to be re-elected, the proposed significant changes to funding for higher education would be replaced by a more nuanced and subtle approach, targeting a range of matters, and that potential changes to the Cabinet would also influence outcomes.

Professor Dowton advised members that Professor Charles Areni had accepted the role of Executive Dean, Faculty of Business at the University of Wollongong and that Professor Norma Harrison had accepted the role of Acting Dean of the MGSM. Professor Dowton reported that discussions continued on the alignment of the MGSM and the Faculty of Business and Economics, and that a series of town hall meetings had been conducted with staff in the two areas.

Members were advised that Professor Jim Angus had commenced the Review of the Master of Research and that arrangements for stakeholder engagement were currently being confirmed. In addition, the review of the Delegations of Authority, conducted by Emeritus Professor Richard Henry was progressing well. Professor Dowton noted that several members of Senate had met with Professor Henry, including the former Chair of the Academic Senate, Professor Dominic Verity and the current Chair. Professor Dowton indicated that the review would deliver a detailed report recommending a number of amendments of which Senate would be advised.

8. QUESTION TIME

Members were invited to raise questions with either the Vice-Chancellor or the Chair. A Faculty elected member asked how to become involved and participate in the Master of Research Review.

Professor Dowton encouraged any staff member or student with feedback to provide that feedback either directly to him or the Deputy Vice-Chancellor (Research). All Senators were reminded that the Terms of Reference for the review are available on the Academic Senate website.

9. ACADEMIC SENATE PROJECTS

9.1 Approach to Projects and Priorities

The Chair presented her vision for a renewed approach to Academic Senate projects and priorities, which focus on Senate becoming more effective. This approach includes:

- the need for Senate to focus upon strategic initiatives and not minutiae;
- project scoping;
- tight timelines and standardised reporting;
- empowerment of Committees and working groups;
- clear indicators of when Senate will have input through curated discussion and when approval is sought;
- clear understanding of implications for implementation; and
- post implementation review.
The Chair presented a decision tree to assist Senate identify priorities for existing and future projects.

A copy of the Chair's presentation is attached to these minutes (Attachment 2).

Members were broadly supportive of this approach and discussed the Chair’s presentation with the following themes emerging:

- a need for greater transparency on the status and progress of projects of Senate;
- the need for the Chairs of the working groups to provide respond to stakeholders, acknowledge feedback and advise why it has not been taken into account. Members noted this approach had proven effective with discussion relating to the Assessment Policy at the 5 April Academic Senate meeting where the Chair of SLTC raised feedback and explained why it was or was not taken into account;
- the change in terms of Senate of members resulting in various lags in the approval process by requiring revisiting draft versions of policies; and
- the need to move away from binary decision making and identify those projects which will make a step change and be transformative.

Members discussed the need to right-size the volume of Academic Senate projects and questioned the process of prioritisation with concerns raised about those projects which are identified as lower in priority.

The Chair responded that projects, which have been identified as being of lower priority did not mean a project would never commence but that it would be scheduled accordingly.

The Vice-Chancellor noted that the Academic Senate needed to determine how it was performing in comparison to institutions of similar age and composition, and shared his observation that Senate tended to be bogged down in detail. The equivalent body to the Academic Senate at peer institutions typically has 2 or 3 projects in train at a time. These projects are progressed and completed allowing Senate to then move on to other priorities. The Vice-Chancellor advised that the review of the delegations of authority will place a sharper focus on what Senate can delegate to the Faculty level and allow Senate to focus on not just what is urgent but what is important.

The Chair advised members on the collation and analysis of Academic Senate projects and priorities. Part of this approach is a greater level of transparency around current projects, participants and timelines. To achieve this, the current projects of Senate will be published on the website and the Chair urged members to provide feedback on priorities and to identify those projects which they wish to be involved in.

9.2 Focused Discussion: Academic Freedom

Professor Jacqueline Phillips, Chair of the Academic Freedom Working Group, provided a progress report on the revisions to the Academic Freedom statement, and the identification of general, rather than specific guiding principles, in recognition that standards may differ across disciplines. Professor Phillips outlined the international benchmarking, which resulted in the definition of Academic Freedom as:

"Academic freedom is the principle that staff and students should be free to conduct research, undertake learning and teaching, communicate, and publish, subject to the standards of scholarship, without undue interference or penalty."

Dr Paul Formosa, a contributing member of the working group, was invited to provide an overview of case studies, which had informed drafting the revised statement.

The case studies included well-known examples, where academics had:

- commented outside their area of expertise;
- made controversial political statements; and
- made sexist or racist comments or ‘jokes’.

The case studies, informed the rights of staff and students captured in the revised statement, which include the right to:

- engage in critical enquiry and scholarly endeavour without fear of intimidation, in an environment of tolerance for and engagement with divergent opinions, unconstrained by institutional censorship; and
- engage in public discourse, expressing their informed views whether within their defined areas...
of expertise or not. In doing so they may identify themselves as members of, but not spokespersons for, the University. This freedom of expression extends to making statements on political matters, including policies affecting higher education, and to criticism of Macquarie University and its actions.

Members noted that revised statement included responsibilities for staff and students to:

- uphold commitment to high academic standards, including academic integrity, rigour in the construction of arguments, and the appropriate use of evidence;
- foster intellectually vigorous and open discussion, adhering to the standards of scholarship, and avoid actions that may inhibit freedom of inquiry and expression; and
- exercise awareness of the parameters of academic freedom including legislative and internal policy requirements, and therefore apply a degree of self-regulation.

Professor Phillips opened discussion and invited members to provide feedback on the draft revised statement.

The Vice-Chancellor opened discussion and commended Academic Senate for prioritising revising the Academic Freedom Statement. It was noted however, that the benchmarking predominantly involved institutions based in the United States, which operate in a different context. The protections afforded by the industrial relations and institutions directly funding tenured staff positions in Australia result in fundamental differences between the nature of relationships amongst academics and the University in the two countries. Due to these differences, it was proposed that a more nuanced approach was required to balance the rights of staff together with their responsibility to the University. There was general acknowledgement of the variations in the higher education context between the United States and Australia and the statement needing to reflect the Australian experience, however members articulated need for protection of academic freedom, despite this difference in context.

Discussion focused on the right of academic staff and students to comment both within and outside of their defined areas of expertise with the following themes emerging:

- the ability for staff to comment on areas outside of their area of expertise, on the condition that this was subject to high standards of scholarship and academic rigour;
- the difference between speaking as an individual and speaking with the authority of an expert academic representative of the University;
- the need to distinguish between ‘area of expertise’ versus a substantive nominal appointment;
- how to assess realms of competence and expertise;
- areas of expertise that are regulated by external bodies;
- codes of ethics which determine boundaries of competence; and
- the need to address instances where conflicting statements are made in the public arena.

Members discussed the responsibilities of academic staff and students and raised issues relating to:

- the need to balance communitarian responsibility as well as individual responsibility;
- the need for the statement to detail the collective responsibility of staff to the university community and the role played by individual staff in fulfilling this role; and
- the responsibilities of guest researchers and lecturers.

Members commented that the introduction of a purpose or preamble would express an aspirational statement about the University and its vision, and provided positive feedback on the use of case studies as a way to explore the issues relating to Academic Freedom. There was consensus that the case studies are included as attachments to the statement as they provide an educational resource that would promote the discussion of issues of academic freedom.

Members noted the need for the Public Comment Policy to be revised urgently as it contains provisions contrary to commonly held principles of academic freedom.

Professor Phillips thanked members for their feedback and confirmed that many of the issues discussed were aligned with those identified by the working party. Professor Phillips suggested that the working party meet with the Vice-Chancellor to ensure that the rights of staff and their collective responsibility to the University were appropriately addressed.

**Resolution 16/164**

Academic Senate resolved to note the Academic Freedom discussion paper and to seek feedback from members on the content of the report provided to Academic Senate and on the matters identified by members at the meeting.
9.3 Progress Report: Academic Progression

Resolution 16/165
Academic Senate noted the progress report on Academic Progression.

9.4 Progress Report: Academic Prizes and Awards

Resolution 16/166
Academic Senate noted the progress report on Academic Prizes and Awards including the responsibilities of the Working Party and the project timeline.

10. GENERAL BUSINESS

10.1 Research and Research Training Committee and Thesis Examination Subcommittee: Terms of Reference

The Deputy Chair of Academic Senate spoke to the report, noting that the Working Group had met on 2 May 2016 to discuss and finalise the Terms of Reference for the Research and Research Training committee and Thesis Examination Subcommittee. The meeting was both productive and collaborative, the result of which are the final drafts of the Terms of Reference presented for approval.

Resolution 16/167
Academic Senate resolved to approve:

i. the Research and Research Training Committee Terms of Reference; and

ii. the Thesis Examination Subcommittee Terms of Reference.

Resolution 16/168
Academic Senate resolved to:

i. disestablish the Higher Degrees Research Committee and the Program and Examination Subcommittee; and

ii. approve that the date of effect will be determined by the Chair of Academic Senate and the Chair of the Higher Degrees Research Committee and the Chair Research and Research Training Committee to ensure that no candidate is disadvantaged by transition arrangements.

Resolution 16/169
Academic Senate resolved to appoint the Deputy Vice-Chancellor (Research) as the Chair of the Research and Research Training Committee.

10.2 Research Training Performance

Academic Senate noted a comprehensive presentation by the Dean of Higher Degree Research (HDR), Professor Nick Mansfield, on the University’s research training performance.

Academic Senate noted that Macquarie’s bold strategic HDR initiatives have positioned the University as a leading force in the sector, continuing to increase its HDR enrolments and completions, and student satisfaction rates.

A full copy of the presentation provided is attached to these minutes (Attachment 4).

Dr Kate Fullagar departed the meeting at 11.33am.

10.3 Casual Vacancies Faculty Elected Representatives to Academic Senate

The Chair reported on the processes to fill casual vacancies for the Faculty elected representative to Academic Senate from the Faculty of Arts and the Faculty of Science and Engineering.

Resolution 16/170
Academic Senate resolved to seek nominations from the elected representatives from the Faculties of Arts and Science and Engineering to fill casual vacancies to Academic Senate in those electorates.

10.4 Student Representatives to the Academic Senate
Resolution 16/171
Academic Senate resolved to note the update to the student representative membership to Academic Senate.

Resolution 16/172
Academic Senate resolved to request the Faculty of Medicine and Health Elected Representatives to nominate an eligible student representative as defined by Part 3, Rule 7(4)(b) of the Academic Senate Rules.

11. QUESTIONS ON NOTICE
Members may submit questions on notice to the Chair two days in advance of the meeting.
The Chair confirmed that no questions had been received.

12. ITEMS FOR APPROVAL FROM ACADEMIC SENATE COMMITTEES

12.1 2017 New Program: Master of Accounting (Extension)(ASQC)
Associate Professor Pamela Coutts, Chair of Academic Standards and Quality Committee (ASQC) advised that TEQSA would not approve the program title as endorsed by ASQC as the term ‘Extension’ did not comply with AQF nomenclature.
Professor Anne Ross-Smith, Acting Executive Dean of the Faculty of Business and Economics confirmed that following receipt of this advice, the Faculty agreed to rename the program as the Master of Accounting (Advanced).

Resolution 16/173
Academic Senate resolved to approve the change of name for the Master of Accounting (Extension) to the Master of Accounting (Advanced) for implementation from 2017.

12.2 2017 New Program: Graduate Diploma and Graduate Certificate of Public Health (Exit Awards) (ASQC)

Resolution 16/174
Academic Senate resolved to approve the following exit awards from the Master of Public Health for implementation from 2017:

i. Graduate Diploma of Public Health; and
ii. Graduate Certificate of Public Health.

12.3 2017 Change to Award: Bachelor of Engineering Honours Criteria and Offerings (ASQC)
Associate Professor Pamela Coutts, Chair of the Academic Standards and Quality Committee (ASQC) spoke to the item.

At its last meeting, the Academic Standards and Quality Committee endorsed a proposal that Macquarie University award a Bachelor of Engineering with Honours degree to all students who fulfil the requirements of the four-year professional engineering program.

The University currently enrolls all commencing undergraduate engineering students in the Bachelor of Engineering with Honours (an AQF Level 8 Award). Students who do not maintain the required level of attainment for the Honours Award graduate with a Bachelor of Engineering (an AQF level 7 award). ASQC noted that the proposal for changes to the Bachelor of Engineering is tightly linked to the accreditation processes, recognising that Australian Professional Engineering Programs accredited by Engineers Australia have standards, which require an AQF Level 8 Bachelor Honours degree.

The Faculty contends that all students who satisfy the requirements of either the Bachelor of Engineering or Bachelor of Engineering with Honours at Macquarie University achieve a standard consistent with AQF Level 8. ASQC noted that the proposal requires changes to the criteria for the Bachelor of Engineering Honours, introduces a Class 3 Honours grade, and impacts on the Bachelor of Engineering degree offerings.

ASQC supported the proposal, with a recommendation that the Faculty develops a communication strategy to inform current affected students of the changes, and ensures that AQF Level 7 exit awards are available. It was also noted that currently honours classifications at Macquarie are based on the calculation of a Weighted Standard Numerical Grade (WSNG) for all qualifying units. Further
clarification will be provided to ASQC on the clarification of Class 3 honours grades in the sector and be brought back to the next ASQC meeting.

Following approval by Academic Senate, degrees associated with the Bachelor of Engineering will be deleted.

**Resolution 16/175**

Academic Senate resolved to approve:

- i. graduating students of the four year Bachelor of Engineering program do so with the award Bachelor of Engineering with Honours from 1 January 2017;
- ii. to retain the Bachelor of Engineering with Honours, and its associated double degree programs; and
- iii. the introduction of a Class 3 Honours grade (with grading awarded to each student to be determined by a Weighted Standard Numerical Grade calculation).

**Resolution 16/176**

Academic Senate resolved to approve the deletion of following programs from 31 December 2016:

- i. Bachelor of Engineering;
- ii. Bachelor of Engineering with the Bachelor of Arts;
- iii. Bachelor of Engineering with the Bachelor of Commerce; and
- iv. Bachelor of Engineering with the Bachelor of Science.

12.4 2017 Schedule: Change of Award Names (ASQC)

**Resolution 16/177**

Academic Senate resolved to:

- i. approve the renaming of the Master of Policing, Intelligence and Counter Terrorism with the Degree of Master of International Security Studies (OUA) to the Master of Cyber-Security, Policing, Intelligence and Counter Terrorism with the Degree of Master of International Security Studies (OUA) from 1 January 2017 for inclusion on the schedule of Course Availabilities – Offerings from 2017 Awards; and
- ii. approve the deletion of the former program from 31 December 2016.

12.5 2017 Schedule: Change of Specialisation Names (ASQC)

**Resolution 16/178**

Academic Senate resolved to:

- i. approve the change of name of the following specialisations from 1 January 2017; and

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<td>EDL11S Educational Leadership</td>
<td>Leading Teaching and Learning</td>
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<td>LET31S Leading Teaching</td>
<td>Leading Teaching and Learning</td>
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<td>(Graduate Certificate of Education Studies)</td>
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<tr>
<td>ADP11S Advanced Practices in Learning and Teaching</td>
<td>Advanced Practices in Teaching and Learning</td>
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- ii. approve the deletion of the former specialisations from 31 December 2016.

12.6 2017 Schedule of Programs: Awards for Deletion (ASQC)

**Resolution 16/179**

Academic Senate resolved to approve the deletion of the following awards from 31 December 2016:

- i. Master of Accounting (Professional);
- ii. Master of International Accounting;
- iii. Bachelor of Arts – Media;
iv. Bachelor of Arts – Media with the Bachelor of Laws;
v. Bachelor of Arts – Media with the Bachelor of Laws with Honours; and
vi. Master of Accounting (Professional) with the Master of Commerce.

12.7 Joint PhD Program with Katholieke Universiteit Leuven (HDRC)

Resolution 16/180
Academic Senate resolved to approve Katholieke Universiteit Leuven as a partner institution for the purpose of joint a PhD degree.

12.8 Combined PhD Masters of Clinical Psychology, of Clinical Neuropsychology or of Organisational Psychology (HDRC)

Resolution 16/181
Academic Senate resolved to approve a new pathway for the four (4) year combined PhD Masters of Clinical Psychology, or Clinical Neuropsychology or the Organisational Psychology.

12.9 Approval to proceed: Peer Assisted Learning Policy (SLTC)

Resolution 16/182
Academic Senate resolved to approve the review of the Peer Assisted Learning Policy.

12.10 Amendment to the Grade Appeal Policy (SLTC)

Members discussed the proposed changes to the Grade Appeal Policy and Procedure with specific reference to remove the ground of an appeal ‘the assessor’s judgement was not objectively applied’.
Dr Wylie Bradford questioned why this amendment was proposed in light of the work being undertaken on the Academic Appeals Policy. The Head of Governance Services indicated that the Academic Appeal policy presented to the 5 April meeting of Academic Senate included grounds for appeals of this nature and that as an interim, students submitting an appeal on the basis that they had been treated unfairly would have recourse to the Complaint Procedure for Students and Members of the Public.
Professor Sherman Young reflected on the discussion at SLTC where feedback from members was unanimous that the proposed change be recommended for approval.
Dr Wylie Bradford, Chair of the Working Party charged with the review of the Grade Appeal Policy recorded his opposition to the proposed resolution.

Resolution 16/183
Academic Senate resolved to approve the deletion of the ground of appeal ‘the assessor’s judgement was not objectively applied’ from the Grade Appeal Policy and Procedure effective immediately.

Professor Dowton departed the meeting at 11.57am.

13. REPORTS FROM ACADEMIC SENATE COMMITTEES

13.1 Academic Senate Standing Committee
Academic Senate noted the Academic Senate Standing Committee reports of the meeting held 3 May 2016, noting Resolution 16/27 of the Academic Senate Standing Committee.

13.2 Academic Standards and Quality Committee
Academic Senate noted the report of the Academic Standards and Quality Committee meeting held 26 April 2016.

13.3 Higher Degree Research Committee
Academic Senate noted the reports of the Higher Degree Research Committee meetings held 11 March, 8 and 29 April 2016.
Academic Senate noted the reports of the Senate Learning and Teaching Committee meetings held 18 April and 9 May 2016.

14. REPORTS FROM FACULTY BOARDS

14.1 Faculty of Business and Economics Faculty Board
Academic Senate noted the report of the Faculty of Business and Economics Faculty Board meeting of 12 April 2016.

14.2 Faculty of Human Sciences Faculty Board
Academic Senate noted the report of the Faculty of Human Sciences Faculty Board meeting of 5 April 2016.

14.3 Faculty of Medicine and Health Sciences Faculty Board
Academic Senate noted the report of the Faculty of Medicine and Health Sciences Faculty Board meeting of 11 April 2016.

14.4 Faculty of Science and Engineering Faculty Board
Academic Senate noted the report of the Faculty of Science and Engineering Faculty Board meeting of 26 April 2016.

15. CONSIDERATION OF CONFIDENTIAL ITEMS

15.1 University Hearing Committee
A confidential report of the University Hearing Committee meetings held 16 April and 4 May 2016 were tabled.

16. OTHER BUSINESS

The Chair noted that this is the final meeting of the current Academic Senate student representatives and noted that these individuals had made significant contributions to Committees of Senate, working parties and the Student Discipline Hearing Committee.

Ms Hardy spoke to her experience of sitting on Senate for the past year, noting the insight that this experience had provided her with. Ms Hardy reflected on the contributions of her peers to the University Discipline Committee, Committees of Senate and various working parties. Ms Hardy thanked the Academic Senate Project Officer, Ainslee Harvey for her support during this time.

17. NEXT MEETING

The next meeting of the Academic Senate will be held on Tuesday 26 July 2016. Agenda Items are due by Tuesday 12 July 2016.
ITEM 5.1 CASUAL VACANCIES: FACULTY ELECTED REPRESENTATIVES

For approval.

Recommended resolution
Academic Senate approve the co-option of the following academic staff member to fill a casual vacancy among the Faculty elected representatives of Senate for a term of membership to expire 31 December 2016:

i. Professor Jim Denier, nominated by the Faculty of Science and Engineering Faculty elected representatives of Academic Senate and the Executive Dean of the Faculty.
ITEM 5.1 CASUAL VACANCIES FACULTY ELECTED REPRESENTATIVES

Recommendation

That Academic Senate approve the co-option of the following academic staff member to fill a casual vacancy among the Faculty elected representatives of Senate for a term of membership to expire 31 December 2016:

i. Professor Jim Denier, nominated by the Faculty of Science and Engineering Faculty elected representatives of Academic Senate and the Executive Dean of the Faculty.

Issue

At its meeting of 24 May, Academic Senate noted that a casual vacancy has arisen in its membership for one elected representative from the Faculty of Science and Engineering. Accordingly, a panel was convened to nominate a candidate to fill the vacancy as set out in Part 3, Rule 8 (5) of the Academic Senate Rules, which states:

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

The panel has nominated Professor Jim Denier to fill the casual vacancy.

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

For enquiries contact: Zoe Williams, Head of Governance Services
E: zoe.williams@mq.edu.au
T: Extension 4322
ITEM 5.2    STUDENT REPRESENTATIVES TO THE ACADEMIC SENATE

For approval.

Recommended resolution
That Academic Senate:
   i. note the results of the recent election of student representatives to the Academic Senate and congratulate Paris Manson, Soujanya Datta and Brayden Jones on their election; and
   ii. approve the co-option of Thomas Hedl to fill the casual vacancy for a student representative to Academic Senate from the Faculty of Medicine and Health Sciences, for a term of membership expiring 31 May 2018.
ITEM 5.2 STUDENT REPRESENTATIVES TO THE ACADEMIC SENATE

Recommendation
That Academic Senate:

i. note the results of the recent election of student representatives to the Academic Senate and congratulate Paris Manson, Soujanya Datta and Brayden Jones on their election; and

ii. approve the co-option of Thomas Hedl to fill the casual vacancy for a student representative to Academic Senate from the Faculty of Medicine and Health Sciences, for a term of membership expiring 31 May 2018.

Election of student representatives to Academic Senate – results of election
The following students have been elected to Academic Senate for the term 1 June 2016 – 31 May 2018.

I ask that Academic Senate members join me in congratulating all students on their appointment.

One undergraduate student representative to Academic Senate from the Faculty of Arts
Successful candidate: Paris Manson

Two postgraduate student representatives to Academic Senate
Successful candidates: Soujanya Datta (Faculty of Business and Economics)
Brayden Jones (Faculty of Arts)

Filling of casual vacancy
At its meeting of 24 May 2016, Academic Senate was advised that no nominations had been received from the Faculty of Medicine and Health Sciences following a call for students to nominate for the position of student representative for this faculty. Accordingly, a panel was convened to nominate a candidate to fill the vacancy as set out in Part 3, Rule 8 (4) of the Academic Senate Rules, which states:

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

The panel has nominated Thomas Hedl to fill the casual vacancy.

Current Student Representatives on Academic Senate
The full list of student representatives elected or co-opted to Academic Senate is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Undergraduate Student Representative from the Faculty of Business and Economics</td>
<td>Samuel Palmer</td>
</tr>
<tr>
<td>One Undergraduate Student Representative from the Faculty of Human Sciences</td>
<td>Cissy Shen</td>
</tr>
<tr>
<td>One Undergraduate Student Representative from the Faculty of Medicine and Health Sciences</td>
<td>Thomas Hedl</td>
</tr>
<tr>
<td>One Undergraduate Student Representative from the Faculty of Science and Engineering</td>
<td>Simon Populin</td>
</tr>
<tr>
<td>Two Postgraduate Student Representatives</td>
<td>Soujanya Datta Brayden Jones</td>
</tr>
<tr>
<td>One Postgraduate Higher Research Degree Student Representative</td>
<td>Budhaditya Majumdar</td>
</tr>
</tbody>
</table>

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

For enquiries contact: Zoe Williams, Head of Governance Services
E: zoe.williams@mq.edu.au
T: Extension 4322
ITEM 5.3      RESEARCH AND RESEARCH TRAINING COMMITTEE AND
THESIS EXAMINATION SUBCOMMITTEE

For information.

**Recommended resolution**
That Academic Senate note the membership of the Research and Research Training Committee and Thesis Examination Subcommittee based on the nominations of the Academic Senate, the Executive Deans and Faculty Boards.
ITEM 5.3 RESEARCH AND RESEARCH TRAINING COMMITTEE AND THESIS EXAMINATION SUBCOMMITTEE

Recommendation
That Academic Senate note the membership of the Research and Research Training Committee and Thesis Examination Subcommittee based on the nominations of the Academic Senate, the Executive Deans and Faculty Boards.

Issue
At its meeting of 24 May, Academic Senate established the Research and Research Training Committee and Theses Examination Subcommittee as set out in the attached terms of reference. These terms have now been updated to include details of the members of the committee and subcommittee. Members are asked to note that nominations from the Macquarie Graduate School of Management have not yet been received.

Submitted by: Professor Sakkie Pretorius, Deputy Vice-Chancellor (Research)

For enquiries contact: Zoe Williams, Head of Governance Services
E: zoe.williams@mq.edu.au
T: Extension 4322
The Research and Research Training Committee (the Committee) was established by the Academic Senate of Macquarie University (the University) on 24 May 2016 under Rule 9(4)(c) of the Academic Senate Rules 2016, and is directly responsible and accountable to Academic Senate for the exercise of its responsibilities.

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

1. Objective

The Committee is responsible for advising Academic Senate on research and research training matters. The Committee will also engage broadly with the University community to identify and respond to emerging research challenges and to promote excellence in research and research training.

2. Role and responsibilities

The Committee is to:

1) Advise Academic Senate on:

   (a) External regulatory requirements, and their alignment with the University’s policies and procedures with respect to research activities and research training programs;

   (b) Research initiatives and research training programs, such as those that support the implementation of the Strategic Research Framework and achievement of the 2024 research targets;

   (c) The activities of Faculties and Offices that support the University's research activities and research training programs;

   (d) The implementation of the Macquarie University Code for the Responsible Conduct of Research, ethics policies and other legislative frameworks both internal and external;

   (e) The evolving risk profile of the University's research activities and research training programs and on measures to effectively manage those risks; and

   (f) National and international trends in the development of performance indicators for research.

   (2) Identify the need for new and review existing University policies governing research, activities research training and intellectual property and recommend required action to Academic Senate1;

1 under Academic Senate rule 11(1)
(3) Oversee the requirements of admission, supervision, academic progress and assessment for higher degrees by research;

(4) Advise on the establishment, review, revision or termination of higher degree research (HDR) programs and joint programs, and award rules;

(5) Receive and consider matters referred to it by its Thesis Examination Subcommittee; and

(6) Consider and report on any matters referred as required.

3. Membership

In accordance with Clause 22 of the Standing Orders for Committees of Academic Senate, the Committee shall have a membership, which comprises:

(a) The Chair of the Committee, appointed by the Chair of Academic Senate;
   o Professor Sakkie Pretorius, Deputy Vice-Chancellor Research

(b) The Deputy Chair of the Committee;
   o To be confirmed (to be drawn from the membership of the Committee)

(c) The Chair or Deputy Chair of Academic Senate;
   o Professor Jacqueline Phillips, Deputy Chair of Academic Senate

(d) Deputy Vice-Chancellor (Research);
   o Professor Sakkie Pretorius

(e) Up to five (5) ex-officio members, nominated by the Chair, including:
   o Pro Vice-Chancellor Research (Integrity & Development) – Professor Lesley Hughes
   o Pro Vice-Chancellor Research (Performance & Innovation) – Professor Peter Nelson
   o Dean of Higher Degree Research – Professor Nick Mansfield
   o Director, Research Office – Louise Fleck
   o Director, Research Training and International Research Training Partnerships – Dr Ren Yi

(f) The Executive Dean or their nominee of each Faculty and the Dean or their nominee of the MGSM;
   o Professor Martina Mollering, Faculty of Arts
   o Professor Simon Handley, Faculty of Human Sciences
   o Professor Kevin Jameson, Faculty of Business and Economics
   o Professor Barbara Messerle, Faculty of Science and Engineering
   o Professor Patrick McNeil, Faculty of Medicine and Health Sciences
   o Dean of MGSM or nominee – to be confirmed

(g) One (1) member nominated by the Faculty Board of each Faculty and the Academic Board of the MGSM who is research active;
   o Professor Catriona McKenzie, Faculty of Arts
   o Professor Mike Jones, Faculty of Human Sciences
   o Professor Lucy Taksa, Faculty of Business and Economics
   o Professor Roger Cheung, Faculty of Medicine and Health Sciences
   o Professor David Coutts, Faculty of Science and Engineering
   o MGSM – to be confirmed
(h) Up to three (3) elected members of Academic Senate who are research active;
   o Professor Amanda Barnier, Faculty of Human Sciences
   o Professor Enrico Coiera, Faculty of Medicine and Health Sciences
   o Dr Kate Fullagar, Faculty of Arts

(i) Up to two (2) Early Career Researchers, nominated by Academic Senate; and
   o Dr Mauricio Marrone, Faculty of Business and Economics
   o Dr Erica Crome, Faculty of Human Sciences

(j) At least two (2) student members, including the Postgraduate Research student representative on Academic Senate and one additional student member nominated by Academic Senate.
   o Jacqueline Mackaway, Faculty of Human Sciences
   o Budhaditya Majumdar, Faculty of Science and Engineering

The Chair may invite staff with specialist knowledge and expertise to attend Committee meetings.

Tenure

1. The term of appointment of all members, shall be two (2) years.
2. The Chair of Academic Senate may renew any such term of appointment, in consultation with the Academic Senate Standing Committee.

4. Authorisations

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

1. Determine that the requirements for a research higher degree have been met on the advice provided by its Thesis Examination Subcommittee; and

2. Approve the award of Vice-Chancellor Commendation for HDR theses on the advice provided by its Thesis Examination Subcommittee.

5. Rules of operation

The Committee shall conduct its business subject to the Standing Orders for Committees of Academic Senate.
The Thesis Examination Subcommittee was established by the Academic Senate of Macquarie University (the University) in May 2016 under Rule 9(4)(c) of the Academic Senate Rules 2016, and is directly responsible and accountable to the Research and Research Training Committee of Academic Senate for the exercise of its responsibilities.

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

1. Objective

The Thesis Examination Subcommittee is responsible for identifying and promoting best practice in thesis examination processes and adherence to University policies and procedures. It makes decisions regarding the outcome of Higher Degree Research (HDR) theses submitted for examination in accordance with policies of Academic Senate relating to the HDR examination processes.

2. Role and responsibilities

The Committee is to:

(1) Advise the Research and Research Training Committee of Academic Senate on:

(a) policies and procedures governing HDR examinations and their effectiveness; and

(b) the University’s rules regarding the examination of HDR theses;

(2) Consider reports from examiners of HDR theses and the supervisory panel and where appropriate, determine that the requirements for a higher degree research have been met and recommend to the Research and Research Training Committee for approval; and

(3) Make recommendations on the award of the Vice-Chancellor’s Commendation for HDR theses to the Research and Research Training Committee for approval.

3. Membership

The composition of this subcommittee shall be as follows:

(2) The Chair of the Committee, appointed by the Chair of Academic Senate;

   o Professor Nick Mansfield

(3) The Dean, Higher Degree Research;

   o Professor Nick Mansfield

(4) Associate Dean HDR or their nominee for each Faculty and the MGSM; and

   o Dr Andrew Alter, Faculty of Arts
   o Professor Lorne Cummings, Faculty of Business and Economics
   o Associate Professor Judi Homewood, Faculty of Human Sciences
   o Professor Roger Chung, Faculty of Medicine and Health Sciences
   o Associate Professor Tracy Rusher, Faculty of Science and Engineering
   o MGSM to be confirmed
(5) A member nominated by the Faculty Board of each Faculty and the Academic Board of the MGSM who is an active HDR supervisor.

- Dr Noah Bassil, Faculty of Arts
- Associate Professor Ross Gordon, Faculty of Business and Economics
- Professor Jan-Louis Kruger, Faculty of Human Sciences
- Dr Verity Pacey, Faculty of Medicine and Health Sciences
- Associate Professor Grant Hose, Faculty of Science and Engineering
- MGSM to be confirmed

4. Tenure

(1) The term of appointment to the Thesis Examination Subcommittee of all Associate Deans and the Dean HDR shall be for their term in that appointment;

(2) The term for any other appointed members shall be two (2) years; and

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

5. Rules of operation

The Committee shall conduct its business subject to the general provisions of the Standing Orders for Committees of Academic Senate.
ITEM 6 REPORT OF THE CHAIR: PRIORITISATION OF SENATE PROJECTS

For information.

Recommended resolution
Academic Senate note the prioritisation of Senate projects as endorsed by the Academic Senate Standing Committee at its meeting of 5 July 2016.
ITEM 6  PRIORITISATION OF SENATE PROJECTS

Recommendation
Academic Senate note the prioritisation of Senate projects as endorsed by the Academic Senate Standing Committee at its meeting of 5 July 2016.

Background
As outlined in the report of the Academic Senate Standing Committee meeting held on 5 July 2016 (see item 14.1 in the Academic Senate agenda), the Committee considered and endorsed the attached table of prioritised Senate projects. The Committee endorsed the prioritisation order and commented on the projects as follows:

- **Student progression** – while Academic Senate will have input, it was agreed that this project should be owned by the DVC Students and Registrar with the project delivered by 1 January 2017;
- **Grade review and academic appeals** – the Chair suggested these could be split into separate items, and after some discussion it was recommended that the related policy would be owned by Academic Senate, the DVC Academic and the DVC Research, while the relevant processes would be managed by the DVC Academic and the DVC Students and Registrar; this item is to be delivered by 1 January 2017;
- **Schedule 3 Assessment Policy** – it was agreed this item will be referred to the Research and Research Training Committee for action;
- **Programme review** – the Chair noted that this item is owned by the DVC Academic with input from Academic Senate, and Quality Assurance and Compliance (Governance Services); the item is to be delivered by 1 January 2017;
- **Assessment policy implementation** – the Chair suggested this item, which will seek feedback from faculties, should be delivered in the next few months, and would be owned by Academic Senate;
- **Academic Freedom statement** – the Deputy Chair advised that the revised statement should be available for the next Academic Senate meeting and that a communications and implementation plan is being developed;
- **Faculty reporting schedule** – it was noted that this item should be jointly owned by the Academic Senate and the faculty boards, with input from the DVC Academic; members discussed the range of issues that could be covered under this item, with the Chair suggesting an alignment with the review of the Quality Enhancement Framework; this item will also be for delivery by 1 January 2017;
- **Academic Prizes and Awards** – the Chair suggested that delivery on this item should occur soon, with the Deputy Chair advising that recommendations for Academic Senate have been drafted and the next stage would be a review and amendment of existing policies and procedures; this item will be owned by the Academic Senate;
- **Academic integrity** – the Chair advised this item will involve forming a small working group to review the recommendations from Professor Verity’s position paper and suggested the group respond by the middle of Session 2, or the end of the year at the latest; this item will be owned by the Academic Senate, but the potential for overlap with the DVC Research’s work on the research integrity code was noted;
- **Research and Research Training Committee** – the Chair noted that once membership nominations have been finalised the committee will be constituted and can start on its first project; and
- **Senate composition and training for senators** – members noted that this was an ongoing issue, but its prioritisation was timely given the election of the new Chair.

Professor Mariella Herberstein
Chair, Senate Standing Committee
### Project Prioritisation of Senate Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Number of votes</th>
<th>Ownership</th>
<th>Delivery</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Standards (HES)</td>
<td>8</td>
<td>DVCS&amp;R (input from Academic Senate)</td>
<td>Jan 01, 2017</td>
<td></td>
</tr>
<tr>
<td>Student progression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade review &amp; academic appeals (including HDR appeal)</td>
<td>4</td>
<td>Policy: Academic Senate, DVCA, DVCR Processes: DVCA, DVCS&amp;R</td>
<td>Jan 01, 2017</td>
<td>Was listed separately and elevated in urgency due to requirement by HES</td>
</tr>
<tr>
<td>Schedule 3 assessment policy (HDR)</td>
<td></td>
<td>RRTC</td>
<td>For advice from RRTC</td>
<td></td>
</tr>
<tr>
<td>Programme review</td>
<td></td>
<td>DVCA (input from Academic Senate)</td>
<td>Jan 01, 2017</td>
<td></td>
</tr>
<tr>
<td>Assessment policy implementation</td>
<td></td>
<td>Academic Senate</td>
<td>Mid-Session 2</td>
<td></td>
</tr>
<tr>
<td>Academic Freedom statement*</td>
<td>7</td>
<td>Academic Senate</td>
<td>July mtg of AS</td>
<td></td>
</tr>
<tr>
<td>Faculty reporting schedule</td>
<td>6.5</td>
<td>Academic Senate and Faculty Boards (input from DVCA)</td>
<td>Jan 01, 2017</td>
<td></td>
</tr>
<tr>
<td>Academic Prizes &amp; Awards</td>
<td>5</td>
<td>Academic Senate</td>
<td>Mid-Session 2</td>
<td></td>
</tr>
<tr>
<td>Academic integrity</td>
<td>5</td>
<td>Academic Senate</td>
<td>Mid-Session 2</td>
<td>Develop response to recommendation paper</td>
</tr>
<tr>
<td>Research and Research Training Committee</td>
<td>4</td>
<td>Academic Senate</td>
<td>July mtg of AS</td>
<td>Committee to be constituted</td>
</tr>
<tr>
<td>Senate composition &amp; training for senators</td>
<td>3</td>
<td>Academic Senate</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

* The Chair thanked the Deputy Chair and the Working Group for the considerable work undertaken to deliver this project.
ITEM 9.1 ACADEMIC FREEDOM: REVISED STATEMENT AND SUMMARY
FROM WORKING GROUP

For endorsement.

Recommended resolution

1. That Academic Senate note the amendments made to the Academic Freedom Statement in response to feedback.

2. That Academic Senate recommend to the Vice-Chancellor to rescind the current Academic Senate Statement on Academic Freedom.

3. That Academic Senate endorse the revised Academic Senate Statement on Academic Freedom and provide it to the Vice-Chancellor in accordance with its responsibility to advise University Council and the Vice-Chancellor on "measures to safeguard the academic freedom of the University". ¹

¹ Academic Senate Rules, Clause 10(1)(b)
ITEM 9.1 ACADEMIC FREEDOM: REVISED STATEMENT AND SUMMARY FROM WORKING GROUP

Recommendations

1. That Academic Senate note the amendments made to the Academic Freedom Statement in response to feedback.

2. That Academic Senate recommend to the Vice-Chancellor to rescind the current Academic Senate Statement on Academic Freedom.

3. That Academic Senate endorse the revised Academic Senate Statement on Academic Freedom and provide it to the Vice-Chancellor in accordance with its responsibility to advise University Council and the Vice-Chancellor on “measures to safeguard the academic freedom of the University”. ¹

Summary

• At its meeting on 24 May 2016, Academic Senate considered the Academic Freedom Statement and identified issues that required further consideration by the working group.
• The working group, along with the Vice-Chancellor, met on 29 June 2016 to address the feedback and make amendments to the Academic Freedom Statement.
• Members of the working group met with Nick Crowley, HR Employee Relations Manager, to ensure that the Academic Freedom Statement is aligned with the Enterprise Bargaining Agreement, in particular, the clause relating to Intellectual Freedom.
• Members of the working party also met with John Chatterton, Chief Marketing Officer, to discuss a timeframe for reviewing the University’s Public Comment Policy, to ensure alignment of language and intent.
• Following endorsement, the Statement will be published on the Academic Senate website as a stand-alone document with reference material available on the resources page.

Background

Attached is a summary of the feedback considered by the working group and rationale for changes made to the Academic Freedom Statement.

Consultation Process

The following offices have been consulted prior to the submission of this paper:
• Professor Bruce Dowton, Vice-Chancellor
• Nick Crowley, Human Resources
• John Chatterton, Chief Marketing Officer
• Mariella Herberstein, Chair of Academic Senate
• Members of Academic Senate

Outcome to be communicated to

• University Council, Faculty Boards, Research Office, Heads of Department, Human Resources, Marketing, wider university committee (via This Week and Teche Blog)

Submitted by:  Professor Jacqueline Phillips, Deputy Chair of Academic Senate

For enquiries contact:  Ainslee Harvey, Academic Senate Project Officer

¹ Academic Senate Rules, Clause 10(1)(b)
Academic Senate Statement on Academic Freedom

Academic Senate is responsible for advising University Council and the Vice-Chancellor on ‘measures to safeguard the academic freedom of the University’.¹

The Definition of Academic Freedom

Academic freedom is the principle that staff and students should be free to conduct research, undertake learning and teaching, communicate, and publish, subject to the standards of scholarship without unreasonable interference and restriction, without undue interference or penalty.

The Importance of Academic Freedom

Academic freedom has both intrinsic and practical value. The value of a university as a public institution depends upon its ability and its determination to create new knowledge and understanding, to challenge accepted ideas, test novel hypotheses, and encourage rigorous academic debate. For a university to fulfil this role, staff and students must have the right and duty to exercise their own informed judgment in engaging in teaching and research, and disseminate the results of that research, without interference from governments, university administration, the media, private corporations, or other organisations.

Academic freedom, therefore, is fundamental to the values that Macquarie University upholds and strives to cultivate in the wider society. Macquarie University stands for, promotes, and defends the right of all people to have access to knowledge, education and open debate. Therefore, Macquarie University's commitment to academic freedom benefits society both directly and indirectly, through the creation, preservation, and transmission of ideas, and the advancement of knowledge and understanding, irrespective of immediate application.

The Practice of Academic Freedom at Macquarie University

Academic freedom confers both rights that are limited by and responsibilities on individuals, governance bodies, and constituencies within Macquarie University.

Macquarie University Staff and Students have rights to:

- Engage in critical enquiry and scholarly endeavour in the performance of their duties, without fear of intimidation, in an environment of tolerance for and engagement with divergent opinions, unconstrained by institutional censorship.

- Engage in public discourse, expressing their informed views within the limits of their professional competence and professional standards whether within their defined areas of expertise or not. In doing so they may identify themselves as members of, but not spokespersons for, the University. This freedom of

¹ Academic Senate Rules, Clause 10(1)(b)
expression extends to making statements on political matters, including policies affecting higher education, and to criticism of the University and its actions.

Macquarie University Staff and Students have responsibilities to:

- Uphold a commitment to high-academic standards, including academic integrity, rigour in the construction of arguments, and the appropriate use of evidence.

- **Exercise academic freedom within the parameters of legislative and internal policy requirements, and their obligations within the organisational context of the university.**

- Foster intellectually vigorous and open discussion in all forums, adhering to the standards of scholarship, and avoid actions that may inhibit freedom of inquiry and expression.

- Undertake discourse reasonably and in good faith, with declarations of conflicts of interest where appropriate. When speaking in public on topics outside their expertise, staff and students should consider whether it is appropriate to link their comments to their role and relationship with the University.

Macquarie University has rights to:

- Assert institutional autonomy, and in particular the right to determine for itself, on academic grounds, its research and teaching practices and priorities.

- Support its staff and students in advancing knowledge, ideas, theories, and technology, and in serving society at large.

Macquarie University has institutional responsibilities to:

- Protect its staff and students from improper pressures, whether political, cultural, economic, or ideological, from unnecessarily restricting their academic freedom and seek wherever possible to minimise that impact.

- Place academic freedom principles at the forefront in conceiving and implementing its administrative and governance policies and processes.

- Contribute positively to an environment of freedom of inquiry, discourse, teaching, research, and publication for all of its staff and students.

- Not disadvantage or subject its staff and students to less favourable treatment for exercising their right to academic freedom, including no threats to the security of employment for its staff, regardless of the nature of that employment.
Academic Freedom Statement

Summary of feedback and rationale for changes

(a) Speaking within/outside ones area of expertise and definition of academic standards

In response to comments about whether or not it was appropriate for an academic to comment outside their area of expertise, and how the statement would be in conflict with the University’s Public Comment Policy, discussion centred on how to appropriately define ‘expertise’. The working party agreed that the wording of the Enterprise Bargaining Agreement (EBA) was suitable and that aligning the Academic Freedom Statement (the Statement) with the EBA would be valuable.

The Intellectual Freedom clause outline in the EBA states:

2.10.2 Intellectual freedom includes:

(b) the rights of Staff to pursue critical open enquiry and to discuss freely, teach, assess, develop curricula, publish and research within the limits of their professional competence and professional standard (emphasis added)

The working party agreed on amendments to the Statement, with removal of reference to speaking on topics outside of their expertise, and rewording of the Statement to say “Macquarie University staff and students have a right to engage in public discourse, expressing their informed views within the limits of their professional competence and professional standard.”

It was agreed that a definition of academic standards was not something that could be readily defined and that it should be assessed on a case-by-case basis, and the only amendment to the Statement was to remove the term “high” when speaking of academic standards.

(b) Stronger connection between rights and responsibilities including that towards the University

In response to concerns about the separation of rights and responsibilities, the working party clarified the Statement to make it clear that “academic freedom confers rights that are limited by responsibilities”. This implies that the rights and responsibilities articulated in the Statement must be read jointly, and not in isolation.

Discussion then focussed on the need for the Statement to encompass the collective responsibility of staff to the university community, and the requirement for staff to undertake their individual workplace duties.
As such, the working party amended the Statement to state that Macquarie staff and students have rights to:

“Engage in critical enquiry and scholarly endeavour in the performance of their duties ...”

And have responsibilities to:

“Exercise academic freedom within the parameters of legislative and internal policy requirements, and their obligations within the organisational context of the university”.

(c) Context & Scope of the Statement

There was concern that because the University regularly engages with academics from countries that do not enjoy the same academic freedoms articulated in the Statement, that it needed to be clear that the Statement is only intended to cover what is practiced at Macquarie University. There was also question raised as to how, or if, the Statement would cover the actions of visiting academics and scholars.

The working party was satisfied that this Statement is clear in this regard having made a minor amendment to clarify that rights and responsibilities fall under the broader heading “The Practice of Academic Freedom at Macquarie University”.

(d) Teaching

There was a call for the Statement to articulate where responsibilities exist as an academic in the context of teaching. In their drafting of the document, the working party chose to avoid referring explicitly to academic freedom as it applied to teaching or research as a specific task, but has amended the statement to include the phrase “in all forums,” to capture that there is a classroom component.

(e) Standing of the Statement

The working party concluded that the Statement is an advisory document that contains agreed statements of principle and should hold similar status to the Ethics Statement. The Statement will be published on the Academic Senate website. Helpful resources and examples of scenarios will be added to the Resources page of the Academic Senate website as reference material, but the working party felt strongly that the Statement needed to exist as a stand-alone document not influenced or affected by such material that could become out-dated. Consistent with this philosophy, the Statement was reviewed to ensure it was as concise as possible. As such, a section under the heading “The importance of academic freedom” was deleted.¹

¹ Deleted text “For a university to fulfil this role, staff and students must have the right and duty to exercise their own informed judgment in engaging in teaching and research, and disseminate the results of that research, without interference from governments, university administration, the media, private corporations, or other organisations.”
(f) Alignment with EBA and Public Comment Policy

Following discussions with Nick Crowley from Human Resources, the working party is satisfied that the Statement is aligned with the relevant provisions of the EBA.

As agreed with the Chief of Marketing, John Chatterton, the Public Comment Policy will be reviewed within the next 4-6 weeks to ensure the language and intent is consistent with the Statement. The working party has been invited to submit feedback and recommendations to assist in the review of the Public Comment Policy.

(g) Communication Strategy

In accordance with the Chair of Senate’s responsibility under the Senate Rules to advise University Council and the Vice-Chancellor on ‘measures to safeguard the academic freedom of the University,’ the new Statement will be presented at the University Council meeting on 25 August 2016.

The Chair of Senate will brief Associate Deans & Heads of Department about the new Statement at their regular catch up forums.

The Statement will be included on the agenda of the next Faculty Board meetings for noting.

