ACADEMIC SENATE

A meeting of the Academic Senate will be held at 9:30 am on Tuesday 21 April, in the Senate Room, Lincoln Building C8A, Level 3.

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

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

Members who are unable to attend the meeting are requested to send their apologies to Ms Amanda Phelps, University Committee Secretary (phone +61 2 9850 7316 or e-mail senate@mq.edu.au).

AGENDA

Page Numbers

★ 1. APOLOGIES / WELCOME / ACKNOWLEDGEMENT OF COUNTRY

2. ARRANGEMENT OF AGENDA

★ 2.1 Disclosure of Conflicts of Interest

★ 2.2 Adoption of Unstarred Items

Pages 3 - 12 ★ 3. MINUTES OF PREVIOUS MEETING

Meeting held on 3 March 2015

★ 4. BUSINESS ARISING FROM THE MINUTES

(not dealt with elsewhere in the Agenda)

Pages 13 - 14 4.1 Academic Senate items requiring action

Pages 15 to 19 ★ 5. REPORT FROM THE CHAIR

6. STRATEGY AND POLICY

Pages 20 to 23 6.1 Placement Co-ordination Proposal

Pages 24 to 43 ★ 6.2 Review of Assessment and Grading Policies

Pages 44 to 51 ★ 6.3 Academic Progression and Students at Risk

★ 6.4 Strategy update: Faculty of Medicine and Health Sciences

Pages 53 to 69 6.5 Outside Studies Program Policy

★ 7. QUESTIONS ON NOTICE

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

8. GENERAL BUSINESS

Pages 70 to 108 8.1 Bachelor of Engineering with Honours

Pages 109 to 119 8.2 Master of Banking and Finance
8.3 Bachelor of Clinical Science

8.4 Amendment to the 2016-2017 Academic Year Plan

8.5 Emeritus Professor nomination – Professor John Lechte

9. ITEMS FOR RATIFICATION

9.1 Items approved by the Chair

10. REPORTS FROM STANDING COMMITTEES

10.1 Academic Senate Standing Committee
   Report of the meeting 1 April 2015.

10.2 Academic Standards and Quality Committee
   Report of the meeting 17 March 2015.

10.3 Curriculum Standards Framework Committee
   Report of the meeting 18 March 2015.

10.4 Higher Degree Research Committee
   Report of the meeting 20 March 2015.

10.5 Quality Enhancement Committee

10.6 Senate Learning and Teaching Committee
   Report of the meeting 9 March 2015.

10.7 University Medals Committee

11. REPORTS FROM FACULTY BOARDS

11.1 Faculty of Arts

11.2 Faculty of Business and Economics

11.3 Faculty of Human Sciences

12. OTHER BUSINESS

13. CONSIDERATION OF CONFIDENTIAL ITEMS

13.1 University Discipline Committee
   The minutes of the University Discipline Committees held on 4 March, 18 March, and 26 March 2015 will be tabled.

14. NEXT MEETING

The next meeting of Academic Senate will be held on Tuesday 2 June 2015.

Agenda Items are due by Friday 22 May 2015.
ITEM 3  MINUTES OF PREVIOUS MEETING

Attached are the minutes of the meeting held on 3 March 2015.

For approval.

That the minutes of the meeting held on 3 March 2015 be signed as a true and correct record.
Minutes of a meeting of Academic Senate held on 3 March 2015 at 9.30am in the Senate Room, Level 3, Lincoln Building.

PRESENT

Professor Dominic Verity
Deidre Anderson
Professor Amanda Barnier
Dr Ayse Bilgin
Dr Wylie Bradford
A/Professor David Coutts
A/Professor Pamela Coutts
Professor John Croucher
Professor Linda Cupples
Professor Bruce Dowton
Professor Alex Frino
Dr Kate Fullagar
Professor Simon George
Professor Janet Greeley
Professor Mariella Herberstein
Professor Lesley Hughes
Professor Mike Jones
Professor Jim Lee
Professor Nick Mansfield
Nicholas McGuigan
Professor Patrick McNeil
Professor Barbara Messerle
Professor Kathryn Millard
Professor Martina Mollering
Dr Kerry-Ann O’Sullivan
Professor Jacqueline Phillips
Professor Sakkie Pretorius
Professor Peter Radan
Cathy Rytmeister
Professor John Simons
A/Professor Ian Solomonides
JoAnne Sparks
Professor Lucy Taksa
A/Professor Estela Valverde
Vikas Veerareddy
A/Professor Sherman Young

IN ATTENDANCE

Ellen Carlson
Clare Clendinning
Hayley Harris
Ainslee Harvey
Kerri Mackenzie
Amanda Phelps
Kathryn Whittingham
Zoe Williams
Jonathan Wylie

APOLOGIES

Dr Yvonne Breyer
Professor Mark Gabbott
Professor Norma Harrison
Professor Peter Nelson
Mohammed Sulemana
Professor David Wilkinson
1. **APOLOGIES WELCOME**

The Chair welcomed the newly elected and ongoing members of Academic Senate to the first Academic Senate meeting of 2015. The Chair also welcomed new Governance Officers, Clare Clendinning and Kerri MacKenzie who will be providing secretariat support to a number of Committees of Academic Senate.

The Chair thanked student representative members Karee Chan and Alexander Read in their absence, both of whom have recently completed their program of studies, for their contribution to Academic Senate.

The noted that apologies had been received from Dr Yvonne Breyer, Professor Mark Gabbott, Professor Norma Harrison (Professor John Croucher attending in her absence), Professor Peter Nelson, Mohammed Sulemana and Professor David Wilkinson.

2. **ARRANGEMENT OF AGENDA**

2.1 The Chair requested that Senate members declare any conflicts of interest and explained for the benefit of the new Academic Senate members the importance of declaring real or perceived conflicts of interest.

No conflicts were recorded.

2.2 Adoption of Unstarred items

There were no additional items starred for discussion.

**Resolution 15/1**

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

3. **MINUTES OF MEETING HELD 18 DECEMBER 2014**

**Resolution 15/2**

*That the minutes of the meeting held on 18 December 2014 be signed as a true and correct record subject to the following minor amendment on page 2 whereby Associate Professor Mehdi Riazi was incorrectly referred to as belonging to the Macquarie Graduate School of Management instead of the Faculty of Human Sciences.*

4. **BUSINESS ARISING FROM THE MINUTES**

4.1 Academic Senate items requiring action

The Chair noted that the majority of the action items would be discussed during the course of this meeting.

5. **REPORT FROM THE CHAIR**

The Chair advised Academic Senate of his recent overseas research trip.

Academic Senate noted the update.

6. **VICE-CHANCELLOR ORAL UPDATE**

The Vice-Chancellor welcomed with great pleasure Professor Barbara Messerle, Executive Dean of the Faculty of Science and Engineering, and Professor Martina Möllering, Executive Dean of the Faculty of Arts, to their first meeting of the Academic Senate.