The Statement will also be socialised to the broader University Committee via the Teche Blog and This Week at Macquarie.

Suggestions were also made about including the Statement in new staff induction packages – discussions are ongoing with Human Resources.
ITEM 9.2  ENGLISH LANGUAGE POLICY

For approval.

Recommended resolution
That Academic Senate
i. note that the Academic Senate Standing Committee has resolved to establish a ‘Principles of English Language’ statement; and
ii. rescind the English Language Policy as originally approved in the following resolution made at its meeting of 4 November 2014:

Resolution 14/194
That Academic Senate approves the English Language Policy subject to the amendments listed above.

Background
This item was considered and recommended for approval by the Academic Senate Standing Committee at its meeting held 5 July 2016.
ITEM 9.2    ENGLISH LANGUAGE POLICY

Recommendation
That Academic Senate
i. note that the Academic Senate Standing Committee has resolved to establish a ‘Principles of
   English Language’ statement and
ii. rescind the English Language Policy as originally approved in the following resolution made at its
   meeting of 4 November 2014:

Resolution 14/194
That Academic Senate approves the English Language Policy subject to the amendments listed
above.

Issue
At its meeting of 4 November 2014, Academic Senate approved the English Language Policy (Resolution
14/194), following which the SLTC established an English Language Policy Implementation Working Party.
SLTC, at its meeting of 13 July 2015, endorsed an Implementation Pilot Plan to be run by the Faculty of
Arts and the Faculty of Business and Economics. The report from the pilot was considered by SLTC in April
2016, and the committee noted that major concerns had been identified regarding resourcing and training,
and the proposed implementation timeframe.

The Academic Senate Standing Committee was asked to determine which of the following two options
should be pursued:

i. As an alternative to a Policy, establish a ‘Principles of English Language’ statement, which
   aligns with the Quality Assurance Principles for Programs Taught in Languages Other
   than English (LOTE) recommended by ASQC.

ii. Request a review of the approved English Language Policy, Procedure and Schedule so
    that it produces a ‘light touch’ English Language Policy.

The Standing Committee supported the first option, to develop a ‘Principles of English Language’ statement
which will be presented to the next meeting of Academic Senate. In the interim the Standing Committee
recommends that Senate rescind the original English Language Policy, noting that the policy document has
not been published on Policy Central.

Submitted by:   Professor Mariella Herberstein, Chair of Academic Senate

For enquiries contact:  Zoe Williams, Head of Governance Services
                        E: zoe.williams@mq.edu.au
                        T: Extension 4322
ITEM 9.3 RECOGNITION OF PRIOR LEARNING EXEMPTION – MASTER OF PROFESSIONAL PSYCHOLOGY

For approval.

Recommended Resolution
That Academic Senate resolve to:

i. approve an exemption to the requirement to study 32 credit points to gain the award Master of Professional Psychology according to the Recognition of Prior Learning (RPL) Schedule of Minimum Requirements at Macquarie, effective 1 January 2016; and

ii. note that this exemption will apply to students under the following two scenarios for eligibility for 4cp RPL:

a. where a student admitted to the Master of Professional Psychology program has completed an MRES, MPhil or PhD, meets the admission criteria to their program, and subsequently wishes to progress to registration as a psychologist, or partially completed APAC accredited AQF level 9 program, and no longer wishes to proceed with study in that specialisation, but has completed the dissertation for that program; and

b. where a student may have completed study within an Australian Psychology Accreditation Council (APAC) accredited AQF Level 9 course with the last 10 years and no longer wishes to proceed with study in that specialisation. Studies undertaken at a Non- Australian institution may be considered.

Background
The attached request in relation to the Master of Professional Psychology was considered and recommended for approval by the Faculty of Human Sciences on 10 December 2015, after consultation with the Faculty Standards and Quality Committee.

The Academic Standards and Quality Committee endorsed (ASQC Resolution 16/60) this proposal at its meeting of 31 May 2016, and is recommended to Academic Senate for approval.
MEMORANDUM

TO: Associate Professor Pamela Coutts
   Faculty standards and Quality Committee
   Faculty of Human Sciences

RE: Case for exception of RPL guideline to Master of Professional Psychology

DATE: October 2015

FACULTY: Human Sciences

FROM: Prepared by Avril Moss in consultation with:
   Julie Fitness – Head of Department.
   Andrew Baillie – Chair of the Postgraduate Committee
   and representing Clinical Psychology
   Jonathan Mond – Director of the Professional Psychology
   Program.

Dear Pamela

The Department of Psychology would like to request an exception to the approved RPL Schedule for the Master of Professional Psychology for 2 scenarios of students from the requirement to have 32 credit points of study to gain the award ie minimum notional volume of learning or 32cp.

With reference to RPL for qualifications/experience:

1. Scenario 1, 4cp of RPL is requested. Two possibilities exist:
   a. Where a student admitted to this program has completed an MRES, MPHIL or PhD, meets the admission criteria to his program, and is now wanting to progress to registration as a psychologist or
   b. partially completed APAC accredited AQF level 9 program, and no longer wishes to proceed with study in that specialisation, but has completed the dissertation for that program

2. Scenario 2, 4cp of RPL is requested where a student may have completed study within an Australian Psychology Accreditation Council (APAC) accredited AQF Level 9 course with the last 10 years and no longer wishes to proceed with study in that specialisation. Studies undertaken at a Non- Australian institution may be considered. This is in line with the Australian Psychology Accreditation Council standard 5.1.9 on Credit for Previous study.

   Students should only be given credit for any coursework if it is strictly equivalent to coursework in the current course, and in the case of prior studies
at an Australian institution, the coursework for which credit is to be granted must also have been successfully completed in an APAC accredited course within the previous ten year period. Studies undertaken at non-Australian institutions must be carefully evaluated by the AOU to determine their strict equivalence to the coursework for which credit is to be granted, and the AOU must be prepared to defend its decisions regarding the granting of credit should APAC conduct an audit of the AOU's credit practices.

Please note: Scenario 2: should students be able to demonstrate equivalence in additional units already completed, deemings will be considered. Please note this program does not have electives which could be offered in replace of the existing core units.

Attached please find RPL table for consideration at program level as an exception to the approved RPL Schedule

Kind regards

Prof Julie Fitness

Recommended by FSQC for referral to ASQC for approval.

A/P Pamela Coutts

10 December 2015
Recognition of Prior Learning [Department] Plan for:

1) **Master of Professional Psychology** (1 year full-time equivalent)\(^1\)

- Created by: Julie Fitness, Jonathan Mond, Andrew Baillie and Avril Moss
- Owned by: Faculty of Human Sciences
- Approved by:
- Cognate subject areas define as: *Psychology*

**RPL for Entry**

<table>
<thead>
<tr>
<th>Entry/RPL Scenarios</th>
<th>Program Duration</th>
<th>RPL Applied</th>
<th>Qualifications/ Experience</th>
<th>GPA Requirement</th>
<th>Evidence/ Assessment</th>
<th>Definitio of Cognate</th>
<th>Assessed by:(^2)</th>
<th>Remaining degree structure</th>
<th>Published?(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario 1</td>
<td>1 year (standard)</td>
<td>0 cps</td>
<td>Recent APAC accredited Australian level 8 qualification in or recognised equivalent; and Eligibility for provisional registration with the Psychology Board of Australia(^4)</td>
<td>1. Straight offers: no delegation due to interview and limited places. 2. Straight reject: No delegation due to complexity 3. Refer all cases to Department</td>
<td>STAGE 1 – Ranking  -Certified copy of academic transcripts  -Supplementary information submitted on Qualtrics questionnaire.(^5)</td>
<td>Psychology (P)</td>
<td>Standard program (H)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Two-years postgraduate study plus two years supervised practice: Endorsed Psychologist

\(^2\) (A)= Admissions  
(P)= Program Director

\(^3\) (H)= Requirements currently exist in the Handbook  
(S)= Publishable to students via course finder  
(P)=Available to program director only

\(^4\) Handbook; See also: [http://www psy.mq.edu.au/courses/c_mclin.htm](http://www.psy.mq.edu.au/courses/c_mclin.htm); International students who do not have and Honours degree in their country need to supply:  
a. an academic transcript and complete descriptions of the courses covered;  
b. a copy or at least a thorough summary of an independent research thesis.

\(^5\) 1. email address of 2 referees from whom reports are going to be obtained directly through Qualtrics. 2. Curriculum Vitae or resume 3. Copy of academic transcript 4. Evidence of English language proficiency where required 5. Relevant of work experience 6. Personal statement 7. Postgraduate research training or experience 8. Evidence of professional development and other training

\(^6\) [http://www psy.mq.edu.au/courses/c_mclin.htm](http://www.psy.mq.edu.au/courses/c_mclin.htm); See also: Assessment Guidelines Table where applicants may be shortlisted for interview by the Departmental Professional Psychology Program Academics as per the academic requirements and supplementary information, incorporating the following criteria: 1. Relevant assessment and/ or therapy experience pro rated as per nature and duration of work 2. Publications and /or relevant postgraduate research training or experience. 3. Relevant professional development and other training.
A maximum reduction of 167 credit points may be granted for the below qualifications/experiences

<table>
<thead>
<tr>
<th>Entry/RPL Scenario</th>
<th>Program Duration</th>
<th>RPL Applied</th>
<th>Qualifications/Experience</th>
<th>GPA Requirement</th>
<th>Evidence/Assessment</th>
<th>Definition of Cognate Assessed by:</th>
<th>Remaining degree structure</th>
<th>Published?</th>
<th>S1 or S2 commencement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario 1</td>
<td>1 years (reduction in load not duration)</td>
<td>4cp Research Theory and Practice for Professional Psychologists (PSYP910)</td>
<td>As above + Higher degree in Research (either MRES, MPHIL or PhD) in a relevant area deemed by the Faculty of psychology to have met the minimum research competency requirements needed for professional accreditation; or dissertation in an incomplete APAC accredited fifth/sixth year postgraduate qualification</td>
<td>TBC</td>
<td>Transcript</td>
<td>Involves consideration of the topic of the PhD, with attention to “evidence-based practice” and “research-practice integration”</td>
<td>Standard program excluding PSYP910</td>
<td>(P)</td>
<td>S1 or S2 commencement?</td>
</tr>
<tr>
<td>Scenario 2</td>
<td>1</td>
<td>4 cps</td>
<td>As above + Complete/Incomplete postgraduate Coursework degree WITH completed units within an APAC accredited course within the last 10 years. Studies undertaken at a Non-Australian institution may be considered</td>
<td>See above.</td>
<td>Course outlines, assessment requirements and transcripts demonstrating APAC accreditation of the program in which the units were completed</td>
<td>Assessed as per equivalence to units in this program in terms of content, depth of study, learning outcomes and assessments,</td>
<td>Remaining units</td>
<td>(P)</td>
<td>Available to program director only</td>
</tr>
</tbody>
</table>

7 Schedule of Minimum Requirements
ITEM 9.4  2017 SCHEDULE: AMENDMENTS TO POSTGRADUATE
ADMISSION REQUIREMENTS – MASTER OF
BIOTECHNOLOGY AND MASTER OF CHIROPRACTIC

For approval.

Recommended Resolution
That Academic Senate approve changes to postgraduate admission requirements for the following
programs:
  • Master of Biotechnology
  • Master of Chiropractic

Background
The Faculty of Science and Engineering is seeking approval for postgraduate admission requirements
to the Master of Biotechnology and the Master of Chiropractic (attached).

The Academic Standards and Quality Committee endorsed (ASQC Resolution 16/65) this proposal at
its meeting of 31 May 2016, and is recommended to Academic Senate for approval.
AMENDMENTS TO POSTGRADUATE ADMISSION REQUIREMENTS - FOR APPROVAL

Postgraduate Coursework Admission Criteria 2017 Faculty of Science and Engineering

Issue:
In the update of admission criteria for postgraduate coursework programs earlier in the year the changes for two programs were overlooked due to a confusion in submission requirements. The Faculty of Science and Engineering requests that the admission criteria for be changed for the following two programs to the criteria given below:

Master of Biotechnology
- Australian level 7 bachelor's qualification or recognised equivalent with at least two units of Chemistry or equivalent
- GPA of 4.50 (out of 7.00)

Master of Chiropractic
- Australian level 7 bachelor's qualification or recognised equivalent in a relevant discipline
- GPA of 4.0 (out of 7.0)

OR
- Macquarie University Bachelor of Chiropractic Science or Macquarie University Graduate Diploma of Chiropractic Science

Note that the requested admission criteria for the Master of Chiropractic means that if a student has a previous Chiropractic qualification from Macquarie University then no GPA criteria placed on their admissions. If their previous qualification is from another institution then there is a GPA requirement.

Consultation Process:
The following offices have been consulted prior to the submission of this paper:
n/a

Recommendation:
That ASQC recommend to Senate that the admission criteria for the Master of Biotechnology and Master of Chiropractic be as follows:

Master of Biotechnology
- Australian level 7 bachelor's qualification or recognised equivalent with at least two units of Chemistry or equivalent
- GPA of 4.50 (out of 7.00)

Master of Chiropractic
- Australian level 7 bachelor's qualification or recognised equivalent in a relevant discipline
- GPA of 4.0 (out of 7.0)

OR
- Macquarie University Bachelor of Chiropractic Science or Macquarie University Graduate Diploma of Chiropractic Science

Submitted by: Michael Hitchens, Associate Dean, Quality and Standards, Faculty of Science and Engineering

For enquiries contact: Michael Hitchens, michael.hitchens@mq.edu.au
ITEM 9.5  2017 SCHEDULE: NEW AWARD AND SPECIALISATIONS – MASTER OF DISABILITY STUDIES AND SPECIALISATIONS

For approval.

Recommended Resolution
That Academic Senate resolve to:
   i. approve the Master of Disability Studies for implementation from 2017; and
   ii. subject to the approval of the Master of Disability Studies by Academic Senate, note that
       the Academic Standards and Quality Committee have approved the following
       specialisations for implementation from 2017:
           • Education: Deaf and Hard of Hearing
           • Education: Vision Impairment
           • Sensory Disability.

Background
The Faculty of Human Sciences is seeking approval for the Master of Disability Studies and its specialisation. This matter was endorsed (ASQC Resolution 16/74) by the Academic Standards and Quality Committee meeting of 31 May 2016, and is recommended to Academic Senate for approval.

Note: The ASQC Chair informed the 31 May 2016 meeting that the Deputy Vice-Chancellor (Academic) has indicated that a business case may not be required for the Master of Disability Studies.
## General

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

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of Disability Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this award an exit award only (ie. not available for admission)? No</td>
</tr>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 9 Masters by Coursework Degree</td>
</tr>
<tr>
<td>AQF Guidelines are available here</td>
<td></td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>1 year FTE</td>
</tr>
<tr>
<td>Minimum time to complete, expressed in Full Time Equivalent Years.</td>
<td></td>
</tr>
<tr>
<td>Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document</td>
<td></td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>External</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 External, Session 2 External</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Human Sciences</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Educational Studies</td>
</tr>
<tr>
<td>Year of First Offering</td>
<td>2017</td>
</tr>
</tbody>
</table>

### Rationale

This proposal is for a new master's program in special education, particularly in the sensory disability area. The complete proposal is for the Master of Disability Studies with specialisations in:
- Education: Deaf and Hard of Hearing;
- Education: Vision Impairment; and,
- Sensory Disability.

Further specialisations are planned for introduction in the near future.

This is an area of strategic importance for the Faculty and University. First, it complements the existing generalist Master of Special Education by offering specialised training in sensory disability. Additionally, it builds on the existing opportunities through the Hearing Hub and existing speech and hearing-related programs. Second, it is a key aspect of the the arrangements currently being negotiated between RIDBC and Macquarie University. It is an area of great opportunity, given the roll out of the NDIS and the need for increased numbers of trained professionals.

The application is for the program to begin in 2017. This timeframe is outside the usual one accepted by the university but given the strategic importance of the program the implementation will be as soon as possible. Further, the faculty, the university and RIDBC (Renwick Centre) are aware of the limitations the condensed timeline implies, for instance in Marketing.

The proposal has been developed with colleagues in the Renwick Centre at RIDBC and the program will be largely delivered by their staff who will have academic conjoint appointments at Macquarie University with full roles as unit convenors. The Renwick Centre specialises in research and professional studies in the field of education for people who have a sensory disability.

There are only two main market competitors in this area for such a degree: The University of Melbourne with its Master of Learning Intervention and the University of Newcastle with its Master of Special Education that has six specialisations including three in the sensory disabilities area that Renwick (RIDBC) staff have previously been involved with.

The program will be one year’s duration with a level 8 (or equivalent) set of admission requirements. It is a direct entry admission, with the program to be published through both the usual Macquarie
University channels and through the Renwick Centre website. However, given the lead time, the 2017 intake is expected to be lower than the long term expectation of a regular intake in excess of a 50 FTE load. The most popular specialisation is expected to be Hearing, followed by Vision. The third specialisation Sensory Disability is usually chosen by students with an existing Special Education qualification and comprises in the main the more advanced units from the other two specialisations, with only three new units.

The degree structure (32 credit points) will comprise two common units that address the AQF level 9 requirements of Professional Practice and Independent Research and a specialisation of 24 credit points. For the Professional Practice unit there is a placement of 96 hours arranged through RIDSC. It should be noted that the proposed program is not an initial teaching qualification.

The program will be delivered externally only, with some units completely online and others with attendance requirements. Initially, the on campus practical workshops will be offered through the Renwick Centre, using their facilities at North Rocks, rather than on campus at North Ryde, so there are no demands on Macquarie University's physical teaching spaces in 2017. In future it is anticipated that there will be opportunities for some sessions through the Hearing Hub.

The Masters program will involve the introduction of 21 new units across the three specialisations. All units are in final stages of preparation and are all at Master's level, given the admission requirements. They will be given SPED9xxx codes. The major work on the units is the conversion of content to the iLearn platform and the faculty has committed resources to this during 2016.

| Replacement | Does the proposed award replace an existing award? | No |

## Details

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission Criteria</strong></td>
<td>(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)</td>
</tr>
<tr>
<td>Published in Handbook, Coursefinder and UAC</td>
<td></td>
</tr>
<tr>
<td>Bachelor Honours degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>Bachelor degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline AND a minimum of 2 years full-time work experience relevant to the chosen specialisation</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>Bachelor degree and a Graduate Certificate in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline</td>
<td></td>
</tr>
<tr>
<td><strong>Required Supporting Documents</strong></td>
<td>(e.g. Portfolio or CV)</td>
</tr>
<tr>
<td>Published in Handbook, Coursefinder and UAC</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>Threshold Admission Criteria</strong></td>
<td>(Threshold GPA; Alternative Criteria e.g. 300 level GPA or work experience)</td>
</tr>
<tr>
<td>Non-Published data for admissions assessment only</td>
<td></td>
</tr>
<tr>
<td>N/A for Honours degree or equivalent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English language requirements are expressed as an &quot;IELTS or IELTS equivalent&quot; across five categories. Provide IELTS scores against the listed categories. Refer to English Language Requirements</td>
<td></td>
</tr>
<tr>
<td>Overall: 7</td>
<td></td>
</tr>
<tr>
<td>Speaking: 6.5 Listening: 6.5</td>
<td></td>
</tr>
<tr>
<td>Writing: 6.5 Reading: 6.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Structure</th>
<th>Is the award structured on Specialisations? Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialisations</strong></td>
<td></td>
</tr>
<tr>
<td>Please provide names of specialisations and indicate those which will be proposed as new specialisations</td>
<td></td>
</tr>
<tr>
<td>All new</td>
<td></td>
</tr>
<tr>
<td>Education: Deaf and Hard of Hearing</td>
<td></td>
</tr>
<tr>
<td>Education: Vision Impairment</td>
<td></td>
</tr>
<tr>
<td>Sensory Disability</td>
<td></td>
</tr>
<tr>
<td>Please note that you should submit a program structure template for the award showing the general requirements for the award and any specific requirements which all students must complete regardless of specialisation chosen. You must then also complete separate proposals for any new specialisations under the award.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Requirements file has been uploaded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload Program Structure template. Templates are available from here: Refer to <a href="http://senate.mq.edu.au/aps/academicstructure/statement">Academic Senate Structure Statement</a> Protect Graduate Coursework Programs document</td>
<td></td>
</tr>
<tr>
<td>To view the requirements download the file <a href="http://senate.mq.edu.au/aps/academicstructure/statement">PHS PG A DisStu 10419-1.xlsx</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Unit Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will new units be required for the program structure? Yes</td>
<td></td>
</tr>
<tr>
<td>If yes, what year will the units be introduced? 2017</td>
<td></td>
</tr>
<tr>
<td>Is this a professional named award (accredited award)? No</td>
<td></td>
</tr>
</tbody>
</table>

Professional Accreditation
(if relevant)

Articulated/Nested Award Arrangements
(if relevant)

Work Component
Refer to Section 1 of the CRICOS Application Guide
State the number of hours per week, the number of weeks, and the total number of hours that students must engage in work-based training as part of their program of study. TEQSA requires this information to be presented in this format, even where it does not align with a specific program structure.

Working with Children Check

Specification

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

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

Program Standards and Quality
Describe the principal mechanisms by which the standards and quality of provision are maintained, assured and enhanced. Refer to senate.mq.edu.au/apc/resources.html.

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

Assessment Regulations
Identify any approved dispensation from the

The Master of Disability Studies is designed for a range of candidates including: qualified educators who wish to teach students who have a sensory disability, educators already working in the sensory disability field who wish to upgrade their knowledge, skills and qualifications and, professionals from a variety of backgrounds (including disability and allied health) who are seeking to complete studies or conduct research in sensory disability. It is not an initial teaching qualification.

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

Completion of the Master of Disability Studies (Education: Vision Impairment specialisation) (in addition to annual professional learning) will see graduates eligible for registration under the South Pacific Educators of Vision Impaired (SPEVI) category "Qualified Specialist Teacher (VI) plus Professional Learning". Registrants in this category may apply for roles as teachers of students with vision impairment throughout Australia and internationally; to join the Better Start Early Intervention Service Provider Panel as sole providers; and apply as service providers under the National Disability Insurance Scheme (NDIS). Completion of the Master of Disability Studies (Education: Deaf and Hard of Hearing specialisation) will see graduates eligible for full membership of the National Australian Association of Teachers of the Deaf (NAATD). Graduates may apply for roles as teachers of the Deaf throughout Australia and internationally; to join the Better Start Early Intervention Service Provider Panel as sole providers; and apply as service providers under the National Disability Insurance Scheme (NDIS). Prospective students who wish to seek employment as a teacher of the Deaf or teacher of students with vision impairment will need to complete a practicum. Each State Teacher Registration Board has specific practicum requirements. Students are responsible for ensuring that they meet the requirement for the state in which they seek registration as a teacher of the deaf/hard of hearing or teacher of the blind/vision/impaired.

The Master of Disability Studies (Sensory Disability) prepares disability and allied health professionals for a variety of roles that address the needs of children and adults with hearing and/or vision loss.

Students of all specialisations are required to complete sixteen days of supervised professional experience relevant to their specialisation.

This program is subject to Macquarie University regulations, including but not limited to those specified in the Assessment Policy, Academic Honesty Policy, the Final Examination Policy and relevant University Rules. For all approved University policies, procedures, guidelines and schedules,
assessment regulations that applicants are likely to need to know about or any special features of the regulations, such as accrediting body requirements. Refer to senate.mq.edu.au/apc/resources.html.

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

Choose File No file chosen.

To view the requirements download the file Map FHS PG A DsStu D0919-2.xlsx

RPL

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

Define cognate areas (relevant discipline) of prior studies:
education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline

e.g. 'Master of Sustainable Development' (2015)

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

Define relevant areas of prior work or professional experience:
Paid employment in an area directly relevant to the Bachelor degree eg Teaching experience for Education, work as a health professional for Allied health etc
Volunteer work not sufficient

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

RPL for Entry

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

Non-Cognate Bachelor (AQF7)
Complete Bachelor degree in any discipline

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

Automatic Offer
Eg. GPA >2.5 with no work experience
offer all qualified candidates

Refer to Department:
Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience
n/a

Reject Application:
Eg. All applicants with either (a) GPA <2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.
non cognate level 8
Delegation to the Admissions Team
Please specify GPA requirements for delegation to and assessment by the Admissions Team.
Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify "NO DELEGATION"

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>Automatic Offer</td>
<td>all qualified applicants</td>
</tr>
<tr>
<td>Refer to Department</td>
<td>relevant work experience but less than 2 years FT equivalent</td>
</tr>
<tr>
<td>Straight Rejection</td>
<td>Volunteer experience only</td>
</tr>
</tbody>
</table>

**Non-Cognate Bachelor (AQF7) + Work Experience**
Complete Bachelor degree in any discipline and work experience in a relevant area

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

**No Formal Learning + Work Experience**
No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate Diploma (AQF5) Entry with a Diploma in a relevant discipline</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Cognate Diploma (AQF6) Entry with a Diploma in a relevant discipline</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Cognate Bachelor (AQF7) Complete Bachelor degree in a relevant discipline</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Non-Cognate Bachelor (AQF7) + Work Experience Complete Bachelor degree in any discipline and work experience in a relevant area</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Cognate Bachelor (AQF7) + Work Experience Complete Bachelor degree in any discipline and work experience in a relevant area</td>
<td>Not applicable</td>
</tr>
<tr>
<td>(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8) (Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Other Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Chartered Professional Accountants towards the Master of Accounting (Professional)</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

*There is nothing to enter on this page.*
Justification

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

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

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

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

Institute Competitive Offering Additional information
The University of Melbourne Master of Learning Intervention Not a direct competition as only offered on campus and does not offer a Vision specialisation
University of Newcastle Master of Special Education This consists of 6 specialisations, three of which Renwick staff previously offered. It is unlikely that these three specialisations will continue once teach out is completed.

Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
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<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>20</td>
<td>35</td>
<td>50</td>
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<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Estimated Full-time and Part-time Students</td>
<td>1st Year of offering</td>
<td>2nd Year of offering</td>
<td>3rd Year of offering</td>
</tr>
<tr>
<td>Estimated number of Full-time students</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td>38</td>
<td>80</td>
<td>126</td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award N/A
Number of domestic students expected to enrol in this award N/A

Consultation

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

Consultees Date of consultation Method of consultation and outcomes
RIDBC working group, involving senior personnel from both RIDBC and Macquarie University, VC, Executive. from Sept 2015 - present The Working group was established to negotiate a formal arrangement between RIDBC and Macquarie University. Part of the agreed arrangement is for Macquarie University to offer a Masters program in Disability Studies. Faculty meetings (Faculty Board, EAC, FSQC).
Faculty of HS from Dec 2015 - present Meetings with key personnel in departments. Initiative strongly supported
Teaching Arrangements: Availability of teaching and support staff

Please address:

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

All teaching and support staff will be provided by RDBC Renwick centre.

The full time academics from Renwick will have joint appointments to Macquarie University and as such are required to follow MQ policies and procedures that lead to quality curriculum delivery and assessment. For instance, processes for examination results will follow Faculty procedures. The Associate Dean, QCA, will meet with Renwick staff early in 2017 to workshop expectations.

Once RDBC moves to North Ryde, there will be increasing consultation and collaboration with existing staff within the faculty especially from Educational Studies and Linguistics. This will facilitate both an expansion of the units on offer to include current MQ offerings and provide some back ups for teaching.

As a faculty priority, the online program will be supported by the Faculty’s learning support team and a dedicated learning designer to support initial program development, all under the oversight of the Associate Dean LT.

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

Library: view a list of Research Librarians at www.mq.edu.au/on-campus/library/research/research-librarians

Learning and Teaching Consultation: contact your Faculty Associate Dean of Learning and Teaching.

Please contact the relevant staff members with:

1. The name and unit code for this unit
2. The link to this workflow (http://senate.mq.edu.au/apc/webforms/prog)

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

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

---

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

Research Librarian: Heather Cooper  Date: 2 May 2016

Summary Impact Information

Resources: The units to be offered by FoHS SPED in 2017 will be supported in partnership with the RDBC Renwick Library. Currently the RDBC Renwick Library provides resource support to students completing units run by RDBC, as well as supporting national RDBC centres, staff and affiliated organisations. This support will continue into 2017 and include Macquarie students who will be able to access items not held at Macquarie from the RDBC Library.

At this time, it has not yet been agreed with RDBC how ongoing resource support will be provided to MQ students enrolled in these SPED units beyond 2017, when RDBC fully relocates to Macquarie University. Currently RDBC units are taught through the University of Newcastle, and the UoN Library provides additional, predominately electronic, resource support beyond that which is offered by the RDBC Renwick Library.

Both the RDBC Renwick Library and Macquarie University Library are collaborating to identify additional resources required to support these units either in parallel, in addition or as an alternative to resources offered by the RDBC Renwick Library. Additional budgeting will be required to fill gaps in our existing collection. As well, the Library could incur additional charges in license costs due to increase in FTEs thus moving Macquarie into a higher FTE band.

There might also be transitional requirements during the years that the RDBC units are being taught out at University of Newcastle, which will incur some initial expenditure as the RDBC Renwick Library will be supporting units at two institutions.

Macquarie University Library’s collection currently supports MUSEC programs and the Department of Linguistics’ speech pathology and audiology programs. As such, ongoing resource building to support these units is expected to fall within the normal scope of collection development. However, the Library’s collection is likely to have initial resource gaps specifically in relation to the subject area of visual impairment.

Services / Staffing: There is the potential for staffing and services impact in the transferring of records of current RDBC holdings at University of Newcastle Library to Macquarie University Library. There are also logistical and technical issues to be resolved around the transfer of holdings during the teach-out years.

Once unit conveners are allocated, they will liaise with the Research Librarians to identify resources and services to support the unit that may fall outside the normal scope of collection development.

Please refer to: http://www.mq.edu.au/about/campus-services-and-facilities/library/collections/order-new-materials

Resources for Reserve and online Unit Readings need to be sent to the Library before each session: lib.reserve@mq.edu.au

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

Educational Developer: Mitch Parnell  Date: 28 April 2016
Summary Impact Information
Resources: This unit will require intensive support during the initial set-up, but will not require additional infrastructure or additional support once developed.
Services / Staffing: As a project of high strategic value to both the Faculty and the University, it will be supported with extra learning design support from the Faculty during development.

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

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

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

Session 2 commencements
If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (e.g., are the core subjects available both S1 and S2 each year?)

(other questions from the International section)

Other

Student Liability Category
Commonwealth Supported Place
Provide a case for CSP category nominations. Cases will be considered by the University.
On 30 March 2016 the University Executive Group approved a request from the Faculty of Human Sciences for the Master of Disability Studies to be fully funded through the University's current CSP allocation. The estimated EFTSL was 50. The Faculty is currently preparing a request to the Government for the program to be approved as eligible for CSP. The Faculty is confident that the government will approve the program given that the current Master of Special Education has been approved for CSP eligibility and this new program is within the same discipline and market.

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

Where an award proposes to use other provider arrangements, TEQSA requires information about the proposed responsibilities of every party involved in providing the course of study. Refer to Section 2 of the CRICOS Application Guide.

Course management: curriculum design, delivery and academic standards, assessment and the entity awarding the qualification
This is a Macquarie University award but the teaching is conducted by the staff of the RJDRC Renwick centre. These teaching staff will have joint Macquarie University appointments and adhere to Macquarie university standards of delivery and assessment.
All curriculum design and quality assurance follows the Macquarie University processes and procedures. The approval of programs and units has been through the Faculty of Human Sciences (FSQC and Faculty Board) and the University (ACSCQ and Senate), where appropriate.
The online unit development will have faculty support and oversight by the Associate Dean, L&T. The oversight of delivery standards, assessment etc will be through the Associate Dean (CQA) and FSQC. Examination results will be reported and ratified in the usual way through faculty processes.
Pre-enrollment engagement of students: marketing information and practices, information provided to students prior to enrolment, formalisation of enrolment and education agents
As a Macquarie University program, information about the Master of Disability Studies will be included in all standard marketing such as Coursefinder and Guides for Potential Postgraduate students. RJDRC will include material on their website, directing students to Macquarie University and holds primary responsibility for initial student recruitment.
This award is not offered to International students so no agents are involved.
Specific information about units and patterns of study will also be provided through the Renwick Centre in collaboration with the faculty.

Care for and services to students: the arrangements for younger students (where applicable) and student support services
There are only PG students. They are Macquarie students and will have access to all Macquarie University support services as well as those though the Renwick Centre at RJDRC, North Rocks.
Student visa requirements: completion within the expected duration of study, monitoring course progress, monitoring work-based training attendance where applicable, course credit and deferren, suspending or cancelling a student's enrolment.

v/e


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**External Benchmarks**

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

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**Education: Vision Impairment is benchmarked to:** South Pacific Educators of Vision Impaired (SPEVI) category "Qualified Specialist Teacher (VI) plus Professional Learning". See [http://www.spevi.net/standards-elaborations/](http://www.spevi.net/standards-elaborations/)

**Education: Deaf and Hard of Hearing specialisation is benchmarked to:** National Australian Association of Teachers of the Deaf (NAATD) competencies


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## Approvals

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<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Guerreiro</td>
<td>7344</td>
<td><a href="mailto:alison.guerreiro@mq.edu.au">alison.guerreiro@mq.edu.au</a></td>
<td>Wed 6/4/16</td>
<td>Director</td>
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<tr>
<td><strong>Comment:</strong></td>
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<tr>
<td>Alison Guerreiro</td>
<td>7344</td>
<td><a href="mailto:alison.guerreiro@mq.edu.au">alison.guerreiro@mq.edu.au</a></td>
<td>Wed 6/4/16</td>
<td>Faculty Board</td>
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<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
<td>Tue 10/5/16</td>
<td>Director</td>
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<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
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<tr>
<td>Peter Whiteman</td>
<td>9883</td>
<td><a href="mailto:peter.whiteman@mq.edu.au">peter.whiteman@mq.edu.au</a></td>
<td>Wed 11/5/16</td>
<td>Head of Department</td>
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<tr>
<td>Lia Saunders</td>
<td>7962</td>
<td><a href="mailto:lia.saunders@mq.edu.au">lia.saunders@mq.edu.au</a></td>
<td>Thu 12/5/16</td>
<td>FSQC</td>
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If you experience problems with this site, please email curriculum@mq.edu.au

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**Postgraduate Award Template**

**AWARD NAME:** Master of Disability Studies

**General requirements:**
- Minimum number of credit points: 32
- Minimum number of credit points at 600 level: 0
- Minimum number of credit points at 800 level or above: 32

**Specific minimum requirements:**

<table>
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<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit CP</th>
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<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>SPED910</td>
<td>Critical Reflection and Professional Experience in Sensory Disability</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED911</td>
<td>Inclusion and Professional Collaboration in Sensory Disability</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Required</td>
<td>24 cp from one specialisation</td>
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<td></td>
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<td>24</td>
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<td>24</td>
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<tr>
<td></td>
<td></td>
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<td>or Education: Vision Impairment</td>
<td>24</td>
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<tr>
<td></td>
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<td></td>
<td>or Sensory Disability</td>
<td>24</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM**

32
Faculty: Faculty of Human Sciences
Department: Department of Educational Studies
Specialisation Name: Education: Deaf and Hard of Hearing

General

Name of Specialisation: Education: Deaf and Hard of Hearing
Exit Award Status: Is this specialisation an exit specialisation only (ie. not available for admission)? No
Study Mode: Full-time + Part-time
Attendance Mode: External
Study Period Offerings: Session 1 External, Session 2 External
Owning Faculty: Faculty of Human Sciences
Owning Department: Department of Educational Studies
Year of First Offering: 2017

Details

Admission Requirements
Admission Criteria
(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)
Published in Handbook, Coursefinder and UAC
Bachelor Honours degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline OR
Bachelor degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline AND a minimum of 2 years full-time work experience relevant to the chosen specialisation OR
Bachelor degree and a Graduate Certificate in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline OR
Required Supporting Documents
(e.g. Portfolio or CV)
Published in Handbook, Coursefinder and UAC
n/a
Threshold Admission Criteria
(Threshold GPA; Alternative Criteria e.g. 300 level GPA or work experience)
Non-Published data for admissions assessment only
GPA not relevant as admission is Honours equivalent

English Language Requirements
English language requirements are expressed as an "IELTS or IELTS equivalent" across five categories. Provide IELTS scores against the listed categories. Refer to English Language Requirements
Overall: 7
Speaking: 6.5 Listening: 6.5
Writing: 6.5 Reading: 6.5

Awards
Award(s) to which this specialisation belongs

Requirements
Requirements file has been uploaded.
To view the requirements download the file FHS_S.Ed_DisabHear PDGrd1.pdf

Level 9 Masters
Does this specialisation belong to a level 9 Masters? Yes
## Specification

### Overview and Aims of the Program

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

### Program Learning Outcomes

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

### Learning and Teaching Methods

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

### APC Web Forms

<table>
<thead>
<tr>
<th>Specific Minimum Requirements for Level 9 Masters degree (Coursework)</th>
<th>Capstone or Professional-practice</th>
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<tbody>
<tr>
<td>Identify standalone unit, or map and justify distribution across multiple units.</td>
<td>SPED910: Critical Reflection and Professional Experience in Sensory Disability (unit at program level). Includes 2 x 8 day placements and a critical reflection that integrates studies within the program.</td>
</tr>
<tr>
<td>Refer to Academic Senate Structure Statement: Postgraduate Coursework Programmes document and senate.mq.edu.au/apc/resources.html.</td>
<td>Independent Research</td>
</tr>
<tr>
<td></td>
<td>Principally in SPED911 (unit at program level):</td>
</tr>
<tr>
<td></td>
<td>Action Research proposal (30%) based on individual case study, then development of a linked resource package and its proposed evaluation (40%)</td>
</tr>
<tr>
<td></td>
<td>Additional case studies with weightings of 35-40% are in each of the five required units within the specialisation</td>
</tr>
<tr>
<td></td>
<td>Research Methodologies</td>
</tr>
<tr>
<td></td>
<td>research preparation distributed across units as required</td>
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</table>

### New Unit Requirements

<table>
<thead>
<tr>
<th>New Unit Requirements</th>
<th>Will new units be required for the program structure? Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If yes, what year will the units be introduced? 2017</td>
</tr>
</tbody>
</table>

### Professional Accreditation (if relevant)

<table>
<thead>
<tr>
<th>Professional Accreditation</th>
<th>Provides details of the professional body and timeframe.</th>
</tr>
</thead>
</table>

### Working with Children Check

<table>
<thead>
<tr>
<th>Working with Children Check</th>
<th>Will students require a working with Children Check? Yes</th>
</tr>
</thead>
</table>

The Education: Deaf and Hard of Hearing specialisation within the Master of Disability Studies is designed for qualified teachers who wish to teach students who are Deaf or Hard of Hearing, or teachers already working in the Deaf and Hard of Hearing field who wish to upgrade their skills and qualifications. It is not an initial teaching qualification.

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

1. Describe and apply the philosophies that underpin educational/therapeutic practice in the disability field including legislation, ethics, policies and procedures that support diversity, participation and inclusion. (K,A)
2. Demonstrate knowledge of typical patterns of learning and development and the subsequent impact of sensory disability on the social, psychological and educational domains. (K)
3. Demonstrate knowledge of the principles of clinical and functional assessment and the application of these outcomes to educational/therapeutic practice in the sensory disability field especially for those who are deaf or hard of hearing. (K,I)
4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability, especially those who are deaf or hard of hearing, (K,I,P)
5. Understand the need for the range of communication modalities used by people with sensory disability, especially those who are deaf or hard of hearing, (K,C)
6. Communicate effectively with all stakeholders (the person, their family, the professional team and the community at large), (C)
7. Understand and value the role of each team member (the person, their family and professionals) by working collaboratively to promote the inclusion of a person with sensory disability, (C,A)
8. Apply research-based principles, research skills, systematic inquiry and critical thinking to professional practice in the field of sensory disability (P,T)
9. Critically reflect upon and apply skills needed to foster change in professional practice to improve outcomes for people with sensory disability, (T,A)
10. Appreciate the role specialists and other professionals contribute to the education of learners who are deaf or hard of hearing especially in the selection, training and use of assistive and alternative technologies to expand access in a range of settings. (K,3)
11. Demonstrate basic competency in Auslan. (K)

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

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

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

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

The program is defined by an enquiry based teaching and learning approach. Teaching methodologies and subsequent student learning are fostered through critical reflection that is informed by the current research and in consideration of the requirements of professional bodies. Students have the opportunity to put theory into practice during a supervised professional experience placement and through planning and implementing interventions, developing targeted resource packs or individual education plans.

The program is taught externally, with all units being online. Units are either online (with all content, assessment and interaction online) or external where the unit content is primarily online but supplemented by compulsory on campus sessions. On campus sessions are used where there is a need for a practical skill-based component that benefits from a face to face session.
Across the program, the following teaching methods are used:
- Online lectures and tutorial tasks based on problem-based learning.
- Reading reflections
- Critical appraisal of journal articles
- Analysis of data
- Discussion board/perspective taking
- Research and case study based enquiry
- Opportunities for practical skills-based development through on campus sessions and professional experience

Overall, there is an emphasis on independent and self-directed learning with the student provided with the learning materials but able to access them and utilise them in ways that best support their own learning.

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

Students will be assessed through a diverse set of tools that take into account a range of learning styles. Assessment includes methods to assess professional skills and competency in professional practice.

Assessment methods include:
- Critical review of journal articles and related research
- Problem-based learning exercise
- Written assignments (essays)
- Professional experience/practicum
- Practical skills assessment
- On-line quiz
- Case studies
- Resource package development
- Individual programming and teaching strategies (IEP)
- Student literacy assessments and clinical reports
- Discussion board contributions
- Research proposal and report

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

This award is a higher degree for people who are already working in the area or have a teaching qualification. Completion of the Master of Disability Studies (Education: Deaf and Hard of Hearing specialisation) will see graduates eligible for full membership of the National Australian Association of Teachers of the Deaf (NAATD). Graduates may apply for roles as teacher of the Deaf throughout Australia and internationally to join the Better Start Early Intervention Service Provider Panel as sole providers, and apply as service providers under the National Disability Insurance Scheme (NDIS).

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

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

Choose File: No file chosen

To view the requirements download the file Map FHS PG S ED.MBa 14.1.xslx

RPL

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

Define cognate areas (relevant discipline) of prior studies:
education, psychology, speech and hearing, special education, disability studies, allied health, health sciences or a related discipline

e.g. 'Master of Sustainable Development' (2015)


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

Define relevant areas of prior work or professional experience:
Paid employment in an area directly relevant to the Bachelor degree eg Teaching experience for Education, work as a health professional for Allied health etc
Volunteer work not sufficient

e.g. 'Master of International Communication' (2015)

Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations.
RPL for Entry

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

Non-Cognate Bachelor (AQF7)
Complete Bachelor degree in any discipline

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

Additional requirements/supporting evidence (if applicable):
- Level 8 qualification eg Graduate Certificate or Graduate Diploma in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline.

Automatic Offer
- Eg. GPA >2.5 with no work experience
- Offer to all qualified applicants

Refer to Department
- Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience
- n/a
- Straight Rejection
- Eg. All applicants with either (a) GPA <2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.
- Non cognate Grad cert

Cognate Bachelor (AQF7)
Complete Bachelor degree in a relevant discipline

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

Additional requirements/supporting evidence (if applicable):
- Minimum of two years F/T equivalent work in an area linked to the Bachelor degree study (eg teaching for Education, health professional for allied health etc)

Automatic Offer
- All qualified applicants

Refer to Department
- Relevance work experience but less than 2 years F/T equivalent
- Straight Rejection
- Volunteer work only

Non-Cognate Bachelor (AQF7) + Work Experience
Complete Bachelor degree in any discipline and work experience in a relevant area

No Formal Learning + Work Experience
No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area

RPL for Credit Recognition

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

Cognate Diploma (AQF5)
Entry with a Diploma in a relevant discipline

Cognate Diploma (AQF6)
Entry with a Diploma in a relevant discipline

Not applicable

Not applicable
Cognate Bachelor (AQF7)
Complete Bachelor degree in a relevant discipline

Non-Cognate Bachelor (AQF7) + Work Experience
Complete Bachelor degree in any discipline and work experience in a relevant area

Cognate Bachelor (AQF7) + Work Experience
Complete Bachelor degree in any discipline and work experience in a relevant area

(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)
(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.

Other
Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Chartered Professional Accountants towards the Master of Accounting (Professional)

There is nothing to enter on this page.

Consultation

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

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Date of Consultation</th>
<th>Method of Consultation and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIDDG working groups, involving senior personnel from both RIDDG and Macquarie University, VC, Executive.</td>
<td>from Sept 2015 - present</td>
<td>The Working Group was established to negotiate a formal arrangement between RIDDG and Macquarie University. Part of the programme is for Macquarie University to offer a Masters programme in Disability Studies. Faculty meetings (Faculty Board, EAC, FSQC), Meetings with key personnel in departments. Initiative strongly supported</td>
</tr>
<tr>
<td>Faculty of HS</td>
<td>December 2015 onwards</td>
<td></td>
</tr>
</tbody>
</table>

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

All teaching and support staff will be provided by RIDDG Renwick centre.

The full time academics from Renwick will have joint appointments to Macquarie University and as such are required to follow MU policies and procedures that lead to quality curriculum delivery and assessment. For instance, processes for examination results will follow Faculty procedures. The Associate Dean, CQA, will meet with Renwick staff early in 2017 to workshop expectations.

Once RIDDG moves to North Ryde, there will be increasing consultation and collaboration with existing staff within the Faculty especially from Educational Studies and Linguistics. This will facilitate both an expansion of the units on offer to include current MU offerings and provide some back up for teaching.

As a Faculty priority, the online program will be supported by the Faculty’s learning support team and a dedicated learning designer to support initial program development, all under the oversight of the Associate Dean L&T.

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

Library: view a list of Research Librarians at www.mq.edu.au/on_campus/library/research/research_librarians

Learning and Teaching Consultation: contact your Faculty Associate Dean of Learning and Teaching.

Please contact the relevant staff members with:
APC Web Forms

1. The name and unit code for this unit
2. The link to this webform (http://senate.mq.edu.au/sgc/webforms.exe)

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

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

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

Research Librarian: Heather Cooper Date: 28.4.2016

Summary Impact Information

Resources: The units to be offered by FoHs (SPED) in 2017 will be supported in partnership with the RIDBC Renwick Library. Currently the RIDBC Renwick Library provides resource support to students completing units run by RIDBC, as well as supporting national RIDBC centres, staff and affiliated organisations. This support will continue into 2017 and include Macquarie students who will be able to access items not held at Macquarie from the RIDBC Library.

At this time, it has not yet been agreed with RIDBC how ongoing resource support will be provided to MQ students enrolled in these SPED units beyond 2017, when RIDBC fully relocates to Macquarie University. Currently RIDBC units are taught through the University of Newcastle, and the University of Newcastle Library provides additional, predominantly electronic, resource support beyond that which is offered by the RIDBC Renwick Library.

Both the RIDBC Renwick Library and Macquarie University Library are collaborating to identify additional resources required to support these units either in parallel, in addition or as an alternative to resources offered by the RIDBC Renwick Library. Additional budgeting will be required to fill gaps in our existing collection. As well, the Library could incur additional charges in license costs due to increase in FTES thus moving Macquarie into a higher FTE band.

There might also be transitional requirements during the years that the RIDBC units are being taught out at University of Newcastle, which will incur some initial expenditure as the RIDBC Renwick Library will be supporting units at two institutions.

Macquarie University Library's collection currently supports MUSEC programs and the Department of Linguistics’ speech pathology and audiology programs. As such, ongoing resource building to support these units is expected to fall within the normal scope of collection development.

Services / Staffing: There is no potential for staff and services impact in the transferring of records of current RIDBC holdings at University of Newcastle Library to Macquarie University Library. There are also logistical and technical issues to be resolved around the transfer of holdings during the teach-out years.

Once unit conveners are allocated, they will liaise with the Research Librarians to identify resources and services to support the unit that may fall outside the normal scope of collection development.

Please refer to: http://www.mq.edu.au/about-campus-services-and-facilities/library/collections/order-new-material2

Resources for Reserve and online Unit Readings need to be sent to the Library before each session: lib.reserve@mq.edu.au

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

Educational Developer: Mitch Parsell Date: 28.4.2016

Summary Impact Information

Resources: This unit will require intensive support during the initial set-up, but will not require additional infrastructure or additional support once developed.

Services / Staffing: As a project of high strategic value to both the Faculty and the University, it will be supported with extra learning design support from the Faculty during development.

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext.</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
<td>Tue 10/5/16</td>
<td></td>
<td>Director</td>
</tr>
<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
<td>Tue 10/5/16</td>
<td></td>
<td>Director</td>
</tr>
<tr>
<td>Peter Whiteman</td>
<td>9883</td>
<td><a href="mailto:peter.whiteman@mq.edu.au">peter.whiteman@mq.edu.au</a></td>
<td>Wed 11/5/16</td>
<td></td>
<td>Head of Department</td>
</tr>
<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
<td>Wed 11/5/16</td>
<td>For minor amendments to PLOs</td>
<td>FSQC</td>
</tr>
</tbody>
</table>
**Postgraduate Specialisation Template**

**SPECIALISATION NAME:** Education: Deaf and Hard of Hearing

**Awards to which this specialisation belongs:** Master of Disability Studies

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

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>SPED931</td>
<td>Introduction to Educational Audiology</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED932</td>
<td>Perception and Production of Speech in Deaf/Hard of Hearing Children</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED933</td>
<td>Language and Literacy Learning in Deaf/Hard of Hearing Children</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED934</td>
<td>Language and Literacy Interventions for Deaf/Hard of Hearing Learners</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED935</td>
<td>Social Perspectives on Deafness and Deaf Education</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED936</td>
<td>Sensory Disability: Child Development and Family Perceptions</td>
<td>4</td>
</tr>
</tbody>
</table>

4cp from SPED936

- Signed Communication in Early Childhood Education
- Theory and Practice in Sign Bilingual Education
- Advanced Educational Audiology
- Independent Project in Disability Studies (Deaf/Hard of Hearing or Vision Impairment)

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

24
### Mapping of Program Learning Outcomes (PLOs) to Units

**Name of Award:** Master of Disability Studies  
**Name of Major/Specialization:** Education: Deaf Hard of Hearing

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Graduate Capabilities</th>
<th>Required Units</th>
<th>Option Set: Electives (choose one)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Learning Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Describe and apply the philosophies that underpin educational/therapeutic practice in the sensory disability field including legislation, ethics, policies and procedures that support diversity, participation and inclusion. | Grad Cap: **KA** | 1E0G04S | **///**
| 2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains. | Grad Cap: **K** | 1E0G04S | **///**
| 3. Demonstrate knowledge of the principles of clinical and functional assessment and the application of these outcomes to educational/therapeutic practice in the sensory disability field. | Grad Cap: **KL** | 1E0G04S | **///**
| 4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability. | Grad Cap: **KLP** | 1E0G04S | **///**
| 5. Understand the need for the range of communication modalities used by people with sensory disability. | Grad Cap: **KC** | 1E0G04S | **///**
| 6. Communicate effectively with all stakeholders (the person, their family, the professional team and the community at large) | Grad Cap: **C** | 1E0G04S | **///**
| 7. Understand and value the role of each team member (the person, their family and professionals) by working collaboratively to promote the inclusion of a person with sensory disability. | Grad Cap: **CA** | 1E0G04S | **///**
| 8. Apply research-based principles, research skills, systematic inquiry and critical thinking to professional practice in the field of sensory disability. | Grad Cap: **PLT** | 1E0G04S | **///**
| 9. Critically reflect upon and apply skills needed to foster change in professional practice to improve outcomes for people with sensory disability. | Grad Cap: **AT** | 1E0G04S | **///**
| 10. Appreciate the role specialists and other professionals contribute to the education of learners who are Deaf or hard of hearing especially in the selection, training and use of assistive technologies and services to expand access in a range of settings. | Grad Cap: **K** | 1E0G04S | **///**
| 11. Demonstrate basic competency in Auslan | Grad Cap: **A** | 1E0G04S | **///**

**MQ Graduate Capabilities**

**Cognitive Capabilities**
- (K) discipline specific knowledge and skills
- (C) critical, analytical and integrative thinking
- (R) research and problem solving capability

**Interpersonal and Personal Dispositions**
- (E) effective communication
- (A) engaged and responsible, active and ethical citizens
- (C) capable of professional and personal judgment and initiative

**Contribution to achievement of PLO**

- **///** Major contribution to PLO  
- **///** Moderate contribution to PLO  
- **///** Minimal or no contribution to PLO

**Contents**
1. It is expected that each unit will be mapped to a subset of PLOs as intended.  
2. Any pathway through an award must be able to satisfy all PLOs, i.e. an option set must include this mapping.  
3. Option sets MUST be included if they are needed for coverage of all PLOs.  
4. Options with MATH be omitted if they do not make any unique contribution.
### General

**Name of Specialisation**: Education: Vision Impairment  
**Exit Award Status**: Is this specialisation an exit specialisation only (i.e. not available for admission)? No  
**Study Mode**: Full-time + Part-time  
**Attendance Mode**: External  
**Study Period Offerings**: Session 1 External, Session 2 External  
**Owning Faculty**: Faculty of Human Sciences  
**Owning Department**: Department of Educational Studies  
**Year of First Offering**: 2017

### Details

#### Admission Requirements

**Admission Criteria**  
(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)  
Published in Handbook, Coursefinder and UAC  
Bachelor Honours degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline  
Or  
Bachelor degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline AND a minimum of 2 years' full-time work experience relevant to the chosen specialisation  
Or  
Bachelor degree and a PostGraduate Certificate or PostGraduate Diploma in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline  
Or  
**Required Supporting Documents**  
(e.g. Portfolio or CV)  
Published in Handbook, Coursefinder and UAC  
N/A

**Threshold Admission Criteria**  
(Threshold GPA; Alternative Criteria e.g. 300 level GPA or work experience)  
Non-Published data for admissions assessment only  
GPA not relevant as admission is Honours equivalent

#### English Language Requirements

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Overall</th>
<th>Speaking</th>
<th>Listening</th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
</tr>
</tbody>
</table>

#### Awards

Award(s) to which this specialisation belongs

#### Requirements

Upload Specialisation template. Templates are available from here.  
Requirements file has been uploaded.  
To view the requirements download the file FHS_PGS Edu/Imp (ID:23)-1.xlsx
### Specification

**Overview and Aims of the Program**

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

**Program Learning Outcomes**

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

The Master of Disability Studies (Education: Vision Impairment specialisation) is designed for qualified teachers who wish to teach students who have a vision impairment and teachers already working in the vision impairment field who wish to upgrade their skills and qualifications.

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

1. Describe and apply the philosophies that underpin educational/therapeutic practice in the sensory disability field including legislation, ethics, policies and procedures that support disability, participation and inclusion. (K,A)
2. Demonstrate knowledge of typical patterns of learning and development and the subsequent impact of sensory disability on the social, psychological and educational domains. (K)
3. Demonstrate knowledge of the principles of clinical and functional assessment and the application of these outcomes to educational/therapeutic practice in the sensory disability field, especially for those with vision impairment. (K, J)
4. Implement a range of differentiated instructional programs and strategies that foster habituation, rehabilitation and learning for people with visual impairment. (K, J, P)
5. Understand the need for the range of communication modalities used by people with sensory disability, especially those with visual impairment. (K, C)
6. Communicate effectively with all stakeholders (the person, their family, the professional team and the community at large). (C)
7. Understand and value the role of each team member (the person, their family and professionals) by working collaboratively to promote the inclusion of a person with sensory disability, especially those with a vision impairment. (C, A)
8. Apply research-based principles, research skills, systematic inquiry and critical thinking to professional practice in the field of sensory disability (P, T, I)
9. Critically reflect upon and apply skills needed to foster change in professional practice to improve outcomes for people with sensory disability, especially visual impairment. (A, T)
10. Appreciate the role specialists and other professionals contribute to the education of learners who are blind or who have a vision impairment especially in the selection, training and use of assistive and alternative technologies to expand access in a range of settings. (K, J, T)
11. Demonstrate basic competency in UEB Grade Two braille. (K)

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

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

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

**Learning and Teaching Methods**

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

The program is defined by an enquiry based teaching and learning approach. Teaching methodologies and subsequent student learning are fostered through critical reflection that is informed by the current research and in consideration of the requirements of professional bodies.

Students have the opportunity to put theory into practice during a supervised professional experience placement and through planning and implementing interventions, developing targeted resource packs or individual education plans.

The program is taught externally, with all units being online. Units are either online (content, assessment and interaction online) or external where the unit content is primarily online but...
supplemented by compulsory on-campus sessions. On-campus sessions are used where there is a practical skill-based component that benefits from a face-to-face session.

Across the program, the following teaching methods are used:
- Online lectures and tutorial tasks based on problem-based learning.
- Reading reflections.
- Critical appraisal of journal articles.
- Analysis of data.
- Discussion board/perspective taking.
- Research and case study based enquiry.
- Opportunities for practical skills-based development through on-campus sessions and professional experience.

Overall, there is an emphasis on independent and self-directed learning with the student provided with the learning materials but able to access them and utilise them in ways that best support their own learning. The program is defined by an enquiry based teaching and learning approach. Teaching methods include:
- Students will be assessed through a diverse set of tools that take into account a range of learning styles. Assessment includes methods to assess professional skills and competency in professional practice.
- Assessment methods include:
  - Critical review of journal articles and recent research.
  - Problem based learning exercises.
  - Written assignments (essays).
  - Professional experience/practicum.
  - Practical skills assessment.
  - Online quizzes.
  - Case studies.
  - Resource package development.
  - Individual programming and teaching strategies (EIP).
  - Student literacy assessments and reports.
  - Discussion board contributions.
  - Research proposal and report.

Completion of the Master of Disability Studies (Education: Vision Impairment specialisation) (in addition to annual professional learning) will see graduates eligible for registration under the South Pacific Educators of Vision Impaired (SPVEI) category "Qualified Specialist Teacher (VI) plus Professional Learning". Registrants in this category may apply for roles as teachers of students with vision impairment throughout Australia and internationally; to join the Better Start Early Intervention Service Provider Panel as sole providers; and apply as service providers under the National Disability Insurance Scheme (NDIS).

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

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

Choose File  No file chosen

To view the requirements download the file Map FHS PG S EduVisSmp P0423-2.xlsx

RPL

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

Define cognate areas (relevant discipline) of prior studies:
- education, psychology, speech and hearing, special education, disability studies, allied health, health sciences or a related discipline.
- e.g. "Master of Sustainable Development" (2015)


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

Define relevant areas of prior work or professional experience:
- Paid employment in an area directly relevant to the Bachelor degree eg Teaching experience for Education, work as a health professional for Allied health etc.
- Volunteer work not sufficient:
- e.g. "Master of International Communication" (2015)

Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government,
- political and social, international or professional bodies, organisations, institutes or associations.  

RPL for Entry

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

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

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

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

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

**Non-Cognate Bachelor (AQF7) + Work Experience**
Complete Bachelor degree in any discipline and work experience in a relevant area

**No Formal Learning + Work Experience**
No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area

**Additional requirements/supporting evidence (if applicable):**
- Level 8 qualification eg Graduate Certificate or Graduate Diploma in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline.
- Automatic Offer
  - Eg. GPA >2.5 with no work experience
  - Offer to all qualified applicants
- Refer to Department
  - Eg. GPA 2.6-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience
  - n/a
- Straight Rejection
  - Eg. All applicants with either (a) GPA <2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.
  - Non cognate Level 8 qualification

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

| Cognate Diploma (AQF5) | Not applicable |

---

Entry with a Diploma in a relevant discipline

Cognate Diploma (AQF6)
Entry with a Diploma in a relevant discipline

Cognate Bachelor (AQF7)
Complete Bachelor degree in a relevant discipline

Non-Cognate Bachelor (AQF7) + Work Experience
Complete Bachelor degree in any discipline and work experience in a relevant area

Cognate Bachelor (AQF7) + Work Experience
Complete Bachelor degree in any discipline and work experience in a relevant area

(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)
(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.

Other
Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Chartered Professional Accountants towards the Master of Accounting (Professional)

There is nothing to enter on this page.

Consultation

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

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIDBC working group, involving senior personnel from both RIDBC and Macquarie University, VC, Executive.</td>
<td>From Sept 2015 - present</td>
<td>The Working group was established to negotiate a formal arrangement between RIDBC and Macquarie University. Part of the agreed arrangement is for Macquarie University to offer a Masters program for Disability Studies. Faculty meetings (Faculty Board, EAC, FSQC). Meetings with key personnel in departments initiatives strongly supported</td>
</tr>
<tr>
<td>Faculty of HS</td>
<td>From Dec 2015 - present</td>
<td></td>
</tr>
</tbody>
</table>

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

All teaching and support staff will be provided by RIDBC Renwick centre.

The full time academics from Renwick will have joint appointments to Macquarie University and as such are required to follow MU policies and procedures that lead to quality curriculum delivery and assessment. For instance, processes for examination results will follow Faculty procedures. The Associate Dean, CQA, will meet with Renwick staff early in 2017 to workshop expectations.

Once RIDBC moves to North Ryde, there will be increasing consultation and collaboration with existing staff within the faculty especially from Educational Studies and Linguistics. This will facilitate both an expansion of the units on offer to include current MU offerings and provide some back up for teaching.

As a faculty priority, the online program will be supported by the Faculty's learning support team and a dedicated learning designer to support initial program development, all under the oversight of the Associate Dean L&T.

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

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

Research Librarian: Heather Cooper Date: 28.4.2016

Summary Impact Information

Resources: The units to be offered by FoHS (SPED) in 2017 will be supported in partnership with the RIDBC Renwick Library. Currently the RIDBC Renwick Library provides resource support to students completing units run by RIDBC, as well as supporting national RIDBC centres, staff and affiliated organisations. This support will continue into 2017 and include Macquarie students who will be able to access items not held at Macquarie from the RIDBC Library.

At this time, it has not yet been agreed with RIDBC how ongoing resource support will be provided to MQ students enrolled in these SPED units beyond 2017, when RIDBC fully relocates to Macquarie University. Currently RIDBC units are taught through the University of Newcastle, and the UoN Library provides additional, predominately electronic, resource support beyond that which is offered by the RIDBC Renwick Library.

Both the RIDBC Renwick Library and Macquarie University Library are collaborating to identify additional resources required to support these units either in parallel, in addition or as an alternative to resources offered by the RIDBC Renwick Library. Additional budgeting will be required to fill gaps in our existing collection. As well, the Library could incur additional charges in license costs due to increases in FTEs thus moving Macquarie into a higher FTE band.

There might also be transitional requirements during the years that the RIDBC units are being taught out at University of Newcastle, which will incur some initial expenditure as the RIDBC Renwick Library will be supporting units at two institutions.

Macquarie University Library’s collection currently supports MUSEC programs and the Department of Linguistics’ speech pathology and audiology programs. As such, ongoing resource building to support these units is expected to fall within the normal scope of collection development. However, the Library’s collection is likely to have initial resource gaps specifically in relation to the subject area of visual impairment.

Services / Staffing: There is the potential for staffing and services impact in the transferring of records of current RIDBC holdings at University of Newcastle Library to Macquarie University Library. There are also logistical and technical issues to be resolved around the transfer of holdings during the teach-out years.

Once unit convenors are allocated, they will liaise with the Research Librarians to identify resources and services to support the unit that may fall outside the normal scope of collection development.

Please refer to: http://www.mq.edu.au/about/campus-services-and-facilities/library/collections/order-new-materials

Resources for Reserve and online Unit Readings need to be sent to the Library before each session: lib.reserve@mq.edu.au

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

Educational Developer: Mitch Parson Date: 28.4.2016

Summary Impact Information

Resources: This unit will require intensive support during the initial set-up, but will not require additional infrastructure or additional support once developed.

Services / Staffing: As a project of high strategic value to both the Faculty and the University, it will be supported with extra learning design support from the Faculty during development.

Approvals

Name: Pamela Coutts Ext: 8444 Email: pamela.coutts@mq.edu.au Date: Tue 10/5/16 Director

Name: Pamela Coutts Ext: 8444 Email: pamela.coutts@mq.edu.au Date: Tue 10/5/16 Director

Name: Pamela Coutts Ext: 8444 Email: pamela.coutts@mq.edu.au Date: Tue 10/5/16 Director
**Postgraduate Specialisation Template**

**Specialisation Name:** Education: Visual Impairment

**Awards to which this specialisation belongs:** Master of Disability Studies

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

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit CP</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>SPED921</td>
<td>Orientation and Mobility Fundamentals</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED922</td>
<td>Educational Adjustments for Learners with Vision Impairments</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED923</td>
<td>Literacy for Learners with Vision Impairment</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED925</td>
<td>Technology for Learners with Vision Impairment</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>SPED926</td>
<td>Introduction to Vision Impairment</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td>one of</td>
<td>SPED927</td>
<td>Complex Vision Impairment</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED936</td>
<td>Sensory Disability: Child Development and Family Perceptions</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED912</td>
<td>Independent Project in Disability Studies</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credit Points Required to Satisfy this Specialisation: 24
<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Graduate Capabilities</th>
<th>Required Units</th>
<th>Option Set: Electives (choose one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Describe and apply the philosophies that underpin educational/therapeutic practice in the sensory disability field including legislation, ethics, policies and procedures that support diversity, participation and inclusion.</td>
<td>Grad Caps: KA</td>
<td>/ / / /</td>
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</tr>
<tr>
<td>2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.</td>
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</tr>
<tr>
<td>3. Demonstrate knowledge of the principles of clinical and functional assessment and the application of these outcomes to educational/therapeutic practice in the sensory disability field, especially for those with a visual impairment.</td>
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<tr>
<td>4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with visual impairment.</td>
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<tr>
<td>5. Understand the need for the range of communication modalities used by people with a visual impairment.</td>
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<tr>
<td>6. Communicate effectively with all stakeholders (the person, their family, the professional team and the community at large)</td>
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</tr>
<tr>
<td>7. Understand and value the role of each team member (the person, their family and professionals) by working collaboratively to promote the inclusion of a person with sensory disability, especially those with visual impairment.</td>
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<td>/ / / / / / / / /</td>
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</tr>
<tr>
<td>8. Apply research-based principles, research skills, systematic inquiry and critical thinking to professional practice in the field of sensory disability.</td>
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<td>/ / / / / / / / / /</td>
</tr>
<tr>
<td>9. Critically reflect upon and apply skills needed to foster change in professional practice to improve outcomes for people with sensory disability.</td>
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<td>/ / / / / / / / / / /</td>
<td>/ / / / / / / / / / /</td>
</tr>
<tr>
<td>10. Appreciate the role specialists and other professionals contribute to the education of learners who are blind or who have a vision impairment especially in the selection, training and use of assistive and alternative technologies to expand access in a range of</td>
<td>/ / / / / / / / / / / /</td>
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</tr>
<tr>
<td>11. Demonstrate competency in the Unified English Braille (UEB) code, Grade Two level.</td>
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<td>/ / / / / / / / / / / / /</td>
</tr>
</tbody>
</table>

**Macquarie University Graduate Capabilities**

*CGC: Cognitive capabilities
- A: Discipline-specific knowledge and skills
- B: Critical, creative and integrative thinking
- P: Research and problem solving capability
*IP: Interpersonal and Personal Dispositions
- E: Effective communication
- (A): Accounable and responsible, active and ethical citizens
- (M): Capable of professional and personal judgment and initiative

**Contribution to achievement of PLO**

- **P**: Pre-requisite or small contribution to PLO
- **M**: Moderate contribution to PLO
- **L**: Major contribution to PLO

**Notes**

1. It is expected that each unit will be mapped to a subset of the MQ Graduate Capabilities.
2. Any pathway through an award must be able to satisfy the requirements of the option set, including the mapping.
3. Option sets MUST be included if they are needed for any pathway.
4. Option sets MAY be omitted if they do not make a substantive contribution to any pathway.
### General

<table>
<thead>
<tr>
<th>Name of Specialisation</th>
<th>Sensory Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this specialisation an exit specialisation only (ie. not available for admission)? No</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>External</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 External, Session 2 External</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Human Sciences</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Educational Studies</td>
</tr>
<tr>
<td>Year of First Offering</td>
<td>2017</td>
</tr>
</tbody>
</table>

### Details

#### Admission Requirements

**Admission Criteria**

(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)

- Published in Handbook, Coursefinder and UAC
- Bachelor Honours degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health, or a related discipline
- Bachelor degree in education, psychology, speech and hearing, special education, disability studies, health sciences, allied health or a related discipline AND a minimum of 2 year's full-time work experience relevant to the chosen specialisation
- Bachelor degree and a Graduate Certificate in education, psychology, speech and hearing, special education, disability studies, allied health, health sciences or a related discipline

**Required Supporting Documents**

(e.g. Portfolio or CV)

- Published in Handbook, Coursefinder and UAC

**Threshold Admission Criteria**

(Threshold GPA; Alternative Criteria e.g. 300 level GPA or work experience)

Non-Published data for admissions assessment only

GPA not relevant as admission is Honours or equivalent

#### English Language Requirements

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

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Speaking</th>
<th>Listening</th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
</tr>
</tbody>
</table>

#### Awards

- Award(s) to which this specialisation belongs

**Master of Disability Studies**

#### Requirements

- Requirements file has been uploaded.
- To view the requirements download the file [FHS_PG_SenDis_ID427-1.xlsx](#)

#### Level 9 Masters

- Does this specialisation belong to a level 9 Masters? Yes
Specific Minimum Requirements for Level 9 Masters degree (Coursework)

Refer to Academic Senate Structure Statement: Postgraduate Coursework Programmes document at senate.mq.edu.au/apc/resources.html.

New Unit Requirements

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

Professional Accreditation (if relevant)

Provide details of the professional body and timeframe.

Working with Children Check

Will students require a working with Children Check? Yes

Overview and Aims of the Program

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

Program Learning Outcomes

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

Learning and Teaching Methods

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

Specification

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

1. Describe and apply the philosophies that underpin educational/therapeutic practice in the sensory disability field including legislation, ethics, policies and procedures that support diversity, participation and inclusion. (K,A)
2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains. (K)
3. Demonstrate knowledge of the principles of clinical and functional assessment and the application of these outcomes to educational/therapeutic practice in the sensory disability field.
4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability. (K,P,T)
5. Understand the need for the range of communication modalities used by people with sensory disability. (K,C)
6. Communicate effectively with all stakeholders (the person, their family, the professional team and the community at large). (C)
7. Understand and value the role of each team member (the person, their family and professionals) by working collaboratively to promote the inclusion of a person with sensory disability. (C,A)
8. Apply research-based principles, research skills, systematic inquiry and critical thinking to professional practice in the field of sensory disability. (P,T)
9. Critically reflect upon and apply skills needed to foster change in professional practice to improve outcomes for people with sensory disability. (A,T)
10. Appreciate the role educators and other professionals contribute to the education of people with sensory disability especially in the selection, training and use of services, assistive and alternative technologies to expand access in a range of settings. (K,J)

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

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

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

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

The program is defined by an enquiry based teaching and learning approach. Teaching methodologies and subsequent student learning are fostered through critical reflection that is informed by the current research and in consideration of the requirements of professional bodies.

Students have the opportunity to put theory into practice during a supervised professional experience placement and through planning and implementing interventions, developing targeted resource packs or individual education plans.

The program is taught externally, with all units being online. Units are either online (with all content, assessment and interaction online) or external where the unit content is primarily online but supplemented by compulsory on-campus sessions. On campus sessions are used where there is a practical skill-based component that benefits from a face to face session.

Across the program, the following teaching methods are used:

- Online lectures and tutorial tasks based on problem based learning.

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Across the program, the following teaching methods are used:

- Online lectures and tutorial tasks based on problem based learning.
• Reading reflections
• Critical appraisal of journal articles
• Analysis of data
• Discussion board/perspective taking
• Research and case study based enquiry
• Opportunities for practical skills-based development through on campus sessions and professional experience

Overall, there is an emphasis on independent and self-directed learning with the student provided with the learning materials but able to access them and utilise them in ways that best support their own learning.

**Assessment**

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

Students will be assessed through a diverse set of tools that take into account a range of learning styles. Assessment includes methods to assess professional skills and competency in professional practice.

Assessment methods include:

- Critical review of journal articles and recent research
- Problem based learning exercise
- Written assignments (essays)
- Professional experience/practicum
- Practical Skills assessment
- On line quiz
- Case studies
- Resource package development
- Individual programming and teaching strategies (IET)
- Student literacy assessments and clinical reports
- Discussion board contributions
- Research proposal and report
- Technology Resource kit
- Braille literacy teaching program

**Assessment Regulations**

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

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

**Mapping of Program Learning Outcomes to Units**

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

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

Choose File No file chosen

To view the requirements download the [Map FHS PG S SenDis TD427-1.xlsx](http://senate.mq.edu.au/apc/web/forms_prog/pages/onepage.php?id=427)

---

**RPL**

**Relevant Disciplines**

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

Define cognate areas (relevant discipline) of prior studies:
- education, psychology, speech and hearing, special education, disability studies, allied health, health sciences or a related discipline
- e.g. 'Master of Sustainable Development' (2015)


**Relevant Area**

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

Define relevant areas of prior work or professional experience:
- Paid employment in an area directly relevant to the Bachelor degree eg Teaching experience for Education, work as a health professional for Allied health etc
- Volunteer work not sufficient
- e.g. 'Master of International Communication' (2015)

Relevant areas defined as: employment or volunteer work including advisory, advocacy, consultancy, representation, analysis, research, management in public service, community, government relations, political and social, international or professional bodies, organisations, institutes or associations.

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

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

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7)</th>
<th></th>
</tr>
</thead>
</table>
| Complete Bachelor degree in any discipline | Additional requirements/supporting evidence (if applicable):
Graduate Certificate or Graduate Diploma in education, psychology, speech and hearing, special education, disability studies, allied health, health sciences or a related discipline |
Automatic Offer
Eg. GPA >2.5 with no work experience |
Refer to Department
Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience |
Straight Rejection
Eg. All applicants with either (a) GPA <2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience |

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th></th>
</tr>
</thead>
</table>
| Complete Bachelor degree in a relevant discipline | Additional requirements/supporting evidence (if applicable):
Automatic Offer |
Refer to Department |
Straight Rejection |

<table>
<thead>
<tr>
<th>Non-Cognate Bachelor (AQF7) + Work Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
<td>Minimum years experience: (No option selected)</td>
</tr>
</tbody>
</table>
Automatic Offer |
Refer to Department |
Straight Rejection |

<table>
<thead>
<tr>
<th>No Formal Learning + Work Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No studies complete or higher than a Bachelor degree in any discipline and work experience in a relevant area</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
RPL for Credit Recognition

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

<table>
<thead>
<tr>
<th>Cognate Diploma (AQF5)</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
</tr>
<tr>
<td>Cognate Diploma (AQF6)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
</tr>
<tr>
<td>Cognate Bachelor (AQF7)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Complete Bachelor degree in a relevant discipline</td>
<td></td>
</tr>
<tr>
<td>Non-Cognate Bachelor (AQF7) + Work Experience</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
<td></td>
</tr>
<tr>
<td>Cognate Bachelor (AQF7) + Work Experience</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
<td></td>
</tr>
<tr>
<td>(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Any other relevant pathway that may reduce the study load for an applicant. Consider: Additional Accreditation relevant to the field, employment etc. e.g. Membership to Charted Professional Accountants towards the Master of Accounting (Professional)</td>
<td></td>
</tr>
</tbody>
</table>

There is nothing to enter on this page.

Consultation

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

<table>
<thead>
<tr>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIDBC working group, involving senior personnel from both RIDBC and Macquarie University, VC, Executive, Faculty of HS</td>
<td>From Sept 2015 - present faculty of HS December 2015 onwa</td>
<td>The Working group was established to negotiate a formal arrangement between RIDBC and Macquarie University. Part of the agreed arrangements is for Macquarie University to offer a Masters program in Disability Studies. Faculty meetings (Faculty Board, EAC, FSQC). Meetings with key personnel in departments. Initiative strongly supported</td>
</tr>
</tbody>
</table>

Teaching Arrangements: Availability of teaching and support staff

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

All teaching and support staff will be provided by RIDBC Renwick centre.

The full time academics from Renwick will have conjoint appointments to Macquarie University and as such are required to follow MU policies and procedures that lead to quality curriculum delivery and assessment. For instance, processes for examination results will follow Faculty procedures. The Associate Dean, CQA, will meet with Renwick staff early in 2017 to workshop expectations.

Once RIDBC moves to North Ryde, there will be increasing consultation and collaboration with existing staff within the faculty especially from Educational Studies and Linguistics. This will facilitate both an expansion of the units on offer to include current MU offerings and provide some back up for teaching.

As a faculty priority, the online program will be supported by the Faculty's Learning support team and a dedicated learning designer to support initial program development, all under the oversight of the Associate Dean L&T.
The below sections need to be filled in by Library and LTC staff respectively prior to submission to your Head of Department. Relevant staff members can be found as follows:

Library: view a list of Research Librarians at www.mq.edu.au/on_campus/library/research/research_librarians

Learning and Teaching Consultation: contact your Faculty Associate Dean of Learning and Teaching.

Please contact the relevant staff members with:
1. The name and unit code for this unit
2. The link to this webform (http://senate.mq.edu.au/apc/webforms/prop/)

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

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

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

Research Librarian: Heather Cooper Date: 28.4.2016

Summary Impact Information

Resources: The units to be offered by FoHS (SPED) in 2017 will be supported in partnership with the RIDBC Renwick Library. Currently the RIDBC Renwick Library provides resource support to students completing units run by RIDBC, as well as supporting national RIDBC centres, staff and affiliated organisations. This support will continue into 2017 and include Macquarie students who will be able to access items not held at Macquarie from the RIDBC Library.

At this time, it has not yet been agreed with RIDBC how ongoing resource support will be provided to MQ students enrolled in these SPED units beyond 2017, when RIDBC fully relocates to Macquarie University. Currently RIDBC units are taught through the University of Newcastle, and the UniN Library provides additional, predominantly electronic, resource support beyond that which is offered by the RIDBC Renwick Library.

Both the RIDBC Renwick Library and Macquarie University Library are collaborating to identify additional resources required to support these units either in parallel, in addition or as an alternative to resources offered by the RIDBC Renwick Library. Additional budgeting will be required to fill gaps in our existing collection. As well, the Library could incur additional charges in license costs due to increase in FTEs thus moving Macquarie into a higher FTE band.

There might also be transitional requirements during the years that the RIDBC units are being taught out at University of Newcastle, which will incur some initial expenditure as the RIDBC Renwick Library will be supporting units at two institutions.

Macquarie University Library's collection currently supports MUSEC programs and the Department of Linguistics' speech pathology and audiology programs. As such, ongoing resource building to support these units is expected to fall within the normal scope of collection development. However, the Library's collection is likely to have initial resource gaps specifically in relation to the subject area of visual impairment.

Services / Staffing: There is the potential for staffing and services impact in the transferring of records of current RIDBC holdings at University of Newcastle Library to Macquarie University Library. There are also logistical and technical issues to be resolved around the transfer of holdings during the teach-out years.

Once unit convenors are allocated, they will liaise with the Research Librarians to identify resources and services to support the unit that may fall outside the normal scope of collection development.

Please refer to: http://www.mq.edu.au/about/campus-services-and-facilities/library/collections/order-new-material2

Resources for Reserve and online Unit Readings need to be sent to the Library before each session: lib.reserve@mq.edu.au

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

Educational Developer: Mitch Parsell Date: 28.4.2016

Summary Impact Information

Resources: This unit will require intensive support during the initial set-up, but will not require additional infrastructure or additional support once developed.

Services / Staffing: As a project of high strategic value to both the Faculty and the University, it will be supported with extra learning design support from the Faculty during development.

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamelacoutts@mq.edu.au">pamelacoutts@mq.edu.au</a></td>
<td>Tue - 10/5/16</td>
<td></td>
</tr>
<tr>
<td>Peter Whiteman</td>
<td>9883</td>
<td><a href="mailto:peter.whiteman@mq.edu.au">peter.whiteman@mq.edu.au</a></td>
<td>Wed - 11/5/16</td>
<td>Department</td>
</tr>
</tbody>
</table>

## Postgraduate Specialisation Template

**Specialisation Name:** Sensory Disability

**Awards to which this specialisation belong:** Master of Disability Studies

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

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>Required</td>
<td>8 cp from and OR</td>
<td>SPED926</td>
<td>Foundations of Vision Impairment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8 cp from</td>
<td>SPED927</td>
<td>Advanced Studies in Vision Impairment</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td>16 cps from</td>
<td>SPED931</td>
<td>Introduction to Educational Audiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED932</td>
<td>Perception and Production of Speech in Deaf/Hard of Hearing Children</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED912</td>
<td>Independent Projects in Disability Studies (Deaf/Hard of Hearing or Vision Impairment)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED921</td>
<td>Orientation and Mobility Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED925</td>
<td>Technology for Learners with Vision Impairment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED926</td>
<td>Introduction to Vision Impairment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED927</td>
<td>Complex Vision Impairment</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>SPED928</td>
<td>Foundations of Orientation and Mobility for Instructors in Training</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>SPED929</td>
<td>Advanced Orientation and Mobility for Instructors in Training</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>SPED930</td>
<td>Orientation and Mobility Practicum</td>
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<tr>
<td></td>
<td></td>
<td>SPED933</td>
<td>Language and Literacy Learning in Deaf/Hard of Hearing Children</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>SPED934</td>
<td>Language and Literacy Interventions for Deaf/Hard of Hearing Learners</td>
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<tr>
<td></td>
<td></td>
<td>SPED935</td>
<td>Social Perspectives on Deafness and Deaf Education</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>SPED936</td>
<td>Sensory Disability: Child Development and Family Perceptions</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>SPED937</td>
<td>Signed Communication in Early Childhood Education</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>SPED938</td>
<td>Theory and Practice in Sign Bilingual Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED939</td>
<td>Advanced Educational Audiology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDCN801</td>
<td>Introductory to Educational Research</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPED901</td>
<td>Special Education Project Stage 1</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Points Required to Satisfy this Specialisation:** 24
<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Required Units</th>
<th>Option Set ONE</th>
<th>Option Set TWO</th>
<th>Option Set THREE</th>
<th>Option Set FOUR</th>
<th>Option Set FIVE</th>
<th>Option Set SIX</th>
<th>Option Set SEVEN</th>
<th>Option Set EIGHT</th>
<th>Option Set NINE</th>
<th>Option Set TEN</th>
<th>Option Set ELEVEN</th>
<th>Option Set TWELVE</th>
<th>Option Set THIRTEEN</th>
<th>Option Set FOURTEEN</th>
<th>Option Set FIFTEEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and apply the philosophies that underpin educational/therapeutic practice in the sensory disability field, including legal, ethical, policy, and procedural aspects that impact diversity, participation, and inclusion.</td>
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<tr>
<td>Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological, and educational environments.</td>
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<tr>
<td>Implement a range of differentiated instructional programs and strategies that foster participation, habilitation, rehabilitation, and learning for people with sensory disability.</td>
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<tr>
<td>Understand the need for the range of communication modalities used by people with sensory disability.</td>
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<tr>
<td>Communicate effectively with all stakeholders (the person, their family, the professional team, and the community) at all levels.</td>
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<tr>
<td>Understand and value the role of each member of the professional team in providing effective, professional, and culturally competent care to people with sensory disability.</td>
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</tr>
<tr>
<td>Apply research-based principles, research skills, systematic inquiry, and critical thinking to professional practice in the field of sensory disability.</td>
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<tr>
<td>Critical thinking and problem-solving skills needed to foster change in professional practice to improve outcomes for people with sensory disability.</td>
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</tr>
</tbody>
</table>

**1** Markus University Graduate Capabilities

<table>
<thead>
<tr>
<th>Generic Capabilities</th>
<th>Core Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical thinking skills</td>
<td>1. Analysis and synthesis of complex information</td>
</tr>
<tr>
<td>2. Communication skills</td>
<td>2. Effective oral and written communication</td>
</tr>
<tr>
<td>3. Problem-solving skills</td>
<td>3. Effective communication with a diverse range of people</td>
</tr>
<tr>
<td>4. Collaborative skills</td>
<td>4. Effective collaboration with colleagues and others</td>
</tr>
</tbody>
</table>

**2** Program Specific Capabilities

<table>
<thead>
<tr>
<th>Program Specific Capabilities</th>
<th>Core Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adaptability and flexibility</td>
<td>1. Flexibility and adaptability in a range of contexts</td>
</tr>
<tr>
<td>2. Leadership and management</td>
<td>2. Effective leadership and management of teams</td>
</tr>
<tr>
<td>3. Professional and ethical awareness</td>
<td>3. Awareness of professional and ethical responsibilities</td>
</tr>
<tr>
<td>4. Curriculum development and innovation</td>
<td>4. Effective development and implementation of curricula</td>
</tr>
</tbody>
</table>

**3** Contribution to Achievement of Goal

- 3.1 Improve performance by increasing motivation and focus on goals.
- 3.2 Develop a clear and actionable plan for achieving goals.
- 3.3 Establish benchmarks and metrics for measuring progress.
- 3.4 Regularly review and adjust the plan as needed.
ITEM 9.6  2017 SCHEDULE OF PROGRAMS, MAJORS OR SPECIALISATIONS FOR DELETION – ENVIRONMENTAL STUDIES SPECIALISATION AND MASTER OF ENVIRONMENTAL PLANNING

For approval.

Recommended Resolution
That Academic Senate approve the deletion of the following from 1 January 2017:

- Environmental Studies Specialisation
- Master of Environmental Planning

Background
This matter was endorsed (ASQC Resolution 16/75) at its meeting of 31 May 2016, and is recommended to Academic Senate for approval.
### General

<table>
<thead>
<tr>
<th>Name of Specialisation</th>
<th>Environmental Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Geography and Planning</td>
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#### Discontinuance Checklist

Deletions file has been uploaded. To view the requirements download the file Del FOA PG S EnvStu ID382-1.docx

#### Additional Information

#### Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
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<tbody>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 20/4/16</td>
<td>Director</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 20/4/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 20/4/16</td>
<td>FSQC</td>
</tr>
<tr>
<td>Andrew McGregor</td>
<td>7993</td>
<td><a href="mailto:andrew.mcgregor@mq.edu.au">andrew.mcgregor@mq.edu.au</a></td>
<td>Wed - 20/4/16</td>
<td>Director</td>
</tr>
<tr>
<td>Andrew McGregor</td>
<td>7993</td>
<td><a href="mailto:andrew.mcgregor@mq.edu.au">andrew.mcgregor@mq.edu.au</a></td>
<td>Fri - 22/4/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Mon - 25/4/16</td>
<td>FSQC</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Mon - 25/4/16</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

For noting at July Faculty Biard

---

If you experience problems with this site, please email curriculum@mq.edu.au
Checklist for Discontinuing Academic Programs

SECTION 1: Program Details

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Specialisation: Environmental Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(as it appears on degree testamur: e.g. Master of Arts)</td>
<td></td>
</tr>
<tr>
<td>Program Code</td>
<td>ENV12S</td>
</tr>
<tr>
<td>CRICOS Code</td>
<td>(if applicable)</td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts</td>
</tr>
<tr>
<td>Program Lead</td>
<td>(Responsible for managing change process)</td>
</tr>
<tr>
<td>Associate Professor Andrew McGregor</td>
<td>Department of Geography and Planning</td>
</tr>
<tr>
<td>Title of Replacement Award</td>
<td>n/a</td>
</tr>
<tr>
<td>(if applicable - should be approved prior to withdrawal)</td>
<td></td>
</tr>
<tr>
<td>New Program Code</td>
<td>n/a</td>
</tr>
<tr>
<td>(if applicable)</td>
<td>New CRICOS Code</td>
</tr>
<tr>
<td>(if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

SECTION 2: Consultation

It is important that wide consultation takes place before the program is discontinued so that stakeholders who are impacted by the program are fully aware of the proposed change at the earliest possibility. For example students in another Faculty will be affected if the discontinued program provided course units they wanted to take in future years, and if the program is offered to International Students there may be additional considerations.

1. Is this Program part of an articulated pathway, or have any associated Major/Minor specialisations? (This should include any Majors/ Minors etc that can be taught with this Program)

   If YES, Program Leads in all associated programs should be informed of the proposed withdrawal, and date, by email. Please list each associated program (e.g. Major Bachelor of Arts), the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of associated Program</th>
<th>Person contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Is this Program taught off-Campus, and/or have any External partners?**
   - **NO**
   
   If YES, the appropriate officer/contact should be informed of proposed withdrawal, and date, by email. Please list each associated off-campus location, and/or External partner, the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of Off-Campus Location, and/or External Partner</th>
<th>Person Contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Is this Program available to International Students?**
   - **YES**
   
   If Yes, advise Macquarie International of anticipated date to stop making offers.
   
   **(Note:** This should be at least +18 months before Date of Discontinuance as International students may be given package offers with early start dates.)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email:</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Brigg and Kathy Humphrey</td>
<td>9 March 2016</td>
<td>Her response was:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Please see the numbers of offers and acceptances for 2017 provided below. When international students apply for the Master of Environment they do not select a specialization. This is only done when they enroll, so we are not able to tell you how many students were in each specialisation. It also means that MI Admissions will continue to make offers for this course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course finder should be updated with the new course structure information (i.e. specialisations removed) following this change going through all</td>
</tr>
</tbody>
</table>
the university’s formal approval processes. MI Admissions will then contact all students with an accepted offer to advise of the change and direct them to the website with the new details. We will also provide their options if the changes impact whether or not they wish to proceed with starting the course.

We will also contact the other students who have an offer and alert them to changes in the course structure and remind them they can still accept their offer.

Please contact either myself or Irene Ho, MI Admissions Manager if you have any further questions. And thanks again for the advance notice regarding this change.

Regards
Kathy

<table>
<thead>
<tr>
<th>Number of Outstanding Offers: 62</th>
<th>Will Offers be Retracted?</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note: MI Must be informed of this)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be determined.</td>
<td>Can Offers be Re-issued for Replacement Program?</td>
<td></td>
</tr>
<tr>
<td>(Note: MI Must be informed of this)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Advise Admissions of anticipated date to stop admitting students with details of all associated programs**

(Note: This should be at least +1 year after Date of Discontinuance, e.g. if Program is submitted for discontinuance in 2014, the earliest last admission date would be December 2015)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last admission date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deidre Anderson</td>
<td>9 March 2016</td>
<td>Not indicated but advice acknowledged: Thanks</td>
</tr>
</tbody>
</table>
5. Advise Marketing of anticipated date to stop marketing the program with details of associated programs  
(Note: This should be at least +1 year before Date of Discontinuance)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last advertisement date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Barnes</td>
<td>9 March 2016</td>
<td>IT is not possible to answer this question and the form should be changed. Response from Rebecca Barnes: Dear Andrew</td>
</tr>
</tbody>
</table>

Thank you for your email. We have to continue advertising until we receive notification of final approval to cancel the program or specialisation through the ASQC and Senate channels. At this point we will immediately halt advertising on course finder and any other channels.

Kind regards,
Rebecca Barnes
Director of Future Students

SECTION 3. Student Cohorts

1. Teaching arrangements for existing students:

Based on the course length, structure and the nature of the student cohort, determine an achievable end date. This would normally be the full-time duration plus one further year (or it’s part-time equivalent). Estimated enrolments should include students who are studying the program as part of a Major/Minor specialisation and should be based on actual student numbers not equivalent FT students.
(Note: The example below may need several years of teach out in practice, and would need to be adjusted to provide for any failure or disruption of study, but will be useful to calculate individual student teach out plans):

<table>
<thead>
<tr>
<th>Current Enrolment</th>
<th>Estimated Enrolment Year 1 of Teach Out</th>
<th>Estimated Enrolment Year 2 of Teach Out</th>
<th>Estimated Enrolment Year 3 of Teach Out</th>
<th>Estimated Enrolment Year 4 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 &amp; 2</td>
<td>To be determined.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Mapping of Available Course Units:

Based on the course length, structure and the nature of the student cohort, determine the Course Units which will be available in each year of Teach Out. If Course Unit offerings are reduced consideration must be given to allow students to complete the program on time. Students must have the opportunity to achieve the Program Learning Outcomes so the Core Units must be available. Where optional Course Unit offerings are reduced consideration must be given to any pre-requisites, and where necessary alternative Course Units should be made available.