The Vice-Chancellor noted with regret, the resignation of Professor Janet Greeley, as Executive Dean of the Faculty of Human Sciences and advised that the University community would farewell Professor Greeley and acknowledge her considerable contribution in the coming weeks. The Vice-Chancellor advised Academic Senate that the difficult task of recruiting a new Executive Dean was underway.

Academic Senate was informed of the continuing efforts to monitor activity in Canberra in relation to the revised Higher Education Bill. Academic Senate was advised that Universities Australia is actively lobbying both sides of government and that more would be known following the Universities Australia meeting scheduled for later in the month.

The Vice-Chancellor thanked the staff who had worked over January to prepare the ERA submission. While acknowledging the efforts of staff in the office of the Deputy Vice-Chancellor (Research), the Vice-Chancellor spoke to the need to improve the processes for extracting the data required for the submission as well as for intermittent reporting. The Vice-Chancellor advised that the University Librarian and the Chief Information Officer are investigating improvements to the efficiency of data collection and retention to support this process which is critical to research funding.

Members were provided with a detailed update on the University’s enrolment load following the Session 1 2015 intake. The Vice-Chancellor spoke of the changing market for Higher Education, specifically in New South Wales, and the University’s need to reach a new set point. The Vice-Chancellor indicated that the
recalibration in international student numbers had not yet reached projections. Senate was advised of the 18 month lead-in time required for international recruitment. While the initiatives deployed under the leadership of the Deputy Vice-Chancellor (International) had begun to remediate the international student numbers, the turnaround was incomplete.

The Vice-Chancellor advised Academic Senate that the trend for declining postgraduate figures was continuing and the reasons for this requires detailed analysis. The Vice-Chancellor noted the collaborative efforts of the Deputy Vice-Chancellor (Academic) and individual staff to work through the main round offers for undergraduate programs and summarised concerns around load.

The Vice-Chancellor invited questions from Academic Senate.

A Faculty-elected representative from the Faculty of Arts asked whether the decline in postgraduate student numbers was in particular programs and the Vice Chancellor invited the Deputy Vice-Chancellor (Academic) to respond. The Deputy Vice-Chancellor (Academic) indicated that at the present time the detail is not known and that analysis would be conducted following the finalisation of Session 1 enrolments.

A Faculty-elected representative from the Faculty of Science and Engineering asked what impact the reduction in main round offers had on ATARS. In responding, the Vice-Chancellor referenced research undertaken by the former Provost, Professor Judyth Sachs, and also the LH Martin Institute examining the use of the ATAR as a predictor of University success. Studies have revealed that at the very highest level and very lowest level the ATAR is an accurate predictor of University success. However in the middle ground the ATAR is not as reliable in indicating University success. The Deputy Vice-Chancellor (Academic) concurred and advised that academic performance in specific subjects which aligned to the discipline for which admission was being sought was a better indicator of success and in this was the approach taken in reviewing candidates for admission.

The Chair thanked the Vice-Chancellor for his update.

7. STRATEGY AND POLICY

7.1 Academic Senate Standing Committee – Terms of Reference

The Chair spoke to the submitted paper and acknowledged the strong desire for Academic Senate to devote time to strategic academic policy and governance instead of operational issues. The feedback from participants at the Senate workshops held in late 2014 also highlighted this as an ongoing issue. The Chair explained that, to that end, the proposed Academic Senate Standing Committee would be tasked with discharging routine business between meetings, organizing and prioritizing the business of Academic Senate and with managing its interaction with the Committees of Academic Senate.

The Chair explained the proposed operation, membership and structure of the Academic Senate Standing Committee as described in the proposed Terms of Reference.

The members expressed support for the creation of the Academic Senate Standing Committee and provided the following feedback:

- Clause 3 (1) (a) Two (2) elected members of Academic Senate who shall be appointed by the Chair of Academic Senate.
  
  The Chair clarified that in the event that there were more than two nominees from the members of the Academic Senate then the Chair would seek advice from Academic Senate and may call an election if required.

- It was suggested that this Committee also include representation from the Higher Degree Research Committee.

  The Chair acknowledged that this was an oversight and would be amended.

- On page 1, the reference to “Steering” Committee is replaced with “Standing” Committee.

The Chair advised that, in the future, Academic Senate can authorise the Academic Senate Standing Committee to discharge any of its delegated authorities as it sees fit. These specific authorisations will be added to (or deleted from) the Terms of Reference of this committee when Academic Senate resolves to make such changes.

**Action item:**
The Chair of Academic Senate to clarify the use and role of executive action.

**Resolution 15/3**

That Academic Senate approves the creation of the Standing Committee of Senate charged with managing the business of Senate outside of the meeting structure, subject to minor amendments.
Standing Orders for Academic Senate

The Chair spoke to the submitted paper and provided background on the move away from the previous Academic Senate Terms of Reference. The previous Terms of Reference were rescinded when University Council approved the new Academic Senate Rules on 5 December 2013. The Chair also noted that it was common practice for Academic Senate’s / Board’s to have standing orders.

The members were supportive of the creation of the Standing Orders for Academic Senate and provided the following feedback:

- Clause 75, "when demanded by a least 10 members of the committee." To be changed to "when demanded by a least 10 members of the Academic Senate.

- The inclusion of both clauses 56 and 57 was queried by members, it was commented that only one of these clause would be required.

- The provisions relating the absence from meetings (clauses 39-44) were discussed and the Chair confirmed that clause 42 mirrors similar provision within the Academic Senate Rules approved by University Council but noted that requiring members who had already missed two consecutive meetings to give notice of their intention to miss a third meeting could be removed. The Senate members also specifically queried why there was a clause relating to OSP. The Chair and the Vice-Chancellor both commented on the need for adequate elected representatives from each Faculty. The Chair confirmed that leave from Academic Senate may be granted and noted that he would review both clause 41 and 42.

- Clause 13 should be removed as it has no effect and members proposed that clause 14(a) be amended to include reference to “acting in good faith”.

- The Chair clarified with Senate members the status of an apology from a member and noted that providing an apology is not consent to a leave of absence. The members discussed how a replacement member might be sourced; whether a new member could be co-opted (with Academic Senate confirming the nomination) or if an election should be called the fill the vacancy. The Chair suggested referring this question to the Standing Committee to consider whether an amendment to the Academic Senate Rules should be considered.

- The Chair confirmed that clause 38, which assumes that a quorum exists once a meeting has commenced with a quorum and to the point that a member notifies the loss of quorum, was standard.

- The use of video link as prescribed by clause 32 was also discussed and the Chair noted that historically the use of technology to conduct meetings had not been widely utilised but is foreshadowed by the standing orders.

- Clause 20 and 27 to be redrafted to clarify the meaning of “special meeting” and “adjourned meeting”.

The Chair expressed his view that a decision comes into effect when it is made and not at the time of subsequent ratification of the minutes of the meeting at which the decision was made.