<table>
<thead>
<tr>
<th>Year 1 &amp; 2</th>
<th>Current Units Offered</th>
<th>Planned Units Year 1 of Teach Out</th>
<th>Planned Units Year 2 of Teach Out</th>
<th>Planned Units Year 3 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENV828</td>
<td>We are not aware of any plans for any of these units to be rested or discontinued. Only the first two units are required and the remainder are options sets. We do not envision any problems for teaching out.</td>
<td>As for Year 1 of Teach Out</td>
<td>As for Year 1 of Teach Out</td>
</tr>
</tbody>
</table>

<p>|            | GEOP843               |                                      |                                    |                                    |
|            | BIOL857               |                                      |                                    |                                    |
|            | ENV804                |                                      |                                    |                                    |
|            | ENV805                |                                      |                                    |                                    |
|            | ENV819                |                                      |                                    |                                    |
|            | ENV829                |                                      |                                    |                                    |
|            | BIOL876               |                                      |                                    |                                    |
|            | ENV803                |                                      |                                    |                                    |
|            | ENV825                |                                      |                                    |                                    |
|            | ENV827                |                                      |                                    |                                    |
|            | ENV844                |                                      |                                    |                                    |</p>
<table>
<thead>
<tr>
<th>GEOP809</th>
<th>ICOM814</th>
<th>MECO805</th>
<th>MHPG852</th>
<th>SOC825</th>
<th>CLIM805</th>
<th>GEOP802</th>
<th>GEOP808</th>
<th>GEOP812</th>
<th>GEOP823</th>
<th>GEOP830</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOP809</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOP808</td>
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<tr>
<td>GEOP812</td>
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<tr>
<td>GEOP823</td>
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<td></td>
<td></td>
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<tr>
<td>GEOP830</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 4: Approval Sign Off**

1. **Submitted by Program Lead:**

<table>
<thead>
<tr>
<th>Associate Professor Andrew McGregor</th>
<th>9 March 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>9 March 2016</td>
</tr>
<tr>
<td></td>
<td>Date</td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

**Acting Head of Department**

**Arts / Geography and Planning**
<table>
<thead>
<tr>
<th>Position</th>
<th>Faculty/ Department</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:Andrew.mcgregor@mq.edu.au">Andrew.mcgregor@mq.edu.au</a></td>
<td>X7993</td>
</tr>
<tr>
<td>Email</td>
<td>Phone</td>
</tr>
</tbody>
</table>

2. **Endorsed by Head of Department:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/Prof Andrew McGregor</td>
<td>[Signature]</td>
<td>9 March 2016</td>
</tr>
</tbody>
</table>

Geography and Planning
Department

3. **Approved by Faculty Standards and Quality Committee (FSQC)/ Faculty Board:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Name]</td>
<td>[Signature]</td>
<td>[Date]</td>
</tr>
</tbody>
</table>

Position

4. **Reported to Academic Standards and Quality Committee (ASQC):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Name]</td>
<td>[Signature]</td>
<td>[Date]</td>
</tr>
</tbody>
</table>

Position
SECTION 5: Post Approval Checklist:

Once disestablishment has been approved by ASQC, the Faculty/Department will need to:

1. Contact all of the stakeholders identified in the consultation above that the program is closed for admission, with an effective from date, and the anticipated closure of the program.
2. Run a report to identify every enrolled student, and all applicants in case the figures have changed since disestablishment was first discussed. If the program is taught at an off-campus location any report must include students at that location.
3. Write a communication plan for students and applicants to explain the changes.
4. When “teach out” has been completed, confirm with Governance Services

For Enrolled Students:

1. Contact all students to inform them of the change and to provide advice on approved “teach out” plans, based on section 3
   This should include:
   (i) The timeframes for teach out plans, and information on actions that would be taken if a student’s progress is delayed for any reason.
   (ii) Clear information about Core Course Units that must be completed to satisfy Learning Outcomes
   (iii) Clear information about any anticipated restrictions to the availability of Optional Course Units in future years, so students can plan options in advance.
   (iv) Emphasis on the importance of individual progress meetings to discuss teach out arrangements on at least an annual basis

For Existing Applicants:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course of Action</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1. For any students with **conditional** or **unaccepted offers** that are due to commence after the last admission date | Contact students to:  
   - Explain the change  
   - Cancel the Offer  
   - Issue new Offer (if a replacement program has been approved) | Faculty to contact Admissions and/or MI if program available to International students |
| 2. For any students with **accepted offers** that are due to commence after the last admission date | Contact students to:  
   - Explain the change, Cancel the Offer and one of 1, 2, or 3:  
     1) If the student’s start date (VAC for International Student) has | Faculty to contact Admissions and/or MI if program available to |
| 2) If the student’s start date (VAC for International Student) has not passed and there is not a replacement/alternative program, issue Full Refund |
| 3) If the International student’s COE start date has passed (including as part of a package offer), issue Full Refund. Do not suggest/offer an alternative program as MQ will be responsible for any additional tuition fee and living expenses |

| International students |
| MI will coordinate refunds/offers etc |

| 3. For any student who was due to transfer to the disestablished program from a pathway program |
| Contact students to: |
| - Explain the change |
| - Cancel the Offer |

| Faculty to contact Admissions and/or MI if program available to International students |
# General

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of Environmental Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Owning Faculty</strong></td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td><strong>Owning Department</strong></td>
<td>Department of Geography and Planning</td>
</tr>
<tr>
<td><strong>Discontinuance Checklist</strong></td>
<td>Deletions file has been uploaded.</td>
</tr>
<tr>
<td><strong>Additional Information</strong></td>
<td>Confirmation from Macquarie International pending.</td>
</tr>
</tbody>
</table>

## Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Walkerden</td>
<td>7991</td>
<td><a href="mailto:greg.walkerden@mq.edu.au">greg.walkerden@mq.edu.au</a></td>
<td>Fri - 22/4/16</td>
<td>Director</td>
</tr>
<tr>
<td>Andrew McGregor</td>
<td>7993</td>
<td><a href="mailto:andrew.mcgregor@mq.edu.au">andrew.mcgregor@mq.edu.au</a></td>
<td>Fri - 22/4/16</td>
<td>Head of Department&lt;br&gt;We have sent emails as per the discontinuation checklist but have not received replies as yet.</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Mon - 25/4/16</td>
<td>FSQC&lt;br&gt;For noting at July meeting</td>
</tr>
</tbody>
</table>

If you experience problems with this site, please email curriculum@mq.edu.au
List of Discontinuing Academic Programs

SECTION 1: Program Details

<table>
<thead>
<tr>
<th>Title of Award (as it appears on degree testamur: e.g. Master of Arts)</th>
<th>Master of Environmental Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code</td>
<td>ENVP14MV1</td>
</tr>
<tr>
<td>CRICOS Code</td>
<td>(if applicable)</td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts</td>
</tr>
<tr>
<td>Program Lead (Responsible for managing change process)</td>
<td>Dr Greg Walkerden</td>
</tr>
<tr>
<td>Department of Geography and Planning</td>
<td>Master of Planning</td>
</tr>
<tr>
<td>Title of Replacement Award (if applicable - should be approved prior to withdrawal)</td>
<td>Master of Planning</td>
</tr>
<tr>
<td>New Program Code (if applicable)</td>
<td>MPlan (code not yet assigned?)</td>
</tr>
<tr>
<td>New CRICOS Code (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

SECTION 2: Consultation

It is important that wide consultation takes place before the program is discontinued so that stakeholders who are impacted by the program are fully aware of the proposed change at the earliest possibility. For example students in another Faculty will be affected if the discontinued program provided course units they wanted to take in future years, and if the program is offered to International Students there may be additional considerations.

1. **Is this Program part of an articulated pathway, or have any associated Major/Minor specialisations?** (This should include any Majors/ Minors etc that can be taught with this Program)

<table>
<thead>
<tr>
<th>NO</th>
</tr>
</thead>
</table>

If YES, Program Leads in all associated programs should be informed of the proposed withdrawal, and date, by email. Please list each associated program (e.g. Major Bachelor of Arts), the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of associated Program</th>
<th>Person contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Is this Program taught off-Campus, and/or have any External partners?**

<table>
<thead>
<tr>
<th>Name of Off-Campus Location, and/or External Partner</th>
<th>Person Contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If YES, the appropriate officer/contact should be informed of proposed withdrawal, and date, by email. Please list each associated off-campus location, and/or External partner, the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
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<th>Person Contacted</th>
<th>Date of Email</th>
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<td></td>
<td></td>
</tr>
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</table>

3. **Is this Program available to International Students?**

If Yes, advise Macquarie International of anticipated date to stop making offers.

*(Note: This should be at least +18 months before Date of Discontinuance as International students may be given package offers with early start dates.)*

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email:</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Brigg and Kathy Humphrey</td>
<td>22.4.2016</td>
<td>Not yet agreed; waiting for reply. Proposed date 30.6.2016, or earlier if MI advised earlier.</td>
</tr>
</tbody>
</table>

**Number of Outstanding Offers:**

Will Offers be Retracted?

*(Note: MI Must be informed of this)*

<table>
<thead>
<tr>
<th>TBA.</th>
<th>Can Offers be Re-issued for Replacement Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>(Note: MI Must be informed of this)</em></td>
</tr>
</tbody>
</table>

**To be determined - awaiting reply. Options are to offer both the MEnvPlan and MPlan in 2017 or to withdraw MEnvPlan and offer MPlan.**

**YES. MPlan(EnvPlan) is substantially the same degree.**
4. Advise Admissions of anticipated date to stop admitting students with details of all associated programs
(Note: This should be at least +1 year after Date of Discontinuance, e.g. if Program is submitted for discontinuance in 2014, the earliest last admission date would be December 2015)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last admission date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deidre Anderson</td>
<td>22.4.2016</td>
<td>Not yet agreed - awaiting reply. Options are (i) December 2017 (as per logic above), or (ii) December 2016 if alternative offers in the MPlan are treated as equivalent.</td>
</tr>
</tbody>
</table>

5. Advise Marketing of anticipated date to stop marketing the program with details of associated programs
(Note: This should be at least +1 year before Date of Discontinuance)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last advertisement date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Barnes</td>
<td>22.4.2016</td>
<td>From previous advice re another program, I understand that this will be subject to marketing &quot;receiving notification of final approval to cancel the program or specialisation through the ASQC and Senate channels. At this point we will immediately halt advertising on course finder and any other channels.&quot;</td>
</tr>
</tbody>
</table>

SECTION 3. Student Cohorts

1. Teaching arrangements for existing students:

Based on the course length, structure and the nature of the student cohort, determine an achievable end date. This would normally be the full-time duration plus one further year (or it’s part-time equivalent). Estimated enrolments should include students who are studying the program as part of a Major/Minor specialisation and should be based on actual student numbers not equivalent FT students.
(Note: The example below may need several years of teach out in practice, and would need to be adjusted to provide for any failure or disruption of study,
but will be useful to calculate individual student teach out plans):

<table>
<thead>
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<th>Year 1 &amp; 2</th>
<th>Current Enrolment</th>
<th>Estimated Enrolment 1 of Teach Out</th>
<th>Estimated Enrolment 2 of Teach Out</th>
<th>Estimated Enrolment 3 of Teach Out</th>
<th>Estimated Enrolment 4 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 &amp; 2</td>
<td>To be determined (estimate 40)</td>
<td>Teaching out is likely to be required till 2020, based on the above rule, i.e. a part-time student starting in 2016, taking 4 years to complete the program, plus 1 year as per the guidance above. Numbers at the end of this period would be small.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Mapping of Available Course Units: |

Based on the course length, structure and the nature of the student cohort, determine the Course Units which will be available in each year of Teach Out. If Course Unit offerings are reduced consideration must be given to allow students to complete the program on time. Students must have the opportunity to achieve the Program Learning Outcomes so the Core Units must be available. Where optional Course Unit offerings are reduced consideration must be given to any pre-requisites, and where necessary alternative Course Units should be made available.

<table>
<thead>
<tr>
<th>Year 1 &amp; 2</th>
<th>Current Units Offered</th>
<th>Planned Units Year 1 of Teach Out</th>
<th>Planned Units Year 2 of Teach Out</th>
<th>Planned Units Year 3 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 &amp; 2</td>
<td>600 level Required units: ENVS602 GEOP603 GEOP604 GEOP605</td>
<td>The Master of Planning uses these units as it replaces the MEnvPlan. No units are being rested or discontinued as a result of this program change, so we envisage no problems teaching the MEnvPlan out.</td>
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<tr>
<td>GEOP830</td>
<td>GEOP851</td>
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<tr>
<td>Required either GEOP8014 or LAW861</td>
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<tr>
<td>Required either GEOP8024 or GEOP812</td>
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<tr>
<td>Required 4cp from CLIM805 ENVS807 GEOP843 GEOP845</td>
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<tr>
<td>Required 8cp from BIOL873 BIOL874 BIOL875 BIOL876 ENVS803 ENVS805 ENVS807 ENVS808 ENVS810 ENVS811 ENVS819 ENVS825 ENVS829 ENVS853 ENVS875 ENVS898 GEOP801 GEOP802 GEOP808 GEOP809 GEOP810 GEOP812 GEOP831 GEOP843 GEOP845 GEOP876 LAW851</td>
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</tbody>
</table>
## SECTION 4: Approval Sign Off

1. **Submitted by Program Lead:**

<table>
<thead>
<tr>
<th>Dr Greg Walkerden</th>
<th>Name</th>
<th>22 April 2016</th>
</tr>
</thead>
</table>

**Signature**

Senior Lecturer, Program Coordinator

**Position**

Faculty of Arts, Department of Environment and Geography

**Faculty/ Department/ Research Centre**

<table>
<thead>
<tr>
<th><a href="mailto:greg.walkerden@mq.edu.au">greg.walkerden@mq.edu.au</a></th>
<th>02 9850 7991</th>
</tr>
</thead>
</table>

**Email**

**Phone**

2. **Endorsed by Head of Department:**

<table>
<thead>
<tr>
<th>Andrew McGregor</th>
<th>Name</th>
<th>22/4/16</th>
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</table>

**Signature**

**Date**
3. **Approved by Faculty Standards and Quality Committee (FSQC)/ Faculty Board:**

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<th>Signature</th>
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**Position**

4. **Reported to Academic Standards and Quality Committee (ASQC):**

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<th>Signature</th>
<th>Date</th>
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**Position**
SECTION 5: Post Approval Checklist:

Once disestablishment has been approved by ASQC, the Faculty/Department will need to:

1. Contact all of the stakeholders identified in the consultation above that the program is closed for admission, with an effective from date, and the anticipated closure of the program.
2. Run a report to identify every enrolled student, and all applicants in case the figures have changed since disestablishment was first discussed. If the program is taught at an off-campus location any report must include students at that location.
3. Write a communication plan for students and applicants to explain the changes.
4. When “teach out” has been completed, confirm with Governance Services

For Enrolled Students:

1. Contact all students to inform them of the change and to provide advice on approved “teach out” plans, based on section 3
   This should include:
   (i) The timeframes for teach out plans, and information on actions that would be taken if a student’s progress is delayed for any reason.
   (ii) Clear information about Core Course Units that must be completed to satisfy Learning Outcomes
   (iii) Clear information about any anticipated restrictions to the availability of Optional Course Units in future years, so students can plan options in advance.
   (iv) Emphasis on the importance of individual progress meetings to discuss teach out arrangements on at least an annual basis

For Existing Applicants:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course of Action</th>
<th>Responsibility</th>
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</thead>
</table>
| 1. For any students with **conditional** or **unaccepted offers** that are due to commence after the last admission date | Contact students to:  
   - Explain the change  
   - Cancel the Offer  
   - Issue new Offer (if a replacement program has been approved) | Faculty to contact Admissions and/or MI if program available to International students |
| 2. For any students with **accepted offers** that are due to commence after the last admission date | Contact students to:  
   - Explain the change, Cancel the Offer and one of 1, 2, or 3:  
   1) If the student’s start date (VAC for International Student) has | Faculty to contact Admissions and/or MI if program available to |
3. For any student who was due to transfer to the disestablished program from a pathway program:

   - Offer student a choice of:
     1. Full Refund
     2. A place on the alternative program for the same start date

2) If the student’s start date (VAC for International Student) has not passed and there is not a replacement/alternative program:

   - Issue Full Refund

3) If the International student’s COE start date has passed (including as part of a package offer), issue Full Refund. Do not suggest/offer an alternative program as MQ will be responsible for any additional tuition fee and living expenses.

   - Coordinate refunds/offers etc.
   - Contact students to:
     - Explain the change
     - Cancel the offer

   - Faculty to contact Admissions and/or MQ if program available to international students

   - International students
ITEM 9.7 RETROSPECTIVE CHANGES - 2015 AND 2016 SCHEDULES: MASTER OF ENVIRONMENTAL PLANNING

For approval.

Recommended resolution
That Academic Senate approve the retrospective application of amendments to the Master of Environmental Planning for continuing students, effective immediately.

Background
The Department of Geography and Planning have deleted the offering for GEOP851 (8cps) in 2017.
- They have introduced a new 4cp unit GEOP832 in 2017.
- To allow 2015 and 2016 Master of Environmental Planning students to complete their degree, ENVG851 or GEOP851 (for 2015) and GEOP851 (for 2016) need to be replaced with an 8cp option set.

This matter was endorsed (ASQC Resolution 16/104) by the Academic Standards and Quality Committee at its meeting of 21 June 2016, and is recommended to Academic Senate for approval.
Faculty: ARTS  
Department: Geography and Planning  
Program, major or specialisation name: Master of Environmental Planning  
Handbook code: ENVP14MV1

PART 1: Changes to Requirements

Are changes required to the general requirements or specific requirements of the program, major or specialisation?  ☑ Yes  ☐ No


Please submit a revised template for the program, major or specialisation clearly identifying your changes. Templates are available from [http://tinyurl.com/mq-curriculum](http://tinyurl.com/mq-curriculum).

<table>
<thead>
<tr>
<th>Rationale for request (academic or administrative reasons)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The Department have deleted the offering for GEOP851 (8cp) in 2017. They have introduced a new 4cp unit GEOP832 in 2017. To allow 2015 and 2016 M Env Planning students to complete their degree, we need to replace &quot;ENVG851 or GEOP851&quot; (for 2015), and &quot;GEOP851&quot; (for 2016) with an 8cp option set.</td>
<td></td>
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</tbody>
</table>

Required 8cp from:
- ENVG851 (8cp)
- GEOP851 (8cp)
- GEOP832 (4cp)
- GEOP845 (4cp)

<table>
<thead>
<tr>
<th>Consultation</th>
<th></th>
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<tbody>
<tr>
<td>Evidence of consultation is required when the change involves the addition or deletion of units owned by other Departments or Faculties. The Faculty requesting a change must consult with relevant Departments and Faculties before the request for a late change is considered. Please attach evidence of consultation (eg, written documentation of support, extract of FSGC/Faculty Board meeting minutes) and indicate outcome(s) achieved.</td>
<td></td>
</tr>
</tbody>
</table>

Does the change involve any unit(s) owned by another Department/Faculty?  ☑ Yes  ☐ No

<table>
<thead>
<tr>
<th>Department/Faculty consulted</th>
<th>Type of evidence provided</th>
<th>Indicate outcome(s) achieved</th>
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</table>

Does this change affect:
- ☑ only students commencing in 2016  
- ☑ ALL students currently enrolled in the program (the change will be actioned for 2016 students, and actioned retrospectively for existing students)

Have the affected students been contacted by the Faculty?  ☑ Yes  ☐ No
PART 2: Changes to details

Are changes required to any of the following details?  
☐ Yes  ☐ No

Select applicable checkboxes.

- Study mode
- Attendance mode
- Study period offerings
- Admission requirements
- English language proficiency (IELTS)
- Candidature length

Please provide full details of any changes below.

<table>
<thead>
<tr>
<th>Existing entry</th>
<th>Revised entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Rationale for request (academic or administrative reasons)

<table>
<thead>
<tr>
<th>Affected majors/specialisations and/or awards</th>
<th>Number of students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

All requests for late changes to the schedules of programs, majors or specialisations must be endorsed by the Faculty Standards and Quality Committee (FSQC).

Submit this form to the Curriculum and Planning Team at curriculum@mq.edu.au.

⚠️ You must include in the submitting email the date of the FSQC meeting where endorsement was obtained.

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
<th>Distributed for Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSQC endorsement</td>
<td>10/08/2016</td>
<td>Faculty AD Learning and Teaching, Faculty Student Administration Managers, SBSS, Lifecycle Manager, Co-op Bookshop, COE, Timetables OFM, Ms E Chellapah OFS, Macquarie Analytics</td>
</tr>
<tr>
<td>ASQC approval</td>
<td></td>
<td></td>
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<tr>
<td>Handbook database updated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributed for information</td>
<td></td>
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</tr>
</tbody>
</table>
# Postgraduate Award Template

**AWARD NAME:** Master of Environmental Planning  
**ENVP14AV1**

**General requirements:**
- Minimum number of credit points: 64  
- Minimum number of credit points at 600 level or above: 16  
- Minimum number of credit points at 800 level or above: 48  
- Completion of other specific minimum requirements as set out below.

**Specific minimum requirements:**

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 level</td>
<td>Required</td>
<td>ENVP62</td>
<td>Special Topic in Environment A: Biophysical</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Environments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP603</td>
<td>Special Topic in Environment B: Resource Management</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP604</td>
<td>Special Topic in Environment C: Environment and</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sustainability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP605</td>
<td>Special Topic in Environment D: Australian</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Environmental Futures</td>
<td></td>
</tr>
<tr>
<td>800 level</td>
<td>Required</td>
<td>ENV516</td>
<td>Environmental Planning</td>
<td>4</td>
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<tr>
<td></td>
<td>Required</td>
<td>ENVP444</td>
<td>Environmental Management</td>
<td>4</td>
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<tr>
<td></td>
<td>Required</td>
<td>GEOP600</td>
<td>Attitudes to the Environment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP516</td>
<td>Local Government Approval Process</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP610</td>
<td>Sustainable Urban Regions</td>
<td>4</td>
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<tr>
<td></td>
<td>Required</td>
<td>ENVP51</td>
<td>Gateway to the Planning Profession</td>
<td>4</td>
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<tr>
<td></td>
<td>Required</td>
<td>GEOP52</td>
<td>Gateway to the Planning Profession</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP545</td>
<td>Environmental Impact Assessment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP601</td>
<td>Environmental Law and Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP602</td>
<td>Social Impact Assessment and Cross Cultural</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>GEOP612</td>
<td>Urban Social Impact Assessment</td>
<td>4</td>
</tr>
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<td></td>
<td>Required</td>
<td>CLUM605</td>
<td>Climate Change Policies, Management and</td>
<td>4</td>
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<td></td>
<td></td>
<td></td>
<td>Adaptation</td>
<td></td>
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<tr>
<td></td>
<td>Required</td>
<td>ENVP407</td>
<td>Environmental Measurement and Analysis</td>
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<td>GEOP505</td>
<td>Climate Change Policies, Management and</td>
<td>4</td>
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<td>Adaptation</td>
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<td></td>
<td>Required</td>
<td>GEOP543</td>
<td>Environmental Decision Making</td>
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<td>GEOP545</td>
<td>Environmental Impact Assessment</td>
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<td>Required</td>
<td>BIOL672</td>
<td>Cross institutional Study B</td>
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<td>Wildlife Management: Principles and Practices</td>
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<td>Biodiversity Survey and Habitat Assessment</td>
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<td>Contemporary Conservation in Australia and</td>
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<td>New Zealand</td>
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<td>Climate Change Impacts</td>
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<td>Science in Environmental Management</td>
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<td>Environmental Measurement and Analysis</td>
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<td>Introduction to Geographic Information Science for</td>
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<td>Pollution Control and Waste Management</td>
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<td>Environmental Applications of GIS and Remote</td>
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<td>Sensing</td>
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<td>Cross institutional Study A</td>
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<td>Management of Degraded Environments</td>
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<td>Environmental Law and Policy</td>
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<td>Social Impact Assessment and Cross Cultural</td>
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<td>Heritage and Its Management</td>
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<td>Globalisation and Sustainable Development</td>
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<td>Special Topic in Environment and Geography</td>
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<td>GEOP601 A</td>
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<td>GEOP612 Urban Social Impact Assessment</td>
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<td>GEOP621 International Agreements and the Environment</td>
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<td>GEOP603 Environmental Decision Making</td>
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<td>GEOP576 Cross institutional Study B</td>
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<td>LAWS51 Climate Change Law</td>
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<td>LAWS61 Local Government and Planning Law</td>
<td>8</td>
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</tbody>
</table>

**TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM:** 64
ITEM 9.8  BACHELOR OF ENGINEERING – HONOURS CRITERIA AND OFFERINGS (AMENDED RESOLUTION)

For approval.

Recommended resolutions

1. Amendment to minutes of the Academic Senate meeting of 24 May 2016
That Academic Senate note that the Chair of ASQC will move an amendment to the minutes of the Academic Senate meeting of 24 May 2016 to correct the dates in resolutions 16/175 and 16/176.

2. Changes to criteria for the Bachelor of Engineering Honours
That Academic Senate resolve to approve:
   i. graduating students of the four year Bachelor of Engineering program only do so with the award Bachelor of Engineering with Honours from 1 January 2016; and
   ii. to only retain the Bachelor of Engineering with Honours, and its associated double degree programs; and
   iii. the introduction of a Class 3 Honours grade (with grading awarded to each student to be determined by a Weighted Standard Numerical Grade calculation).

3. Consequent deletion of awards, subject to approval by Academic Senate of changes to the criteria to the Bachelor of Engineering Honours
That Academic Senate approve the deletion of following programs from 31 December 2015:
   • Bachelor of Engineering,
   • Bachelor of Engineering with the Bachelor of Arts,
   • Bachelor of Engineering with the Bachelor of Commerce, and
   • Bachelor of Engineering with the Bachelor of Science.

Background
This matter was approved by Academic Senate at its 24 May 2016 meeting. The Academic Standards and Quality Committee has subsequently confirmed that the implementation date should be retrospectively from 1 January 2016 (not 2017), and deletion of the former programs from 31 December 2015 (not 2016).

At its 21 June 2016 meeting, the Academic Standards and Quality Committee resolved to rescind its earlier resolutions (ASQC Resolutions 16/43 and 16/44) and recommends that Academic Senate rescinds and amends its earlier resolutions in relation to this item. On discussion with the Head of Governance Services, this has been amended in the recommended resolution above, and the Chair of ASQC will now move an amendment to the minutes of the Academic Senate meeting of 24 May 2016.
ITEM 9.9 PROPOSED AMENDMENTS TO THE PRINCIPLES OF SHARED TEACHING

For approval.

Recommended Resolution
That Academic Senate resolve to:

i. approve the following changes to the Principles of Shared Teaching:
   i. the approval of co-taught units that are compliant with the Principles of Shared Teaching be devolved from the Academic Standards and Quality Committee to the Faculties, effective immediately; and
   ii. all units seeking exemption to the categories of the Principles of Shared Teaching continue to be provided to the Academic Standards and Quality Committee for approval; and

ii. subject to approval of the updated Principles of Shared Teaching by Academic Senate, note that ASQC will monitor and note the annual Schedule of Co-taught Units provided by the Curriculum and Planning unit for the following year’s offerings as part of its meeting cycle of business.

Background
The Academic Standards and Quality Committee (ASQC) considered the Co-taught Units Schedule for 2017 at its meeting of 21 June 2016, and recognised that a significant number of proposed co-taught units did not align with the Principles of Shared Teaching (approved by Academic Senate at its November 2015 meeting for implementation from 1 January 2017). A copy of the approved document is attached.

Quality assurance issues included:
- Non-alignment with the principle that undergraduate and postgraduate programs will not generally be approved to be co-taught together;
- Non-alignment with the principle that 100 level units will only approved to be co-taught with other 100 level units.
- Some anomalies with the timing of availability of co-taught units. ASQC considered that where availability of two units did not align, co-teaching did not make practical sense.

ASQC will further consider cases for exemptions for non-compliant units at its July 2016 meeting.

Proposed new approval process
ASQC also considered proposed changes to the approval process, and endorsed (ASQC Resolution 16/92) a proposal that any requests for co-teaching which meet the Principles of Shared Teaching should be devolved for approval at Faculty Level, for immediate effect subject to Academic Senate approval. The impact of this revised arrangement will result in ASQC undertaking a monitoring, rather than approval, role from 2017 in considering an annual report from Curriculum and Planning on the following year’s Schedule of Co-taught Units.
PRINCIPLES FOR COMBINING THE TEACHING OF DIFFERENT UNIT (SHARED TEACHING)

[As provided to 10 November 2015 meeting of Academic Senate]

Issue and Discussion

Different cohorts of students may share teaching with that of another unit in limited circumstances with the approval of ASQC on behalf of Academic Senate. The following over-arching principles should be observed:

1) Students are not to be disadvantaged in their capacity to engage with or achieve the learning outcomes of the unit.
2) The quality of the student experience must be preserved while the two cohorts engage in common activities, and/or where there is shared content.
3) Where there is shared activity across cohorts at different unit levels there must be clearly differentiated Learning Outcomes and assessment regimes.

There are 3 categories of shared teaching that can be considered. These categories refer to regular timetabled teaching, and do not apply to practical experiences undertaken in the field (i.e. off-campus), nor preclude the arrangement of one-off guest lectures or other ad-hoc arrangements. These categories also do not preclude access to shared online resources. Two units should not be shared across the categories.

If exemptions to the categories for shared teaching are required an academic rationale for the exemption must be submitted to ASQC for approval. In order to approve an exemption ASQC must be satisfied that the rationale demonstrates that the over-arching principles of shared teaching are being met.

The definitions are as follows:

1) Co-Badging
   Definition: refers to an arrangement through which a single unit is assigned different unit codes and names.
   Principles: a) Co-Badged units will only be approved if taught at the same level and have the same assessments and learning outcomes.
              b) Co-Badging is an exceptional arrangement where, for example, funding at the unit level would otherwise be problematic, or students might not consider units with a different subject code.

2) Co-Teaching:
   Definition: refers to an arrangement through which students from different units share equivalences of some or all of the learning activities. This can occur in live (lectures, tutorials and seminars for timetabling purposes) or online (including discussion forums, wikis and other activities in iLearn or other LMS/Web-based platform) settings. Co-Taught units must have differentiated learning outcomes and assessment regimes.
   Principles: a) Co-Teaching will only be approved if the expected level of preparation for entry to the unit (in order to achieve the learning outcomes) is sufficiently consistent for all students.
              b) 100 Level Units will only be approved to be co-taught with other 100 Level Units. This is because of the specific nature of these units in inducting students to study skills at university level which is distinct to that cohort.
c) UG and PG units will not generally be approved to be co-taught together\(^1\). This is because the differentiation between the learning outcomes, the assessment regimes, as well as the preparation for entry to the units for the respective cohorts should be too pronounced not to impact the quality of the student experience.

3) **Co-Locating:**

**Definition:**

refers to an arrangement through which students from different units share a teaching location but undertake distinctly different teaching activities.

**Principles:**

a) Co-Locating will only be approved if the group activities are sufficiently distinct to meet the needs of all groups of students, and no group will be disadvantaged.

b) Co-Locating will only be approved if the teaching activity concerns individual and/or small group activity such as lab work or some tutorials. Lectures and other large group activities cannot be Co-Located because it is not possible to deliver a different experience/activity to large groups in the same setting.

c) UG and PG units can be co-located together and may offer very positive student experiences in small group settings.

### Table of Examples:

<table>
<thead>
<tr>
<th>Over-Arching Principle</th>
<th>Type of Shared Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Co-Badging</td>
</tr>
<tr>
<td>Differentiated Learning Outcomes</td>
<td>Outcomes must be the same</td>
</tr>
<tr>
<td>Differentiated Teaching/Assessment Activity</td>
<td>Activity must be the same</td>
</tr>
<tr>
<td>Combinations that preserve Student Experience</td>
<td>Units must be at same level</td>
</tr>
</tbody>
</table>

\(^1\) For the purposes of this paper 700 level units will be treated as Postgraduate units
ITEM 9.10  2017 SCHEDULE: RESTING OF KOR01 KOREAN STUDIES MAJOR

For approval.

Recommended resolution
That Academic Senate approve the resting of KOR01 Korean Studies major in 2017.

Background
The Faculty of Arts has reported that due to resourcing issues, KORE units will not be staffed in 2017. Therefore, the Faculty is seeking to rest the Korean Studies major in 2017. The Academic Standards and Quality Committee endorsed (ASQC Resolution 16/98) this proposal at its meeting of 21 June 2016, and recommends it to Academic Senate for approval.
Due to financial circumstances, we are unable to staff KORE units for 2017. We therefore need to rest the Korean Studies major for 2017.

We confirm that we will be offering KORE units, and the Korean Studies major, in 2018.

Consultation

Evidence of consultation is required where the change involves the addition or deletion of units owned by other Departments or Faculties. The Faculty requesting a change must consult with relevant Departments and Faculties before the request for a late change is considered. Please attach evidence of consultation (eg, written documentation of support, extract of FSQC/Faculty Board meeting minutes) and indicate outcome(s) achieved.

<table>
<thead>
<tr>
<th>Does the change involve any unit(s) owned by another Department/Faculty?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department/Faculty consulted</th>
<th>Type of evidence provided</th>
<th>Indicate outcome(s) achieved</th>
</tr>
</thead>
</table>

Does this change affect:  

- ○ only students commencing in 2017
- ○ ALL students currently enrolled in the program (the change will be actioned for 2017 students, and actioned retrospectively for existing students)

Have the affected students been contacted by the Faculty?  

- ○ Yes  
- ○ No
<table>
<thead>
<tr>
<th>Existing entry</th>
<th>Revised entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Major</td>
<td>Qualifying Major:</td>
</tr>
<tr>
<td>N601 Ancient History</td>
<td>Code Major:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>N611 Ancient History:</td>
</tr>
<tr>
<td>N602 Ancient History</td>
<td>Egypt and Near East</td>
</tr>
<tr>
<td>N603 Ancient History</td>
<td>Greece, Rome and Late Antiquity</td>
</tr>
<tr>
<td>N604 Ancient History</td>
<td>Qualifying Majors:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Arabic Major:</td>
</tr>
<tr>
<td>N605 Ancient History</td>
<td>Classical Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Classical Studies:</td>
</tr>
<tr>
<td>N606 Ancient History</td>
<td>Semitic and Egyptian Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Semitic and Egyptian Studies:</td>
</tr>
<tr>
<td>N607 Ancient History</td>
<td>Ancient History:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Ancient History:</td>
</tr>
<tr>
<td>N608 Ancient History</td>
<td>Greek and Roman Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Greek and Roman Studies:</td>
</tr>
<tr>
<td>N609 Ancient History</td>
<td>Latin and Romance Languages:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Latin and Romance Languages:</td>
</tr>
<tr>
<td>N610 Ancient History</td>
<td>Modern and Contemporary Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Modern and Contemporary Studies:</td>
</tr>
<tr>
<td>N611 Ancient History</td>
<td>East Asian Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>East Asian Studies:</td>
</tr>
<tr>
<td>N612 Ancient History</td>
<td>South Asia Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>South Asia Studies:</td>
</tr>
<tr>
<td>N613 Ancient History</td>
<td>South and South East Asia Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>South and South East Asia Studies:</td>
</tr>
<tr>
<td>N614 Ancient History</td>
<td>Central Asia Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Central Asia Studies:</td>
</tr>
<tr>
<td>N615 Ancient History</td>
<td>North Africa and the Middle East:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>North Africa and the Middle East:</td>
</tr>
<tr>
<td>N616 Ancient History</td>
<td>European Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>European Studies:</td>
</tr>
<tr>
<td>N617 Ancient History</td>
<td>American Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>American Studies:</td>
</tr>
<tr>
<td>N618 Ancient History</td>
<td>Canadian Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Canadian Studies:</td>
</tr>
<tr>
<td>N619 Ancient History</td>
<td>African Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>African Studies:</td>
</tr>
<tr>
<td>N620 Ancient History</td>
<td>Other Studies:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Other Studies:</td>
</tr>
<tr>
<td>N601 Ancient History</td>
<td>Qualifying Majors:</td>
</tr>
<tr>
<td>Ancient Languages</td>
<td>Arabic Major:</td>
</tr>
<tr>
<td>N611 Ancient History:</td>
<td></td>
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<tr>
<td>Ancient History:</td>
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<td>N612 Ancient History:</td>
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<td>N619 Ancient History:</td>
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<td>Ancient History:</td>
<td></td>
</tr>
<tr>
<td>N620 Ancient History:</td>
<td></td>
</tr>
<tr>
<td>Ancient History:</td>
<td></td>
</tr>
</tbody>
</table>

- If changes are to the program structure, please submit a revised template for the program, major or specialisation clearly identifying your changes. Templates are available from [http://tinyurl.com/mq-curriculum](http://tinyurl.com/mq-curriculum)

- Requests for change to structures will not be accepted without an accompanying template showing the requested changes.

**Date approved by FSQC:** 08/06/2016

Please submit this form to the Curriculum and Planning Team at curriculum@mq.edu.au.

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASQC approval</td>
<td></td>
</tr>
<tr>
<td>Handbook database updated</td>
<td></td>
</tr>
<tr>
<td>Distributed for information</td>
<td></td>
</tr>
</tbody>
</table>
ITEM 9.11  2017 SCHEDULE: MEDIA AND TECHNOLOGY LAW SPECIALISATION FOR DELETION

For approval.

Recommended Resolution
That Academic Senate approve the deletion of the Media and Technology Law specialisation from 1 January 2017.

Background
This matter was endorsed (ASQC Resolution 16/99) by the Academic Standards and Quality Committee at its 21 June 2016 meeting, and is recommended to Academic Senate for approval.
General

<table>
<thead>
<tr>
<th>Name of Specialisation</th>
<th>Media and Technology Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Macquarie Law School</td>
</tr>
</tbody>
</table>

**Discontinuance Checklist**


Deletions file has been uploaded. To view the requirements download the file [Del FOA PG S ID439-1.docx](http://senate.mq.edu.au/apc/resources.html).

**Additional Information**


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

Approvals

**Name:** Alexander Zahar  
**Ext:** 7077  
**Email:** alexander.zahar@mq.edu.au  
**Date:** Fri - 29/4/16  
**Comment:** Director

**Name:** Natalie Klein  
**Ext:** 9931  
**Email:** natalie.klein@mq.edu.au  
**Date:** Mon - 2/5/16  
**Comment:** Head of Department

**Name:** Trudy Ambler  
**Ext:** 7938  
**Email:** trudy.ambler@mq.edu.au  
**Date:** Thu - 2/6/16  
**Comment:** FSQC

**Name:** Trudy Ambler  
**Ext:** 7938  
**Email:** trudy.ambler@mq.edu.au  
**Date:** Thu - 2/6/16  
**Comment:** Faculty Board

For noting at the July meeting of Faculty Board
# Checklist for Discontinuing Academic Programs

## SECTION 1: Program Details

<table>
<thead>
<tr>
<th>Title of Award (as it appears on degree testamur: e.g. Master of Arts)</th>
<th>LLM Media and Technology Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code</td>
<td>MDL11S</td>
</tr>
<tr>
<td>CRICOS Code (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts</td>
</tr>
<tr>
<td>Program Lead (Responsible for managing change process)</td>
<td></td>
</tr>
<tr>
<td>Title of Replacement Award (if applicable - should be approved prior to withdrawal)</td>
<td>n/a</td>
</tr>
<tr>
<td>New Program Code (if applicable)</td>
<td></td>
</tr>
<tr>
<td>New CRICOS Code (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

## SECTION 2: Consultation

It is important that wide consultation takes place before the program is discontinued so that stakeholders who are impacted by the program are fully aware of the proposed change at the earliest possibility. For example students in another Faculty will be affected if the discontinued program provided course units they wanted to take in future years, and if the program is offered to International Students there may be additional considerations.

1. Is this Program part of an articulated pathway, or have any associated Major/Minor specialisations? (This should include any Majors/ Minors etc that can be taught with this Program) NO

If YES, Program Leads in all associated programs should be informed of the proposed withdrawal, and date, by email. Please list each associated program (e.g. Major Bachelor of Arts), the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of associated Program</th>
<th>Person contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**2. Is this Program taught off-Campus, and/or have any External partners?**

<table>
<thead>
<tr>
<th>Name of Off-Campus Location, and/or External Partner</th>
<th>Person Contacted</th>
<th>Date of Email</th>
</tr>
</thead>
</table>

*NO*

If YES, the appropriate officer/contact should be informed of proposed withdrawal, and date, by email. Please list each associated off-campus location, and/or External partner, the name and title of the person who has been informed, and the date of the email:

**3. Is this Program available to International Students?**

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email:</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Thai</td>
<td>29 April 2016</td>
<td>No more offers</td>
</tr>
</tbody>
</table>

*YES*

If Yes, advise Macquarie International of anticipated date to stop making offers.

**(Note: This should be at least +18 months before Date of Discontinuance as International students may be given package offers with early start dates.)**

<table>
<thead>
<tr>
<th>Number of Outstanding Offers: 0</th>
<th>Will Offers be Retracted? n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>(Note: MI Must be informed of this)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can Offers be Re-issued for Replacement Program?</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Note: MI Must be informed of this)</em></td>
<td></td>
</tr>
</tbody>
</table>

**4. Advise Admissions of anticipated date to stop admitting students with details of all associated programs**

**(Note: This should be at least +1 year after Date of Discontinuance, e.g. if Program is submitted for discontinuance in 2014, the earliest last admission date would be December 2015)**

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last admission date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joyce</td>
<td>29 April 2016</td>
<td>No more offers</td>
</tr>
</tbody>
</table>
5. Advise Marketing of anticipated date to stop marketing the program with details of associated programs
(Note: This should be at least +1 year before Date of Discontinuance)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last advertisement date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General marketing email address</td>
<td>29 April 2016</td>
<td>n/a</td>
</tr>
</tbody>
</table>

SECTION 3. Student Cohorts

1. Teaching arrangements for existing students: N/A (no existing students)

Based on the course length, structure and the nature of the student cohort, determine an achievable end date. This would normally be the full-time duration plus one further year (or it’s part-time equivalent). Estimated enrolments should include students who are studying the program as part of a Major/Minor specialisation and should be based on actual student numbers not equivalent FT students.

(Note: The example below may need several years of teach out in practice, and would need to be adjusted to provide for any failure or disruption of study, but will be useful to calculate individual student teach out plans):

<table>
<thead>
<tr>
<th>Level/ Year</th>
<th>Current Enrolment</th>
<th>Estimated Enrolment Year 1 of Teach Out</th>
<th>Estimated Enrolment Year 2 of Teach Out</th>
<th>Estimated Enrolment Year 3 of Teach Out</th>
<th>Estimated Enrolment Year 4 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/ Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level/ Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level/ Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. Mapping of Available Course Units: N/A

Based on the course length, structure and the nature of the student cohort, determine the Course Units which will be available in each year of Teach Out. If Course Unit offerings are reduced consideration must be given to allow students to complete the program on time. Students must have the opportunity to achieve the Program Learning Outcomes so the Core Units must be available. Where optional Course Unit offerings are reduced consideration must be given to any pre-requisites, and where necessary alternative Course Units should be made available.
<table>
<thead>
<tr>
<th>Level/ Year</th>
<th>Current Units Offered</th>
<th>Planned Units Year 1 of Teach Out</th>
<th>Planned Units Year 2 of Teach Out</th>
<th>Planned Units Year 3 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 4: Approval Sign Off**

1. **Submitted by Program Lead:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Faculty/ Department/ Research Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Endorsed by Head of Department:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Department

3. **Approved by Faculty Standards and Quality Committee (FSQC)/ Faculty Board:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Position

4. **Reported to Academic Standards and Quality Committee (ASQC):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Position
SECTION 5: Post Approval Checklist:

Once disestablishment has been approved by ASQC, the Faculty/Department will need to:

1. Contact all of the stakeholders identified in the consultation above that the program is closed for admission, with an effective from date, and the anticipated closure of the program.
2. Run a report to identify every enrolled student, and all applicants in case the figures have changed since disestablishment was first discussed. If the program is taught at an off-campus location any report must include students at that location.
3. Write a communication plan for students and applicants to explain the changes.
4. When “teach out” has been completed, confirm with Governance Services

For Enrolled Students:

1. Contact all students to inform them of the change and to provide advice on approved “teach out” plans, based on section 3
   This should include:
   (i) The timeframes for teach out plans, and information on actions that would be taken if a student’s progress is delayed for any reason.
   (ii) Clear information about Core Course Units that must be completed to satisfy Learning Outcomes
   (iii) Clear information about any anticipated restrictions to the availability of Optional Course Units in future years, so students can plan options in advance.
   (iv) Emphasis on the importance of individual progress meetings to discuss teach out arrangements on at least an annual basis

For Existing Applicants:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course of Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For any students with conditional or unaccepted offers that are due to</td>
<td>Contact students to:</td>
<td>Faculty to contact Admissions and/or MI if program available to International students</td>
</tr>
<tr>
<td>commence after the last admission date</td>
<td>- Explain the change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cancel the Offer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Issue new Offer (if a replacement program has been approved)</td>
<td></td>
</tr>
<tr>
<td>2. For any students with accepted offers that are due to commence after</td>
<td>Contact students to:</td>
<td>Faculty to contact Admissions and/or MI if program available to</td>
</tr>
<tr>
<td>the last admission date</td>
<td>- Explain the change, Cancel the Offer and one of 1, 2, or 3:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) If the student’s start date (VAC for International Student) has</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2) If the student’s start date (VAC for International Student) has not passed and there is not a replacement/alternative program, issue Full Refund.  

3) If the International student’s COE start date has passed (including as part of a package offer), issue Full Refund. Do not suggest/offer an alternative program as MQ will be responsible for any additional tuition fee and living expenses.

| 3. For any student who was due to transfer to the disestablished program from a pathway program | Contact students to:  
- Explain the change  
- Cancel the Offer | Faculty to contact Admissions and/or MI if program available to International students |
ITEM 9.12 PROPOSED PROGRAM NAME CHANGE – MASTER OF ADVANCED CONFERENCE INTERPRETING

For approval.

Recommended resolution
That Academic Senate provide in-principle approval for the Master of Advanced Conference Interpreting be renamed as the Master of Conference Interpreting.

Background
This matter was considered at the 19 July 2016 Academic Standards and Quality Committee (ASQC) meeting. The Committee agreed to support in principle that the Master of Advanced Conference Interpreting be renamed as the Master of Conference Interpreting because of external requirements cited by the Faculty of Human Sciences. This approval was subject to endorsement by the Faculty Standards and Quality Committee, now attached to this report.

The proposal is time sensitive to allow the renamed program to be included in the information provided to prospective students at the 20 August 2016 Open Day.

ASQC has requested that completed Webforms be provided to the August 2016 meeting.
MEMO TO FSQC

Date: 14th July 2016

To: Associate Professor Pamela Coutts, Chair FSQC

Cc: Jan-Louis Kruger, Head of Department of Linguistics, Linguistics Student Admin, Sue Spinks, Chair L&T Committee Linguistics, Lia Saunders

From: Helen Slatyer, Director, Translation & Interpreting Programmes

Re: Change of name from the Master of Advanced Conference Interpreting to Master of Conference Interpreting

Dear Pamela,

The Master of Conference Interpreting became the Master of Advanced Conference Interpreting in 2015 in order to align this degree with the Master of Advanced Translation. However, the Master of Advanced Translation has since been deleted from the suite of translation and interpreting programmes due to small enrolments. Consequently, we would like the name of the award to return Master of Conference Interpreting to better align with the other programmes currently offered both at Macquarie and in other comparable institutions.

In addition to our own preference, the National Accreditation Authority for Translators and Interpreters (NAATI), while reviewing our application for approval of the Master of Advanced Conference Interpreting, expressed the concern of the members of the Qualifications Assessment Advisory Committee (QAAC) who assess applications regarding the name of the award.

The Committee felt that the name creates confusion in relation to the national standards for conference interpreters (Level 4 Conference Interpreter & Level 5 Conference Interpreter [Senior]). Level 4 is the entry level to professional practice as a conference interpreter, whereas Level 5 is awarded to experienced and expert professional interpreters on the basis of peer recommendations. The QAAC feels that the name of our degree may mislead potential students and employers into thinking that our programme leads to Level 5 Accreditation rather than the Level 4 that we are applying for. The QAAC has therefore suggested that we consider changing the name of the degree.

This is a 32-credit point award and we are not proposing any change to content or delivery, just to the name.

Please don’t hesitate to contact me should you have any questions.

Yours sincerely,

H. Slatyer

Director, Translating and Interpreting Program
Department of Linguistics

Macquarie University
NSW 2109 Australia

T: +61 (2) 9850 8651
E: helen.slatyer@mq.edu.au
ITEM 9.13  MASTER OF PUBLIC HEALTH (MPH) RESEARCH SPECIALISATION

For approval.

This item was considered and recommended for approval by the Higher Degree Research Committee at its meeting held 15 July 2016.

Recommended resolution
That Academic Senate approve the Master of Public Health with a Research specialisation in the second year as an AQF Level 9 Masters Degree (Research) award.
ITEM 9.13 MASTER OF PUBLIC HEALTH (MPH) RESEARCH SPECIALISATION

Recommendation

That Academic Senate approve the Master of Public Health with a Research specialisation in the second year as an AQF Level 9 Masters Degree (Research) award.

Issue

Recent discussions around the structure of the MPH Research specialisation and its configuration on various systems have identified the need to clarify what award(s) were approved in 2015. Although it was understood that the MPH research specialisation would mirror the MRes, the reports from ASQC and HDRC did not explicitly state that in addition to the Master of Coursework, a Master of Research should be approved.

At the meeting of 15 July 2015 Professor Patrick McNeil and Ms Hayley Harris addressed the Higher Degree Research Committee and spoke to the attachment. The committee were advised that there would be the option of a research specialisation in the second year of the Master of Public Health program. This will mirror the MRes, where domestic students would be eligible for RTS and the enrolments would be administered by the HDRO. This had not been clear in the original HDRC recommendation to Senate about the MPH. Professor McNeil confirmed that a separate research-only specialised program was not currently on the Agenda for the Faculty.

The Higher Degree Research Committee

RESOLVED – 16/303

To endorse the Master of Public Health with a Research specialisation in the second year as an AQF Level 9 Masters Degree (Research) award.

Submitted by: Professor Sakkie Pretorius, Deputy Vice-Chancellor (Research)

For enquiries contact: Louise Wedlock, Deputy Director, Higher Degree Research

E: louise.wedlock@mq.edu.au
T: Extension 1891
Issues Paper for Master of Public Health with Research Specialisation

Background
At its meeting on 15 December 2015 Academic Senate approved the Master of Public Health (MPH).

Resolution 15/129
That Academic Senate resolve to approve the academic case for the new award Master of Public Health (MPH) commencing 2017, notifying that the admission requirements as specified in the academic case will be simplified.

The MPH is a multi-disciplinary program that has several specialisations in the students’ second year of study. This includes a specialisation in Research which was endorsed by both ASQC and HDRC.

Recent discussions around the structure of the MPH Research specialisation and its configuration on various systems have identified the need to clarify what award(s) were approved. Although it was understood that the MPH research specialisation would mirror the MRes, the reports from ASQC and HDRC did not explicitly state that in addition to the Master of Coursework, a Master of Research should be approved. Extracts from the relevant minutes are attached as Appendix A.

As a review of the structural/systems issues of the MPH have highlighted that two distinct awards are required, it might be that the need for this clarification was not fully understood by the relevant Committees. It would be sensible from a governance perspective that Academic Senate be asked to clarify that (based on the approval documentation submitted in December 2015) an Australian Qualifications Framework (AQF) Level 9 MPH (Research) was approved in addition to the MPH (coursework).

In order to make this clarification HDRC should be asked to clarify its report of 15 December 2015 to specifically confirm that it recommends for approval the AQF Level 9 MPH (Research)

Structural Issues

1. Funding Arrangements/ Research scholarships

It has been determined that for domestic students different funding categories for the MPH would be needed. Earlier this year the Commonwealth Government confirmed that while a domestic student is in the MPH(Coursework) they are eligible for CSP. Once a domestic student elects to undertake the research specialisation, they would be eligible for RTS funding. For government reporting, this requires two different course types on the system; Masters by Coursework (for CSP) and Masters by Research (for RTS), respectively.

However a desire was expressed by the Faculty of Medicine and Health Sciences for there to be a 2 year research program so that international students may be able to access research funding.

2. CRICOS/ Overseas Student Visas

Under the ESOS Act 2000 in order for a program to be offered to overseas students it must be registered on the Commonwealth Register for Courses and Institutions for Overseas Students (CRICOS). TEQSA approves all applications for CRICOS registrations and validates that qualifications are consistent with the AQF.
Student visa information is taken directly from course data entered into CRICOS, so if some MPH students would require a research based visa a different/ additional CRICOS code would be needed for the Research specialisation.

Although from July 2016 various categories of Student Visas have been merged into one category (500 class), students studying a research program will continue to be subject to different visa conditions. As the main difference is there are no work restrictions to a HDR student visa the “research” visa may be preferable for overseas students.

There are several examples of other providers who offer an MPH (Research) on CRICOS. The Macquarie MPH (Coursework) has been registered and its CRICOS Code is 090596K.

3. AQF Compliance/ Level of Units

If the MPH is to be registered with a research specialisation sufficient for overseas students to obtain a HDR student visa it would need to be registered as an AQF Level 9 Master Degree (Research). For an AQF Level 9 Master Degree (Research) graduates are required to undertake supervised study and research of which two thirds will be devoted to research, research training and independent study.

The first year of the MPH (32Cps) is made of common MPH taught units across all the specialisations. The second year of the MPH research specialisation (32Cps) is devoted to a research project.

Consideration will be needed as to whether there is sufficient research content in the taught units to meet the two thirds rule. At the moment the research specialisation has space for one optional unit and it is recommended a research training unit be developed to replace this option.

4. Student choices of Specialisations

Not all students will opt for the research specialisation at admission, and may wish to move into (or out of) the research specialisation. For Overseas students this may mean they have to change visas, and will require a new CoE to be issued by MI. It is a condition of student visas that the student may not transfer into a course which has a lower AQF level, and although the coursework and research Masters are the same AQF level there has been a perception from DIBP that if students move from a research program to a coursework program it is moving “down” a level. However MI has confirmed students have moved from the MRes to a coursework Masters program in the past.

If a student requires a new visa they need to apply for this with DIBP and the earlier this can be started the better so as not to cause delays.

Recommendations

In order to set up the Research specialisation the following is recommended:

- That at its meeting of 15 July 2016 (or by Chair’s Action) HDRC be asked to clarify its report to Academic Senate of December 2015 that it endorsed the creation of an AQF Level 9 MPH (Research).
- That at its meeting of 26 July 2016 Academic Senate clarify its approval of the MPH (Research).
• That an urgent review of the Year 1 MPH units be reviewed to ensure that at least 3 units (12 CPs) have 100% research, research training or independent study. This may need to include replacing a current optional unit with a research training unit (to be developed).

• That the new MPH (Research) award be registered on CRICOS

• That 2 programs are set up on the systems: an MPH Coursework and (once all required program changes have been made) an MPH Research. The MPH Research will be open for admission for overseas students to enable them to apply for research visas. The MPH Coursework will be open for admission to all domestic students. Domestic students who wish to specialise in research would transfer into the Research program by “designated transfer” for the general MPH units. This should enable domestic students to retain their GPA from the completed units, and to be CSP for the first year in a similar arrangement to the MRes.
Appendix A

Extracts from relevant minutes of ASQC, HRDC, and Academic Senate:

ASQC 17 November 2015

6.1 Faculty of Medicine and Health Sciences

- Approval of a New Postgraduate Award 2017 - Master of Public Health (MPH)

The Committee considered the proposal by the Faculty of Medicine and Health Sciences, Department of Health Systems and Populations for the establishment of a Master of Public Health (MPH) program, commencing in 2017. An Expression of Interest (EOI) was considered at the 22 September 2015 ASQC meeting and the proposal for the new award was endorsed by the Faculty Board of the Faculty of Medicine and Health Sciences on 2 November 2015.

Associate Professor Sonia Allan outlined the proposal. As a multi-disciplinary professional degree, it was anticipated that the MPH would be attractive to domestic and international students from a variety of fields. In addition, the MPH presented the potential for cross-faculty collaboration at an institutional level through specialisations.

Associate Professor Allan highlighted that the Research Specialisation had been developed to mirror the Master of Research program in a professional context. Students who meet certain criteria will be eligible to move into the Research Specialisation in their second year. The proposal had been approved by the Higher Degree Research Committee. It was noted that there would be no provision to receive partial credit for the full research year consisting of 32 credit points.

The Committee recommended a simplification of the current admission requirements to reflect cognate entry with specific subject details referred to in the Departmental RPL Plan. The Committee agreed that the Chair would approve the revised admission requirements under delegated authority.

Resolution

The Academic Standards and Quality Committee resolved to recommend that Academic Senate approve the academic case of the new award Master of Public Health (MPH) commencing 2017, noting that the admission requirements will be simplified.

6.2 Faculty of Medicine and Health Sciences – Master of Public Health Specialisations

The Committee considered the following specialisations proposed by the Faculty of Medicine and Health Sciences, Department of Health Systems and Populations as part of the Master of Public Health to commence in 2017:

- Research Project Specialisation
- Health Leadership Specialisation
- Health Law, Ethics and Policy Specialisation
- Global Health Specialisation
- Environmental Health Specialisation
The Committee discussed the following feedback:

- The Research Project Specialisation was intended to be offered both full time and part time. The study mode included part time only in the current proposal which should be corrected;
- The name of the Specialisation ‘Research Project’ should be changed to ‘Research’ to be more appropriately displayed on the testamur;
- Consideration should be given to focus at least two learning outcomes that would be specific to each individual specialisation in addition to the current learning outcomes that reflected international accreditation standards.

The Committee also noted that a new prefix HSYP (Health Systems and Populations) had been created for new units in the specialisations.

Resolution

(i) That following approval of the academic case of the Master of Public Health (MPH) by Academic Senate, the Academic Standards and Quality Committee approve (by the Chair under delegated authority) the following specialisations in the Master of Public Health program effective 2017:

- Research Specialisation;
- Health Leadership Specialisation;
- Health Law, Ethics and Policy Specialisation;
- Global Health Specialisation; and
- Environmental Health Specialisation.

(ii) The Academic Standards and Quality Committee approved the new prefix HSYP (Health Systems and Populations) effective 2017.

ITEM 12.2: HIGHER DEGREE RESEARCH COMMITTEE REPORT

Professor Roger Chung (Associate Dean HDR, Faculty of Medicine and Health Sciences) led the discussion on the proposed Master of Public Health with Research Specialisation. Members endorsed the proposal subject to ASQC approval for the MPH program for Year 1.

Dr Noah Basil led the discussion on Law units in the first year of the MRes Program. Members are hesitant to change the BPHIL MRES structure. Members discussed implementing a similar MPH program to the law school as well.

Academic Senate 15 December 2015

11.2 Approval of a new Postgraduate Award 2017 – Master of Public Health (ASQC)

Resolution 15/129

That Academic Senate resolve to approve the academic case for the new award Master of Public Health (MPH) commencing 2017, noting that the admission requirements as specified in the academic case will be simplified.
ITEM 9.14 PAL/PASS - PEER ASSISTED LEARNING AND PEER ASSISTED STUDY SESSIONS POLICY, PROCEDURE AND SCHEDULE

For approval.

Recommended resolution
Academic Senate resolve to approve the:
  i. PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions Policy;
  ii. PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions; and
  iii. PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions Schedule.

Background
This item was considered and, subject to minor amendments, recommended for approval by the Senate Learning and Teaching Committee at its meeting held 4 July 2016. The endorsed amendments have been incorporated in the attached suite of documentation.
ITEM 9.14  PAL/PASS – PEER ASSISTED LEARNING AND PEER ASSISTED STUDY SESSIONS POLICY, PROCEDURE AND SCHEDULE

Summary
In response to a request from the Senate Learning and Teaching Committee (April 2016), a revised PAL/PASS Policy, Procedure and Schedule has been developed in consultation with the Pro Vice-Chancellor Learning and Teaching, Associate Deans Learning and Teaching, Faculty Student Support Management, Officers across campus and the College¹ (see p.3-4 for consultation list).

The Policy and Procedure describe PAL/PASS and outline management, governance, administration and delivery of offerings. The Schedule summarises PAL/PASS offerings in the context of all other learning support initiatives and student service areas across Macquarie University.

On 4 July 2016, the draft documentation was endorsed by Senate Learning and Teaching Committee (with minor amendments incorporated), for progression to Academic Senate.

Issues
Historically, benchmarking minimum requirements for PAL/PASS across Faculties has proven challenging with some Faculties only providing minimal budgets for the remuneration of PAL/PASS leader training and/or remuneration, with some activities funded at Faculty level, and some devolved to Departments. Similarly, PAL/PASS communications have been fragmented, presented on micro-sites (see attached examples) with inconsistent use of language, processes and challenging accessibility for students searching online for current information.

Considerations
The following tables describing budget and communications requirements should be considered in conjunction with the revised Policy and Procedure.

Table 1: minimum budget commitment.

<table>
<thead>
<tr>
<th>PAL/PASS Supervisors</th>
<th>Faculty PAL/PASS Coordinators</th>
<th>PAL/PASS Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually staff who attend internationally² accredited training:</td>
<td>Existing staff:</td>
<td>Current Macquarie University undergraduate students who have:</td>
</tr>
<tr>
<td>AUD $ 1,650 (one-off)</td>
<td>Student Support Coordinator (FBE)</td>
<td>- previously completed the nominated subject and achieved a grade of Distinction or better, or demonstrated academic excellence in a comparable subject</td>
</tr>
<tr>
<td>Advanced training is also available but not required:</td>
<td>Student Engagement Coordinator (FoA)</td>
<td>- completed at least 24 credit points</td>
</tr>
<tr>
<td>AUD $ 1,450</td>
<td>Team Leader Student Services (FoHS)</td>
<td>- maintained a GPA of 3 or above, and</td>
</tr>
<tr>
<td>In a converged model, accredited staff could work across faculties to lead programming, training, events etc.</td>
<td>Student Admin Officer (FoSE)</td>
<td>- previously completed a minimum of 14 hours recognised training or who are available for training (non-remunerated) in PAL/PASS facilitation.</td>
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<tr>
<td></td>
<td>Student Services Manager (FoMHS)</td>
<td><strong>Session remuneration per leader:</strong></td>
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<tr>
<td></td>
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<td>HEW 3.1 $ 36.86/hr</td>
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<td>1-hour workshop x 1 (+ 2 hours of prep³) x 10 (1 per week)</td>
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</tbody>
</table>

¹ College means Macquarie University International College (MUIC).
There is no expectation that PAL/PASS should be run in every unit. Units considered most appropriate for PAL/PASS generally have large enrolments and contain content that students may find difficult. To achieve maximum impact, the following selection criteria are suggested:

- Core units with large student enrolments, particularly of commencing students
- Units with high failure or non-completion rates
- Units that are historically difficult.

The draft Policy and Procedure require Faculties to determine PAL/PASS offering in a new model where all student leaders are remunerated for the sessions they host. As a possible consequence, some units may no longer be able to offer PAL/PASS, and in these circumstances, convenors should refer students to other support programming such as Learning Skills, and Faculty-specific programs: Arts101 & FBE ‘Be Successful’ etc (refer to Schedule).

### Table 2: communications

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rationale</th>
</tr>
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<tbody>
<tr>
<td><strong>Adopt a student-centered (user) approach</strong> to support PAL/PASS communications across platforms (web pages/print) and reposition PAL/PASS information in a converged page located on student section of the website, instead of across multiple faculty pages. The Web Transformation process will play a lead role in shaping information architecture associated with a new student portal - and planning for this transition is required. There is a clear direction to reduce duplication where possible, improve navigation and online self-help. Group Marketing / MQ Brand Guidelines will also influence how PAL/PASS and other support programs can be promoted / communicated online and in print.</td>
<td>Students place value in being able to self-navigate across relevant support offerings in central locations i.e. without being required to navigate through Faculty websites that all present information in different ways. It will also be more efficient for staff engaged in programming to centralise information and materials. Attached: • Examples of MQ current web pages detailing PAL/PASS offerings. • Example of online design (Squiz) that could be adapted for PAL/PASS. • External examples of online design re: PAL/PASS.</td>
</tr>
<tr>
<td><strong>Be consistent</strong> across PAL/PASS program promotion, training, remuneration and engagement.</td>
<td>Students should expect and experience consistency across PAL/PASS programming irrespective of the unit/faculty where it is offered. There are nationally recognised standards for PAL/PASS recruitment prerequisites and minimum training requirements. Most institutions remunerate student PAL/PASS leaders for the workshops they host. While trained staff recognise programmatic differences between PAL/PASS, the student experience should not be ‘confused by the terminology – implementation of PAL/PASS (in particular communications of both) must be consistent and coordinated collaboratively.</td>
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</tbody>
</table>

3 The nationally recognised standards say that for an hour session, the Leaders should be paid three hours. Leaders are required to listen to, or attend, the lecture which ties in with the session; prepare the session then present the session. This equates to 3 hours work / week.
4 Currently: [http://students.mq.edu.au/home/](http://students.mq.edu.au/home/) Web-transformation team to provide advice for an exact interim location in preparation for transition to new student portal.
5 MQU Student Portal Research Report October 2015.
6 The term Faculty also includes the Macquarie University International College.
Recommendations:

- Approve the Policy, Procedure and Schedule.
- Implement approaches outlined in Table 2 (Faculties, Office PVC L&T, Group Marketing/Web Team, Students)

Consultation:

- Prof Sherman Young, PVC Learning & Teaching
- Dr Peter Keegan, Associate Dean Quality and Standards, FoA
- Dr Trudy Ambler, Associate Dean Learning and Teaching, FoA
- Ms Susan Omundsen, Student Engagement Coordinator, FoA
- Dr James Downes, Associate Dean Learning and Teaching, FoSE
- Mr Jamie Gabriel, Manager, Student Administration, FoSE
- Prof Jacqueline K Phillips, Department of Biomedical Sciences, FoSE
- Dr Mitch Parsell, Associate Dean Learning and Teaching, FoHS
- Ms Linda Maher, Faculty Manager, Student Administration, FoHS
- Mrs Radha Pathy, Team Leader - Undergraduate Services FoHS
- Prof Leigh Wood, Associate Dean Learning and Teaching, FBE
- Mrs Lilia Draganov, Student Support Coordinator FBE
- Ms Kirsty Forrest, Associate Dean Learning and Teaching, FoMHS
- Ms Noni Przybyliski, MUIC
- Mr Paul Roxanas, MUIC
- Ms Tessa Green, Manager Learning Skills
- Dr Robyn Westcott, Learning Advisor, Learning Skills
- Ms Cassie Khamis, Orientation Program Manager
- Mrs Ainslee Harvey, Project Officer Academic Senate
- Mr Ian Robertson, Manager, Student Connect
- Mrs Tania Currie, Career Development Consultant
- Ms Kerstin Harrison, Content Specialist (web transformation team)
- Mr Simon Populin, Student Representative, MQU Governance
- Senate Learning and Teaching Committee

Operational impact:

- Students
- Faculties – (see procedure)
- Student Administration/ Service Centers
- Student web-page content owners

Submitted by:
The Office of the Pro Vice-Chancellor Learning and Teaching in collaboration with Faculty Associate Deans Learning and Teaching and Faculty Student Support Service Management.

Contact: Laura Heron, Project Manager, Ext: 1089 for more information.
EXISTING MQ PASS WEB PAGE CONTENT EXAMPLES:

PASS/PAL – Peer Assisted Study Sessions/Peer Assisted Learning

Be a winner - be part of PASS/PAL in the Faculty of Arts

http://www.arts.mq.edu.au/current_students/undergraduate/peer_assisted_study_sessions

Peer Assisted Learning (PAL) is an effective means of supplemented instruction, where trained student leaders supervise groups of students in a one hour study session per week. The primary aim is encourage collaborative work, where students can feel safe in asking questions, and where they are encouraged to think through problems and solve them in collaboration with other students.

As well as improving academic outcomes, PAL helps students engage their studies and peers, fosters the ability to work in teams and makes students feel more confident in their problem solving abilities. PAL leaders also develop essential leadership skills.

What can you expect from PAL?

- Improve learning techniques. The aim of this is to provide them with the skills to become an effective learner
- Improve understanding of subject content

http://humansciences.mq.edu.au/current_students/undergraduate/peer_assisted_learning_pal

http://www.businessandeconomics.mq.edu.au/current_students/undergraduate/bess/peer_assisted_learning

http://www.arts.mq.edu.au/current_students/undergraduate/peer_assisted_study_sessions

PASS/PAL
Peer Assisted Study Sessions/Peer Assisted Learning

PASS 2.0

FBE Peer Assisted Learning

Timetable Session 1, 2016

Please click on the unit below to see the PAL timetables:

- ACCG100
- ACCG101
- ACCG200
- ACCG224
- BUSL250
- ACST101
- AFMN102
- AFMN233
- ECON110
- ECON111

http://www.businessandeconomics.mq.edu.au/current_students/undergraduate/bess/peer_assisted_learning
MQ NUMERACY CENTRE – NEW MQ WEBSITE LAYOUT

The Centre is open from Monday-Friday during semester, the times vary according to the day. Generally the centre is open from 10 am until 5 pm Monday to Thursday and in the mornings on Friday. We also are generally open one evening a week. These are our normal operating hours for each semester and the drop-in service commences in Week 2 of the semester. When the centre is open students may drop in for free maths-related help with their 100-level units of study (PSY248 included) or in preparation for a future course. No appointment is necessary. The timetable for first semester will be available at the end of February and for second semester at the end of July. You can pick up hard copies of the current timetable from outside G5A 225 or you can print a copy using the links above.

During exams and holidays a DIFFERENT TIMETABLE operates.

<table>
<thead>
<tr>
<th>TIME</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
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<td>10 am</td>
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<td>Maths &amp; Physics</td>
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<td>Maths &amp; Physics</td>
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# Timetable

## PASS Timetable Autumn & Trimester 2 2016

PASS begins in week 2 of semester

<table>
<thead>
<tr>
<th>Wollongong</th>
<th>ACCY111</th>
<th>ACCY200</th>
<th>ACCYBO1 (Wollongong)</th>
<th>CACS101</th>
<th>CERM100</th>
<th>CERM103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>Time</td>
<td>Day</td>
<td>Time</td>
<td>Day</td>
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<td>A</td>
<td>Monday 10:30am</td>
<td>A</td>
<td>Monday 9:30am</td>
<td>Wednesday 9:30am</td>
<td>A</td>
<td>Monday 10:30am</td>
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<td>B</td>
<td>Monday 11:30am</td>
<td>B</td>
<td>Monday 12:30pm</td>
<td>Wednesday 12:30pm</td>
<td>B</td>
<td>Monday 12:30pm</td>
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<tr>
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<td>Monday 12:30pm</td>
</tr>
</tbody>
</table>

Western Sydney Students

PASS - Peer Assisted Study Sessions

Check your PASS timetable

About PASS > Benefits > Timetable >
PASSOnline > PASSWrite > Facilitators >

Peer Assisted Study Sessions (PASS) is a free and voluntary student-centred learning program offered face-to-face or online. In PASS you will meet and work collaboratively with other students from your unit to understand the unit content and develop study strategies to help improve your academic performance. Through actively working together with other students, you will find that you are more-engaged and develop a deeper understanding of the unit content. PASS and PASS Online sessions are facilitated by a senior student who has successfully completed the unit and who has been trained in collaborative learning techniques.

PASS is for everyone; for those students wanting to gain a high distinction - to those aiming to pass the unit, for those students who prefer face-to-face study sessions - or those who find online learning better suits their learning needs.

PASS is based on an internationally recognised program called Supplemental Instruction, created by Dr. Deanna Martin at the University of Missouri, Kansas City, USA in 1973. Since then, faculty and staff from over 2000 institutions across the world have been trained to implement this type of program.

Contact us

If you have any further questions please contact the PASS Team:
pass@westernsydney.edu.au
(02) 4736 0949

http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/study_and_life_skills_workshops/pass_-_peer_assisted_study_sessions
## EXTERNAL EXAMPLE 3

### PEER-ASSISTED LEARNING SESSIONS (PALS)

**SEMESTER 1, 2016** (in various rooms in the Building 6, Student Resource Centre -)

<table>
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<td>6B35</td>
<td>6B33</td>
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<tr>
<td>9:30-10:20</td>
<td>A&amp;P for Nurses</td>
<td>RAP</td>
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<td>10:30-11:20</td>
<td>Chem 1A Emma</td>
<td>RAP Matt</td>
</tr>
<tr>
<td>11:30-12:20</td>
<td>Chem 1A Bella</td>
<td>A&amp;P for Nurses</td>
</tr>
<tr>
<td>12:30-1:20</td>
<td>Chem 1A Gia</td>
<td>Math Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Katherine</td>
</tr>
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<td>1:30-2:20</td>
<td>Concepts in</td>
<td>RAP</td>
</tr>
<tr>
<td></td>
<td>Bio Cattlin</td>
<td>Lorl</td>
</tr>
<tr>
<td>2:30-3:20</td>
<td>A&amp;P for Nurses</td>
<td>ISO Patrick</td>
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<tr>
<td></td>
<td>Math Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chantal</td>
<td></td>
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<tr>
<td>3:30-4:20</td>
<td>Chem 1A Matt</td>
<td>Intro to Stats Mikey</td>
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<tr>
<td>4:30-5:20</td>
<td>A&amp;P for Nurses</td>
<td>Concepts in Bio Cattlin</td>
</tr>
<tr>
<td>5:30-6:20</td>
<td>Intro to IT</td>
<td>Intro to IT</td>
</tr>
<tr>
<td></td>
<td>Veronica</td>
<td>Veronica</td>
</tr>
</tbody>
</table>

### Courses Offered
- Accounting for Managers
- Anatomy and Physiology for Nurses
- Chemistry 1A
- Concepts in Biology
- Introduction to Business Law
- Introduction to Economics
- Introduction to IT

PAL/PASS – Peer Assisted Learning and Peer Assisted Study Sessions Policy

1 PURPOSE

To document the principles underpinning Peer Assisted Learning (PAL) and Peer Assisted Study Sessions (PASS) at Macquarie University.

2 BACKGROUND

Macquarie University is committed to supporting students to achieve their full potential throughout the duration of their study program as identified in the University’s Strategic Plan, Our University: A Framing of Futures, and the Learning and Teaching Strategic Framework.

At Macquarie University, PAL and PASS are acronyms that are used synonymously for support initiatives in which more experienced students run weekly sessions / workshops for their peers through a collaborative study experience to aid learning and academic transition. The focus is primarily on educational support for particular units of study, rather than pastoral care which many Faculties address via Mentoring schemes.

Generally, participation in PAL/PASS workshops:
- provides students with opportunities to network and build relationships with other students;
- builds self-confidence by enabling students to review and question course material (in particular difficult or challenging concepts) in a supportive environment;
- assists students to develop study techniques, improve communication skills, develop group interaction skills; and
- improves academic performance.

Research shows that PASS can assist in improving student retention and satisfaction. Students who attend PASS consistently produce higher results than those who do not attend.

1 PAL/PASS is based on the SI (Supplemental Instruction) program developed in Kansas at the University of Missouri in 1973. It is now used in more than 30 countries around the world and yearly more than a quarter of a million students attend PAL/PASS Sessions. The University of Wollongong is the National Centre for PASS in Australia. Iterations of PAL/PASS programming have established in all Faculties at Macquarie since 2011.

Units considered most appropriate for PAL/PASS generally have large enrolments and contain content that students may find difficult. To achieve maximum impact, the following selection criteria are suggested. Units should:

- be core units with large student enrolments, particularly of commencing students;
- have high failure or non-completion rates;
- be seen as historically difficult.

To date, PAL/PASS offerings at Macquarie have been offered in face-to-face settings; however, there may be scope to expand the offering to online communities.

3 SCOPE

This Policy applies to all Faculties, Departments, Offices and students involved in PAL/PASS as a program (study selection) coordinator, leader or workshop participant. Workshop leaders and participants can be based at either the North Ryde or Sydney City campus.

4 DEFINITIONS

Commonly defined terms are located in the University Glossary.

For the purposes of this Policy, the term Faculty includes the Macquarie University International College (MUIC).

5 POLICY STATEMENT

The University will:

Offer annual PAL or PASS programming in all Faculties (on campus and/or online):
- Faculties determine the annual provisioning of funding to run PAL/PASS in alignment with the requirements of the policy;
- Associate Deans, Learning and Teaching / Associate Director Academic Programs MUIC (or delegates) will, in collaboration with Unit Convenors and/or Program Directors, prioritise areas of study for inclusion in PAL/PASS programming from across the Faculty; and
- Large first year subjects with consistently high failure rates should be prioritised.

Ensure that PAL/PASS Provisioning follows set standards for student recruitment, training, support, remuneration, reward and recognition:

- Standard selection criteria / eligibility. PAL/PASS Leaders:
  o must be current Macquarie University students;
  o have previously completed the nominated subject and achieved a grade of Distinction or better, or demonstrated academic excellence in a comparable subject;
  o completed at least 24 credit points;
  o maintained a GPA of 3 or above (or equivalent as per new Assessment Policy);

3 At Deakin University, CloudPASS sessions (at a set time each week) are conducted in Blackboard Collaborate, a synchronous web conferencing platform which has been specifically designed to maximise the potential for students to collaborate.
be available for training in PAL/PASS leadership, or have previously completed a minimum of 14 hours recognised training.

- Note that each faculty may also determine additional eligibility and selection criteria for PAL/PASS leaders, details of which are included in the Schedule. Any exception to the eligibility criteria will require approval from the relevant faculty Associate Dean, Learning and Teaching / Associate Director Academic Programs.

- Standard processes for disseminating student PAL/PASS leader and engagement opportunities leveraging off existing communications platforms iLearn and CareerHub.

- Consistent PAL/PASS training:
  - PAL/PASS leader training must be coordinated by each faculty by PAL/PASS accredited staff and consist of at least 14 hours of training;
  - All leaders must receive a certificate of training / participation.

- Set remuneration or academic credit for all PAL/PASS leaders:
  - Leader training is un-paid. The accreditation itself is a valuable qualification that leaders will have beyond the undergraduate experience;
  - Workshop facilitation is set at a minimum casual rate of HEW 3.1. Leaders must complete timesheets that are endorsed and submitted to payroll by nominated staff;
  - Academic credit for conducting the workshops may be available as a PACE or related activity.

- Comprehensive support information (hard copy and online) for PAL/PASS leaders must be made available including:
  - Key contact information for identified Faculty, College and Office-based staff who can support students in these roles, and intervene when necessary, and processes for escalating issues;
  - Q&As that use consistent language and terminology;
  - Available wellbeing and related support services;
  - WH&S;
  - Relevant policy details including the Macquarie University Student Code of Conduct and Ethics Statement.

Ensure that PAL/PASS provisioning follows consistent workshop format standards including:

- A minimum of 5 and maximum of 20 students per subject, to be facilitated by one or two leaders depending on the nature and requirements of the subject area.

- Workshops will be offered on the basis that:
  - all students enrolled in a subject will be provided with the opportunity to participate in a PAL/PASS workshop, if available
  - PAL/PASS is not a compulsory requirement for undergraduate subjects (participation is voluntary)
  - a student may attend at any time during the session (pending capacity of venues), and
  - there is no charge for students to participate.
6 RELEVANT LEGISLATION

7 KEY RELATED DOCUMENTS

PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions Procedure
Macquarie University Code of Conduct
Macquarie University Ethics Statement
Casual Employment Policy
Casual Staff Employment Procedure
Student Feedback on Learning, Teaching and Curriculum Policy
Complaint Management Procedure for Students and Members of the Public
Students at Risk / Academic Progression

8 NOTES

8.1 Contact Officer
Project Manager, Office of the PVC L&T

8.2 Implementation Officer
Project Manager, Office of the PVC L&T

8.3 Approval Authority / Authorities
Academic Senate

8.4 Date Approved
4 September 2012

8.5 Date of Commencement
4 September 2012

8.6 Date for Review
September 2015

8.7 Documents Superseded by this Policy
Nil

8.8 Amendment History
n/a

Please complete the following:

REQUIREMENTS FOR PUBLISHING TO POLICY CENTRAL

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<td>Corporate Engagement and Advancement (including Marketing)</td>
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<th>Audience [select ALL that apply]</th>
<th>Academic staff</th>
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<tr>
<td></td>
<td>Professional staff</td>
</tr>
<tr>
<td></td>
<td>Students</td>
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</table>
PAL/PASS – Peer Assisted Learning and Peer Assisted Study Sessions Procedure

1 PURPOSE

To outline the roles and responsibilities for the operation of Peer Assisted Learning (PAL) and Peer Assisted Study Sessions (PASS) at Macquarie University.

2 SCOPE

This Procedure applies to all Faculties, Departments, Offices, the Macquarie University International College (the College) and students involved in PAL/PASS. PAL/PASS activities can be based at either the North Ryde or Sydney City campus.

3 DEFINITIONS

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

4 RESPONSIBILITIES AND REQUIRED ACTIONS

This procedure requires actions by the following:

- Executive Deans / College Director
- Associate Deans, Learning and Teaching / Associate Director Academic Programs (MUIC)
- Faculty / College PAL/PASS Coordinators
- PAL/PASS Leaders
- Convenors – Program and or Unit

| Executive Deans / College Director | o Consider annual Faculty / College PAL/PASS program recommendations made by Associate Deans Learning and Teaching / Associate Director Academic Programs (in consultation with relevant Faculty / College PAL/PASS Coordinator)  
| | o Approve and provide an annual budget for agreed implementation of PAL/PASS programming (on campus and/or online).  
| | - 100 level units with high fail rates may be prioritised.  
| | - Students who present as being ‘at risk’ may take priority places in PAL/PASS sessions over other students (if they are not already engaged). |
| Associate Deans Learning and Teaching / Associate | o In consultation with Program Directors / Program Managers and Unit Convenors, and relevant Heads of Department make recommendations to the Executive Dean / College Director for annual PAL/PASS programming  
| | - Include budget and program administration details. |
| **Director Academic Programs (MUIC)** | - Consider options for engaging students who present as being ‘at risk’ throughout sessions.  
  o Obtain approval from the Faculty Executive Dean / College Director to coordinate agreed annual PAL/PASS programming.  
  o Delegate PAL/PASS Coordination: roles, responsibilities and timelines.  
  o Report to FLTC / MUIC Subcommittee of ASQC on annual review of PAL/PASS programming. |
| **Faculty / College PAL/PASS Coordinators** | o Determine Leader recruitment requirements for PAL/PASS based on subject enrolment numbers from the previous year and the anticipated number for the next session.  
  o Advertise PAL/PASS Leader positions in consultation with relevant convenors via CareerHub and student online platforms.  
  o Interview leader candidates.  
  o Notify successful and unsuccessful candidates. Alert successful candidates of upcoming PAL/PASS training sessions (compulsory to progress in a Leader role unless already completed). Provide constructive feedback to unsuccessful candidates  
  o Organise offers of employment for successful candidates and finalise recruitment on-boarding process  
  o Organise and conduct an on-campus training program for PAL/PASS Leaders:  
    - Arrange for Accredited staff to be available to lead training;  
    - Source appropriate room for the training to take place;  
    - Set calendar dates and invite all participants;  
    - Compile PAL/PASS Leader training materials and manual; and  
    - Compile workshop administration materials (contact lists, AV, butchers paper etc).  
  o Prepare the draft PAL/PASS timetable before the session begins and confirm details once leaders have been recruited (workshops to commence within the first three weeks of the session).  
  o Schedule weekly workshops for a duration of one hour each – arrange necessary room bookings and access.  
  o Arrange for promotion of PAL/PASS to be included in relevant iLearn subjects (via convenors), and liaise with Group Marketing to have programming promoted via the Student Portal.  
  o Review the performance of each PAL/PASS leader and provide feedback.  
  o Arrange for a program survey to be conducted with students, leaders and convenors to determine areas for improvement.  
  o Conduct annual evaluation activities to determine impact of the programming and report to Associate Deans Learning and Teaching / Associate Director, MUIC Programs. |
| **Group Marketing** | o Arrange for promotion of PAL/PASS opportunities / timetable on the Student Portal and on relevant social media platforms. |
| **Students** | o Apply for advertised PAL/PASS leader positions; and/or  
  o Respond to PAL/PASS opportunities in enroled subjects  
  o For maximum benefits, attend all weekly workshops  
  o Participate in program surveys and review process |
| **Student Leaders** | o If appointed as a Leader undertake the following duties:  
    - participate in the associated training program (compulsory);  
    - attend 100% of the unit lectures or listen on iLearn; and |
- take lecture notes, and become familiar with all unit material.
- Unsuccessful candidates will receive formal feedback from PAL/PASS Coordinators
- In consultation with PAL/PASS Coordinators:
  - Lead / facilitate at least two PAL/PASS workshops weekly
  - arrange weekly workshop resources;
  - maintain a register of all participants for evaluation purposes;
  - meet and participate in meetings with the PAL/PASS; Coordinator and convenor(s) as required, and in particular to escalate any issues that may arise such as low attendance, bullying, health matters; and
  - attend other team building and professional development sessions as required.
- Participate in program surveys and review process

### Convenors
- Proactively liaise with Faculty Associate Deans Learning and Teaching / Associate Director Academic Programs, Faculty / College PAL/PASS Coordinators and PAL/PASS Leaders
- Upload PAL/PASS program information on iLearn
- Participate in program surveys and review process

5 **RELEVANT LEGISLATION**

6 **KEY RELATED DOCUMENTS**

- PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions Policy
- Macquarie University [Code of Conduct](#)
- Macquarie University Ethics [Statement](#)
- Casual Employment Policy
- Casual Staff Employment Procedure
- Student Feedback on Learning, Teaching and Curriculum Policy
- Students at Risk / Academic Progression

7 **NOTES**

<table>
<thead>
<tr>
<th>7.1 Contact Officer</th>
<th>Project Manager, Office of the PVC L&amp;T</th>
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<td>7.2 Implementation Officer</td>
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Please complete the following:
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PAL/PASS – Peer Assisted Learning and Peer Assisted Study Sessions Schedule

1 PURPOSE

Associated with the PAL/PASS Policy and Procedure, this Schedule illustrates current PAL/PASS activities (table 2.1) in the context of other available learning support initiatives (table 2.2) and student service locations (table 2.3).

2 SCHEDULE

Table 2.1 PAL/PASS

<table>
<thead>
<tr>
<th>FACULTIES/DEPARTMENTS</th>
<th>FORMAT</th>
<th>WHAT IT DOES</th>
<th>SCALE BASIS</th>
<th>ADMINISTRATION</th>
<th>OWNER</th>
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<tr>
<td>PAL/PASS</td>
<td>Face to face</td>
<td>Unit specific workshops are led by PAL / PASS Leaders who are students who have excelled in those particular units.</td>
<td>UG From Week 3 – transition</td>
<td>Convenors &amp; qualified students:</td>
<td>All Faculties</td>
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<td>CBMS101</td>
<td>CBMS102</td>
<td>CBMS103</td>
<td>MATH399 (P)</td>
<td>GEOS112</td>
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<td>PSYC104</td>
<td>PSY246</td>
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<td>PHYS149</td>
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<td>PSY247</td>
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<td>ACCG100</td>
<td>ACCG101</td>
<td>ACCG200</td>
<td>ACCG224</td>
<td>ACCG250</td>
<td>Faculty of Business and Economics (PAL offerings only)</td>
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<td>ACCG250</td>
<td>BUSL250</td>
<td>ACST101</td>
<td>AFIN102</td>
<td>MUIC Offers equivalent units to: ACCG100, ACST101, ECON111</td>
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<td>ACST101</td>
<td>AFIN253</td>
<td>ECON110</td>
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<td>AHIS108</td>
<td>AHIS118</td>
<td>AHIS170</td>
<td>AHIS178</td>
<td>AHIS377</td>
<td>Faculty of Arts (S1 2016, TBC S2)</td>
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<td>AHIS178</td>
<td>AHIS377</td>
<td>GEOP111</td>
<td>POL108</td>
<td>POL101</td>
<td>MUIC Offers equivalent units to: POL108</td>
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<td>AHIS377</td>
<td>GEOP111</td>
<td>POL101</td>
<td>JPS101</td>
<td>JPS102</td>
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<td>PHL131</td>
<td>PHL137</td>
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### Table 2.2 Other Learning Support Initiatives

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<th>Scale basis</th>
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<td><strong>Faculty-level</strong></td>
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<tr>
<td>KickStart</td>
<td>Online</td>
<td>Students familiarize themselves with teaching staff and the unit content before session even starts.</td>
<td>UG &amp; PG pre-session – transition</td>
<td>Convenors / Faculty staff</td>
<td>Faculties, LIH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Link to list of units.</td>
<td></td>
</tr>
<tr>
<td>Be Successful</td>
<td>Online</td>
<td>An iLearn unit to help students to 'BE Successful' providing them with a range of helpful resources and information: study and exam skills, peer programs, careers etc.</td>
<td>UG &amp; PG</td>
<td>Professional staff</td>
<td>FBE</td>
</tr>
<tr>
<td>First Step Mentoring</td>
<td>Face to face</td>
<td>An academic to student mentoring initiative.</td>
<td>UG 1st year FBE / MUIC students</td>
<td>Professional staff</td>
<td>FBE</td>
</tr>
<tr>
<td>Lucy Mentoring</td>
<td>Face to face</td>
<td>A leadership program for female students in FBE.</td>
<td>UG 2nd year female FBE students</td>
<td>Professional staff</td>
<td>FBE</td>
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<tr>
<td></td>
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<tr>
<td>Study Coaching</td>
<td>Face to face</td>
<td>1:1 coaching on time management, study planning, increasing and maintaining motivation, and beating procrastination.</td>
<td>UG 1st year FBE students</td>
<td>Professional staff</td>
<td>FBE</td>
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<td>Academic mentors</td>
<td>Face to face</td>
<td>Pilot 2016: An academic to student mentoring initiative.</td>
<td>UG 1st year FoHS students</td>
<td>Academic staff</td>
<td>FoSH</td>
</tr>
<tr>
<td>Arts101</td>
<td>Online</td>
<td>An iLearn unit for students to access a range of information to guide self-help.</td>
<td>UG Arts &amp; MUIC</td>
<td>Professional staff</td>
<td>Arts</td>
</tr>
<tr>
<td>Program and Academic Advisers</td>
<td>Face to face &amp; online</td>
<td>Many ‘program’ enquiries can now be handled by all staff within student centers. Only when queries are more complicated in nature are they referred to academic advisers.</td>
<td>All students.</td>
<td>Professional and academic staff</td>
<td>Faculties, the College &amp; Student Connect</td>
</tr>
<tr>
<td>FILT &amp; TIP</td>
<td>Face to face &amp; online</td>
<td>Provision of learning and teaching practice training and advice for new teachers / dissemination of knowledge and skills to enable them to operate as effective teachers.</td>
<td>Academic staff and students (often PG) employed as tutors.</td>
<td>Professional and academic staff</td>
<td>Faculties &amp; LIH</td>
</tr>
<tr>
<td><strong>Central-level</strong></td>
<td></td>
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</tr>
<tr>
<td>Macquarie University Mentors</td>
<td>Face to face</td>
<td>A peer support program that provides support and guidance to new students. <a href="http://mq.edu.au/transition/">http://mq.edu.au/transition/</a></td>
<td>UG 1st year - transition</td>
<td>Every session - OWeek</td>
<td>Orientation Program Manager &amp; qualified students.</td>
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</tr>
<tr>
<td>Learning Skills Workshops</td>
<td>Face to face</td>
<td>A series of academic learning and language workshops that cover: ● study essentials ● assignment writing ● effective referencing ● academic language. Details and current program available at: <a href="http://bit.ly/1w8fUfi">http://bit.ly/1w8fUfi</a></td>
<td>● All coursework students — academic success ● Sessions 1 &amp; 2 ● Weeks 1-3; mid-session break; and Week 10.</td>
<td>Tessa Green, LSU Manager Carol Floyd, Learning Adviser</td>
<td>Learning Skills Unit, MQ Library</td>
</tr>
<tr>
<td>Learning Skills</td>
<td>Online</td>
<td>e-Consultations Receive advice from a Learning Adviser via email: <a href="mailto:learningskills@mq.edu.au">learningskills@mq.edu.au</a> <a href="http://www.students.mq.edu.au/support/learning_skills/">http://www.students.mq.edu.au/support/learning_skills/</a></td>
<td>● All UG &amp; PG coursework students — academic success ● Emails answered within 24hrs Monday-Friday year round</td>
<td>Tessa Green, LSU Manager</td>
<td>Learning Skills Unit, MQ Library</td>
</tr>
<tr>
<td>StudyWISE</td>
<td>Online</td>
<td>An academic literacy iLearn unit specifically created to help students: ● manage their studies ● strengthen their study techniques ● write effective assignments ● improve their English language proficiency. Access via: <a href="http://bit.ly/1TQiej9">http://bit.ly/1TQiej9</a></td>
<td>● All commencing students automatically enrolled — transition &amp; academic success ● Available 24/7/365</td>
<td>Tessa Green, LSU Manager Vanessa Todd &amp; Robyn Westcott, Learning Advisers</td>
<td>Learning Skills Unit, MQ Library</td>
</tr>
<tr>
<td>MacquarieWISE</td>
<td>Face to face</td>
<td>An intensive academic preparation workshop for commencing international students.</td>
<td>● Commencing international students — transition ● Sessions 1 &amp; 2; Week 0-1</td>
<td>Tessa Green, LSU Manager Carol Floyd &amp; Robyn Westcott, Learning Advisers</td>
<td>Learning Skills Unit, MQ Library</td>
</tr>
<tr>
<td>WriteWISE</td>
<td>Face to face and online</td>
<td>A pilot program to train student writers to provide one-on-one support to their peers, both on-campus and online.</td>
<td>● Commencing students — academic success ● Pilot program running in S2, 2016 ● Support delivered at events in Week 0-1 &amp; in conjunction with selected UG units throughout S2</td>
<td>Tessa Green, LSU Manager Robyn Westcott, Project Manager</td>
<td>Learning Skills Unit, MQ Library</td>
</tr>
<tr>
<td>Academic Integrity Module for Students</td>
<td>Online</td>
<td>An iLearn unit to help students understand: ● what “academic integrity” is and why it’s important ● acceptable and unacceptable academic behaviours at university ● what ‘plagiarism’ is and key strategies to avoid it ● responsibilities in relation to academic</td>
<td>● All commencing students enrolled automatically — academic success ● Available</td>
<td>Tessa Green, LSU Manager</td>
<td>Learning Skills Unit, MQ Library</td>
</tr>
<tr>
<td>Course</td>
<td>Type</td>
<td>Description</td>
<td>Coordination</td>
<td>Provider</td>
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<tr>
<td>GetWISE</td>
<td>Face to face</td>
<td>A HEPPP pilot program that introduces students from equity backgrounds to the expectations and skills necessary to support retention, active participation and academic success. The program is only open to students who self-identify as meeting two or more of the following criteria:  ● financial and social hardship  ● NESB  ● refugee background or hold a permanent humanitarian visa  ● Aboriginal and/or Torres Strait Islander.</td>
<td>● Commencing students — transition  ● Pilot program running in S2, 2016  ● Initial intensive session: “WISE-Up” (scheduled in Week 0-1) + GetWISE Workshops (6 x 1hr weekly workshops in Weeks 1-6) + “WISE-Up &amp; Write” (assignment bootcamp in mid-session break)</td>
<td>Tessa Green, LSU Manager  Ann Walker, Learning Adviser</td>
<td>Learning Skills Unit, MQ Library</td>
</tr>
<tr>
<td>InfoWISE</td>
<td>Online</td>
<td>An iLearn unit to help students develop information literacy skills.</td>
<td>● All students  ● Available 24/7/365</td>
<td>MQ Library</td>
<td>Susan Vickery</td>
</tr>
<tr>
<td>CareerWISE</td>
<td>Online</td>
<td>An iLearn unit to help students develop their professional aspirations and plan their future career.</td>
<td>● All students  ● Available 24/7/365</td>
<td>Careers and Employment Service</td>
<td>Julie Doherty</td>
</tr>
<tr>
<td>MindWISE</td>
<td>Online</td>
<td>PROPOSED: An iLearn unit to help students develop habits that promote self-care and increase cognitive and emotional resilience.</td>
<td>● All students  ● Available 24/7/365</td>
<td>Campus Wellbeing</td>
<td>Ben Wilkes</td>
</tr>
<tr>
<td>Indigenous Tutorial Assistance Scheme for Indigenous students</td>
<td>Face to face</td>
<td>Commonwealth-funded program that aims to improve the educational outcomes of Indigenous students in tertiary courses to the same levels as those for non-Indigenous Australians.</td>
<td>College, UG &amp; PG transition Academic staff and qualified students.</td>
<td>walanga Muru</td>
<td></td>
</tr>
<tr>
<td>Accessibility Coaching</td>
<td>Face to face</td>
<td>Provision of academic and organisational skills with specific reference to managing a disability throughout study</td>
<td>College, UG &amp; PG transition Professional staff Campus Wellbeing</td>
<td></td>
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</tr>
<tr>
<td>MGSM Study Ready</td>
<td>Face to face &amp; online</td>
<td>Induction program designed to introduce students to the School environment and prepare them for postgraduate study. The day includes; teamwork exercises, an explanation on how to use the online library and research effectively.</td>
<td>PG Professional staff MGSM</td>
<td></td>
<td></td>
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<tr>
<td>HDR / MRES Mentoring</td>
<td>Face to face &amp; online</td>
<td>Peer to peer platform to support and enhance the research quality, capability and experience of the HDR students.</td>
<td>PG Professional staff &amp; students. HDR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Centre (ELC)</td>
<td>Face to face</td>
<td>Provision of discipline-specific preparation programs for future university students and English language programs.</td>
<td>Students and public Private provider ELC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Format</td>
<td>What it does</td>
<td>Scale basis</td>
<td>Administration</td>
<td>Owner</td>
</tr>
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</tr>
<tr>
<td>Numeracy Centre</td>
<td>Face to face</td>
<td>free drop-in service, weekly workshops for some first year courses, bridging programs and preparatory courses at the beginning of each semester and some on-line resources.</td>
<td>College, UG &amp; PG</td>
<td>Academic staff</td>
<td>FoSE</td>
</tr>
<tr>
<td>Career and Employment Service</td>
<td>Face to face &amp; online</td>
<td>Advice, information and workshops to prepare students for their future career and for employers to access Macquarie graduates.</td>
<td>All students and employers</td>
<td>Professional staff</td>
<td>PVC L&amp;T</td>
</tr>
<tr>
<td>Table 2.3 Student Service Locations</td>
<td>Face to face &amp; online</td>
<td>Provision of Faculty / College-specific information, assistance with appeals, reviews or special consideration; assignment submission and coversheets.</td>
<td>All students.</td>
<td>Professional staff</td>
<td>Student Connect</td>
</tr>
<tr>
<td>Library</td>
<td>Face to face</td>
<td>Supports study needs and provides equitable access to facilities and equipment inc. resources to support learning, teaching and research. Service providers from across campus can ‘book’ to be at the service desk and address queries from students on a needs basis.</td>
<td>All students and visitors to the library</td>
<td>Professional staff</td>
<td>Library</td>
</tr>
</tbody>
</table>
|                                  |                         | A Learning Adviser is available for consultation at the Info Desk in the Library foyer:  
|                                  |                         | ● no appointment required  
|                                  |                         | ● free service  
|                                  |                         | ● consultations are approx. 20 minutes in length. | Tessa Green, LSU Manager | Learning Skills Unit, MQ Library |

3 NOTES

3.1 Contact Officer | Project Manager, Office of the PVC L&T
3.2 Implementation Officer | Project Manager, Office of the PVC L&T
3.3 Approval Authority / Authorities | Academic Senate
3.4 Date Approved | TBD
3.5 Date of Commencement | 2015
3.6 Date for Review | 2018
3.7 Documents Superseded by this Schedule | TBD
3.8 Amendment History | The Policy Unit will complete this section as required.
3.9 Policy Authorisation | Name and link to the associated policy or other document
from which this Schedule obtains its authority

<table>
<thead>
<tr>
<th>REQUIREMENTS FOR PUBLISHING TO POLICY CENTRAL</th>
</tr>
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</table>
| **Category**                                  | Academic (including Learning and Teaching; Academic Quality; Library)  
Corporate Engagement and Advancement (including Marketing) |
| **Audience**                                  | Academic staff  
Professional staff  
Students |

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ITEM 9.15 PACE: EARLY COMMENCEMENT PROCEDURE

For approval.