The Deputy Vice-Chancellor (Students and Registrar) suggested the development of a governance framework around the failure of members to contribute, including a listing objectives of participation and powers to remove these members. It was suggested that this be discussed at the Academic Senate Standing Committee.

The Chair also highlighted that with the Faculty Rules coming into effect in 2015 there is a reporting obligation from Faculty Boards to Academic Senate and noted the importance of receiving at least one report each year from each Faculty Board.

The Chair encouraged all members of Academic Senate to attend Faculty Board meetings, noting that they are open meetings.

The Chair confirmed that the amended Standing Orders for Academic Senate would be circulated to members.

**Resolution 15/4**

That Academic Senate approves the Standing Orders for Academic Senate subject to minor amendments.

Standing Orders of Committees of Academic Senate

The Chair spoke to the submitted paper and the members confirmed that the suggested amendments discussed in relation to the Standing Orders of Academic Senate be carried over to these Standing Orders. The Chair noted his intention to review the Terms of Reference of all of the Committees of Academic Senate.

7.3
Senate in light of the creation of the Standing Orders.

**Resolution 15/5**

That Academic Senate approves the Standing Orders of Committees of Academic Senate subject to minor amendments.

7.4 Academic Senate policy development and approval process

The Chair noted that this paper was as result of feedback provided at the Senate workshops held in 2014. The members were provided with two tabled papers providing templates for use within the implementation of the policy approval process. The Chair emphasised the importance of engagement with Academic Senate early on in the policy development process and not just at the point of final approval.

**Resolution 15/6**

That Academic Senate approves the Academic Senate policy development and approval process.

Professor Barbara Messerle departed the meeting at 11.03am.

8. QUESTION ON NOTICE

The Chair of Academic Senate noted that he had received a letter dated 13 February 2015 from Associate Professor Susan Page, Dr Alice Te Punga Somerville and Ms Corrine Franklin from the Warawara Department of Indigenous Studies, regarding the indigenous studies major.

Professor Martina Mollering spoke to this letter and noted that the decision-making regarding the indigenous studies major had occurred at the Faculty of Arts Standards and Quality Committee (FSQC) where it was decided to revert to a pre 2015 structure. This decision of the FSQC was subsequently approved at the 29 January 2015 Academic Standards and Quality Committee. The Chair of the Academic Standards and Quality Committee provided background to the standard approval pathway and processes.

The background behind the sequence of events leading up to the decision to revert to a pre 2015 structure was explained and the Senate members were advised that three key staff from the Department of Indigenous Studies resigned on 24 December 2014. This had left only two staff attached to the Department to discharge the responsibility of rolling out a completely new curriculum.

It had become apparent, by the middle of January 2015, that material for the planned new units had not been prepared nor had any study guides been finalised. Since this state of affairs presented a significant and identifiable academic risk a decision was made to revert to a pre 2015 structure, whose delivery the Faculty could guarantee in the short term.

The Chair noted that the Quality Enhancement Committee (QEC) had approved an emergency review of the Department of Indigenous Studies. This review panel will report its findings to Academic Senate via QEC. The QEC review would not be tasked with determining the reason why three staff had resigned from the Department of Indigenous Studies on the same day.

Action item:
The Chair of Academic Senate to discuss ongoing Warawara representation on Academic Senate with the Executive Dean of the Faculty of Acts.

Academic Senate discussed and noted the question on notice.

The Chair confirmed that he would respond directly to the authors of the letter.

9. GENERAL BUSINESS

9.1 Learning Technologies Subcommittee

The Chair of the Senate Learning Teaching Committee provided the members with background regarding the disestablishment of MACALT (Management Advisory Committee for Academic Learning Technologies) and the iLearn Steering Committee, and put the proposal that the responsibilities of these two committees should be adopted by a single new sub-committee of SLTC to be called Learning Technologies Subcommittee.

**Resolution 15/07**

That Academic Senate approves the creation of the Learning Technologies Subcommittee.

9.2 Faculty of Business and Economics – Session 3 Examination results report

Academic Senate noted the Faculty of Business and Economics Session 3 Examination results report.

9.3 Proposal for a Joint PhD Program with the University of Potsdam Germany

It was noted that Macquarie University has a long track record of association with University of Potsdam Germany and there is an increasing preference away from Cotutelle and towards the Joint PhD Program.
Resolution 15/08
That Academic Senate approves the Joint PhD Program with the University of Potsdam Germany.

9.4 Ratification of Results Quality Assurance Framework
The Chair highlighted that with the creation of the Faculty Rules, Faculties are now responsible for the ratification of examination results.

Resolution 15/09
That Academic Senate approves the ratification of results quality assurance framework and supporting documents effective Session 1, 2015 (refer to item 9.4 on the 3 March 2015 Academic Senate Agenda).

Resolution 15/10
That Academic Senate resolves that arrangements for the ratification of results for study periods which do not align with Faculty Board meetings be developed by Faculty Boards, and approved by Academic Senate.

9.5 Schedule of Equivalencies: Formal Learning for Undergraduate Programs

Resolution 15/11
That Academic Senate approves the Schedule of Equivalencies: Formal Learning for Undergraduate Programs.

9.6 Amendments to the Schedule of Minimum Requirements

Resolution 15/12
That Academic Senate approves the amendments to the Schedule of Minimum Requirements at Macquarie; Regarding the Treatment of a credit towards “Higher Level Units”.

9.7 Unit quotas

Resolution 15/13
That Academic Senate approves Faculty Boards having delegated responsibility for the ongoing management of unit quotas. (refer to item 9.7 on the 3 March 2015 Academic Senate Agenda).

9.8 Diploma of Tertiary Studies

Resolution 15/14
That Academic Senate approves the Diploma of Tertiary Studies in principle, subject to proposed amendments relating to the structure.

10. ITEMS FOR RATIFICATION

10.1 Items approved by the Chair

Resolution 15/15
That Academic Senate approves the list of students who have successfully completed their requirements (refer to item 10.2 of the 3 March 2015 Academic Senate Agenda).

10.2 Savings Cases
The following Saving Clause cases were approved by the Chair of Academic Senate on 12 December 2014:

Resolution 15/16
That the Savings Clause be invoked to enable the student identified 42131057 to satisfy degree requirements of the Bachelor of Commerce with Bachelor of Laws without having to complete People and Planet units from two difference faculties, provided all other requirements have been met.

Resolution 15/17
That the Savings Clause be invoked to enable the student identified 42132487 to satisfy degree requirements of the Bachelor of Commerce with Bachelor of Laws without having to complete People and Planet units from two difference faculties, provided all other requirements have been met.

Resolution 15/18
That the Savings Clause be invoked to enable the student identified 40649695 to satisfy degree requirements of the Bachelor of Laws without having to complete a further LAW elective, provided all other requirements have been met.
The following Saving Clause cases were approved by the Chair of Academic Senate on the 16 and 19 February 2015:

**Resolution 15/19**
That the Savings Clause be invoked to enable the student identified 41657527 to satisfy degree requirements of the Bachelor of Science with Bachelor of Arts in Museum Studies and Heritage having completed 12cp of the 13cp for the BLG10 Palaeobiology Coherent Studies (2009), provided all other requirements have been met.