Recommended resolution
Academic Senate resolve to approve the amendments to the PACE: Early Commencement Procedure.

Background
This item was considered and recommended for approval by the Senate Learning and Teaching Committee at its meeting held 4 July 2016.

Subsequent to the Senate Learning and Teaching Committee meeting, the need to detail the below definitions (as provided within the discussion paper) was identified and have been incorporated in the attached Procedure now presented for approval.

- Early commencement of a PACE activity
- Commitment to enrol into a PACE unit
ITEM 9.15  PACE: EARLY COMMENCEMENT PROCEDURE

Issue
The Procedure was reviewed and amended in line with a new online process (via ask.mq/Sonia as appropriate) which replaces the previous paper-based process. Also, only steps and roles directly related to the early commencement process were included and any references to “normal process” of running a PACE unit were excluded. (Note: PACE will develop a procedure/guideline/process chart on “normal”/general processes of running PACE units/activities -> i.e. this would include reference to all the “pre-dep” steps, checks, risk assessment, ethics etc.)

It is also suggested to include the below definitions in the Glossary (referred to in the procedure):

**Early commencement of a PACE activity**
This is when a student commences their PACE activity prior to the official Session commencement date (please see the Important Academic Dates on the University website). An application for the Early commencement of a PACE activity has to be submitted by the student and approved by the Unit convenor prior to the student commencing their PACE activity. PACE Faculty staff are available to help with application decisions.

**Commitment to enrol into a PACE unit**
Students are required to complete the Commitment to enrol into a PACE unit application when the designated PACE unit is not available for enrolment online in eStudent yet (ie Session 1). Therefore the Commitment to enrol into a PACE unit application is to be done directly by the student via ask.mq. Academic advisers/PACE Faculty staff are available to help with enrolment decisions. Students are required to enrol in the relevant PACE unit as soon as it becomes available for enrolment in eStudent and no later than 6 months since the commencement of the PACE activity.

Included are:
- PACE: Early commencement procedure
- PACE: Early commencement procedure – showing track changes
- Policy Central Checklist- Document Approval- PACE Early commencement procedure

Consultation Process
The following offices have been consulted prior to the submission of this paper:
- PACE teams (Local and Regional, International, Faculties, PACE IT)
- Policy Central

Recommendation
That the Senate Learning and Teaching Committee 04/07/2016 approves the reviewed and amended procedure and the suggested terms for inclusion in the Glossary.

Operational Impact
- PACE units

Outcome to be communicated to
Lindie Clark, PACE Academic and Program Director, lindie.clark@mq.edu.au, x6481

Submitted by: Lindie Clark, PACE Academic and Program Director, lindie.clark@mq.edu.au  Ext: 6481

For enquiries contact: Emily Whitehouse, Manager, Local and Regional Support Services, emily.whitehouse@mq.edu.au  Ext: 1961
DOCUMENT APPROVAL CHECKLIST
Policy Cycle Stage 4

Complete this checklist and send to the Policy Unit before the Approval Authority

Title of Policy Document(s)
PACE: Early Commencement Procedure

Identify any related Policy Document(s) or supporting documentation that are also under development / review
n/a

Summarise who / which committees have been consulted on the development / review

The process was a policy review only to reflect improved business process.

PACE Managers group (including PACE faculty teams) was consulted –
PACE Academic and Programs Director- Lindie Clark
PACE Local and Regional Program Support Services Manager- Emily Whitehouse
PACE International Associate Director- Allison Simons
PACE Information Systems Manager- Mallika Ganesan
Faculty PACE Managers- Marie Kelliher, Diana Caruso, Linda Barach, Catherine Ennis

And their respective teams.

Implementation and Communication
Describe the implementation and communication strategies.
Attach a completed Implementation and Communication Plan (refer Policy Cycle Tips Stage 6)

Communication strategies:
Electronic via email to the “All of PACE” group and upload to PACE Resources Toolkit Wiki
Verbal in relevant PACE meetings -> PACE Managers meeting, PACE User Group meeting, PACE Team leaders meeting, Senate Learning and Teaching Committee (SLTC) meeting, PACE Risk Forum meeting

Implementation Officer
This is the position authorised by the Approval Authorit/ies who is responsible for promulgation and implementation.
Forward the completed checklist and the final draft documents to the Policy Unit mailto:policy@mq.edu.au prior to submitting to the Approval Authority.

When the Policy Unit has confirmed that the document aligns with the Policy Framework Policy it will be returned to the Implementation Officer who is to submit it to the Approval Authority/ies.

Policy Unit confirmation:

Name ___________________________  Position ___________________________  Date ___________________________

Approval Authority/ies: Senate Learning and Teaching Committee (SLTC)

Comments: (if required)

Approval Authority*  ___________________________  ___________________________  ___________________________

Name  Position  Date

* The Approval Authority/ies refers to the position/s authorised in the Delegations of Authority Register to approve Policy Documents in a particular functional area. Where the application of a Policy Document has a significant impact on more than one functional area, co-approvers may be required. If unsure of the appropriate Approval Authority/ies, please contact the Policy Unit.

Approval Authority to return to Implementation Officer.

Implementation Officer to forward this checklist, the final approved document and evidence of approval to the Policy Unit policy@mq.edu.au for publishing on Policy Central.
PACE: Early Commencement Procedure

1 PURPOSE

To outline the actions and responsibilities required to consider a request from a student to commence or complete a PACE activity prior to the official start date of the associated PACE unit.

2 SCOPE

All members of the University Community involved in PACE activities.

3 DEFINITIONS

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

Early commencement of a PACE activity
This is when a student commences their PACE activity prior to the official Session commencement date (please see the Important Academic Dates on the University website). An application for the Early commencement of a PACE activity has to be submitted by the student and approved by the Unit convenor prior to the student commencing their PACE activity. PACE Faculty staff are available to help with application decisions.

Commitment to enrol into a PACE unit
Students are required to complete the Commitment to enrol into a PACE unit application when the designated PACE unit is not available for enrolment online in eStudent yet (i.e. Session 1). Therefore, the Commitment to enrol into a PACE unit application is to be done directly by the student via ask.mq. Academic advisers/PACE Faculty staff are available to help with enrolment decisions. Students are required to enrol in the relevant PACE unit as soon as it becomes available for enrolment in eStudent and no later than 6 months since the commencement of the PACE activity.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

This procedure requires actions by the following:

- Student
- PACE Unit Convenor
- Faculty PACE Manager/PACE Program Officer/PACE International Staff

STUDENT

Step 1 Consider Commitments

- Recognise that all PACE units involve an experiential component (at least 30 hours for a 3 credit point unit; at least 60 hours for a 6 credit point unit)

- Read the relevant Unit Guide to determine the specific PACE Unit requirements
• Clarify the time and workload commitment involved to undertake and complete the PACE activity

• Arrange personal circumstances and commitments to allow the PACE activity to be undertaken

**Step 2 Obtain Approvals and Commit to Enrol**

• Discuss the opportunity with the relevant unit convenor

• Discuss the process of applying for early commencement with the Faculty PACE staff and complete the Early Commencement Application process as follows:

1. **If already enrolled in a PACE unit:**

   Fill in and submit the Early commencement application form in iParticipate

2. **If not able to enrol in a PACE unit due to not meeting the prerequisites for the PACE unit and needing a Special approval (waiver):**

   Fill in and submit the Special approval (waiver) request through ask.mq

   • If approved, fill in and submit the Early commencement application form in iParticipate

   • If not approved, follow directions from Faculty PACE staff/unit convenor

3. **If not able to enrol in a PACE unit due to the unit not being available to enrol in eStudent yet (ie PACE units in Session 1):**

   Fill in and submit the Commitment to enrol application form in ask.mq which includes Special approval (waiver) application as well if needed.

   • If approved, fill in and submit the Early commencement application form in iParticipate

   • If not approved, follow directions from Faculty PACE staff/unit convenor

**Step 3 Commence the PACE activity**

• Receive the response to the Early commencement application

• If the Early commencement application is approved, complete all the remaining requirements for the PACE activity as per the Faculty PACE staff/unit convenors direction and commence the PACE activity early – as per the start date stated in the Early commencement application form

• If the Early commencement application is not approved, follow directions from Faculty PACE staff/unit convenor

• Commence the activity only after receipt of approval from the unit convenor. Commencing an activity prior to formal approval by the unit convenor will make you ineligible for coverage under the University’s insurance policy and will result in the activity not being eligible to be counted towards future enrolment in a PACE unit.
Step 4 Enrol in the PACE Unit
If not already enrolled, enrol in the identified PACE unit as soon as the unit offering becomes available and no later than 6 months from the start date of the activity. Failure to enrol in the unit may require the repayment of any funds paid to you in relation to undertaking the PACE activity (including PACE Travel and Equity Grants).

UNIT CONVENOR

Step 1 Receive Application
Receive the Application for Early commencement (which can be a part of a PACE Activity proposal). The Application for Early commencement might be preceded by an application for Special approval (waiver) and/or Commitment to enroll into a PACE unit application (applicable for Session 1 PACE units) through ask.mq.

Where necessary, check whether the Special approval (waiver) and/or Commitment to enroll into a PACE unit application were approved.

Step 2 Assess the proposed PACE activity and approve the early commencement

On receipt of the Early commencement application form:
- assess the validity of the activity
- ensure a risk assessment of the activity is undertaken (for activities taking place overseas or in remote Australia, and where relevant, this is undertaken in consultation with PACE health and safety coordinator)
- consider the reasons for the specific timing of the activity and whether the timing allows the student to enrol into the relevant PACE unit no later than 6 months from the date of commencement of the PACE activity. If a student seeks approval for Early commencement of an activity which the enrolment for falls outside the 6-month limit, and it is your recommendation that it goes ahead, please seek approval from the PACE Academic and Program Director. It is expected that this exception would be rarely invoked.
- consider the workload implications for the student
- consider the workload implications for yourself and other staff
- complete the Unit Convenor Approval section of the application form. If you are not giving approval for early commencement of the activity, please provide reasons for your decision

Step 3 Confirm enrolment
Where relevant, liaise with the Faculty PACE Manager (or for PACE360 liaise with the PACE Program Officer) to ensure the student has enrolled in the unit when the units became available for enrolment and no later than 6 months since the PACE activity start date.

FACULTY PACE MANAGER / PACE PROGRAM OFFICER / PACE INTERNATIONAL STAFF

Step 1 Receive a request/enquiry from a student
Advise the student seeking the early commencement of the PACE activity on the process and requirements

Step 2 Assist in the approval process
- Where relevant, assist in the process of approving the Commitment to enrol into a PACE unit application and Special approval (waiver)
• Ensure the partner details are entered into Tracker
• Ensure the placement group details are entered into Sonia
• Ensure the student details are filled in Sonia
• Assist Unit convenor in the process of approving the Early commencement application in iParticipate
• Advise the student of the approval of their Early commencement application or if not approved, advise the student of their options

Step 3 Confirm enrolment
Where relevant, ensure the student has enrolled in the unit when the unit became available for enrolment and no later than 6 months since the PACE activity start date.

5 RELEVANT LEGISLATION

6 KEY RELATED DOCUMENTS
Assessment Policy

Links

7 NOTES

<table>
<thead>
<tr>
<th></th>
<th>Contact Officer</th>
<th>Implementation Officer</th>
<th>Approval Authority / Authorities</th>
<th>Date Approved</th>
<th>Date of Commencement</th>
<th>Date for Review</th>
<th>Documents Superseded by this Procedure</th>
<th>Amendment History</th>
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<tr>
<td>7.1</td>
<td>PACE Academic Programs Director</td>
<td>PACE Academic Programs Director</td>
<td>Senate Learning &amp; Teaching Committee</td>
<td></td>
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<td></td>
<td>Participation Activity (Early Commencement) Procedure approved 13 June 2012</td>
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<td>Participation Activity (Early Commencement) Procedure approved 13 June 2012</td>
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<td>Participation Activity (Early Commencement) Procedure approved 13 June 2012</td>
<td>n/a</td>
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ITEM 10.1 ACADEMIC PROGRESSION

For discussion.
ITEM 10.1 ACADEMIC PROGRESSION

Recommendations
That Academic Senate provide feedback on the draft Policy and Procedure, and in particular discuss:

(a) the application of this Policy to non-standard study sessions (MUIC, Macquarie Applied Finance, MGSM etc.);
(b) the points at which students are required to seek academic advice;
(c) the application and lifting of enrolment sanctions; and
(d) the proposed periods of Suspension and Exclusion.

Summary
• Earlier this year, Academic Senate tasked the Senate Learning and Teaching Committee (SLTC) to work in collaboration with the Deputy Vice-Chancellor Students & Registrar’s Office to develop an Academic Progression Policy and associated Procedure.
• The working group has developed a draft Policy and Procedure which is attached for reference.
• The working group is now seeking feedback from Senate in relation to the issues identified above.

Consultation Process
The following offices have been consulted prior to the submission of this paper:
• Executive Deans
• Associate Deans
• Campus Wellbeing
• Office of the Deputy Registrar

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

For enquiries contact:  Kathryn Whittingham, Head of Student Administration x4265 (Kathryn.whittingham@mq.edu.au)
ACADEMIC PROGRESSION POLICY

1 PURPOSE

To outline the principles that govern the academic progress of students towards the successful completion of their coursework award.

2 BACKGROUND

The University nurtures students’ growth and development by assisting them to take responsibility for their own actions, and provides services, both academic and pastoral, for them to improve their academic progress. The University also exercises a duty of care to students who are not well suited to tertiary study to explore other options that might be appropriate and to ensure that students with poor academic performance do not continue to fail indefinitely. The University recognises its specific obligations for monitoring students enrolled in accredited, practical, professional and clinical programs.

Students will be informed of their Academic Standing to assist them achieve the requirements of their program of study. The University can provide support services, including counselling and learning support. Where students do not achieve satisfactory progress, sanctions, including suspension or exclusion from the University, may apply.

It is recognised that there can be extenuating circumstances for poor academic performance, and students who are sanctioned have a right of appeal that may lead to the sanctions being removed or modified.

The academic progress of all enrolled students will be actively monitored and those at risk of unsatisfactory progress will be supported. The University’s approach satisfies the obligations for monitoring course progress for international students under the Educational Services for Overseas Students (ESOS) Act 2000.

Academic progress and any intervention measures will be recorded on individual student files. In accordance with the University’s privacy obligations, only relevant University staff will be involved in the processes of identification, monitoring, notification, and intervention strategies.

3 SCOPE

All enrolled domestic, international undergraduate and postgraduate coursework students of the University including MGSM, MUIC and the AFC, and staff involved in the administration, assessment, and support of students in their coursework studies.

This Policy excludes Higher Degree Research candidates and non-award students.

4 DEFINITIONS

Accredited Program
A program accredited by an external agency.
**Academic Standing**
The status of a student’s progress towards meeting the requirements for their program of study as assigned at the end of each Study Period.

The levels of Academic Standing are:

**Good Standing**
A student who has passed 51% of the attempted load in the Study Period under consideration.

**Academic Caution**:
A student, previously on Good Standing, who does not pass 51% of the attempted load in the Study Period under consideration, or someone previously on Conditional Enrolment who passes 51% or more in the subsequent Study Period.

**Conditional Enrolment**:
A student on Academic Caution, who does not pass 51% of the attempted load in the Study Period under consideration, or a student on Probation who passes 51% of the attempted load in the Study Period under consideration.

**Suspension**:
A student on Conditional Enrolment who does not pass 51% of the attempted load in the Study Period under consideration.

**Probation**:
A student who has returned to study following a period of Suspension.

**Exclusion**:
A student who is on Probation and who does not pass 51% of the attempted load in the Study Period under consideration will be excluded from the University for a period of not less than 2 academic years, and must formally re-apply for admission, in the proscribed manner, at the end of the Exclusion period.

In addition, a student who has exceeded the currency requirements for an accredited program of study listed in Schedule 1, or who has not met the requirements for a professional program listed in Schedule 2, may be permanently Excluded from their program of study.

**Pending**:
Academic Standing cannot be calculated because of incomplete grades.

**Professional Program**:
A practical, clinical or professional program listed in Schedule 2.

**Study Period**:
Each Session is comprised of one or more Study Periods. A course of study in Session 1 or 2 may run over 12 weeks, or in one of two or more shorter periods, which includes assessment and the award of a final grade.

5 **POLICY STATEMENT**

The University will provide clear, equitable, consistent and timely:
- Procedures for identifying, notifying, monitoring and supporting students who are not meeting academic progression requirements
• Systems for monitoring the academic progress of all students
• Clear requirements for accredited and professional programs
• Support services to assist students meet academic progression requirements.

The University’s Academic Appeals Policy enables students to appeal decisions relating to their grades, which underpin the calculation of academic standing or the requirements for accredited and professional programs.

PART A: ACADEMIC PROGRESSION REQUIREMENTS
Satisfactory Academic Progression requires students to pass at least 51% of the attempted load in the Study Period under consideration.

Academic Progression is calculated at the end of each Study Period, and finalised by the Census Date of the following study period.

All students will receive advice regarding their Academic Standing status. The University will provide appropriate communication and counselling following any change to a student’s Academic Standing status.

Results are finalised and released to all students at the end of each study period. Unit convenors are responsible for assigning a single, final grade to each student who has enrolled in any of their units throughout the semester. Where grades are not available at the time of ratification by the relevant Faculty Board, an incomplete grade will be assigned.

Academic Standing will be recalculated on a regular basis up to and including the Census Date of the following Study Period. Academic Standing is finalised no later than at the Census Date of the subsequent study period, following resolution of incomplete grades.

PART B: CURRENCY REQUIREMENTS FOR ACCREDITED PROGRAMS
The currency requirements against which students are assessed for programs of study which are accredited by an external registration body are outlined in Schedule 1.

A student will be permanently excluded from their program of study if they fail to meet the currency requirements listed in Schedule 1.

PART C: REQUIREMENTS FOR STUDENTS ENROLLED IN PROFESSIONAL PROGRAMS
The requirements against which students are assessed for professional programs are outlined in Schedule 2.

A student will be permanently excluded from their program of study if they fail to meet the currency requirements listed in Schedule 2.

PART D: APPEALS
A student who has been suspended or excluded under the Academic Progression requirements, or for failing to meet the currency or professional requirements outlined in Schedules 1 and 2, can appeal this decision.

Academic Appeals are governed by the Academic Appeals Policy.
6 RELEVANT LEGISLATION

*Education Services for Overseas Students Act 2000*
*National Standards for Higher Education Providers*

7 KEY RELATED DOCUMENTS

Academic Appeals Policy
Assessment Policy
Course Transfer Policy
Grade Appeal Policy
Intervention Strategy (international students)
Learning & Teaching Strategy (*in progress*)
Ratification of Results

Documentation from the following universities was reviewed in developing this policy, and is gratefully acknowledged:
University of New South Wales
University of Queensland
University of Sydney
University of Technology, Sydney

8 NOTES

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<td>Amendment History</td>
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ACADEMIC PROGRESSION PROCEDURE

1 PURPOSE

To outline the procedures relating to the progression of students on an approved course of study, leading to qualification for a coursework award.

2 SCOPE

All enrolled domestic and international undergraduate and postgraduate coursework students of the University, including MGSM, MUIC, and the AFC, and staff involved in the administration, assessment and support of students in their coursework studies. This procedure excludes Higher Degree Research candidates and non-award students.

Academic Progression is calculated at the end of each study period, and finalised by the Census Date of the following study period.

3 DEFINITIONS

**Accredited Program**
A program accredited by an external agency.

**Academic Standing**
The status of a student’s progress towards meeting the requirements for their program of study as assigned at the end of each Study Period.

The levels of Academic Standing are:

**Good Standing**
A student who has passed 51% or more of the attempted load in the Study Period under consideration.

**Academic Caution:**
A student, previously on Good Standing, who does not pass 51% of the attempted load in the Study Period under consideration, or someone previously on Conditional Enrolment who passes 51% or more in the subsequent Study Period.

**Conditional Enrolment:**
A student on Academic Caution who does not pass 51% of the attempted load in the Study Period under consideration, or a student on Probation who passes 51% of the attempted load in the Study Period under consideration. A student must seek advice, and may be required to enrol in a reduced load for the following study period.

**Suspension:**
A student on Conditional Enrolment who does not pass 51% of the attempted load in the Study Period under consideration. Students are not permitted to re-enrol for a period of one
academic year, or to apply to study in another program of study. Following the period of Suspension, students have an automatic right of re-admission to the current version of their program of study, or can apply for an alternative program of study under the Course Transfer Policy.

Probation:
A student who has returned to study following a period of Suspension. A student on Probation must seek academic advice, and may be required to enrol in a reduced load for the following study period.

Exclusion:
A student who has returned after Suspension is placed on Probation. A student who is on Probation and who does not pass 51% of the attempted load in the Study Period under consideration will be excluded from the University for a period of not less than 2 academic years, and must formally re-apply for admission, in the proscribed manner, at the end of the Exclusion period.

In addition, a student who has exceeded the currency requirements for an accredited program of study listed in Schedule 1, or who has not met the requirements for a professional program listed in Schedule 2 may be permanently excluded from their program of study.

Pending:
Academic Standing cannot be calculated because of incomplete grades.

Professional Program:
A practical, clinical or professional program listed in Schedule 2.

Study Period
Each Session is comprised of one or more Study Periods. A course of study in Session 1 or 2 may run over 12 weeks, or in one of two or more shorter periods, which includes assessment and the award of a final grade.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

DETERMINATION OF RESULTS
Academic Standing is determined as part of the process of Ratification of Results and is determined on final grades awarded at the end of each study period.

Academic Standing is calculated automatically following ratification of results and students are advised of their status in accordance with the agreed timetable.

Academic Standing is determined on the basis of the credit load passed in the current study period, together with the Academic Standing at the end of the previous study period.

All students will receive advice regarding their Academic Standing status.
The communication will include an outline of successive stages of academic progression, the support available to help ensure future success, and the consequences of not meeting progression requirements at each stage.

International students are also advised of implications for their student visa status.
PROGRESSION RULES

Academic Standing is calculated by two factors:

- A student’s Academic Standing at the end of the previous study period, and
- A student’s achievement in the current study period

Academic Standing is finalised no later than at the Census Date of the subsequent study period, following resolution of incomplete grades.

<table>
<thead>
<tr>
<th>Previous Academic Standing status</th>
<th>Poor progress: 50% or less of load passed</th>
<th>Satisfactory progress: more than 51% of load passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Academic Caution</td>
<td>Good</td>
</tr>
<tr>
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<td>Conditional Enrolment</td>
<td>Good</td>
</tr>
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<td>Conditional Enrolment</td>
<td>Suspension</td>
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<td>Probation</td>
<td>Exclusion</td>
<td>Conditional Enrolment</td>
</tr>
<tr>
<td>Exclusion</td>
<td>Academic Caution(^{1})</td>
<td>Good</td>
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</table>

SUPPORT

Faculty staff are responsible for providing appropriate interventions to students in accordance with their Academic Standing status. In addition to support from Faculty staff, Campus Wellbeing will assist students experiencing difficulties.

Agreed intervention/action plans will be stored against a student’s record, and updated following each engagement.

Reports will be provided to Academic Advisers and others on a periodic basis to monitor students with the status of Academic Caution etc., and to facilitate proactive intervention where necessary.

<table>
<thead>
<tr>
<th>Status</th>
<th>Meaning</th>
<th>Support/requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>The student is making good progress, and has passed more than 51% of attempted load in the study period under consideration.</td>
<td>As required by the student</td>
</tr>
<tr>
<td>Academic Caution</td>
<td>The University is concerned about a</td>
<td>The student is recommended to</td>
</tr>
</tbody>
</table>

\(^{1}\) Assuming a student applies successfully for re-admission following a period of Exclusion, s/he will be placed on Good Standing for the initial Study Period.
<table>
<thead>
<tr>
<th>Conditional Enrolment</th>
<th>The student is not making satisfactory progress and is in danger of being suspended as s/he has not passed 51% of attempted load following a status of Academic Caution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension</td>
<td>The student continues to make poor academic progress and is required to take a break from studies as s/he has not passed 51% or more of load following a status of Conditional Enrolment.</td>
</tr>
<tr>
<td>Probation</td>
<td>Upon return from Suspension, a student is on Probation for the first study period.</td>
</tr>
<tr>
<td>Exclusion</td>
<td>The student’s progress is such that they are unlikely to complete their course and is required to seek re-admission at the end of the exclusion period.</td>
</tr>
</tbody>
</table>

The student is strongly encouraged to seek support from Campus Wellbeing whilst on Suspension.

The student is required to consult an Academic Adviser for approval in relation to their study plan and subsequent enrolment.

The student is required to take a break in their studies for a period of not less than one academic year, but has an automatic right of re-admission to the current version of same course (subject to availability).

The student is strongly encouraged to seek support from Campus Wellbeing.

The student is excluded from the University for a period of not less than 2 academic years and must re-apply for admission if they wish to complete their studies.

The student is strongly encouraged to seek appropriate support to

consult an Academic Adviser for advice on their study plan and subsequent enrolment.

The student is excluded from the University for a period of not less than 2 academic years and must re-apply for admission if they wish to complete their studies.

The student is strongly encouraged to seek appropriate support to
develop an action plan to help them get back on track.
If they wish to return to the University following a period of Exclusion, the student must lodge an application for re-admission with the appropriate Admissions Office by the deadline advertised, and in the manner proscribed.
A student may not apply to study another course at the University during the period of Exclusion.

| Pending | A student’s academic progress cannot be calculated due to incomplete results. | Academic progress will be calculated as soon as the results are finalised. Academic Standing is finalised no later than at the Census Date of the subsequent study period, following resolution of incomplete results. |

5 APPEALS

A student who has been suspended or excluded under the Academic Progression requirements or for failing to meet the currency or professional requirements outlined in Schedules 1 and 2 can appeal this decision.

Academic Appeals are governed by the Academic Appeals Policy.

6 RELEVANT LEGISLATION

- Academic Appeals Policy
- Academic Progression Policy
- Assessment Policy
- Course Transfer Policy
- Educational Support for Overseas Students (ESOS) Act, 2000
- Grade Appeal Policy
- Intervention Strategy (international students)
- Learning & Teaching Strategy (in progress)
Ratification of Results

7 KEY RELATED DOCUMENTS

Documentation from the following universities was reviewed in developing this policy, and is gratefully acknowledged:
University of New South Wales
University of Queensland
University of Sydney
University of Technology, Sydney

7 NOTES

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ITEM 10.2  RECOMMENDATIONS FROM PRIZES AND AWARDS WORKING GROUP

For discussion.
ITEM 10.2 ACADEMIC PRIZES & AWARDS WORKING GROUP REPORT FOR NOTING

Recommendation

That Academic Senate discuss the recommendations of the working group.

Summary

- Following the review of the University Medal Policy/Procedure in 2015, Academic Senate identified a number of areas that require further revision.
- A working group was established to examine the scope of all University academic awards and prizes, the relationship between the Vice-Chancellor’s Commendations and University Medal, and the process by which they are awarded.
- The working group has made a number of recommendations in the attached report for discussion by Academic Senate.
- The current University Medal Policy and Procedure is attached for reference.

Consultation Process

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

- Deputy Vice Chancellor Academic
- Deputy Vice Chancellor Students & Registrar
- Vice Chancellor
- Executive Deans/ MUIC Directors
- Manager of Examinations
- Executive Officer to DVCA

Working Group Members:

Dr Yvonne Breyer, Associate Professor Jennifer Cornish, Ainslee Harvey, Brian Hurd, David Idgne, Professor Patrick McNeil, Professor Jacqueline Phillips (Chair), Professor Peter Radan, Associate Professor Kerry Sherman, Professor Mark Westoby, and Kathryn Whittingham.

Project Timeline:

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<td>13</td>
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<td>Presentation of recommendations to Senate</td>
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<td>26</td>
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<tr>
<td>Approval by Senate of final revised Policy and Procedures/Recommendations</td>
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</table>

Submitted by:  Professor Jacqueline Phillips, Deputy Chair of Academic Senate

For enquiries contact: Ainslee Harvey, Academic Senate Project Officer, x6346
(Ainslee.harvey@mq.edu.au)
Review of Academic Prizes and Awards

Senate Working Group Recommendations

1. Background

Following the review of the University Medal Policy/Procedure in 2015, Senate identified a number of areas that require further revision. The terms of reference for the Working Group encompassed the following:

- Consider the relationship between the University Medal, Vice-Chancellor Commendations, and Faculty Prizes and establish what each should represent (what);
- Confirm the specification of those programs that qualify students for Vice-Chancellor commendations and University Medal and the relevant eligibility criteria (who);
- Consider the process by which the VC Commendations and University Medal awards are decided (for example, evidence requirements, assessment protocols, points of contact) (how);
- Consider the way in which information will be communicated to staff and students;
- Consider and recommend to Senate any amendments to the current policy and procedures governing the award of the University Medal; and
- Identify how this new policy will be implemented.

2. Recommendations relative to the working party’s terms of reference

Following deliberation, the working group have made the recommendations outlined below. If accepted, the recommendations will result in changes to the:

- University Medal Committee Terms of Reference http://www.mq.edu.au/about/about-the-university/governance/academic-senate/committees-of-academic-senate/university-medals-committee
- Vice-Chancellor Commendations for Academic Excellence
- Recognition and visibility of award winners

Recommendation 1: Purpose & Eligibility Criteria of the University Medal

The purpose of the University Medal (Medal) is to recognise students who have demonstrated exceptional academic excellence within their discipline across their studies at Macquarie University, inclusive of a significant piece of research/scholarship. The medal should be recognised as the most prestigious academic award, both internally and by external bodies, and as such, the number of Medals awarded should reflect their elite nature.

The working group made the following recommendations in regard to eligibility criteria:
• Eligibility should be limited to students who have undertaken a undergraduate Bachelor degree program and met the requirements of (i) Honours (or AQF Level 8 equivalence) or (ii) Master of Research (MRes) degree program ¹.

• PhD, MPhil or Postgraduate Coursework students are not eligible.

• That the period during which the student is enrolled at Macquarie University to be considered eligible be stated in terms of % credit points and their level, rather than in terms of year(s), consistent with the Recognition of Prior Learning Policy.

• That students are only eligible to receive the University Medal once for the same body of work.

Recommendation 2: Evidence Requirements
The working party felt that it was appropriate for the University Medals Committee to continue to place more emphasis on students outcomes in the later part of the degree.

In a suggested change, it was thought that grades obtained in 100 level units during the first year of undergraduate study may be excluded in the calculation of the GPA where the student has demonstrated significant improvement in outcomes during the course of their studies and inclusion of such units would significantly disadvantage the Medal candidate.

Recommendation 3: Nomination procedure for the award of the University Medal
The working group recommends a revised nomination procedure for the award of the Medal to reduce workload and to align with the Delegations of Authority.

Recommended changes to the procedure include:

• Standardising the nomination of submission process by way of a template, which includes a documentation checklist and space for additional comments regarding the evidence requirements or where special justification is required.

• That the Deputy Vice Chancellor Academic approve the recommendations of the University Medal Committee for the award of the University Medal, in accordance with Macquarie University’s Delegations of Authority.

Recommendation 4: University Medal Committee
No change: That nominations for the University Medal should continue to be assessed by an academic group with representatives drawn from all Faculties of the University in order to ensure consistency of standards and decision-making with the appropriate discipline specific expertise being available.

Recommendation 5: Recognition and visibility of Medallists
That Medal recipients are listed on the University website and that there is individual follow up with the recipients, providing a means by which to engage with students and encourage them to continue their relationship with Macquarie University.

¹ While the 2nd year of the MRes is a postgraduate qualification, it was considered by the Working Group to be of equivalent status to a Honours.
Recommendation 6: Replace Vice Chancellor’s Commendations for Academic Excellence with Executive Dean’s Commendation for Academic Excellence

That the Vice Chancellor’s Commendation for Academic Excellence be discontinued and replaced at the Faculty level with an Executive Dean’s Commendation for Academic Excellence or Macquarie University International College (MUIC) Directors Commendation for Academic Excellence, which recognises outstanding academic achievement. The eligibility criteria will be standardised and consistent across all Faculties.

This has the advantage of:
- Preventing confusion between the VC Commendations and the VC Commendation for Higher Degree Research;
- Giving Faculties the ability to reward and recognise academic excellence within their student cohort including formal recognition for students within Master Coursework Programs (AQF Level 9) and Open Universities Australia.
- Providing an avenue by which MUIC students within the Diploma programs can be formally recognised for Academic Excellence.

It is also recommended that the eligibility for the Deans’ Commendation be altered in regards to what proportion of credit points must have been completed at Macquarie University, so that it is consistent with the University’s RPL Policy. It is noted that the applied calculations will need to be revised for students who enrolled from 2017 onwards to take into account the new 7 point GPA scale. For MUIC students who complete a Diploma award, it is recommended that to be eligible for consideration for the Directors Commendation they must have a GPA of 7 and at least 18 credit points completed at Macquarie University (noting MUIC already works with a GPA of 7).

The Working Group strongly recommends that a formal policy, procedure and student-facing communication be established for the Executive Dean’s Commendations for Academic Excellence.

Additional issues for future resolution

The working party also discussed a number of other issues that were noted but not resolved. These include:
- Flexibility within the current medal eligibility for current and future Postgraduate Coursework programs which are inclusive of a significant piece of research/scholarship, for example the MD program.
- Medal awards for Current and future Postgraduate Coursework programs which do not undertake a significant piece of independent research/scholarship, for example the JD.
- A new category of award that recognises Leadership, Community Engagement or Entrepreneurial excellence.

---

2 Current recommended eligibility for VC Commendation for Academic Excellence:

1. An undergraduate student must have a GPA of 4.0 in at least 40 credit points completed at Macquarie University.
2. For Master coursework candidates the graduand must have a GPA of 4.0, no more than 25% satisfactory/fail type credit points allowed, and at least 75% of the requirements of the award credit points must have been completed at Macquarie University.
• Having two rounds of Medals nominations to align with the September and April graduation ceremonies.
• Dovetailing the Dean’s Commendation for Academic Excellence with the existing Merit List, which is also managed at the Faculty level.

**Next steps**
Incorporation of feedback from Senate and drafting of revised policy and procedures for final approval at the Senate meeting on 13 September and implementation for next round of Medal nominations.
UNIVERSITY MEDAL POLICY

1 PURPOSE

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

2 BACKGROUND

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

3 SCOPE

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

4 DEFINITIONS

Commonly defined terms are located in the University Glossary.

5 POLICY STATEMENT

ELIGIBILITY CRITERIA

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

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

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

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

(ii) Post-graduate Coursework Programs at AQF level 9, or

(iii) the Master of Research Degree Program.

Nominations of PhD or MPhil students will not be considered.

SELECTION CRITERIA

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

a. Demonstrated sustained excellence throughout their University studies. A case made for a Master of Research student or post-graduate coursework student should also clearly reference the performance in the Undergraduate degree that qualified that student for entry into the program.

b. Completed a significant work of scholarship or research, which is assessed as original or creative through examiners’ reports, and has been graded in the top tier of students also undertaking such projects. Examiners’ reports must be supplied with the nomination.
When demonstrating sustained excellence, greater weight may be placed on academic performance in later years, or at a more advanced level, in a program of study.

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

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

MULTIPLE NOMINATIONS

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

CONFIDENTIALITY OF NOMINATIONS

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

NUMBER OF UNIVERSITY MEDALS

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

AWARD OF UNIVERSITY MEDAL

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

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

6 RELEVANT LEGISLATION

n/a

7 KEY RELATED DOCUMENTS

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

8 NOTES

<p>| 8.1 | Contact Officer | Chair, Academic Senate |</p>
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<tr>
<td>8.8</td>
<td>Amendment History</td>
<td>Nil</td>
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UNIVERSITY MEDAL PROCEDURE

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

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

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

4 RESPONSIBILITIES AND REQUIRED ACTIONS
This Procedure requires actions by the following:

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

GRADUATIONS UNIT
Organise for successful students to receive University Medal at graduation ceremony

MANAGER EXAMINATIONS UNIT
Assist nominators in preparing their nominations. Compile information regarding nominations for the University Medals Committee.

GOVERNANCE SERVICES
Establish a timetable for the submission of medals nominations and for their consideration by the University Medals Committee. Circulate this timetable to Faculties Departments and Academic Senate no later than the start of session 2 of the year in question.

Organise meetings of, and provide secretariat support to, the University Medals Committee.

Subsequent to Senate approval, prepare and forward letters of outcomes to Faculty Boards

DEPUTY VICE-CHANCELLOR (STUDENTS AND REGISTRAR)
Advise the successful students of the University’s decision to award a University Medal

ACADEMIC SENATE

Consider reports and recommendations from the University Medals Committee and approve awards of the University Medal on that advice.

Advise the Deputy Vice-Chancellor (Students and Registrar) of those students to be awarded the University Medal.

UNIVERSITY MEDALS COMMITTEE OF ACADEMIC SENATE

Review and consider nominations against the eligibility and selection criteria.

Determine and request additional information if required.

Review all information and assess whether each nominee meets the criteria for award of the University Medal.

Prepare a report for the Academic Senate that includes, for each nominee:

- a recommendation as to whether or not the University Medal should be awarded,
- a brief statement of the reason for the recommendation with specific reference to the selection criteria,
- a summary of the relevant factors used to inform the decision, and
- the conclusions drawn from these factors.

Advise Graduations Unit.

Prepare a feedback report for the nominators of unsuccessful candidates following approval by Academic Senate.

FACULTY BOARD

Review nominations from Heads of Departments in the Faculty and assess whether they meet the eligibility and selection criteria, and endorse those that do.

Provide a letter of support to the Chair of the University Medals Committee for each endorsed nomination from the Faculty.

HEAD OF DEPARTMENT

Act as nominator for each student proposed for the award of the University Medal from those programs owned by his or her Department.

Provide supporting information for application including:

- Complete nomination template inclusive of
  - letter of support summarising the exceptional and sustained overall academic achievement of this student for the course of their University career
  - benchmarking analysis including a comment comparing the nominee with previous medallists or previous outstanding graduates from the program across all Masters of Research Components or Honours components and across their full undergraduate academic record
where applicable, a comment regarding courses undertaken at other universities which have been included and an explanation as to how those results compare with the rest of the nominee’s record. In the case where a student has transferred from another institution, the academic record at that institution.

- Examiner’s reports for a significant project undertaken by the student which has been assessed as original or creative and has graded in the top tier of students for that project.

- Provide a justification for recommendation for more than one student from same Program (degree/major pair or specific discipline in the Master of Research) if necessary.

5 RELEVANT LEGISLATION

n/a

6 KEY RELATED DOCUMENTS

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

7 NOTES

<table>
<thead>
<tr>
<th>7.1 Contact Officer</th>
<th>Chair, Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2 Implementation Officer</td>
<td>Examinations Manager, Student Administration</td>
</tr>
<tr>
<td>7.3 Approval Authority / Authorities</td>
<td>Academic Senate (ResNo: 15/103)</td>
</tr>
<tr>
<td>7.4 Date Approved</td>
<td>10 November 2015</td>
</tr>
<tr>
<td>7.5 Date of Commencement</td>
<td>10 November 2015</td>
</tr>
<tr>
<td>7.6 Date for Review</td>
<td>January 2016</td>
</tr>
<tr>
<td>7.7 Documents Superseded by this Procedure</td>
<td>n/a</td>
</tr>
<tr>
<td>7.8 Amendment History</td>
<td>Nil</td>
</tr>
</tbody>
</table>
ITEM 12.1 VICE CHANCELLOR COMMENDATIONS: SPECIAL CASES

For ratification.

This item was considered and approved by the Chair of Academic Senate on 8 July 2016.

Recommended resolution
That Academic Senate resolve to ratify the award of Vice Chancellor commendations to six graduates from the Faculty of Human Sciences, as approved by the Chair of Academic Senate on 8 July 2016.
ITEM 12.1 VICE CHANCELLOR COMMENDATIONS: SPECIAL CASE

Recommendation
That Academic Senate resolve to ratify the award of Vice Chancellor commendations to six graduates from the Faculty of Human Sciences, as approved by the Chair of Academic Senate on 8 July 2016.

Issue
The following matter has been approved by the Chair of Academic Senate on behalf of Academic Senate:

1. The award of Vice-Chancellor commendations to six graduates from the Faculty of Human Sciences

In June 2016, the Head of Student Administration, Ms Kathryn Whittingham, provided advice to the Deputy Vice-Chancellor (Academic) on an issue raised by a graduate from the Faculty of Human Sciences (attached). The graduate queried the award of a Vice Chancellor Commendation to another student in their cohort, pointing out that their own assessment profile was similar to that of the award recipient.

A review by Ms Whittingham’s team identified a further five students from the same cohort who also met the criteria for the award of a Vice-Chancellor commendation. The six students were conferred with either the Doctor of Clinical Neuropsychology, Doctor of Clinical Psychology or Doctor of Organisational Psychology, and Ms Whittingham further recommends that the Academic Awards and Prizes Working Group consider how students from these degrees will be dealt with in future.

Submitted by: Professor Mariella Herberstein (Chair of Academic Senate)

For enquiries contact: Ken Wong, Senior Graduation Officer
E: ken.wong@mq.edu.au
T: Extension 6189
VC'S COMMENDATION

Issue

Consideration of the award of a VC's Commendation to [redacted]

Background

[Redacted] contacted the University, following her discovery that a fellow student had received a VC's Commendation with the same/similar assessment profile, to query why she had not also received an award.

The current criteria for VC Commendation (for Master coursework candidates) are as follows:

1. GPA 4.0
2. No more than 25% credit points from satisfactory/fail grades
3. At least 75% of credit point requirements must have been completed at Macquarie University

Is relatively clear-cut when all credit has been counted towards the award. However, in this instance, there has been a question over the application of 'pass only' credit from previous studies, and how the research element of the course should be considered.

Rachael Kane's paper and attachments provide further detail and analysis.

Recommendations

1. That the University awards a VC's Commendation to [redacted]
2. That the Completions & Conferments team reviews the cohort of graduates in the same course to affirm whether there are other candidates who, by applying the same calculation, would be eligible for the award
3. That the current Academic Awards and Prizes Working Group considers, specifically, whether the following courses should be considered under coursework or HD rules, which, may, in future, determine eligibility and inclusion in any future VC's Commendation awards?
   a. Doctor of Clinical Psychology
   b. Doctor of Clinical Neuropsychology
   c. Doctor of Organisational Psychology

Kathryn Whittingham
June 2018

*The Working Group has yet to present its recommendations to Senate for consideration. However, early indications are that the proposal will be made to disperse with UG and PGT VC’s Commendations and delegate these to Faculties, but retain those to be awarded for HDR candidates.
VC Commendation calculation; when units credited from HDR programs to Coursework programs

AWARDS

Doctor of Clinical Psychology
Doctor of Clinical Neuropsychology
Doctor of Organisational Psychology

ISSUE

The current criteria for VC Commendation (for Master/Doctorate coursework candidates)

1. GPA 4.0
2. No more than 25% credit points from satisfactory/fail grades
3. At least 75% of credit point requirements must have been completed at Macquarie University

We have a road block with the VC Commendation requirements when students in the above three awards have credit applied to their coursework degrees, from the HDR award Master of Philosophy in Psychology, which is given a ‘satisfactory’ grade upon completion by HDRO. However, it is not a ‘satisfactory’ grade relative to the coursework program requirements.

The Doctoral Dissertation units account for 32 credit points (cp), which is 33% of their course. If this allocation of 32cp of units are considered from satisfactory/fail units, students in the above three awards will be ineligible for the VC Commendation (criteria 2). The two Doctoral Dissertation units are credited on the student record as exemptions*.

Currently the Completions team counts the specified credit from the two Doctoral Dissertation units (32cp in total) as being from a “satisfactory” graded unit (in the MPHIL). According to our current calculation we incorrectly put forward a student for VC Commendation that was subsequently approved by Academic Senate this year– Student G who was conferred in April 2016. The students’ colleague Student B has now contacted the Completions team, the Faculty and VC Office and states she received the same GPA wants to be given a VC Commendation as well.

Avril Moss from the Faculty of Human Sciences has recently provided email correspondence from 2013 between the Graduation Manager (Kate Maitland) at the time and Compliance Manager (Hayley Harris) from Governance Services. The email trail explains the credit point transfer issue for the above three programs, with the Faculty requesting these awards should be treated as special cases. The Faculty received an email from the Graduation Manager confirming the programs would be included, however aside from the email, the team was not aware of this agreement and has no further documentation.

This has now prompted the team to review the VC Commendation calculation process when credit points are coming across from a HDR award.

(*), Handbook definition up to 2014 (last printed handbook): An exemption is recognition that a student has completed a similar unit or content at another institution. However, it is common practice in Student Admin to load MQU units as ‘exemption units’ when MQU units have been recoded.
DISCUSSION

If the two units credited for the two Doctoral Dissertation units are defined as exemptions, which is the intention from the Faculty and not to be counted as from ‘satisfactory’ unit relative to the program of coursework the below students will be eligible for consideration of VC Commendation award.

Students who would meet requirements if the Doctoral Dissertation credit points was not included in the calculation:

2016 conferred
Student A - Doctor of Clinical Psychology
Student B - Doctor of Clinical Psychology

2015 conferred
Student C - Doctor of Clinical Neuropsychology
Student D - Doctor of Clinical Psychology
Student E - Doctor of Organisational Psychology
Student F - Doctor of Organisational Psychology

2016 Awarded with VC commendation:
Student G - Doctor of Clinical Psychology

RECOMMENDATION

It is the intention and wording of the Human Sciences FSQC that the credit from the MPhil is recognised as exemptions. Therefore excluding the Doctoral Dissertation 32cp from the calculation, and allowing students in Doctor of Clinical Psychology, Doctor of Clinical Neuropsychology and Doctor of Organisational Psychology to be eligible for nomination to the current VC Commendation.