**Resolution 15/20**
That the Savings Clause be invoked to enable the student identified 42156718 to satisfy degree requirements of the Bachelor of Arts – Psychology with a Bachelor of Laws without having to complete People and Planet units from two difference faculties, provided all other requirements have been met.

**Resolution 15/21**
That the Savings Clause be invoked to enable the student identified 30314569 to satisfy degree requirements of the Bachelor of Arts with Diploma of Education without having to complete People and Planet units in two difference faculties, provided all other requirements have been met.

**Resolution 15/22**
That the Savings Clause be invoked to enable the student identified 42475333 to satisfy degree requirements of the Bachelor of Education (ECE) without having to complete People and Planet units outside the faculty, provided all other requirements have been met.

**Resolution 15/23**
That the Savings Clause be invoked to enable the student identified 42428343 to satisfy degree requirements of the Bachelor of Education (ECE) without having to complete People and Planet units outside the faculty, provided all other requirements have been met.

**Resolution 15/24**
That the Savings Clause be invoked to enable the student identified 42428319 to satisfy degree requirements of the Bachelor of Education (ECE) without having to complete People and Planet units outside the faculty, provided all other requirements have been met.

10.3 Macquarie Foundation Program Completions

**Resolution 15/25**
That Academic Senate approved the twenty two candidates listed in the report as having satisfied the requirements of the Macquarie Foundation Program in Session 3, 2014 (IBT3, 2014) (refer to item 10.3 of the 3 March 2015 Academic Senate Agenda).

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

**Resolution 15/26**
That prizes be awarded to the students nominated for the prize awards (listed at item 10.4 of the 3 March 2015 Academic Senate Agenda).

10.5 Vice-Chancellor’s Commendations – Master by coursework

**Resolution 15/27**
That the seventy two Master Coursework candidates listed be awarded the Vice-Chancellor’s Commendation (listed at item 10.5 of the 3 March 2015 Academic Senate Agenda).

10.6 Vice-Chancellor’s Commendations – Bachelor degrees

**Resolution 15/28**
That the twenty Bachelor degree graduands listed be awarded the Vice-Chancellor’s Commendation (listed at item 10.6 of the 3 March 2015 Academic Senate Agenda).

11. REPORTS FROM STANDING COMMITTEES

11.1 Academic Standards and Quality Committee (ASQC)
Academic Senate noted the report of the meetings of 29 January 2015.

11.2 Curriculum Standards Framework Committee (CSFC)
Academic Senate noted the report of the meeting of 18 February 2015.
11.3 Higher Degree Research Appeals Committee (HDRAC)
Academic Senate noted the tabled report of the meeting of 23 February 2015.

11.4 Higher Degrees Research Committee (HDRC)
Academic Senate noted the report of the meeting of 13 February 2015 and resolved as recommended:

Resolution 15/29
That the thirty six students included in the report of the Higher Degree Research Committee of 13 February 2015 (listed at Item 11.4 of the 3 March 2015 Academic Senate Agenda) have satisfied the requirements of the awards stated.

Nominations for Vice-Chancellor’s Commendation

Resolution 15/30
That Simon Byrne’s PhD/MCLPSY thesis entitled “Improving exposure therapy for child anxiety with D-Cycloserine and One-Session Treatment” be awarded a Vice-Chancellor’s Commendation.

Resolution 15/31
That Jie Lu’s PhD thesis entitled “Developing Signal Amplification Strategies for Sensitive Detection of Low Abundance Biomolecules” be awarded a Vice-Chancellor’s Commendation.

Resolution 15/32

Resolution 15/33
That the one hundred and two students included in the Report of the Higher Degree Research Committee of 13 February 2015 (listed at Item 11.4 of the 3 March 2015 Academic Senate Agenda) have completed the requirements for the Master of Research.

Resolution 15/34
That Academic Senate approves of the award of the Master of Research with Distinction to the top 5% of each cohort.

Resolution 15/35
That the ten students included in the Report of the Higher Degree Research Committee of 13 February 2015 (listed at Item 11.4 of the 3 March 2015 Academic Senate Agenda) have completed the requirements for the Master of Research with distinction.

11.5 Senate Learning and Teaching Committee (SLTC)
Academic Senate noted the report of the meeting of 9 February 2015.

11.6 University Medals Committee
The Chair spoke briefly to the report of the meeting 19 February 2015 and highlighted that notwithstanding direct contact with Departments few nominations had been submitted.

The Chair also noted that a second round of nominations is open and will be considered at a date to be determined.

The Vice-Chancellor commented that a University Medal was being awarded to a Law graduate.

Resolution 15/36
That the three students listed in the Report of the University Medals Committee of 19 February 2015 be awarded the University Medal (listed at Item 11.5 of the 3 March 2015 Academic Senate Agenda).

12. OTHER BUSINESS
The Chair noted that election for the Academic Senate Chair and Deputy Chair would be held in the near future.

13. CONSIDERATION OF CONFIDENTIAL ITEMS

13.1 Standing Committee on Appeals
The minutes of the Standing Committee on Appeals held on 12 February 2015 were tabled.

13.2 University Discipline Committee
The minutes of the University Discipline Committees held on 30 December 2014 and 11 February 2015 were tabled.
The next meeting of Academic Senate will be held on Tuesday 21 April 2015. Agenda Items are due by Friday 10 April 2015. There being no further business the meeting was declared closed at 11:07 am.
ITEM 4.1 ACADEMIC SENATE ITEMS REQUIRING ACTION

For information.
### ITEM 4.1: ACADEMIC SENATE ITEMS REQUIRING ACTION AS AT 21 APRIL 2015