Name: Rachael Kane
Position: Team Leader – Completions team
Date: 21.06.2016
ITEM 13.1 ACADEMIC SENATE STANDING COMMITTEE

For noting.

Attached is the report of the Academic Senate Standing Committee meeting held 5 July 2016.

Refer to Item 9.2

Recommended resolution
Academic Senate note the report of the Academic Senate Standing Committee meeting of 5 July 2016 and, where appropriate, ratify the resolutions of the Academic Senate Standing Committee.
ITEM 13.1: REPORT OF THE ACADEMIC SENATE STANDING COMMITTEE
MEETING OF 5 JULY 2016

Recommendation
Academic Senate note the report of the Academic Senate Standing Committee meeting of 5 July 2016.

The key items and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL (refer to item 5.3 of the Academic Senate Agenda)
English Language Policy

Resolution 16/38
That Academic Senate Standing Committee resolved to
i. establish a ‘Principles of English Language’ statement and
ii. recommend that Academic Senate rescind the English Language Policy as originally approved in
the following resolution made at its meeting of 4 November 2014:

Resolution 14/194
That Academic Senate approves the English Language Policy subject to the amendments listed
above.

ITEMS FOR NOTING
Prioritisation of Senate Projects – Methodology and Recommendations (refer also to item 6 of the
Academic Senate Agenda)
Members considered and endorsed the table of prioritised Senate projects, noting that the Senate Learning
and Teaching Committee and the Academic Standards and Quality Committee will each develop a similar
prioritised list of their projects.

Resolution 16/37
That Academic Senate Standing Committee resolved to endorse the table of priorities for Academic Senate
projects as amended.

Review of the Department of Linguistics: Terms of Reference and Panel members
Members approved the terms of reference and review panel membership for the review of the Department
of Linguistics, noting that it would be useful to review and amend the template for this documentation. It
was suggested that a check box be included for faculties to indicate that due diligence has been done on
conflicts of interest with panel members.

Resolution 16/39
That Academic Senate Standing Committee resolved to approve the Terms of Reference and Review Panel
for the Review of the Department of Linguistics.

Review of the Departments of Mathematics and Statistics: Terms of Reference and Panel members
The Chair recommended the committee approve the terms of reference for the review of the Departments
of Mathematics and Statistics in principle, pending further information on the panel membership.

Resolution 16/40
That Academic Senate Standing Committee resolved to approve in principle the Terms of Reference for the
Review of the Departments of Mathematics and Statistics pending receipt of details of the panel
membership.

Professor Mariella Herberstein
Chair, Senate Standing Committee
ITEM 13.2  ACADEMIC STANDARDS AND QUALITY COMMITTEE

For noting.

Attached are the reports from the Academic Standards and Quality Committee meetings held 31 May and 21 June 2016.

Refer to Items 9.3 to 9.12.
ITEM 13.2 REPORT OF THE ACADEMIC STANDARDS AND QUALITY COMMITTEE
MEETING OF 31 MAY 2016

Recommendation
That the Academic Senate note the report of the Academic Standards and Quality Committee meeting of 31 May 2016, and where appropriate, adopt matters as recommended.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Separate papers are provided in the agenda for the following matters, which were endorsed at the Academic Standards and Quality Committee meeting of 31 May 2016:

1. Academic Standards and Quality Committee Membership and Terms of Reference
ASQC endorsed proposed changes to its Terms of Reference, as identified in a review undertaken one year after they were approved by Academic Senate on 2 June 2015. Proposed amendments included the introduction of a Deputy Chair, amendments to membership composition, tenure for all appointed positions to be two years, and clarification of ASQC’s authorisation of University coursework programs.
Recommendation
That the Academic Senate Standing Committee approve the revised Academic Standards and Quality Committee Terms of Reference.

2. Recognition of Prior Learning Exemption - Master of Professional Psychology
Recommendation
That Academic Senate resolve to:
   i. approve an exemption to the requirement to study 32 credit points to gain the award Master of Professional Psychology according to the Recognition of Prior Learning (RPL) Schedule of Minimum Requirements at Macquarie, effective 1 January 2016; and
   ii. note that this exemption will apply to students under the following two scenarios for eligibility for 4cp RPL:
      a. where a student admitted to the Master of Professional Psychology program has completed an MRES, MPhil or PhD, meets the admission criteria to their program, and subsequently wishes to progress to registration as a psychologist, or partially completed APAC accredited AQF level 9 program, and no longer wishes to proceed with study in that specialisation, but has completed the dissertation for that program; and
      b. where a student may have completed study within an Australian Psychology Accreditation Council (APAC) accredited AQF Level 9 course with the last 10 years and no longer wishes to proceed with study in that specialisation. Studies undertaken at a Non- Australian institution may be considered.

3. 2017 Schedule: Amendments to Postgraduate Admission Requirements
Recommendation
That Academic Senate resolve to approve changes to postgraduate admission requirements for the following programs from 1 January 2017:
   • Master of Biotechnology
   • Master of Chiropractic

4. 2017 Schedule – New Award and Specialisations: Master of Disability Studies and Specialisations
Recommendation
That Academic Senate resolve to:
   i. approve the Master of Disability Studies for implementation from 1 January 2017; and
   ii. note that the Academic Standards and Quality Committee approve the following specialisations for implementation from 1 January 2017, subject to approval of the Master of Disability Studies by Academic Senate:
      • Education: Deaf and Hard of Hearing
      • Education: Vision Impairment
      • Sensory Disability

5. 2017 Schedule of Programs, Majors or Specialisations For Deletion: Environmental Studies Specialisation and Master of Environmental Planning
Recommendation
That Academic Senate approve the deletion of the following from 31 December 2016:
   • Environmental Studies Specialisation
   • Master of Environmental Planning

ASQC endorsed a proposal for Macquarie International (MI) to have the authority to approve the recognition of overseas foundation programs (currently exercised by ASQC), with standards to be set for the recognition of overseas foundation programs, noting that MI has developed draft principles in collaboration with MUIC which align with the ESOS Foundation Principles. As part of its regular reporting cycle, MI will provide an annual report to ASQC detailing the programs that have been granted recognition as well as the performance of students under these programs (as available).

Recommendation

That Academic Senate:

i. approve the framework for the recognition of overseas foundation programs; and

ii. note that this will enable the Associate Director (Academic Programs) Macquarie International to:

a. approve the recognition of overseas foundation programs and

b. provide an annual reports to ASQC on approved programs and the performance of students who have been admitted via these programs.

ITEMS FOR NOTING – MATTERS APPROVED BY ASQC

The Academic Standards and Quality Committee approved the following items at its meeting of 31 May 2016:

| i. 2016 Schedule – Recoding of Units | ASQC approved (ASQC Res 16/58) a late change to the 2016 Schedule for ISYS326 SYS326 Advanced Databases and Enterprise Systems be recoded to COMP326 Advanced Databases and Enterprise Systems. |
| ii. 2016 Schedule – Alternate Units for the outgoing Bachelor of Teaching (Early Childhood Services) | ASQC approved (ASQC Res 16/59) a late change to the 2016 Schedule - EDUC106, Education: the Social and Historical Context as an alternative for ABEC112 The Social Context of Early Childhood; and ECH126 EC in Australia: The Social Context |
| iii. 2016 Schedule - Amendment to Offering: Bachelor of Chiropractic Science | ASQC ratified (ASQC Res 16/61) late changes to the 2016 Schedule approved by the ASQC Chair under delegated authority in relation to the offering of the Bachelor of Chiropractic Science. |
| iv. 2017 Schedule – Amendments to Postgraduate Admission Requirements | ASQC ratified (ASQC Res 16/64) administrative changes to postgraduate admission requirements approved by the Chair of the Academic Standards Quality Committee under delegated authority for the following programs from 1 January 2017: |
| |  • Master of Accounting (CPA) Extension; |
| |  • Master of Accounting; |
| |  • Master of Advanced Professional Accounting; |
| |  • Master of Banking and Finance; Master of Commerce; |
| |  • Master of Economics; |
| |  • Master of International Business with Master of International Communication; |
| |  • Master of International Business with Master of International Relations; |
| |  • Master of International Business |
| v. Schedule of Programs, Majors and Specialisations for 2017 | ASQC approved (ASQC Res 16/66) the Schedule of Programs, Majors and Specialisations for 2017, as provided by Curriculum and Planning. |
| vi. 2017 Schedule: PACE and Capstone Units | ASQC approved (ASQC Res 16/67) the following as Capstone and/or PACE units from 1 January 2017: |
| |  • PHYS311 Professional Physics [Capstone and PACE] |
| |  • AHIS393 Archaeology [Capstone] |
| |  • COMP326 Advanced Databases and Enterprise Systems [Capstone] |
| |  • COMP332 Programming Languages [Capstone] |
| |  • COMP343 Cryptography and Information Security [Capstone] |
| |  • COMP344 E-Commerce Technology [Capstone] |
| |  • ECHP324 Professional Experience 4 [PACE] (to be recoded to ECHP327) |
| |  • ECHP421 Professional Experience 6 [PACE] (to be recoded to ECHP425) |
| |  • JPNS360 Working With and for People in Japan [PACE] |
| |  • LAWS478 Macquarie Social Justice Clinic [PACE] |
| |  • PACE399 Professional Internship: Learning in Practice [PACE] |
| | ASQC resolved (ASQC Res 16/68) to grant in principle approval for the following as Capstone and/or PACE units from 1 January 2017, subject to the provision of further information to the following ASQC meeting: |
| |  • MEDI308 Health/Research Placement [Capstone and PACE] |
| |  • PICT320 Ethics and Security [Capstone and PACE] |
| |  • PICX320 Ethics and Security [Capstone] |
| |  • MAS350 Media Internship [Capstone] |
| |  • ENGL374 Working with Texts [PACE] |
### vii. 2017 Schedule: Co-taught Units

ASQC approved (ASQC Res 16/69) the following units to be co-taught from 1 January 2017:


ASQC approved (ASQC Res 16/70) the following units to maintain co-teaching for 2017 and 2018:

- CMBS308 Chemical Analysis II with CBMS825 Chemical Analysis II
- CBMS332 Protein Discovery and Analysis with CBMS832 Protein Discovery and Analysis
- CBMS336 Molecular Biology and Genomics with CBMS836 Molecular Biology and Genomics
- CBMS331 Molecular and Medical Biotechnology with CBMS880 Molecular and Medical Biotechnology

### viii. 2017 Schedule – Resting of Specialisations

ASQC approved (ASQC Res 16/71) the resting of the following specialisations in 2017:

- ICT12S ICT in Education Specialisation in the Master of Education; and
- ICT32S ICT in Education Specialisation in the Graduate Certificate of Education Studies

### ix. 2017 Schedule – Reinstatement of Program: Graduate Certificate of Community Interpreting

ASQC approved (ASQC Res 16/72) the reinstatement of the Graduate Certificate of Community Interpreting from 1 January 2017.

### x. 2017 Schedule - Reinstatement of Program & Approval of Specialisations: Master of Science and Specialisations

ASQC approved ASQC Res 16/73 the reinstatement of the Master of Science and the implementation of the following specialisations as part of the award from 1 January 2017:

- Biology Innovation
- Chemical and Biomolecular Innovation
- Earth and Planetary Sciences Innovation
- Environmental Sciences Innovation
- Information Technology Innovation
- Statistics Innovation

### xi. 2017 Schedule – Change to IELTS prerequisite: Graduate Diploma of Business Psychology

ASQC approved (ASQC Res 16/76) the following changes to the IELTS for the Graduate Diploma of Business Psychology from 1 January 2017:

- from 7 overall with a minimum of 7 in each band or equivalent
- to 6.5 overall with a minimum of 6.5 in each band or equivalent

### xii. 2017 Schedule – Change of Major Name

ASQC approved (ASQC Res 16/77) a change of major name from CYB01 Cybersecurity to CYB01 Cyber Security from 1 January 2017.

### xiii. 2017 Schedule – Qualifying Majors for the Bachelor of Education (Primary)

ASQC approved (ASQC Res 16/79) a proposal to amend the list of qualifying majors for the Bachelor of Arts with the degree of Bachelor of Education (Primary) as outlined in an Appendix 1 of the report, effective 1 January 2017. This is to align with the tightened subject content requirements for primary teachers by BOSTES.

### ITEMS FOR NOTING – MATTERS NOTED BY ASQC

The Academic Standards and Quality Committee noted the following items at its meeting of 31 May 2016:

<table>
<thead>
<tr>
<th>i. Faculty Guidelines: Unit Proposals and Approvals</th>
<th>ASQC noted (ASQC Res 16/57) an updated version of the Guidelines, noting amendments which included a new Shared Teaching section as requested by Academic Senate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii. 2016 Schedule Changes to Handbook &amp; Coursefinder: Master of Linguistics and TESOL candidature</td>
<td>ASQC noted (ASQC Res 16/62) corrections in the 2016 Handbook and Coursefinder in relation to the Master of Linguistics and TESOL candidature to amend: “1-2 years depending on Recognition of Prior Learning granted” to read “Candidature Length 1.5-2 years depending on Recognition of Prior Learning granted”.</td>
</tr>
<tr>
<td>iii. 2017 Grade Point Average Admission Requirements Schedule</td>
<td>ASQC noted (ASQC Res 16/63) a schedule provided by Curriculum and Planning which consolidated each Faculty’s recommendations on the translation of GPA’s into the new 7-point GPA scale (arising from the newly approved Assessment Policy).</td>
</tr>
<tr>
<td>iv. 2017 Schedule – Resting of Programs</td>
<td>ASQC noted (ASQC Res 16/78) that the introduction of the following awards has been postponed from 2017 to 2018, as advised by the Faculty of Business and Economics: Master of Management and Business; Master of Management and Business Extension; Master of Management and Leadership; Master of Management and Leadership Extension</td>
</tr>
</tbody>
</table>

[Note: Academic Senate at its meeting on 10 November 2015 resolved, as recommended by ASQC, to approve in principle the academic case for the above awards for introduction in 2017.]
OTHER MATTERS CONSIDERED BY ASQC

ASQC also:

- noted that Macquarie University had received a very positive re-accreditation report from TEQSA.
- considered a presentation from Dr Trudy Ambler and colleagues from the Faculty of Arts on an iLearn unit, ARTS101, *How to be a successful student*.
- noted a Confidential Report, *Performance of RPL Students* provided by Macquarie International as part of the framework established for approving Recognition of Prior Learning (RPL) articulations and other credit arrangements. This was the first report arising from the framework covering students who commenced their degree program in 2015.
- considered a discussion paper from Macquarie International (MI) proposing that MI be enabled to make decisions on granting unspecified credit designated People or Planet for international students articulating to Macquarie University from diplomas and bachelor degrees offered by high quality international institutions. ASQC noted there had not been wide consultation to this proposal and did not support it at this time. [Note: a revised paper will be considered at the 19 July 2016 ASQC meeting]
- noted a report from the Chair of the MUIC Subcommittee.
- noted Individual Case reports from the following Faculties: Arts, Human Sciences, and Science and Engineering.

The Chair reported that it had been brought to her attention that a Study Abroad Certificate was potentially being marketed however the program had not previously been considered by ASQC, and asked Pro Vice-Chancellor (Learning & Teaching) to follow up on this proposal and report back to ASQC. [Note: a report will be considered at the 19 July ASQC meeting]

The next meeting of the Academic Standards and Quality Committee was held on 21 June 2016. A copy of the minutes of the 31 May 2016 ASQC meeting is available [via this link](#).

Submitted by:  
Associate Professor Pamela Coutts  
Chair of the Academic Standards and Quality Committee
ITEM 13.2 REPORT OF THE ACADEMIC STANDARDS AND QUALITY COMMITTEE
MEETING OF 21 JUNE 2016

Recommendation
That the Academic Senate note the report of the Academic Standards and Quality Committee meeting of 21 June 2016, and where appropriate, adopt matters as recommended.

ITEMS FOR APPROVAL BY ACADEMIC SENATE

1. Bachelor of Engineering – Honours Criteria and Offerings (amended resolution)

This matter was approved by Academic Senate at its 24 May 2016 meeting. ASQC subsequently confirmed that the implementation date of new programs and the deletion date of former programs for the Bachelor of Engineering - Honours Criteria and Offerings should be applied retrospectively from 1 January 2016 (not 2017), and deletion of the former programs from 31 December 2015 (not 2016). ASQC therefore rescinded its resolutions (ASQC Resolutions 16/43 and 16/44) at its 21 June 2016 meeting, and recommends that Academic Senate rescinds and amends its earlier resolutions in relation to this item.

Recommendation
That Academic Senate resolve to:

i. rescind Academic Senate Resolutions 16/175 and 16/176; and

ii. update the rescinded resolutions with the appropriate dates for the changes to the criteria for the Bachelor of Engineering Honours and the consequent deletion of awards as detailed in the report provided.

Changes to criteria for the Bachelor of Engineering Honours

That Academic Senate resolve to approve:

i. graduating students of the four year Bachelor of Engineering program only do so with the award Bachelor of Engineering with Honours from 1 January 2016; and

ii. to only retain the Bachelor of Engineering with Honours, and its associated double degree programs; and

iii. the introduction of a Class 3 Honours grade (with grading awarded to each student to be determined by a Weighted Standard Numerical Grade calculation).

Recommendation
Change to criteria for the Bachelor of Engineering Honours

That Academic Senate resolve to approve:

i. graduating students of the four year Bachelor of Engineering program only do so with the award Bachelor of Engineering with Honours from 1 January 2016; and

ii. to only retain the Bachelor of Engineering with Honours, and its associated double degree programs; and

iii. the introduction of a Class 3 Honours grade (with grading awarded to each student to be determined by a Weighted Standard Numerical Grade calculation).

2. 2017 Co-taught Units Schedule (existing units)

ASQC also endorsed a recommendation that Academic Senate approve a proposal that requests for co-teaching which meet the Principles of Shared Teaching be devolved for approval at Faculty Level, with ASQC only considering those units which are seeking an exemption. The impact of this revised arrangement will result in ASQC undertaking a monitoring, rather than approval, role from 2017 in considering an annual report from Curriculum and Planning on the following year’s Schedule of Co-taught Units.

Recommendation
That Academic Senate resolve to:

i. approve the following changes to the Principles of Shared Teaching:

   a. the approval of co-taught units that are compliant with the Principles of Shared Teaching be devolved from the Academic Standards and Quality Committee to the Faculties, effective immediately; and

   b. all units seeking exemption to the categories of the Principles of Shared Teaching continue to be provided to the Academic Standards and Quality Committee for approval; and

ii. subject to approval of the updated Principles of Shared Teaching by Academic Senate, note that ASQC will monitor and note the annual Schedule of Co-taught Units provided by the Curriculum and Planning unit for the following year’s offerings as part of its meeting cycle of business.
3. **2017 Schedule – Resting of KOR01 Korean Studies Major**

As the Faculty of Arts has advised that KORE units will not be staffed in 2017 due to resourcing issues, ASQC endorsed the resting of the Korean Studies major in 2017.

**Recommendation**

That Academic Senate resolve to approve the resting of KOR01 Korean Studies major in 2017.

4. **2017 Schedule – Media and Technology Law Specialisation for deletion**

**Recommendation**

That Academic Senate resolve to approve the deletion of the Media and Technology Law specialisation from 1 January 2017.

5. **Retrospective Changes – 2015 and 2016 Schedules: Master of Environmental Planning**

**Recommendation**

That Academic Senate resolve to approve the retrospective application of amendments to the Master of Environmental Planning for continuing students, effective immediately.

**ITEMS FOR NOTING**

i. **2017 Schedule: Co-taught Units**

ASQC approved (ASQC Resolution 16/87) the co-teaching of the following units from 1 January 2017:
- GEOP606 Urban Dynamics: Population, Housing and Economy, with GEOP219 Urban Dynamics: Population, Housing and Economy.

ASQC approved (ASQC 16/93) the co-teaching of the following units from 1 January 2017:
- PICT846 intelligence Analysis Platforms with PICT 849 Cyber Policing and Intelligence.

ii. **2017 Schedule – Program Changes for noting**

ASQC resolved to ratify and note (ASQC Resolution 16/88) the actions taken under executive action for the following programs:
- CHL21D Graduate Diploma of Children’s Literature;
- MUIC04 Diploma of Accounting, Commerce and Business Administration;
- MUIC05 Diploma of Media and Communications; and
- MUIC07 Diploma of Information Technology.

iii **2017 Schedule – Change of Offerings: Programs**

ASQC approved (ASQC Resolution 16/89) the change of offerings of the following programs from 1 January 2017:
- Graduate Certificate of Applied Finance Post Master of Applied Finance;
- Graduate Diploma of Applied Finance; and
- Master of Applied Finance.

iv. **2017 Schedule – Change of Offerings: Specialisations**

ASQC approved (ASQC Resolution 16/90) the change of offerings of the following Graduate of Diploma of Applied Finance specialisations from 1 January 2017:
- BVA21S Business Valuation;
- FRM21S Financial Risk Management;
- REO21S Retirement Outcomes.

v. **2017 Schedule: Co-taught Units Schedule (existing units)**

ASQC approved (ASQC Resolution 16/91) compliant co-taught units within the 2017 Schedule of Co-taught Units, and requested the Faculties to review any non-compliant units with a view to either retract the units or to provide justification for exemption to the next ASQC meeting.

A separate recommendation (ASQC Resolution 16/92) has been submitted to Academic Senate for the amendment of the Principles of Shared Teaching to enable Faculties to approve compliant units.

vi. **2017 Schedule: Co-Taught Units (new units)**

ASQC approved (ASQC Resolution 16/94) the following units to be co-taught for one year only from 1 January 2017:
- CBMS107 Foundations of Chemical and Biomolecular Sciences 1 with CBMS617 Foundations of Chemical and Biomolecular Sciences 1
- CBMS108 Foundations of Chemical and Biomolecular Sciences 2 with CBMS618 Foundations of Chemical and Biomolecular Sciences 2

ASQC approved (ASQC Resolution 1 16/95) the following units to be co-taught from 1 January 2017:
- CBMS606 Medicinal Chemistry with CBMS306 Medicinal Chemistry
- SPHL299 Speech Acoustics with SPH399 Speech Acoustics
ASQC approved in principle (ASQC Resolution 16/96) the following units to be co-taught from 1 January 2017, noting that additional information will be provided to the 19 July 2016 meeting:

- ENVS703 Science in Environmental Management
- ENVS704 Climate Change and the Climate System
- ENVS705 Air and Water Quality
- ENVS707 Environmental Management and Analysis
- ENVS708 Environmental Planning
- ENVS753 Environmental Applications of GIS and Remote Sensing
- ENVS798 Management of Degraded Environments
- STAT730 Statistical Methods in Bioinformatics

ASQC approved (ASQC Resolution 16/97) the following PACE and Capstone units effective from 1 January 2017:

- MGMT310 Entrepreneurship Project [PACE], approved in principle subject to further information being provided;
- MHIS306 Practicing Public History: Modern History PACE [PACE] approved in principle subject to further information being provided; and
- MGMT301 Applied Leadership Project [PACE and Capstone].

ASQC considered a report from the office of the Pro Vice-Chancellor (Learning and Teaching), which will also be considered by SLTC. ASQC resolved (ASQC Resolution 16/100) to approve the formation of a Working Group to develop a comprehensive set of institutional quality indicators, measures and descriptors for Learning and Teaching at Macquarie University, and related updates to the Macquarie Teaching Index, and endorsed the parameters for the Working Party’s scope of work and reporting requirements.

ASQC approved (ASQC Resolution 16/101), effective immediately, articulation of Macquarie University International College (MUIC) graduates into double degrees when both programs are on the schedule of articulations for the College and the student meets the higher GPA requirement (if relevant).

ASQC approved (ASQC Resolution 16/102) the deeming of:
- WACB100, WACS100 and WACH100 as equivalent units within Macquarie University International College (MUIC) Diploma programs; and
- SIBT Academic Communication units and Macquarie University International College (MUIC) Academic Communication units - ACBE100, ACSC100, ACHS100, WACB100, WACH100, WACS100 - as equivalent units.

ASQC endorsed (ASQC Resolution 16/103) the proposal for a standing approval for Macquarie University International College (MUIC) program availabilities to be opened in AMIS in non-intake terms to allow for course transfers.

OTHER MATTERS CONSIDERED BY ASQC

ASQC also noted the following reports:
- amendments to the Inherent Requirements Framework and its planned implementation;
- a report from the Macquarie University International College (MUIC) Subcommittee on its recent activities. ASQC requested that more detail on examination results referenced in the report be provided to the next ASQC meeting; and
- a report on Individual Cases from the Faculty of Science and Engineering.

The next meeting of the Academic Standards and Quality Committee will be held on 19 July 2016. A copy of the minutes of this meeting will be available via this link following the next meeting.

Submitted by: Associate Professor Pamela Coutts, Chair of the Academic Standards and Quality Committee
ITEM 13.3 HIGHER DEGREE RESEARCH APPEALS COMMITTEE

For noting.

Attached is the report from the Higher Degree Research Committee meeting held 31 May 2016.
ITEM 13.3  REPORT OF THE HIGHER DEGREE RESEARCH APPEALS
COMMITTEE MEETING OF 31 MAY 2016

A meeting of the Higher Degree Research Appeals Committee was held on Tuesday 31 May 2016 at
10:00am in Meeting Room 2, Building E11A, Level 2.

ITEMS FOR NOTING BY ACADEMIC SENATE

A meeting of the Higher Degree Research Appeals Committee was held to determine the committee's
response to an appeal from student 41575768. The student was contesting the decision of the Programs and
Examination Sub-Committee (PESC) that the thesis grade of 74 % be upheld and cited three grounds for
appeal.

- The decision maker in making the decision took an irrelevant consideration into account;
- The decision maker in making a decision, failed to take a relevant consideration into account; and
- The required procedure for making the decision was not followed.

The Committee noted that despite the grounds listed, the submission questioned the academic merit of the
grade as opposed to providing supporting documentation to substantiate the grounds of procedural
fairness.

While acknowledging that candidate had not established that a procedural irregularity had occurred in the
marking of the thesis, the Committee noted a lack of clarity at the departmental level concerning the appeal
process and this is evidenced by the advice provided to the candidate on the appeal process. The Committee
noted a significant delay between the appellant raising an initial complaint in 2014, receiving initial
feedback in 2015 and then receiving advice from the Chair of the Program Examination Subcommittee
(PESC) in 2016. The Committee noted the comprehensive response provided to the candidate by the Chair
of PESC. The Committee considered while there was evidence of internal discussion relating to the appeal,
it was unfortunate that the appellant did not receive written a response to her complaint or clear advice on
the process for submitting an appeal in a timely manner.

The Committee noted several opportunities for improvement which have been reported to the Higher
Degrees Research Office to action with support from Governance Services.

The Committee considered all of the evidence provided, determined that all processes were followed
correctly and resolved that there was no evidence of procedural irregularity and upheld the decision of the
HDR Committee and the decisions of Senate.

Recommendation
That the Academic Senate note the report of the Higher Degree Research Appeals Committee meeting of 31
May 2016.

Submitted by:
Professor Julie Fitness
Chair of the Higher Degree Research Appeals Committee
ITEM 13.4 HIGHER DEGREE RESEARCH COMMITTEE

For noting.

Attached is the report from the Higher Degree Research Committee meeting held 10 June 2016.

Refer to Item 9.13.
ITEM 13.4  REPORT OF THE HIGHER DEGREE RESEARCH COMMITTEE
MEETING OF 10 JUNE 2016

Recommendation
That Academic Senate note the report of the meeting of the Higher Degree Research Committee held on 10th June 2016

Matters for noting
Professor Pretorius welcomed the new Chair of Academic Senate, Professor Mariella Herberstein, to the HDRC.

Professor Phillips reported on the new research governance structure, involving the Research and Research Training Committee (RRTC) and the Thesis Examinations Committee (TESC), to replace the current format of the RSPC, HDRC and PESC, as sub-committees of Academic Senate. It was advised that the composition of these two new committees was the outcome of a negotiated process, and that a call for nominations will be managed by Zoe Williams soon.

Dr Yi presented the commencements and completions and Cotutelle/Joint PhD reports. It was noted that numbers of international candidates and PhDs were increasing, however commencement numbers and completions are tracking a little lower than this time last year.

Dr Yi presented the recently signed Master of Research Exchange Agreement and noted the strong links between the Faculty of Arts at Macquarie with Tel Aviv. The committee were also advised that the MRes program at Macquarie has its first outgoing MRes exchange student, visiting East China Normal University in late 2016. Dr Yi also advised that as a follow up for the recent South America delegation a joint call for applications for cotutelles with the 6 major partners would be released. A draft had recently been circulated to ADHDRs for consultation.

Professor Pretorius advised that in September applications for the new round of CSC special project funding will be open again. Applications are submitted like a Centre of Excellence process, and include funding support for up to 30 PhD students over 5 years. Students do not need to apply through the main CSC round.

COMPLETION OF REQUIREMENT (PHD/MPHIL)

AL QAHTANI, AMER FOA PHD
Principal Supervisor: Associate Professor Archana Parashar
Associate Supervisor: Associate Professor Niloufer Selvadurai
Thesis submitted for examination: 02 December 2015
Thesis title: The Dubai Experience: Evaluating the Effectiveness and Efficiency of International Commercial Arbitration Laws in the Gulf Arab Region
Award Recommended: Doctor of Philosophy

ALMATROUDI, AHMAD ABDULAZIZ FOMHS PHD
Principal Supervisor: Associate Professor Karen Vickery
Associate Supervisor: Dr HongHua Hu
Thesis submitted for examination: 15 December 2015
Thesis title: Patients’ safety and hospital-acquired infections: The size of the problem of biofilms on the health care surfaces
Award Recommended: Doctor of Philosophy

AZZAM, OSMAT FOBE PHD
Principal Supervisor: Associate Professor Pundarik Mukhopadhaya
Associate Supervisor: Professor Chris Patel
Thesis title: Health Accounts to Formulate Health Financing Policy for the Poor
Award Recommended: Doctor of Philosophy
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOUVAIN, PETRA FOBE</td>
<td>PHD</td>
<td>Principal Supervisor: Associate Professor Chris Baumann Associate Supervisor: Dr Erik Lundmark Thesis submitted for examination: 24 December 2015 Thesis title: CSR and Financial Performance with a Mediating Effect of Brand Value: An Exploration of the Role of Geographic Location and Industry Setting Award Recommended: Doctor of Philosophy</td>
</tr>
<tr>
<td>DRESSLER, CONSTANZE</td>
<td>PHD</td>
<td>Principal Supervisor: Professor Martina Mollering Associate Supervisor: M. Legutke Thesis submitted for examination: 05 December 2015 Thesis title: Nature and Enactment of Tasks in Early English as a Foreign Language Teaching (EFLT) - A Collaborative Research Project with Teacher in Germany Award Recommended: Doctor of Philosophy</td>
</tr>
<tr>
<td>DUBE, SITHEMBINKOSI</td>
<td>PHD</td>
<td>Principal Supervisor: Professor Katherine Demuth Associate Supervisor: Associate Professor Mridula Sharma, Dr Jonathan Brock Adjunct Supervisor: P. Varghese Thesis submitted for examination: 18 December 2015 Thesis title: Neuro-Physiological Processing of Subject-Verb Agreement in L1 &amp; L2 Speakers of English Award Recommended: Doctor of Philosophy</td>
</tr>
<tr>
<td>GAD, NICHOLAS ADAM</td>
<td>PHD</td>
<td>Principal Supervisor: Associate Professor Joanne Jamie Associate Supervisor: M. Davies, R. Truscott Thesis submitted for examination: 02 October 2015 Thesis title: Human UV Filters, UV Light and Oxidative Damage in Age Related Nuclear Cataract Award Recommended: Doctor of Philosophy</td>
</tr>
<tr>
<td>GHATREHSAMANI, SAJAD</td>
<td>PHD</td>
<td>Principal Supervisor: Professor Graham Town Associate Supervisor: Associate Professor Stuart Jackson Thesis submitted for examination: 02 October 2015 Thesis title: Optical Properties of Composite Polymer Materials</td>
</tr>
</tbody>
</table>
Award Recommended: Doctor of Philosophy

**HARRIS, DREW**
Principal Supervisor: Professor Andrew Lepone
Associate Supervisor: Dr Vito Mollica
Thesis submitted for examination: 02 March 2016
Award Recommended: Doctor of Philosophy

**HERCUS, COURTNEY MARY**
Principal Supervisor: Dr Noah Bassil
Associate Supervisor: Associate Professor Morris Morley
Thesis submitted for examination: 26 February 2016
Award Recommended: Doctor of Philosophy

**HOAD, CATHERINE SHEILAGH**
Principal Supervisor: Dr Ian Collinson
Associate Supervisor: Dr Anthony Lambert
Award Recommended: Doctor of Philosophy

**HOSSAIN, SYED SAIFUDDIN**
Principal Supervisor: Professor Rafiqul Islam
Associate Supervisor: Dr Ruwanthi Selvadurai
Thesis submitted for examination: 02 February 2016
Thesis title: Trade Facilitation Through Border Enforcement of Intellectual Property Rights: Issues, Concerns and Possible Remedies
Award Recommended: Doctor of Philosophy

**HOUWING, FRANCES**
Principal Supervisor: Associate Professor Kay Bussey
Associate Supervisor: Professor Jennifer Hudson
Thesis submitted for examination: 26 February 2016
Award Recommended: Combined Doctor of Philosophy and Master of Clinical Psychology

**HUBER, ANGELIKA**
Principal Supervisor: Associate Professor Cathy McMahon
Associate Supervisor: Dr Naomi Sweller
Thesis title: Effectiveness of the Circle of Security Intervention in an Australia Community-Based Clinical Population: A Consecutive Cohort Study
Award Recommended: Doctor of Philosophy

**IRVING, JENNIFER CLAIRE**
Principal Supervisor: Dr Ian Plant
Associate Supervisor: Associate Professor Paul McKechnie
Thesis title: The Greek Epigraphic Evidence for Healer Women in the Greek and Roman World
Award Recommended: Doctor of Philosophy

**JONES, BEVAN KEELEY**
Principal Supervisor: Professor Mark Johnson
Associate Supervisor: Professor Mark Dras
Adjunct Supervisor: S. Goldwater
Thesis title: Learning Words and Syntactic Cues in Highly Ambiguous Contexts
Award Recommended: Doctor of Philosophy

KENWORTHY, JOSEPH FOSE PHD(J)
Principal Supervisor: Associate Professor Melanie Bishop
Associate Supervisor: Dr Leanne Armand
Adjunct Supervisor: D. Paterson
Thesis title: Comparative Ecosystem Dynamics of Estuarine Systems in Australia and the UK.
Award Recommended: Doctor of Philosophy

KESKIN-JOPPIEN, CHARLOTTE FOA PHD
Principal Supervisor: Associate Professor Chris Houston
Associate Supervisor: Dr Jacob Timmer
Adjunct Supervisor: E. Massicard
Thesis submitted for examination: 08 December 2015
Award Recommended: Doctor of Philosophy

KRAMER, JILLIAN FOA PHD
Principal Supervisor: Professor Joseph Pugliese
Associate Supervisor: Dr Goldie Osuri, Dr Anthony Lambert
Thesis submitted for examination: 22 December 2015
Award Recommended: Doctor of Philosophy

KURNIAWAN, RUDI FOBE PHD
Principal Supervisor: Professor Geoff Kingston
Associate Supervisor: Professor Lance Fisher
Thesis title: Essays on Tax Smoothing and Fiscal Policy Sustainability in Indonesia
Award Recommended: Doctor of Philosophy

LEE WONG, YUK WAN BRENDA MGSM DBA
Principal Supervisor: Associate Professor Debbie Haski-Leventhal
Associate Supervisor: -
Adjunct Supervisor: C. Lo, E. More
Thesis title: Management and Communication of Corporate Social Responsibility in Hong Kong Small and Medium Enterprises
Award Recommended: Doctor of Business Administration

LEWIS, AMELIA FOHS MPHIL
Principal Supervisor: Associate Professor Melanie Porter
Associate Supervisor: -
Thesis submitted for examination: 03 December 2015
Thesis title: Social Competence and Social Information Processing in Children with Neurofibromatosis Type 1
Award Recommended: Master of Philosophy

LI, CHI KEUNG KEVIN MGSM DBA
Principal Supervisor: Professor Richard Petty
NEWALL, JOHN PAUL  FOHS  PHD
Principal Supervisor:  Associate Professor Catherine McMahon
Associate Supervisor:  -
Adjunct Supervisor:  D.W. Swanepoel
Thesis submitted for examination:  26 November 2015
Award Recommended:  Doctor of Philosophy

PARK, JUNG SOO  FOBE  PHD
Principal Supervisor:  Dr Chris Heaton
Associate Supervisor:  Associate Professor George Milunovich
Adjunct Supervisor:  B. Van Swinderen
Thesis submitted for examination:  04 September 2015
Thesis title:  Jumping Spiders as a Model System for Comparative Visual Cognition
Award Recommended:  Doctor of Philosophy

PECKMEZIAN, CHRISTINA  FOSE  PHD
Principal Supervisor:  Professor Phillip Taylor
Associate Supervisor:  Professor Kenneth Cheng
Adjunct Supervisor:  B. Van Swinderen
Thesis submitted for examination:  19 November 2015
Thesis title:  St Gregory the Theologian’s Doctrine of the Logos and its Antecedents
Award Recommended:  Doctor of Philosophy

PETRAKIS, VICKI  FOA  PHD
Principal Supervisor:  Dr Ken Parry
Associate Supervisor:  Professor Alanna Nobbs
Thesis submitted for examination:  27 November 2015
Thesis title:  Understanding the Transformative Potential of International Education for Vietnamese International Graduates and Their Communities
Award Recommended:  Doctor of Philosophy

PHAM, LIEN THI  FOA  PHD
Principal Supervisor:  Dr Adam Stebbing
Associate Supervisor:  Dr David Saltmarsh, Dr Benjamin Spies-Butcher
Thesis title:  Role of Resistance Vasculature in the Development and Maintenance of Hypertension in Chronic Kidney Disease
Award Recommended:  Doctor of Philosophy

QUEK, KO JIN  FOMHS  PHD
Principal Supervisor:  Professor Jacqueline Phillips
Associate Supervisor:  Professor Alberto Avolio
Thesis submitted for examination:  11 February 2016
Thesis title:  A Study of the Relationship between Independent Non-Executive Directors (INEDs) and Company Performance
Award Recommended:  Doctor of Business Administration

REID, ELIZABETH ANN  FOA  PHD
Principal Supervisor:  Dr Nicholas Baker
Associate Supervisor:  Professor Marea Mitchell
Thesis submitted for examination: 08 December 2015
Thesis title: Fashioning Women’s Identities: Cultural Values, Memory and Embodiment in Renaissance Florence
Award Recommended: Doctor of Philosophy

SHCHERBAK, NATAL’YA FOHS PHD
Principal Supervisor: Professor Lori Lockyer
Associate Supervisor: Dr Naomi Sweller
Adjunct Supervisor: L. Graham
Award Recommended: Doctor of Philosophy

STYLIANOU, ANDREA FOA PHD
Principal Supervisor: Dr Elizabeth Kefallinos
Associate Supervisor: Associate Professor Chris Houston
Thesis submitted for examination: 18 December 2015
Award Recommended: Doctor of Philosophy

TANG, KONG WO FOHS PHD
Principal Supervisor: Dr Alan Jones
Associate Supervisor: Dr Stephen Moore
Thesis submitted for examination: 21 December 2015
Award Recommended: Doctor of Philosophy

ZHOU, JIE FOSE PHD
Principal Supervisor: Professor Eryk Dutkiewicz
Associate Supervisor: Dr GengFa Fang
Thesis submitted for examination: 23 October 2015
Thesis title: Research Into Key Technologies in Wireless Communications Based on Evolutionary Algorithms
Award Recommended: Doctor of Philosophy

CONSIDERATION FOR VICE-CHANCELLOR’S COMMENDATION
ALCORSO, JESSICA FOHS PHD
Principal Supervisor: Associate Professor Kerry Sherman
Associate Supervisor: Associate Professor Maria Kangas

On 10 June 2016, the Higher Degree Research Committee recommended that Jessica Alcorso’s PhD thesis be awarded subject to the completion of corrections as specified by the examiners and as outlined by the supervisor to be carried out to the satisfaction of the Higher Degree Research Committee.

The following comments were received from the examiners:

“IT is my pleasure of evaluating the PhD dissertation for Ms. Jessica Alcorso... This dissertation is evaluated as “Outstanding” in terms of significance, approach, candidate's ability, and impact of the dissertation research on the candidate's professional career pathway. The very focus of the dissertation on Adherence to self-management and psychological distress related to lymphedema following breast cancer treatment is of ultimate importance and strength of this dissertation research. The candidate appropriately used qualitative and quantitative as well cross-sectional and longitudinal approach to investigating the phenomenon and effectively presented different
perspectives to provide a comprehensive understanding of factors influencing patients’ adherence and psychological distress. Notable contributions to the literature include identification of psychosocial factors that influence breast cancer survivors’ adherence to self-management of lymphedema and factors that influence psychological distress associated with lymphedema. This body of literature contributed by the candidate will provide needed foundation for future research to develop precision health for lymphedema self-management by precisely targeting factors influencing adherence of lymphedema self-management and psychological distress. I am especially impressed by the candidate’s focus on symptom experience and psychological distress. It is apparent that the candidate has received a very rigorous training and guidance from her advisor during her PhD study. The candidate has done an outstanding work on synthesizing literature, selecting appropriate research approach to investigate the phenomenon of interest, providing stimulating discussion for the research and suggestions for future research. Importantly, the candidate should be commended for her ability to disseminate her research by publishing in highly respected peer-reviewed journals. The dissertation and publications are well-written. I very much look forward to her future endeavor to advance science and knowledge in self-management of lymphedema and care for cancer patients. In summary, the candidate has demonstrated success in her dissertation research, her ability to disseminate her research, and her ability to be an independent and productive researcher. This is very impressive for a PhD level student. For such accomplishments, the candidate and her advisor should be commended.

"Ms. Alcorso's thesis submitted for the degree of doctor of philosophy is extremely well-researched, rigorous, and logically presented. I commend her on this outstanding body of work and the significant contributions it makes to the field of lymphedema research. This work moves the field forward with regard to synthesis of current knowledge, connections between concepts in measurable ways that have not been studies before, and the conscience inclusion of theory-driven inquiry."

"The thesis makes an important contribution to knowledge in the under-researched area of lymphedema self-management. More specifically it adds to the evidence base informing about consumer acceptance of self-management and factors associated with adherence to lymphedema self-management behaviours. The thesis contributes to a broader body of knowledge that may facilitate a more appropriate and regular self-management approach to lymphedema treatment and enable earlier detection of barriers to such behaviours. This will ultimately impact upon the public health burden associated with cancer-related lymphedema. The thesis outlines the purpose and scope of the study clearly. It is structured in a logical and coherent way with two literature reviews, and two main research questions forming the body of the thesis. ...a detailed and critical analysis of the literature follows and the paucity of research on reasons for non-adherence is highlighted. The research gaps are clearly identified and provide an appropriate introduction to the research questions. The objectives are clearly outlined and the research questions that guide the analyses are well formulated. ...the candidate developed a unique and novel online self-compassion writing activity intervention and this was pilot tested with lymphedema affected women. The candidate is to be congratulated on a prolific outcome from her doctoral work with three manuscripts already published in high ranking peer reviewed journals in this field, and several others under review or under preparation."

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

RESOLVED

HOAD, CATHERINE SHEILAGH FOA PHD
Principal Supervisor: Dr Ian Collinson
Associate Supervisor: Dr Anthony Lambert

On 10 June 2016, the Higher Degree Research Committee recommended that Catherine Sheilagh Hoad’s PhD thesis be awarded.

The following comments were received from the examiners:

“This is a truly outstanding PhD thesis. I have never had the opportunity – or the pleasure – to read a thesis that is so well-written and critical. From the introduction, we get a clear statement of the student’s focus and aims. The engagement with literature is balanced, showing a rare ability to dig deep into other people’s work... The student has taken on a very tricky task of bringing critical whiteness studies into the study of heavy metal, and done it with a bravura performance. The thesis ends with a novel synthesis and development of the student's
critical lens, and a conclusion that marks out the next stages of what we might call a new, socially and politically aware scholarship of heavy metal. I have no hesitation in recommending that this thesis is a PhD and a strong contribution to whiteness studies, metal music studies, cultural studies and sociology. I wish to congratulate the student and the supervisory team – well done!"

“This is an outstanding PhD thesis and I recommended that the candidate, Catherine Hoad, be awarded her PhD without revisions. Pale Communion... makes a highly significant intervention and contribution in both metal music and, critical race and whiteness, studies. Hoad’s work is highly original and reveals a number of urgent and provocative points about the operation of metal music scenes as ‘terrains of whiteness’. Moreover, this thesis is well written and clear. I strongly recommend that the candidate consider adapting her project into a book. Pale Communion... interrogates a number of ‘taken-for-granted’ assumptions in metal music studies. In particular, Hoad contributes to a destabilising of the oft repeated claim that metal is simply ‘white’ due to demographies. Hoad does this through a thoroughgoing and critically rigorous analysis of three metal scenes – in Norway, South Africa and Australia. While Hoad demonstrates her distinct contribution to metal music studies throughout the thesis, it is particularly clear in her first (‘Sound of White Noise’) and fifth (‘My blood line stays pure with my own kind’) chapters. Hoad clearly locates her work as arising from critical race and whiteness studies and further demonstrates a finely tuned understanding of so called ‘third wave’ conceptions of whiteness as a multiple, complex site of cultural politics. Chapter 5 continues this impressive contribution to the subject area of both critical race, and metal music, studies. The critical originality of Pale Communion... is evident throughout the thesis. However, it is most evidential in Chapters 2-4 which offer an extraordinarily detailed discursive analysis of how metallic whiteness is produced, maintained and normalised in three countries. Hoad is to be commended for tackling three different national scenes to complete her PhD work. Her obvious ability to conduct archival research and translations is also commendable. All three chapters are grounded in critical race theory but locate themselves, too as building on – but also intervening critically in – metal music studies. Hoad does this through a sophisticated engagement with scenic materials – album notes, interviews, as well as write ups in scenic and popular press. This thesis is extremely well written...”

“...I would like to congratulate the candidate with an excellent thesis which was an intellectual pleasure to read and ponder over. Well done. The thesis ‘Pale Communion: Whiteness, Masculinity and Nationhood in heavy metal scenes in Norway, South Africa and Australia’ has too many strengths to list. Therefore I focus on three main strong points which I will discuss below... First, this thesis is really well written and clearly structured. It starts with a captivating introduction (discussing an incident – which is not really an incident – regarding Phil Anselmo, culminating in a clear RQ), followed by a theory section (proving insights from both Whiteness Studies, Gender Studies and Metal Music Studies), three case studies (linking Norway’s monstrous nationalism, South Africa’s resistant nationalism to some of their metal scenes), a synthesis of all three cases, and finally a conclusion. Second, the thesis not only draws on many strands of research – besides Whiteness, Gender and Metal Music Studies, it includes insights from philosophy, political science, history and many more; Catherine also positions her work carefully by – often quite harshly – criticizing (‘destabilising’) and pointing out gaps in previous literature, particularly Metal Music Studies. As such, she makes very significant contributions to various academic fields. Third, I know from my own experience that making cross-national comparisons is very rewarding (according to Durkheim the only sociology is a sociology of comparison), yet it is not an easy way out. One needs to carefully select and legitimate this selection in order not to (be accused of) compare the seemingly incomparable. Yet, Catherine has shown how such comparisons can lead to excellent results, i.e. how whitenesses (plural) differ within different national constellations, deconstructing the myth of a singular whiteness. This is one of the biggest strengths of this thesis. Brilliant thesis with many strengths...”