<table>
<thead>
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<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
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| 14/02/13        | 5.2         | The Executive Dean, Faculty of Business and Economics to communicate this resolution to the Timetable Project Team.  
(Related Resolution 13/03 That lectures for First Year day units are prioritised within the timetable for scheduling between the hours of 9am to 5pm)  
The Executive Dean advised that the Timetabling Team had indicated that for the 2014 they would definitely be prioritising the 100 level scheduling, but further clarification was required to determine precisely what was meant in some unusual circumstances. Otherwise the Timetabling Team were concerned that they might unnecessarily create some dynamics that weren’t intended, or conversely, not apply a principle that they should. | Clarification required |
| 12/07/13        | 13.7        | That the University develops a policy regarding posthumous awards. Responsible Officer, Chair Academic Senate. Related Resolution 13/215.                                                                                                                                                                                                                       | To be commenced      |
| 12/11/13        | 11.2        | That a copy of the Professional Authority Form (PAF) referred to in the Disruptions to Studies policy is circulated to the members of Academic Senate.                                                                                                                                                                                                       | To be provided       |
| 1/04/14         | 7           | That Academic Senate establishes a working party to review its membership structure and report its findings and recommendations to a subsequent Academic Senate meeting.                                                                                                                                                                                                                      | In progress          |
| 18/07/14        | 9.12        | The following action items were referred as a result of the issues raised by the Session 1 2014 Examination Reports from the Executive Deans:  
- Issues of lack of student engagement and attendance at lectures to be referred to the Senate Learning and Teaching Committee.  
- Refer consideration of a consistent University approach to the late submission of assignments to the Senate Learning and Teaching Committee.  
- Review of first session of the implementation of the new Disruption to Studies Policy to be referred to the Senate Learning and Teaching Committee.  
- The managing of expectations for non ATAR entry English language requirements referred to the Senate Learning and Teaching Committee.  
- The use of grade distributions in the University’s assessment practices to be referred for further clarification to the Senate Learning and Teaching Committee.  
- Post Session 1 examination results analysis referred to the Academic Standards and Quality Committee for consideration. A report on its findings to be provided to Academic Senate and Faculties for action.  
- Senate Learning and Teaching Committee to consider examination reports and to identify possible policy responses to issues identified.  
- The Deputy Registrar to provide a statistical report on the application of the Withdrawal Without Academic Penalty rule and to provide an update on the progress of the process review. | In progress          |
| 7/10/14         | 4.2         | The Academic Senate to establish a Working Group to recommend criteria for the award of the University Medal and be provided criteria for members to consider before the end of 2014.                                                                                                                                                                                                 | Ongoing              |
| 3/3/15          | 8           | The Chair of Academic Senate to discuss ongoing Warawara representation on Academic Senate with the Executive Dean of Faculty of Arts. Academic Senate discussed and noted the question on notice. The Chair confirmed that he would respond directly to the authors of the letter.                                                                                                                                  | In progress          |
ITEM 5 REPORT FROM THE CHAIR

For noting.
Report from the Chair of Academic Senate – April 2015

Research Committee Update

Following the Academic Governance Workshops last year, I undertook to work on establishing a Research Committee of Academic Senate. At the present time, Senate possesses no structures to advise it on research matters or to assist it in discharging its significant responsibilities in this area. This work is of key strategic importance, not least in the run-up to our TEQSA re-registration in 2016.

Together with Professor Lesley Hughes, Pro-Vice Chancellor (Research Integrity and Development), and Melanie Harris, Director and Chief of Staff, we will meet on 30 April to begin devising the Terms of Reference for this Committee. Key issues that will be canvassed at our first meeting will include:

- What are the advantages, if any, of combining higher degree research training and research into one committee of Academic Senate?
- What should be the purpose, responsibility and authority of the Research Committee?
- Who might be members of the Research Committee to ensure academic leadership is properly distributed in this space?

The outcomes of this meeting will be discussed at the Academic Senate Standing Committee meeting on Friday 15 May, and the proposed Terms of Reference and membership will be provided for approval at the Senate meeting on 2 June 2015.

Senate work plan

It is important for Senate, in consultation with the Senate Standing Committee, to develop a work plan with established goals and benchmarks for the next 12-month period. The work plan will be driven by, and will respond to, priorities identified at expert sub-committee meetings. As part of this process, I have commenced the process of working with Committee chairs to identify areas of planned policy (re-)development, across all activity areas including HDR, research, academic quality, and learning and teaching.

Policy areas identified for development and review will be discussed and prioritised at the Standing Committee meeting on 15 May and a work plan presented to Senate for approval at its meeting on 2 June.
**Student Election Update**

Governance Services are currently co-ordinating the student elections for University Council, Academic Senate and the Student Advisory Board for the 2015/16 term. This work is being executed under the direction of the Deputy Vice-Chancellor (Students and Registrar) as returning officer.

The Academic Senate Rules provides for eight student members to be elected to Academic Senate. This year, there was a significant increase over recent years in the number of students nominating for these positions. Voting in these elections closes on 5 May, following which time, successful candidates will be appointed to Academic Senate for a one year term (June 2015 – May 2016).

This year I am determined to improve the level of genuine student engagement in academic governance. At the workshops there was general agreement that while students were given a formal role in academic governance processes, they were rarely supported well enough to make an effective and influential contribution. In particular, I will be calling on members of academic senate to assist with training and mentoring of student governors over the coming weeks.

**Upcoming Elections for Chair and Deputy Chair of Senate**

Elections for Chair of Academic Senate and Deputy Chair of Academic Senate will be held during the month of June, as prescribed by the Academic Senate Rule. Zoe Williams, Head of Governance Services, will be circulating further information about the nomination and election process in the coming weeks.

**Chairs of Academic Boards and Senate Conference**

The Chairs of Academic Boards and Senates held its first meeting of the year as a satellite event in conjunction with the Universities Australia Conference in March.

Not surprisingly, the continued reporting about the fall out from MyMaster allegations, led to another detailed discussion about what institutions are doing to ensure the quality of their programs; and what active steps they are taking to minimise opportunities for cheating and promote academic integrity.

This is a matter that Academic Senate will be asked to engage with actively over the next six months. Our first opportunities to do this will come in our discussion of Assessment Policy at the April meeting and in discussion of Academic Integrity policy at the 2 June meeting.
Student Discipline Matters

The University Discipline Committee has held two special meetings to consider cases arising from the University’s investigation into students implicated in the MyMaster allegations. Cases of students who were just about to graduate were given priority, and, as a result of academic penalties applied, the graduations of a number of students have been delayed pending their re-enrolment and completion of the affected units.

All penalised students have also been required to complete a compulsory ethics and integrity assessment before they will be allowed to graduate. I have been working with the Academic Integrity Special Interest Group and the Student Grievance and Discipline office to develop this assessment.

The committee will consider cases of graduated students at its third, and final, special meeting. Some legal discussion remains in regard to the rescinding of degrees awarded to those whose academic credentials have been obtained partly on the basis of this kind of cheating. However, under current delegations this ultimately remains a decision to be taken by University Council.

Clarification of Executive Action and Standing Committee

At the 3 March meeting I undertook to clarify the relative roles of the executive authority of the Chair of Academic Senate and the authorities provided to the Standing Committee of Academic Senate. There are three points to note in this regard:

1) Academic Senate will, as a matter of routine business over forthcoming meetings, be passing resolutions to provide its Standing Committee with explicit authorisations. These will enable it to discharge Senate’s responsibilities in respect of a range of specific matters. It will then act with the authority of Senate in those regards. Any matter not so authorised will remain the sole prerogative of Academic Senate, or any other party to which it provides authorisation.

2) The Chair of Academic Senate will also continue to hold specific authorisations approved by Academic Senate. One example of such an authorisation is Senate’s resolution to authorise its Chair to discharge its responsibilities in regard to the approvals of savings cases. These can be exercised without consultation with the Standing Committee of Academic Senate.