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

RESOLVED
That Catherine Sheilagh Hoad’s PhD thesis entitled “Pale Communion: Whiteness, Masculinity and Nationhood in heavy metal scenes in Norway, South Africa and Australia.” be awarded a Vice-Chancellor’s Commendation.

COMPLETION OF REQUIREMENT (MRES)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>FACULTY</th>
<th>FINAL THESIS MARK (%)</th>
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<tbody>
<tr>
<td>CLEMENT, RYAN</td>
<td>FOSE</td>
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<td>DASHTBANI M, MAHDIEH</td>
<td>FOSE</td>
<td>93</td>
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<td>HICKEY, LAURA</td>
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<td>KENNY, KATHRYN</td>
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<td>MEHAFFEY, STEPHEN</td>
<td>FOSE</td>
<td>83</td>
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<td>NAIR, SHANTA</td>
<td>FOSE</td>
<td>73</td>
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<tr>
<td>OLIVIERI, DANA</td>
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<td>73</td>
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<tr>
<td>PARR, AIMEE</td>
<td>FOHS</td>
<td>80</td>
</tr>
</tbody>
</table>
RESOLVED
That the candidates listed above be awarded the degree of Master of Research

Submitted by: Professor Sakkie Pretorius, Deputy Vice-Chancellor (Research)

For enquiries contact: Louise Wedlock, Deputy Director, Higher Degree Research
E: louise.wedlock@mq.edu.au
T: Extension 1891
ITEM 13.5  SENATE LEARNING AND TEACHING COMMITTEE

For noting.

Attached are the reports from the Senate Learning and Teaching Committee meetings held 6 June and 4 July 2016.

Refer to Items 9.14 and 9.15.
ITEM 13.5 REPORT OF THE SENATE LEARNING AND TEACHING COMMITTEE MEETING OF 6 JUNE 2016

Recommendation

1. Academic Senate resolve to approve the revised Senate Learning and Teaching Terms of Reference
2. Academic Senate note the report of the Senate Learning and Teaching Committee meeting of 6 June 2016.

Summary

A meeting of the Senate Learning and Teaching Committee (SLTC) was held 6 June 2016. The key items, outcomes and resolutions of this meeting are outlined below. A copy of the full minutes can be found on the SLTC website.

Items for approval by Academic Senate

Senate Learning and Teaching Committee Terms of Reference
Revised Terms of Reference for the Committee were presented which included the following amendments:

- Introduction of a Deputy Chair
- Removal of membership categories following organisational changes
- Increase in tenure from one year to two years for all membership categories including the student representative.

Following discussion, the following membership categories were endorsed for inclusion:

- Nominee of Macquarie International
- Nominee of Macquarie University International College
- Nominee of the Learning Innovation Hub

The Committee endorsed the proposed changes and noted that some further amendments may be approved by Chairs action prior to recommendation to the Academic Senate Standing Committee.

Items for noting

Report from the Chair

The Chair provided a verbal report on the following matters:

- Chair of Academic Senate – A report on the new Chair of Academic Senates inaugural meeting was provided. The Chair encouraged all members to review the Academic Senate projects, available on the 'Activities of Academic Senate' webpage and to contact the Chairs of the Working Groups should they wish to be involved in any of the projects. The Chair confirmed that the Committee will be adapting its processes over the coming months to align with Academic Senate’s focus on deliverable projects.
- Assessment Policy Implementation - The central team continue to progress with Policy implementation including updating the links in Unit Guides and developing a range of resources to support staff.
- Big Ideas Units - The development of the Big Ideas Units will commence next year as part of the Learning and Teaching Strategic Framework.
- Reports from the Faculties - The scheduled reports from the Faculties to Senate Learning and Teaching Committee meetings are no longer required. The Chair encouraged all Faculty Representatives to submit focused papers for consideration to the Committee meetings.

Report from the Deputy Vice-Chancellor (Academic)

- Employability - It was noted that institutions are trying to interpret the meaning of the terminology used to describe and measure ‘employability’. This is significantly impacting the ability to implement strategies.
- Student Representation - The value of student participation on a range of University Committees was noted and was encouraged to be considered in all areas.
- Academic Quality Assurance - The emerging standards paper arising from the TEQSA registration process is progressing. The paper will propose a different relationship between Academic Senate and each of the Faculties and a more engaged relationship with TEQSA.

Inherent Requirements Framework

The Committee considered proposed changes to the Framework including:

i. Refine the definition of inherent requirements, removing non-disability issues;
ii. Remove the ‘ethical’ domain from the existing five domains, noting that this is managed within course requirements.

The Committee resolved to endorse the amendments to the Framework and the amendments to the related implementation plan.
Progress Report: Academic Progression
The Committee was provided with the draft Academic Progression Policy and Procedure. Following lengthy discussions, the Committee identified the following areas as vital for implementation:
1. clarity of process;
2. availability of information to both staff and students; and
3. training for all staff involved in the process.

Progress Report: Learning and Teaching Strategic Framework
Professor Sherman Young, Pro Vice-Chancellor (Learning and Teaching) provided a verbal report on the Learning and Teaching Strategic Framework targets scheduled for implementation by 31 December 2016.

Themed Discussion on Curriculum Development
Dr Panos Vlachopoulos facilitated the themed discussion on program-based curriculum development. The Committee engaged in a lengthy discussion and noted that the proposed approach would align with the Learning and Teaching Strategic Frameworks focus on program based curriculum, outcomes and assessment.

Grading following hurdle Assessment
The Committee discussed the possible grading outcomes for a student who has failed all available attempts at a hurdle assessment but would have otherwise passed the unit. Two possible solutions were identified:
1. Provide a scaled mark below 50; previous deliberations of the Assessment Working Party agreed on a mark of 46.
2. Recommend establishing a new grade within the Schedule 1 of the Assessment Policy to appropriately identify this scenario.

The next meeting of the Senate Learning and Teaching Committee will be held on 4 July 2016.

Submitted by
Dr Mitch Parsell
Chair of the Senate Learning and Teaching Committee
ITEM 13.5 REPORT OF THE SENATE LEARNING AND TEACHING COMMITTEE MEETING OF 4 JULY 2016

Recommendation
1. Academic Senate resolve to approve the:
   i. PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions Policy;
   ii. PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions; and
   iii. PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions Schedule to replace the Peer-Assisted Learning Policy and Procedure approved 4 September 2012.
2. Academic Senate resolve to approve the amendments to the PACE: Early Commencement Procedure.
3. Academic Senate note the report of the Senate Learning and Teaching Committee meeting of 4 July 2016.

Summary
A meeting of the Senate Learning and Teaching Committee (SLTC) was held 4 July 2016. The key items, outcomes and resolutions of this meeting are outlined below. A copy of the full minutes will be available on the SLTC website once ratified.

Items for approval by Academic Senate
Peer Assisted Learning Policy, Procedure and Schedule
As approved by Academic Senate (Resolution 16/182), the Peer Assisted Learning Policy, Procedure and Schedule has been reviewed. The SLTC resolved to endorse the policy suite name change to the Peer Assisted Study Sessions (PASS) / Peer Assisted Learning (PAL) noting that a number of resources are existing in relation to PAL and that PASS is an internationally recognised qualification.

PACE: Early Commencement Procedure
The proposed changes in front of the Committee for endorsement were to allow for the process to change from a paper based process to an online process.

Items for noting by Academic Senate
Report from the Chair
• Projects and Priorities - Taking lead from Academic Senate, SLTC will be moving towards an online Projects and Priorities document in the near future.
• Assessment Policy (Communication to Students) - Current information sources are potentially misleading to students and may still have links to outdated assessment information. The Chair and the Pro Vice-Chancellor (Learning and Teaching will be discussing the communication strategy to students further.

Report from the Deputy Vice-Chancellor (Academic)
• TEQSA Guidance notes on the Higher Education Standards Framework – The Deputy Vice-Chancellor (Academic) has submitted a response to the TEQSA Guidance notes.
• Employability – A new employability survey has emerged that, when taking full time and part time employment into consideration, ranks Macquarie University as above average against other New South Wales institutions. This survey will feed in to University rankings.

Assessment Policy, Schedule 2: Assessment
The Committee resolved to recommend to the Academic Standards and Quality Committee that for a student who has obtained a raw mark over 50, yet failed all available attempts at hurdle assessment as described within Schedule 2: Assessment, the student be awarded a mark of 49.

Themed Discussion on Graduate Capabilities
The Chair and Dr Tanya Rose, Strategic and Innovation Lead from the Learning Innovation Hub facilitated the discussion. Broad discussions were held in relation to the Graduate Capabilities Statement and how this aligns with both program based approach and the curriculum standards framework. The Committee remained of the view that an institutional statement may still be required and that this matter will require wider consultation, including a paper to each Faculty Board.

Institutional Quality Indicators for Learning and Teaching & Professional Development
The Committee considered the discussion papers submitted on behalf of the Pro Vice-Chancellor (Learning and Teaching). The Committee resolved to approve the ‘Professional Development Framework for Learning and Teaching’ to proceed as outlined.
The Committee noted that the Quality Indicators Working Group has been established to establish a comprehensive set of institutional quality indicators, measures and descriptors for Learning and Teaching at Macquarie University.

**Big Ideas Units**
The Committee resolved to approve the establishment of a working group to develop the criteria for the Big Ideas Units.

The next meeting of the Senate Learning and Teaching Committee will be held on 15 August 2016.

**Submitted by**
Dr Mitch Parsell
Chair of the Senate Learning and Teaching Committee
ITEM 14.1 FACULTY OF ARTS FACULTY BOARD

For noting.

Attached is the report from the Faculty of Arts Faculty Board meeting held on 12 July 2016.

Refer to Item 5.3.
ITEM 14.1 REPORT OF THE FACULTY OF ARTS FACULTY BOARD MEETING OF 12 JULY 2016

Recommended resolution
That Academic Senate resolve to:
   i. note the report of the Faculty of Arts Faculty Board meeting of 12 July 2016;
   ii. approve the appointment of Dr Catriona Mackenzie as the nominee of the Faculty of Arts Faculty Board to the Research and Research Training Subcommittee; and
   iii. approve the appointment of Dr Noah Bassil as the nominee of the Faculty of Arts Faculty Board to the Thesis Examination Subcommittee.

ITEMS FOR APPROVAL BY ACADEMIC SENATE

Research and Research Training Committee
The Faculty Board endorsed that Professor Martina Mollering will take up the appointment as the Executive Dean of the Faculty of Arts to the Research and Research Training Committee.

The Faculty Board endorsed, and recommends that Academic Senate approve, Dr Catriona Mackenzie as the nominee of the Faculty of Arts Faculty Board to the Research and Research Training Subcommittee.

Thesis Examination Subcommittee
The Faculty Board endorsed that Dr Andrew Alter, Associate Dean Degree Research, would take up the appointment as the Faculty of Arts Associate Dean Higher Degree Research position to the Thesis Examination Subcommittee.

The Faculty Board endorsed, and recommends that Academic Senate approve, the appointment of Dr Noah Bassil as the nominee of the Faculty of Arts Faculty Board to the Thesis Examination Subcommittee.

MATTERS FOR NOTING

The following key matters were considered at the meeting:

1. Faculty (Quality) Summary Report, and Ratification of Session 1 2016 Examination Results and Open Universities Australia (OUA) Examination Results

The Faculty Board considered the Ratification of Results report from all departments, and ratified all grades submitted for all units. The required Pro Forma D was provided to the Academic Standards and Quality Committee after the meeting.

The Faculty Board considered the Head of Department Reports from the following departments:
   • Ancient History
   • Anthropology
   • English
   • Geography and Planning
   • Indigenous Studies
   • International Studies
   • Macquarie Law School
   • Media, Music, Communication and Cultural Studies
   • Modern History, Politics and International Relations
   • Security Studies and Criminology
   • Philosophy
   • Sociology.

The Faculty Board noted that the Head of Department reports incorporated results included Open Universities Australia (OUA) results for OUA Study Period 4 2015, OUA Study Period 1 2016 and OUA Session 1 2016.

The following key matters were identified:

a. There were no alterations to patterns of results, although the number of fail grades for students who either did not attend or did not complete all submission requirements needs to be further explored.

b. Potential academic integrity issues were identified, noting an opportunity to consider additional actions to improve students understanding of the difference between plagiarism and paraphrasing.

c. Further strategies will be explored to improve academic writing skills and English language skills, particularly for some international postgraduate students from non-English speaking backgrounds. Further need for support has been identified, particularly at Master level.

d. The Faculty will consider additional support strategies for students with anxiety or mental health issues impacting on the submission of assignments. The Faculty Learning and Teaching Committee will explore this issue with Campus Wellbeing.

Other discussion points included:

• A suggestion that i-Learn may not always align with the currency of student enrolments. A concern was raised that some Unit Convenors may have not been appropriately informed of students who have withdrawn from units. Faculty members have been requested to provide the Associate Dean Learning and Teaching with details of any issues they have experienced.

• The Moodle Engagement Analytics Plugin (MEAP) will not be available to Unit Convenors in Session 2 2016. As MEAP is a tool to provide a total risk rating for each student, it was suggested that advice be sought from IT Services about other available analytic software tools to assist Unit Convenors to support ‘at risk’ students.
• The quality of final copy of examination papers was raised, noting that some Unit Convenors have reported that they have not seen some of the final versions of exam papers until after they have been printed in bulk, therefore not being able to identify and correct any errors without incurring a financial cost to reprint the papers.

• A proposal for class lists to be structured in AMIS to allow Unit Convenors to identify students who are studying a unit for a second time.

2. Open University Australia (OUA) – Ratification of Results Process

The Faculty Board noted the 2016 Open University Australia (OUA) result entry and publication dates and determined a process to consider and ratify the Faculty results outside of the scheduled Faculty Board meetings, noting that overall moderation of the results will be undertaken by the Associate Dean (Quality and Standards) and/or the Associate Dean (Learning and Teaching) and reported to the next available Faculty Board meeting.

3. Prizes and Awards

The Board noted the introduction of Highest Achiever Awards to recognize excellence in units offered by the Faculty. The Board approved the awards to the recipients identified in the new Highest Achiever in Units Awards schedule (newly introduced by the Faculty to recognize excellence in units), and in the Macquarie Law School Prizes schedule.

4. Other items

Academic Progression

The new Chair of Academic Senate, Professor Mariella Heberstein was in attendance to introduce herself to the Board. She encouraged the Board to engage with Academic Senate and its projects through the Academic Senate website and through the Faculty of Arts representatives to Senate. The Deputy Registrar, Jonathan Wylie reported on the phased implementation academic progression model, noting its positive impact on the student experience and the University’s academic and ethical responsibilities.

Student Discipline Rule and Procedure

The Board noted a report on the new Student Discipline Rule and Procedure (which took effect from Session 1 2016) by the Student Grievance and Disciplinary Manager, Governance Services. The Board were informed that the Faculty of Arts has actively worked with Governance Services to implement the new approach, and noted that the new procedural framework has introduced significant improvements in the management of alleged breaches.

The next meeting of the Faculty of Arts Faculty Board will be held on Tuesday 13 December 2016.

Professor Martina Mollering
Chair, Faculty of Arts Faculty Board
ITEM 14.2    FACULTY OF BUSINESS AND ECONOMICS FACULTY BOARD

For noting.

Attached is the report from the Faculty of Business and Economics Faculty Board meeting held on 11 July 2016.

Refer to Item 5.3.
ITEM 14.2 REPORT OF THE FACULTY OF BUSINESS AND ECONOMICS
FACULTY BOARD MEETING OF 11 JULY 2016

Recommendation
1. Academic Senate resolve to approve Professor Lucy Taksa as the Faculty of Business and
   Economics Faculty Board representative to the Research and Research Training Committee.
2. Academic Senate resolve to approve Associate Professor Ross Gordon as the Faculty of Business
   and Economics Faculty Board representative to the Thesis Examination Subcommittee.
3. Academic Senate note the report of the Faculty of Business and Economics Faculty Board meeting
   of 11 July 2016.

Summary
A meeting of the Faculty of Business and Economics Faculty Board was held 11 July 2016. The key items,
outcomes and resolutions of this meeting are outlined below.

Items for approval by Academic Senate

Representation on Academic Senate Committees
Following the approval of the Terms of Reference for both the Research and Research Training
Committee and the Thesis Examination Subcommittee, Faculty Board members were asked to nominate
a member to each Committee. Following consideration, the Faculty Board resolved to nominate
Professor Lucy Taksa to the Research and Research Training Committee and Associate Professor Ross
Gordon to the Thesis Examination Subcommittee.

Items for noting

Report from the Executive Dean/Chair
The Chair provided a verbal report on the following matters:
• Alignment project with Macquarie Graduate School of Management (MGSM) – the working groups
  have been established to identify and review both learning and teaching and research matters. The
  alignment, final operation model and appointment of the new Dean have yet to be finalised.
• AACSB/iSER report – the Board noted the revised iSER report has been submitted and that a
  meeting of the IAC will take place on 5 August 2016 to determine the next steps in the process
  which is expected to be a recommendation for a Peer Review Visit.
• Faculty Strategic Planning and Strategic Initiative Funding – under discussion stage by the
  executive group.

Session 1, 2016 Examination Results and Prizes
The Faculty Board considered the Faculty Summary Report and the Department Summary Reports on
the Session 1 examination results. Following consideration, the Faculty Board resolved to ratify all grades
submitted for all units in Session 1, 2016.

In accordance with the Quality Assurance Framework, a ‘Pro-Forma D’ report will be submitted to the
Academic Standards and Quality Committee for consideration.

The Faculty Board resolved to authorize the final list of prizes, awards and scholarship nominees by the
Executive Action which will be reported to the next Faculty Board meeting held on 9 August 2016.

Macquarie Applied Finance Centre (MAFC), Term 1 and 2 2016 Examination Results
The Faculty resolved to endorse MAFC term 1 and 2 2016 results as approved by the Faculty Standards
and Quality Committee on 14 April 2016 and 6 July 2016.

Academic Progression
The meeting was attended by Professor Mariella Herberstein and Jonathan Wylie who provided an
introduction to the projects of Academic Senate including Academic Progression. Faculty Board noted
that there will be further consultation with the Faculty as the project commences implementation
planning.

Reports from Faculty Subcommittees and Departments
The Faculty Board considered the reports from the Faculty Standards and Quality Committee (FSQC),
Faculty Learning and Teaching Committee (FLTC) and the Faculty Research Committee (FRC). In
relation to the FSQC, the FSQC were asked to review the outstanding actions from 7 April 2016 meeting

The Reports from the Departments were made available to Faculty Board members for information.
Membership
The Faculty Board resolved that A/Professor Anne Cooper be co-opted as member of the Faculty Board.

The next meeting of the Faculty of Business and Economics Faculty Board will be held on 9 August 2016.

Submitted by
Professor Kevin Jameson
Chair of Faculty of Business and Economics Faculty Board
ITEM 14.3 FACULTY OF HUMAN SCIENCES FACULTY BOARD

For noting.

Attached are the reports from the Faculty of Human Sciences Faculty Board meetings held on 24 May and 11 July 2016.

Refer to Item 5.3.
ITEM 14.3 REPORT OF THE FACULTY OF HUMAN SCIENCES FACULTY BOARD MEETING OF 24 MAY 2016

Recommendation
Academic Senate note the report of the Faculty of Human Sciences Faculty Board meeting of 24 May 2016.

Summary
A meeting of the Faculty of Human Sciences Faculty Board was held 24 May 2016. The key items, outcomes and resolutions of this meeting are outlined below.

Items for approval by Academic Senate
Nil.

Items for noting

Report from the Chair
The Chair provided a verbal report on the following matters:

- **Australian Research Council (ARC) Funding and Grants** - Professor David McAlpine has been selected for the prestigious 2016 Australian Laureate Fellow, securing $2.4 million in funding. Associate Professor Mark Carter and Professor Mark Wiggins were both successful in securing 2016 Linkage Grants. The interviews for the ARC Centre of Excellence applications were held in May. Colm Halbert, Faculty Research Manager, was thanked for the excellent support provided to the teams. The Chair commended Professor Castles and Professor Ron Rapee on their remarkable efforts throughout the process.

- **Department of Educational Studies** - Interviews were held for the Head of Department with the successful candidate yet to be determined.

- **Faculty Planning** – Phase two of the Faculty Planning was held last week, building on the synthesised information from phase one. The draft Strategic Plan for the Faculty will be presented at the full Faculty meeting in July.

- **Women in STEMM** - The Faculties of Science and Engineering, Medicine and Health Sciences and Human Sciences are hosting a Women in STEMM event. It will be on Tuesday 12 July from 8am-10am in the Australian Hearing Hub Theatre. The Chair encouraged attendance at the breakfast event to celebrate women in Science, Technology, Engineering, Medicine and Mathematics.

Student Led Business
Cissy Shen, elected student representative provided an update on matters that are under consultation since commencing her role as a Faculty Board member, including:

- **Professional Mentoring Program** – The proposed Program is intended to build connections outside of the University and to assist students with future employment prospects. The Board were informed that a survey is currently being drafted to gauge student interest in the program, noting that the proposal will initially target Psychology students.

- **Student Groups on Campus** - A proposal to enhance the relationship between the Human Sciences Student Association and the Psychology Student Group aims to foster a greater sense of community for students studying within the Faculty. This approach would provide an avenue for student feedback, enabling students to discuss issues before submission to more formal body, such as Faculty Board. Ms Shen will be discussing this proposal with the Executives of both groups to ascertain their goals and visions for each society.

- **Student Feedback** - Ms Shen is currently exploring possibilities of early feedback from students. Options include the introduction of standardised online feedback forms for units across the Faculty, including external students, which can be completed in the student’s own timeframe. Mid-way session feedback forms are also being considered to allow for improvements to be made to units in the latter half of the session.

The Faculty Board noted that Ms Shen has also recently been elected as the Faculty of Human Sciences representative to Academic Senate.

Business arising from Academic Senate
The Faculty Board noted with positivity the new approach to Academic Senate Projects and Priorities as outlined by the new Chair. The Faculty Board noted that Academic Senate may seek closer engagement with the Faculty Board moving forward.

Assessment Policy Implementation
The Faculty Board noted the update from the Associate Dean (Learning and Teaching) on behalf of the Faculty Learning and Teaching Committee and Faculty Quality and Standards Committee noting that a further written report will be provided at a later meeting.

**Master of Disability Studies and Specialisations**
Faculty Board resolved to endorse and recommend to the Academic Standards and Quality Committee:

i. the program of Master of Disability Studies;
ii. the specialisation in Education: Deaf and Hard of Hearing;
iii. the specialisation in Education: Blind and Vision Impaired; and
iv. the specialisation in Sensory Disability.

**Higher Education Standards & TEQSA**
Dr JoAnne Page, Executive Officer to the Deputy Vice-Chancellor (Academic) attended the meeting and provided a verbal update on the:

- TEQSA Registration Process, an update on findings;
- response to the Higher Education Standards Panel Transparency of Admissions Processes consultation; and
- the open consultation on the TEQSA Guidance Notes on the Higher Education Standards Framework.

**Academic staff representative from another Faculty**
The Faculty Board have resolved to activate the opportunity provided within the Faculty Board Terms of Reference that allows for an academic representative from another Faculty to become a member on the Faculty Board. Noting the synergies between the two Faculties, the Faculty of Medicine and Health Sciences Executive Dean will be asked to provide a nomination.

**Reports from the Faculty Subcommittees and Departments**
The Faculty Board considered minutes from the Faculty Internationalisation Subcommittee, Learning and Teaching Subcommittee, Research Subcommittee, Standards and Quality Subcommittee, Department of Cognitive Science, Department of Linguistics and Department of Psychology.

The next meeting of the Faculty of Human Sciences Faculty Board will be held on 11 July 2016.

**Submitted by**
Professor Simon Handley
Executive Dean and Chair of Faculty of Human Sciences Faculty Board
ITEM 14.3 REPORT OF THE FACULTY OF HUMAN SCIENCES FACULTY BOARD MEETING OF 11 JULY 2016

Recommendation
1. Academic Senate resolve to approve Professor Mike Jones as the Faculty of Human Sciences Faculty Board representative to the Research and Research Training Committee.
2. Academic Senate resolve to approve Professor Jan-Louis Kruger as the Faculty of Human Sciences Faculty Board representative to the Thesis Examination Subcommittee.
3. Academic Senate note the report of the Faculty of Human Sciences Faculty Board meeting of 11 July 2016.

Summary
A meeting of the Faculty of Human Sciences Faculty Board was held 11 July 2016. The key items, outcomes and resolutions of this meeting are outlined below.

Items for approval by Academic Senate
Representation on Academic Senate Committees
Following the approval of the Terms of Reference for both the Research and Research Training Committee and the Thesis Examination Subcommittee, Faculty Board members were asked to nominate a member to each Committee. The Faculty Board resolved to nominate Professor Mike Jones to the Research and Research Training Committee and Professor Jan-Louis Kruger to the Thesis Examination Subcommittee.

Items for noting
Session 1, 2016 Examination Results and Prizes
Each Department provided the Faculty Board with a presentation and report on Session 1 examination results. Following consideration, the Faculty Board resolved to ratify all grades submitted for all units in Session 1, 2016. Each Department was commended for the work conducted during the Session.

In accordance with the Quality Assurance Framework, a ‘Pro-Forma D’ report has been submitted to the Academic Standards and Quality Committee for consideration.

The Faculty Board considered the prize and award nominations received and resolved to award the prizes to the 18 recipients identified.

Academic Progression
The meeting was attended by Professor Mariella Herberstein and Jonathan Wylie who provided an introduction to the work being conducted around Academic Progression. The Faculty Board noted its support for this project and recognised that this was a positive step forward for the University.

Membership
The Chair acknowledged the contributions of Linda Maher, Student Administration Manager, to both the Faculty and the Faculty Board as she prepares to leave the University.

The next meeting of the Faculty of Human Sciences Faculty Board will be held on 13 September 2016.

Submitted by
Professor Simon Handley
Executive Dean and Chair of Faculty of Human Sciences Faculty Board
ITEM 14.4  FACULTY OF MEDICINE AND HEALTH SCIENCES FACULTY BOARD

For noting.

Attached is the report from the Faculty of Medicine and Health Sciences Faculty Board meeting held on 12 July 2016.

Refer to Item 5.3.
ITEM 14.4 REPORT OF THE FACULTY OF MEDICINE AND HEALTH SCIENCES FACULTY BOARD MEETING OF 12 JULY 2016

Recommendation
1. Academic Senate resolve to approve Professor Roger Chung as the Faculty of Medicine and Health Sciences Faculty Board representative to the Research and Research Training Committee.
2. Academic Senate resolve to approve Dr Verity Pacey as the Faculty of Medicine and Health Sciences Faculty Board representative to the Thesis Examination Subcommittee.
3. Academic Senate note the report of the Faculty of Medicine and Health Sciences Faculty Board meeting of 12 July 2016.

Summary
A meeting of the Faculty of Medicine and Health Sciences Faculty Board was held 12 July 2016. The key items, outcomes and resolutions of this meeting are outlined below.

Items for approval by Academic Senate
Representation on Academic Senate Committees
Following the approval of the Terms of Reference for both the Research and Research Training Committee and the Thesis Examination Subcommittee, Faculty Board members were asked to nominate a member to each Committee. The Faculty Board resolved to nominate Professor Roger Chung to the Research and Research Training Committee and Dr Verity Pacey to the Thesis Examination Subcommittee.

Items for noting
Report from the Executive Dean/Chair
The Chair provided a verbal report on the following matters:
Learning and Teaching
- Bachelor of Clinical Sciences cohort has recently completed Session 1 and are in the middle of Term 3 which offers two integrated units in an intense mode. The Faculty is actively encouraging academic staff to become involved in the delivery of the program.
- Doctor of Medicine development is progressing.
- Doctor of Physiotherapy will graduate its second cohort in September. All staff are encouraged to participate in the graduation procession.

International and Engagement
- Early consultations with Hammond Care, an aged health care facility, have commenced which offers potential synergies for both the academic and medical areas.
- Discussions with OzTrekk, a North American recruitment company, have begun with potential connections to Physiotherapy students.
- Professor Roger Chung has recently returned from a consultation visit to South America with the Deputy Vice-Chancellor (Research).
- Dr Andrew Davidson from ASAM has spent a week on clinical exchange in the United Arab Emirates.

Academic Staffing
- Dr Esther Tantis, Paediatric Neurologist, has been appointed to assist in developing the MD.
- Dr Bernard Champion, Endocrinologist, joins Macquarie from University of Sydney and will be assisting in developing the clinical learning components for the MD.

SAGE/STEMM
- The Women in STEMM breakfast was held the same day as the Faculty Board meeting and was a success. The morning was hosted by the Executive Deans from the Faculty of Medicine and Health Sciences, Human Sciences and Science and Engineering.

Property
- The Department of Clinical Medicine has recently moved in to its new location on Level 4, F10A.
- The Ground Floor of F10A will be refurbished within 12-18 months and will allow for separate student and patient access.

Session 1, 2016 Examination Results and Prizes
The Faculty Board considered the Faculty Assessment Committee (FAC) Summary Report and the Department/Program Summary Reports on Session 1 examination results. Following consideration, the Faculty Board resolved to ratify all grades submitted for all units in Session 1 2016 and relevant School of Medicine study periods.
In accordance with the Quality Assurance Framework, a ‘Pro-Forma D’ report has been submitted to the Academic Standards and Quality Committee for consideration.

The Faculty Board resolved to award prizes to six recipients identified and endorsed by the FAC.

**Academic Progression**
The meeting was attended by Professor Mariella Herberstein and Jonathan Wylie who provided an introduction to the projects of Academic Senate including Academic Progression. Faculty Board noted support for the project and highlighted the proactive steps currently taken within the Faculty to support the students.

**Matters Recommended by Faculty Subcommittee’s**
Following recommendation by the Faculty Education Committee, the Faculty Board resolved to approve:

1. the resting of unit MEDI834; and
2. changes to units PHTY801, PHTY802, PHTY803, PHTY808, PHTY809, PHTY810, PHTY811, PHTY816, PHTY817 and PHTY818.

**Membership matters**
Faculty Board resolved to co-opt Daniel Schofield as a student representative to the Faculty Board filling a casual vacancy. Mr Schofield is a Bachelor of Clinical Sciences student.

Faculty Board resolved to co-opt Dr Adam Walker, Early Career Researcher from the Department of Biomedical Sciences. Dr Walker, a NHMRC CJ Fellow, joined Macquarie University in October 2015.

The Chair thanked Dr Panos Vlachopoulos for his contributions as the Associate Dean (Learning and Teaching) to the Faculty Board.

**Reports from the Associate Deans**
Faculty Board was provided with reports from the Associate Dean (Learning and Teaching) and the Associate Dean (Research and Higher Degree Research).

**Reports from the Departments**
Faculty Board considered reports and minutes from the Australian Institute of Health Innovation, Department of Biomedical Sciences, Department of Health Professions and the Department of Health Systems and Populations.

The next meeting of the Faculty of Medicine and Health Sciences Faculty Board will be held on 26 September 2016.

**Submitted by**
Professor Patrick McNeil
Executive Dean and Chair of Faculty of Medicine and Health Sciences Faculty Board
ITEM 14.5  FACULTY OF SCIENCE AND ENGINEERING FACULTY BOARD

For noting.

Attached is the report from the Faculty of Science and Engineering Faculty Board meeting held on 12 July 2016.

Refer to Item 5.3.
ITEM 14.5 REPORT OF THE FACULTY OF SCIENCE AND ENGINEERING
FACULTY BOARD MEETING OF 12 JULY 2016

Recommendation
1. Academic Senate resolve to approve Professor David Coutts as the Faculty of Science and Engineering Faculty Board representative to the Research and Research Training Committee.
2. Academic Senate resolve to approve Associate Professor Grant Hose as the Faculty of Science and Engineering Faculty Board representative to the Thesis Examination Subcommittee.
3. Academic Senate note the report of the Faculty of Science and Engineering Faculty Board meeting of 12 July 2016.

Summary
A meeting of the Faculty of Science and Engineering Faculty Board was held 12 July 2016. The key items, outcomes and resolutions of this meeting are outlined below.

Items for approval by Academic Senate

Representation on Academic Senate Committees
Following the approval of the Terms of Reference for both the Research and Research Training Committee and the Thesis Examination Subcommittee, Faculty Board members were asked to nominate a member to each Committee. Following consideration, the Faculty Board resolved to nominate Professor David Coutts to the Research and Research Training Committee and Associate Professor Grant Hose to the Thesis Examination Subcommittee.

Items for noting

Report from the Executive Dean/Chair
The Chair provided a verbal report on the following matters:

- **Australian Council for Engineering Deans** - The Chair and Professor Iain Collings attended the event in Canberra which was a great opportunity to meet with other senior staff in Engineering around Australia. There were useful discussions with colleagues in relation to the successes of bring your own device (BYOD) models and a presentation by Google on STEM outreach.

- **Professor Sir Michael V. Berry Visit** - The events held in conjunction with the Department of Physics & Astronomy were a success. Professor David Coutts will shortly be announcing a program to engage with visitors to the Faculty. The program will provide staff with an opportunity to bring in visitors on one, two or four week visits.

- **Science and Engineering Faculty Advisory Council** - The second Advisory Council meeting will be held shortly. The membership of the Council comprises of people from the industry, government agencies, high schools and marketing. The Chair of the Council is Dr Cathy Foley, Science Director and Deputy Director Manufacturing at CSIRO. Following inaugural meeting of the Council, three sub groups were formed on: Outreach (led by Professor Marie Herberstein); Commercialisation (led by Professor Michael Heimlich); and Impactful Research (led by Professor Bernard Mans).

- **Faculty Retreat** - The Faculty Retreat will be held in August and will focus on: marketing and future students; research funding; building planning and learning and teaching. The retreat will be attended by the Heads of Departments, their Deputies and the Associate Deans. Guests will include the Director of Future Students, Director of Marketing and Fiona Duggan, Architect. There will be another day planned to focus solely on learning and teaching.

- **Property** - The Chair thanked all members for their cooperation with Allan Walker, Commercial Manager for Strategy, Planning and Development who visited each department to develop a better understanding of the major equipment within the Faculty.

- **FIRST Event** - The FIRST Lego League Event is currently being held. The event opened at the Opera House and was attended by 1000 students from 21 countries. FIRST Australia will be expanding in China.

- **Innovation at MQ** - The University is progressing rapidly with its plans to develop an Innovation District at Macquarie University. John Shi-Nash has been appointed as the new Director of Macquarie Park Innovation District Strategy and a business plan is underway.

- **Staff Changes** - The following staff have commenced in new roles: Roberta Palfreeman, HR Client Service Manager; Zoe Wall, Faculty Student recruitment manager; Phil Lemalu, Faculty Marketing portfolio partner; Dr James Downes, Associate Dean (Learning and Teaching); Professor David Coutts, new Associate Dean Research; Professor Bernard Mans, Deputy Dean; and Dr Emma Bowen, Faculty General Manager.
Session 1, 2016 Examination Results and Prizes
The Faculty Board considered the Faculty Summary Report and the Department Summary Reports on the Session 1 examination results. Following consideration, the Faculty Board resolved to ratify all grades submitted for all units in Session 1, 2016.

In accordance with the Quality Assurance Framework, a ‘Pro-Forma D’ report has been submitted to the Academic Standards and Quality Committee for consideration.

The Faculty Board resolved to ratify the 14 prize and award recipients identified, as approved by the Chair of Faculty Board.

Academic Progression
The meeting was attended by Professor Marie Herberstein and Jonathan Wylie who provided an introduction to the projects of Academic Senate including Academic Progression. Faculty Board noted that there will be further consultation with the Faculty as the project commences implementation planning.

Higher Degree Research Committee Terms of Reference
Faculty Board resolved to approve the Faculty Higher Degree Research Committee Terms of Reference.

Implementation of the Assessment Policy
A progress report from the Faculty Learning and Teaching Committee was provided regarding the implementation of the new Assessment Policy. Each department has been asked to provide written submissions for those scenarios seeking exceptions to the hurdle requirement guidelines.

Reports from Faculty Subcommittees and Departments
The Faculty Board considered the reports from the Learning and Teaching Committee, Higher Degree Research Committee and the Research Committee. In relation to the Learning and Teaching Committee (Quality and Standards), the Heads of Departments were asked to review outstanding unit reviews and provide an update to the next Deans Advisory Committee meeting. The Reports from the Departments were made available to Faculty Board members for information.

Membership
The Chair thanked Imtiaz Bhayat, Associate Professor Jenny Donald and Professor Marie Herberstein, in absentia, for their contributions to the Faculty Board.

The next meeting of the Faculty of Science and Engineering Faculty Board will be held on 20 September 2016.

Submitted by
Professor Barbara Messerle
Executive Dean and Chair of Faculty of Science and Engineering Faculty Board
ITEM 15.2 REVIEW OF FOUNDATION STUDENT PERFORMANCE AND PROPOSAL FOR STANDARDS IN FOUNDATION PROGRAM RECOGNITION (CONFIDENTIAL REPORT)

For approval.

Recommended resolution
That Academic Senate resolve to:
   i. approve the framework for the recognition of overseas foundation programs; and
   ii. note that this will enable the Associate Director (Academic Programs) to:
      a. approve the recognition of overseas foundation programs; and
      b. provide an annual reports to ASQC on approved programs and the performance of students who have been admitted via these programs.

Background
This matter was considered by the Academic Standards and Quality Committee at its meeting of 31 May 2016.

Review of Foundation Student Performance
Macquarie International has provided a report on the Review of Foundation Student Performance. A confidential attachment to the report is also provided and is available on Truth.

Proposal for Standards in Foundation Program Recognition
The report contains a proposal for Macquarie University establish a framework to enable to approve recognition of overseas foundation programs which would be applied by Macquarie International. Subject to approval of this proposal, the framework would require Macquarie International to provide reports to the Academic Standards and Quality committee approved programs and the performance of students who have been admitted via these programs.

The Academic Standards and Quality Committee endorsed (ASQC Resolution 16/80) the proposal subject to some recommended amendments which are now incorporated in the attached paper, and is provided to Academic Senate for approval.
ITEM 15.2 REVIEW OF FOUNDATION STUDENT PERFORMANCE AND PROPOSAL FOR STANDARDS IN FOUNDATION PROGRAM RECOGNITION

Issue
Macquarie University regularly receives requests for recognition of Foundation programs. While the Australian Government’s Department of Education and Training, International Education Group (AEI) provides some guidance through its Country Education Profiles (CEP) on recognition of selected offshore foundation programs, it is often not up to date with the most recent developments in any particular country. Macquarie International would therefore like to propose a framework for approving recognition of such overseas foundation pathways.

Discussion
Macquarie International has proposed a series of international foundation courses to the Academic Standards and Quality Committee. The performance of students coming from non-MQ foundation programs has now been reviewed and provided as part of Attachment 1 — these include overseas foundation programs as well as other foundation programs across Australia. As evidenced in the attachment, students who have enrolled at Macquarie from non-MQ foundation programs have performed on par with the full international undergraduate cohort.

As such it is proposed that there be standards set for the recognition of foundation programs – this is to alleviate the work of the committee and to facilitate the recognition of foundation programs. The proposed structure of assessing foundation proposals is as follows.

The principles outlined below have been established in alignment with the ESOS Foundation Principles and in collaboration with MUIC.

<table>
<thead>
<tr>
<th>Foundation Program Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Program Area</strong></td>
</tr>
<tr>
<td><strong>Recognition:</strong></td>
</tr>
<tr>
<td><strong>Government Accreditation:</strong></td>
</tr>
<tr>
<td><strong>Admission Requirements for Foundation Program:</strong></td>
</tr>
<tr>
<td><strong>Foundation Program Language of Instruction:</strong></td>
</tr>
<tr>
<td><strong>Curriculum Level</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
</tbody>
</table>
Operational Impact: This paper impacts on the assessment of overseas foundation programs by Macquarie International Admissions for entry into Macquarie University Diploma and Bachelor degree programs.

Submitted by: Kate Roth, Academic Programs, Ext 6456
For enquiries contact: Kate Roth, Academic Programs, Ext 6456
**Figure 1A**

GPA Performance of Intl UG Students Commencing in 2015
RPL vs. other cohorts

**Table 1A**

<table>
<thead>
<tr>
<th>GPA Data</th>
<th>UG RPL (excl. SIBT)</th>
<th>SIBT</th>
<th>Non-SIBT</th>
<th>All Intl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Q1</td>
<td>2.3</td>
<td>1.2</td>
<td>1.7</td>
<td>1.3</td>
</tr>
<tr>
<td>Median</td>
<td>2.8</td>
<td>1.9</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>Q3</td>
<td>3.5</td>
<td>2.5</td>
<td>3.1</td>
<td>2.8</td>
</tr>
<tr>
<td>Maximum</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Mean</td>
<td>2.7</td>
<td>1.8</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>Std Deviation</td>
<td>0.9</td>
<td>0.9</td>
<td>1.1</td>
<td>1.0</td>
</tr>
<tr>
<td>Count</td>
<td>82</td>
<td>898</td>
<td>583</td>
<td>1481</td>
</tr>
</tbody>
</table>

**Figure 1B**

GPA Performance of Intl Students Commencing in 2015
RPL vs. other cohorts
Undergraduate RPL Cohort

The RPL cohort is made up of both students coming from targeted / partner institutions for RPL pathways, and students coming from other non-partner institutions. They have come from institutions in 14 countries with the largest numbers coming from universities and colleges in China, Australia, Singapore, Hong Kong, USA, UK, and Bangladesh. An analysis of these groups reveals some interesting results.

Figure 2A and Table 2A below compares the partner vs. non-partner groups and puts these into perspective against the full RPL cohort and the full undergraduate international cohort. Students coming from partner institutions represent about 49% of the RPL group and perform at the top end of the scale with Q1-Q3 GPA scores sitting within the 2.7-3.5 range with a median GPA of 3.3. Students from non-partner institutions perform at the lower end of the RPL cohort, but perform at the upper end of the full international cohort – their Q1-Q3 GPA scores sit in the 2.2-2.9 range with a median GPA of 2.6.

This data confirms that the international strategy to not only increase and diversify the undergraduate international student, but also access a high quality section of the international market through RPL arrangements, is working.

Figure 2A
Table 2A

<table>
<thead>
<tr>
<th></th>
<th>Partner RPL</th>
<th>Non-Partner RPL</th>
<th>All UG RPL excl. SIBT</th>
<th>All UG Intl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>0.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Q1</td>
<td>2.7</td>
<td>2.2</td>
<td>2.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Median</td>
<td>3.3</td>
<td>2.6</td>
<td>2.8</td>
<td>2.0</td>
</tr>
<tr>
<td>Q3</td>
<td>3.5</td>
<td>2.9</td>
<td>3.5</td>
<td>2.8</td>
</tr>
<tr>
<td>Maximum</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Mean</td>
<td>3.0</td>
<td>2.5</td>
<td>2.7</td>
<td>2.0</td>
</tr>
<tr>
<td>Std Deviation</td>
<td>0.8</td>
<td>0.9</td>
<td>0.9</td>
<td>1.0</td>
</tr>
<tr>
<td>Count</td>
<td>40</td>
<td>42</td>
<td>82</td>
<td>1481</td>
</tr>
</tbody>
</table>

Figure 2B below shows the distribution of scores across GPA bands. The peak GPA scores for Partner RPL students sits comfortably in the 3.0-3.9 band with 63% of students from this cohort in this band. The GPA scores for Non-Partner RPL students peak in the 2.0-2.9 band, but are still weighted towards the upper bands.

Figure 3A and Table 3A below further break down the Partner RPL group to highlight the top three groups of institutions that students have come from. The highest performing students have come from Chinese Dual Degree arrangements and the five Singapore Polytechnics. Both groups have a narrow range of GPA scores in the upper bands with Q1-Q3 GPA scores sitting in the 2.9-3.8 range and with median GPAs of 3.3. The Hong Kong University Colleges group are also performing well and sit in the upper range of the UG RPL group. Although the number of RPL students coming from partner institutions is small at this stage, the performance data is promising.

Figure 3B shows the distribution of scores for each of the three groups of institutions and highlights how GPA scores are weighted towards the 3.0-3.9 band for China and Singapore.
Figure 3A

GPA Performance of Key Intl RPL Partners

<table>
<thead>
<tr>
<th>GPA Data</th>
<th>China Dual Degrees</th>
<th>Singapore Polys</th>
<th>Hong Kong Colleges</th>
<th>All UG Intl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>1.8</td>
<td>0.5</td>
<td>1.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Q1</td>
<td>2.9</td>
<td>2.9</td>
<td>2.0</td>
<td>1.3</td>
</tr>
<tr>
<td>Median</td>
<td>3.3</td>
<td>3.3</td>
<td>2.8</td>
<td>2.0</td>
</tr>
<tr>
<td>Q3</td>
<td>3.8</td>
<td>3.5</td>
<td>2.9</td>
<td>2.8</td>
</tr>
<tr>
<td>Maximum</td>
<td>4.0</td>
<td>4.0</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Mean</td>
<td>3.2</td>
<td>3.0</td>
<td>2.6</td>
<td>2.0</td>
</tr>
<tr>
<td>Std Deviation</td>
<td>0.7</td>
<td>0.9</td>
<td>0.8</td>
<td>1.0</td>
</tr>
<tr>
<td>Count</td>
<td>21</td>
<td>11</td>
<td>7</td>
<td>1481</td>
</tr>
</tbody>
</table>

Figure 3B

GPA Performance of Key Intl RPL Partners
Postgraduate Students

Figure 4A and Table 4A below compare the postgraduate RPL student cohort and full international postgraduate student cohort (inclusive of RPL students). The RPL cohort for this group are mostly assessed by International Admissions section using the Postgraduate RPL Schedules developed in 2015. Postgraduate dual degree and articulation arrangements were heavily impacted by the AQF renewal and few students came in 2014-2015, so no separate analysis will be provided on these cohorts for 2015, though there are a small number included in the PG RPL group.

A different picture emerges between the postgraduate and undergraduate RPL cohorts, with postgraduate RPL students performing slightly below the full postgraduate international cohort (about 0.2 GPA on average), but still predominantly within the 2.0-3.0 range and with a median GPA of 2.5.

**Figure 4A**

![GPA Performance of Intl PG Students Commencing in 2015](image)

**Table 4A**

<table>
<thead>
<tr>
<th>GPA Data</th>
<th>PG RPL</th>
<th>All PG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Q1</td>
<td>2.0</td>
<td>2.1</td>
</tr>
<tr>
<td>Median</td>
<td>2.5</td>
<td>2.8</td>
</tr>
<tr>
<td>Q3</td>
<td>3.0</td>
<td>3.3</td>
</tr>
<tr>
<td>Maximum</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Mean</td>
<td>2.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Std Deviation</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Count</td>
<td>430</td>
<td>1744</td>
</tr>
</tbody>
</table>

The GPA distributions are highlighted in Figure 4B below. GPA scores are weighted in both groups towards the 2.0-3.9 bands.
Conclusion

In summary, the undergraduate RPL cohort is high performing with GPA scores well above that of the full international undergraduate cohort. Within this group, RPL students from partner institutions perform the best with students coming from Chinese dual degrees and Singapore polytechnics being the top performers. This data reinforces the international strategy to grow and diversify the undergraduate international cohort while accessing a high quality section of the international market through RPL arrangements.

While the postgraduate RPL cohort performs slightly below the full international postgraduate cohort, their performance is still weighted towards the upper GPA bands and the median GPA of 2.5 is within normal margins.

This report demonstrates that RPL for international students is being appropriately assessed and granted to students by Macquarie International and that international RPL students are succeeding after transferring to Macquarie.

Prepared by Jason Ray, Academic Programs & RPL Manager, Macquarie International