3) The Chair of Academic Senate will retain all of the executive powers given to that office to execute emergency business of Senate between meetings of it or its appropriately authorised committee. This will only be exercised under circumstances where Academic Senate, or the body to which it has given approval authorisation, is unable to consider the matter in the timeframe available. It is expected that the Chair will consult the Standing Committee on such matters, or indeed seek circular resolution of that group where possible,
but this is not a precondition of the exercise of this emergency executive power.

In order to ensure appropriate documentation of all of Academic Senate’s authorisations, these will be listed in a specific “Authorisations” section in the Terms of Reference of the authorised committee or in a page on the Academic Senate website devoted to listing the authorisations granted to the Chair of Academic Senate.

**Nominations for elected members on Academic Senate Standing Committee**

I have received two nominations from the elected cohort of Academic Senate from members interested in sitting on the Academic Senate Standing Committee. Should further members wish to nominate for these positions, I ask that you send me an email with a short accompanying nomination statement by COB 5 May 2015. Once nominations have been received, I will determine whether an election to these roles will be required. If this is the case an electronic election will be held in the week following close of nominations so that these members may join the Standing Committee meeting on Friday 15 May.
ITEM 6.1 PLACEMENT CO-ORDINATION PROPOSAL

This item was considered and recommended for approval by Academic Senate at the Senate Learning and Teaching Committee held on 9 March 2015.

For approval.
ITEM 6.2: PLACEMENT CO-ORDINATION PROPOSAL

Purpose:

- To propose a policy suite and institutional mechanism to enable improved coordination, information exchange, risk mitigation and relationship leverage across the University's full range of Placement programs.

Background:

At the August 2014 meeting of SLTC, Prof Janet Greeley and Lindie Clark led a discussion of the placement activities of the Faculty of Human Sciences and PACE. This discussion highlighted the opportunities for improved coordination across the University's various Placement programs in the following areas:

- Governance
- Curriculum and pedagogy
- Assurance of learning
- Standards for partner selection
- Coordination of partner relationship management
- Legal/contractual relationships with partners
- Procedures for WHS risk assessment
- Critical incident response
- Monitoring protocol
- Evaluation protocol
- Resourcing – staff, professional development, IT systems

A similar presentation was made to the PACE Risk Management Committee in September 2015, where the same sentiments were expressed regarding the need for improved coordination across the Institution. Trudy de Vries, Chair of the Committee, noted that the calls for improved coordination were timely and should also involve MI which has re-assumed responsibility for student exchanges.

Issue:

This begs the question of how best to achieve improved coordination across the University's various placement programs. Following discussion with the Chair of SLTC, Manager of the Policy Unit, and a resolution of the February 2015 meeting of the PACE Risk Management Committee, we would like to propose the following

- Establishment of a Taskforce of SLTC to prepare an appropriate policy suite for managing Placements across the University. The indicative ambit of the policy suite is canvassed below
- Establishment of a mechanism (e.g. Community of Practice / Placement Forum) to enable improved coordination of the operational aspects of the University's range of placement programs in order to maximise relationship leverage, reciprocal learning, information exchange and risk mitigation across the programs. The proposed ambit and membership of this group is also discussed below.

Policy Framework:

The proposed policy suite would include both a formal Placements Policy and related Procedure/s covering the following (indicative) areas:

- Objectives of placements
- Standards for assessing suitability of partner organisations
- Requirement for review processes for partner organisations and placement activities
- Requirements for agreed documentation of Roles and Responsibilities of the University, partner organisation, and students on placements
- Requirements for conducting and approving WHS and ethical risk assessment of placements
- Requirement for ensuring adequate, current and accessible records of placement and emergency contact details for students (i.e. record type of project, partner, location)
- Requirement for supervision of students on placement
- Procedures for adequate student monitoring whilst on placement with host organisations, and procedures to deal with critical incidents
• Requirement for consistent evaluation protocols for obtaining feedback from students and partners on their placement experience (without over-surveying either party)
• Standards and processes for relationship and information management of partner organisations (i.e. CRM)
• Management of adequate insurance coverage for placement activities

The proposed taskforce of the SLTC charged with developing the University policy suite for management of placements would consist of cross representation from various key areas of the University including the following:

- Risk and compliance
- PACE
- Faculty of Human Sciences – Allied Health and Education
- Faculty of Medicine and Health Science
- Faculty of Science and Engineering – including Fieldwork
- Macquarie International
- Careers
- HDRO
- Research Office
- Nominee of the Office of the Deputy Registrar
- Others?

The taskforce would consult broadly in the development of the policy framework, including with members of the proposed Placement Community of Practice/Forum outlined below. A useful first step for the Taskforce may be to convene a meeting of the Directors of all placement-like programs to

- map the full extent of the University's placement-related arrangements,
- identify what policies and procedures are already in place in the various programs
- (e.g. the Practical Placements Policy which covers allied health and education professional placements; the PACE Activity Handbook, Risk Assessment Handbook and related documentation and procedures; various Fieldwork manuals, etc.)
- identify where the gaps and inconsistencies are, and
- agree on the proposed scope of the Placement Policy and Procedure/s.

Placement Community of Practice/Forum:

The proposed objectives of this group would be to:

- Establish a shared culture of risk awareness and risk mitigation across the University's placement programs
- Enable information exchange to maximise the sharing of best practice, reciprocal learning, and identification of synergies between programs
- Enable improved management and coordination of relationships with organisations providing placement opportunities for students (i.e. 'partners')
- Encourage partner engagement and leverage placement opportunities across the University
- Ensure an efficient and co-ordinated response to placement-related risk events
- Ensure appropriate and consistent quality of care for students on placement
- Provide a forum to discuss other Placement-related issues including resourcing, information technology, and professional development of Placement-related staff

It is suggested that the Placement Community of Practice/Forum would consist of representatives from all relevant areas of the University including the following:

- Risk and Compliance (including insurance)
- PACE
- Faculty of Human Sciences – Allied Health and Education
- Faculty of Medicine and Health Sciences
- Faculty of Science and Engineering (including Fieldwork and postgraduate internships)
- Faculty of Arts (including postgraduate internships)
- Faculty of Business and Economics (including postgraduate internships)
- Macquarie International
- Higher Degree Research Office
- Careers
- Research Office
- Global Leadership Program
- Health and Safety Unit
- SBS Mentoring
Refugee Mentoring

It is anticipated that establishment of the Placements Community of Practice/Forum may require a staged introduction; consisting firstly of an agenda-setting phase, followed by an implementation phase. These two stages may require different participants from each functional area as appropriate.

**Consultation Process:**
The Chair of SLTC, Manager of the Policy Unit, PACE Risk Management Committee

**Recommendation:** For approval

**Operational Impact:** See above for a list the areas/business units which will be impacted by the recommendations

**Submitted by:**

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ITEM 6.2 REVIEW OF ASSESSMENT AND GRADING POLICIES

For discussion.
ITEM 6.2 REVIEW OF ASSESSMENT & GRADING POLICIES

Issues

STLC working group

Last year SLTC established a working group to review the operation of the Assessment, Grading, and Final Examination policies. The working group identified several operational issues in the implementation of our current policies and sought feedback from a range of stakeholders.

The working group undertook a benchmarking analysis to compare the policies with those of comparator institutions. In particular the working group considered where these policies can be liberalised; examined points of failure and inconsistency; and identified matters in which the current policy base is completely silent.

Festival of Assessment

The issues identified in the Discussion/Options Paper, provided at Attachment 1, were discussed at the 20 October 2014 meeting of SLTC and then, in greater detail, and the Festival of Assessment in December last year. This latter workshop was a very productive session, the hallmark of which was its spirit of willingness to review and revise our current approach to assessment.

The group considered the challenges that might be faced implementing program-based assessment; the importance of strong philosophical statements about fairness and diversity of assessment; the definition and use of hurdle assessments; and the relationship between marks and grades.

Following this workshop, draft principles have been developed, which are intended to form the basis of a new policy following further consultation and refinement. The draft principles of Macquarie’s assessment practice are provided at Attachment 2.

MyMaster and Academic Integrity

The need to revise our approach to assessment has been made more urgent following the MyMaster revelations, when Fairfax media published a series of articles into alleged cheating by students at a number of Australian universities. Macquarie commissioned an independent investigation into this matter, which has resulted in 43 current and recently graduated students appearing before the University Disciplinary Committee in recent weeks.

Macquarie must now look at reviewing the design of assessment tasks and the ways students are assessed, in order to minimise the opportunity for students to cheat and abuse the system.
Learning and Teaching Framework – Green Paper

The release of the Learning and Teaching Framework Green Paper provides an ideal time and context to think creatively about our assessment practice. Macquarie’s Assessment Policy must align with, and embody the core principles of, the Learning and Teaching Green Paper, including connected curriculum, connected learning experience, and connected people. Some principles of the Learning and Teaching Green Paper that must be kept in mind when framing the new assessment policy include:

- Opportunities for innovation, cross-disciplinary work and sharing across units are encouraged.
- We will bring our teaching and our research together within the curriculum through: teaching which is informed by staff research and scholarship; through integration of disciplinary research into courses (research-enhanced teaching); and by providing opportunities for students to participate in and conduct research, learn about research, develop skills of research and enquiry and contribute to the University’s research effort (Research-based learning).
- Encourage the development and inclusion of research-appropriate assessment tasks throughout the curriculum
- By 2025 at least one assessment task per program to have the involvement of industry in its design or implementation
- Students are Partners and Co-creators in their formal learning
- Embracing technological innovation in its learning and teaching - investigate further use of online assessment possibilities, including examinations
- Explore increased commonality - and embedded induction, and appropriate assessment - in first year programs of study

Consultation Process

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

- Senate Learning and Teaching Committee
- Faculties and Departments by circulation by and consultation with SLTC
- Attendees at Festival of Assessment (members of SLTC, CSFC, ASQC and other invited participants)
- SLTC Working Group
- Deputy Vice Chancellor Academic
- Pro-Vice Chancellor Learning and Teaching

Recommendations:

In accordance with Senate’s new policy approval process, Academic Senate is asked to:

1. Endorse the amalgamation of three existing policies (Assessment, Grading and Final Examination Policies) into a single overarching policy
2. Endorse the spirit of the draft Principles of Assessment and task Senate Learning and Teaching Committee with the responsibility of further refinement;
3. Endorse the development of a policy that specifically aligns with the principles of assessment and addresses the issues identified in the Discussion and Options Paper;
4. Require SLTC to develop a timeline for the development of this policy, and report such to Academic Senate, with a deadline for introduction by the beginning of Session 1 2016.

Submitted by:
Professor Dominic Verity, Chair of Academic Senate & Chair of Assessment working group

For enquiries contact: Ainslee Harvey, Academic Senate Project Officer, ainslee.harvey@mq.edu.au

Attachments:
Attachment 1: Options/Discussion Paper
Attachment 2: Draft Principles of Assessment
Review of Assessment & Grading Policies

Discussion and Options Paper

Overview of Overarching Policy Structure

One might argue, quite reasonably, that our current assessment policy regime has been framed simply to micromanage some undesirable aspects of our traditional assessment practices. On the one hand, it falls short on articulating certain important matters principle, in important areas such as hurdle assessment, but on the other hand it is far too detailed and proscriptive at an operational, unit based level.

For example, it isn’t as strong as it should be in stating the principle, and setting the expectation, that students must be exposed to a variety and balance of different assessment practices as they progress through their programs of study. Instead it delegates that role to a couple of simple benchmark proxies that mandate at least 3 assessment items and at least 2 forms of assessment in each unit. The working group regards these as approximate measures of assessment diversity, which might find expression in the University’s curriculum standards framework, not as policy goals in and of themselves.

So what is the alternative to relying upon a policy solely based upon proscriptive minimum requirements? Can we do better than simply assuming universal adherence to these simplistic standards simply because our policies come with the threat of sanction?

The working party is of the view that it would greatly simplify our L&T policy base to combine these four policies into a single overarching document. This would articulate the principles to be applied to all of Macquarie’s assessment practices, from assessment design and its articulation in unit guides to the moderation of assessment and everything in-between. It is envisaged that this policy would then be more schematic in nature, delegating some of the detail in existing policy to more specific procedures, in operational matters such as examination (for example), or to the curriculum standards framework (under development by CSFC).

This policy would be much more aspirational in nature. It wouldn’t expect us to reach our preferred “assessment nirvana” overnight. Instead it will set target that we can iterate towards as we implement the promised Learning and Teaching Framework, guided by the new approach to curriculum standards, quality assurance and continual performance feedback that is currently being pioneered by CSFC and ASQC.
Summary of Issues

Several common themes reoccurred throughout the initial consultation period and have been identified below as areas for particular attention:

- Greater attention on assessment practices at the program level, rather than simply at the unit level
- Specifications of minimum numbers and weightings of assessments
- Policy in regard to hurdle assessments, of the kind “you must pass X to pass the unit”
- Extending the eligibility criteria for supplementary assessment
- The potential for new grade categories – such as a Compulsory Fail (CF), a fail grade that signifies failure due to the failure of a hurdle assessment.
- Review of group work regulations
- Greater guidance on the requirements of standards based assessment and its relationship to matters such as grade distribution norms
- The relationship between SNGs, Grades and GPAs – for example should we move to a single finely graded Grade scale in preference to a hybrid Grade / SNG model?

Each of these themes is addressed for discussion later in this document.

The working party has also considered a number of key issues that will not be discussed here. These will instead be addressed in more detail in the subsequent policy draft. For completeness these include:

- Expectations in regard to feedback on assessment submissions
- Standards in regard to the anonymity of assessment
- Standards for the recording of particular assessment tasks for moderation / appeal purposes
- Standardised penalties for late assessment submissions
- Clauses to protect the integrity of the assessment processes
- Amalgamation of the Assessment, Grading and Final Examinations Policies to provide an overarching and more consistent framework to govern our assessment practices from end to end.
**Issue 1: Program level assessment**

**Current Policy**

The Assessment Policy is silent about the need for unit convenors and/or program directors to consider the pattern of assessment across entire courses of study. Instead, the assessment requirements as outlined in the policy are only applicable to individual units. As a result, the policy encourages assessments practices to be siloed, insular and potentially overlapping rather than collaborative and holistic.

A large number of universities require assessment to be implemented on a whole of program basis. This is in an effort to ensure that assessment workloads and the timing of assessments are reasonable and sustainable for students, staff and organisational units. It also provides a much clearer picture about the type and diversity of assessment that is being required across the program.

**Option for consideration**

Include a statement that requires program-level coordination of assessment practices to encourage reasonable and sustainable assessment workload for students, staff and organisational units.

**Examples from other universities**

**University of Sydney:** Where possible, program-level coordination should aim to have assessments timetabled to take account of other academic demands on a student’s time, such as other assessments or the requirements of other units of study.

**University of Western Sydney:** Assessment tasks are aligned with learning outcomes and provide students with a range of experiences in assessment, and are implemented on a whole of program basis.

**University of Queensland:** Where feasible, course assessment takes into account the demands (including weighting and scheduling) of assessment in parallel courses within the program.

**Fun fact**

ANU’s Assessment Policy provides students with an opportunity to request changes to the form and timing of course assessment and feedback before 10 per cent of the teaching period has elapsed. Teaching staff must respond to student comments and suggestions.
Issue 2: Specifications of minimum numbers and weightings of assessments

Current policy

The Assessment Policy states that each unit will:

- have at least three assessment tasks
- require more than one type of assessment task
- have no single assessment task worth more than 60% of the total assessment of the unit
- not include a total examination component of more than 80% of the total assessment of the unit.

These clauses seek to limit overreliance on a single assessment task or type within each unit of study. They do this by mandating a task count minimum and limiting the weightings of individual assessment items.

The policy is consciously unclear in regard to what it means when it says that a single task can be worth “no more that 60% of the total assessment”. Is this a matter of assessment load or the extent to which that assessment contributes to a final mark? Does it make sense to speak of a 60% contribution to a final mark in a standards based assessment regime? How does this cap relate to hurdle assessments, whose failure completely determines a unit outcome?

The policy also makes little attempt to define when two assessment tasks may be considered to be of a different type. Are expository, analytical, persuasive and argumentative essays examples of different assessment types? What distinguishes different types of assignments in mathematics or theoretical physics? Are two tasks of different types if they only differ in the conditions under which they must be attempted (invigilation)?

Precisely what are we trying to achieve by asking for diversity in assessment types in this way?

Assessment load is a substantial issue for our students. If every unit requires at least three distinct assessment tasks, which may not be coordinated across the units in a program, then it becomes inevitable that these tasks will collide at key points in the session timetable. The working party has also received anecdotal reports of duplicated assessments in related units. How do our program level practices ensure that assessments are sufficiently coordinated and moderated across a program to ensure that this doesn’t happen?
Options for consideration

The following options are not intended to be exclusive:

(a) Maintain the status quo – a uniform, threshold standards based, numerical approach to diversity of tasks and types.
(b) Include an aspirational statement mandating diversity of assessment at unit level and prescribe a maximum weighting / student workload requirement for an individual assessment task. Leave the decision about the number of assessment tasks to the unit convenor.
(c) Ensure that the assessment moderation process mandates appropriate consultation and moderation at program and unit level. Ensure that ASQC and Faculty boards implement assessment quality monitoring processes to identify issues in assessment diversity.
(d) Allow Departments to develop a statement of assessment diversity, which articulates how the diversity principles of the assessment policy will be met in its discipline areas. Measure these against external benchmarks. Assess Programs and Departments against these statements as part of the cyclical review process.
(e) Make an explicit distinction between formative and summative assessments in the policy and ask for a balance between these broad assessment kinds.

Examples from other universities:

**University of New South Wales:** The assessment requirements for any course will normally include a variety of forms and not rely on a single task. Normally no single assessment tasks will be weighted more than 65%.

**University of Western Sydney:** Determining the amount of assessment given should rely on a balance between effective measure and effective learning. Normally there will be more than one assessment task from which the final mark and grade for a unit is derived. The maximum weighting for any one item of assessment will be 65%.

**Monash University:** There must be at least two assessment tasks for any given unit, with no single tasks being worth more than 80% of the total unit assessment.

**University of Adelaide:** Ensure each course has a variety of types of summative and formative assessment with no single item of summative assessment worth more than 70%.

**Fun Fact**

At the Queensland University of Technology, the minimum weighting for an assessment item is 10% of the total summative assessment for the unit.
Issue 3: Hurdle / Threshold Assessments

Current Policy

Many units require a student to achieve a certain mark in a particular assessment task (or combination of assessment tasks) to be eligible to pass the unit. These types of assessment are commonly known as hurdle or threshold assessments. For example, it is very common for unit guides to include a statement to the effect that “you must pass the final examination to pass this unit”.

Despite widespread use across many disciplines, and the significant (and regularly detrimental) effect these assessments have on students, the Assessment Policy is silent about the conditions of use and approval processes for hurdle assessments. The evidence indicates that hurdle style final examinations are significant drivers of student behaviour in the disruption to studies process. They give rise to the significant majority of disruption notifications.

It is the view of the working party that a hurdle assessment should be used selectively and only under more restricted conditions to ensure that it does not expose students to inappropriate levels of stress. In particular, its recommendation is that its use should be justified by a well-argued pedagogical imperative and that it should not crown a semester of assessment and study with a single “do or die” assessment event.

Options for consideration

(a) Mandate an approval process for hurdle assessments, at Academic Senate or Faculty Board level.
(b) Specify conditions under which hurdle assessments can be used.
(c) Specify conditions under which hurdle assessment must be undertaken. In particular, introduce a clause which mandates routine “second chance” resits for hurdle assessments (see issue 4 below).

Examples from other universities

University of Adelaide:

Hurdle requirements should:

- be determined on pedagogical grounds
- be used only where it is necessary to ensure the mastery of core Discipline elements
  (especially in Disciplines where there are professional and / or technical applications as is the case for example with placements in the Medical and Health Sciences)
- be used to enhance student performance rather than to compel performance
- be applied sparingly to courses
- be used to meet minimum competency standards or to demonstrate 'fitness to practice' for courses related to professional practice
- be designed to match assessment tasks and reflect the weighting of the task in the overall assessment
- be measurable
- permit additional assessment as per the Modified Arrangements for Coursework Assessment Policy.

Ensure that any hurdle assessment is in accord with the following:

(i) not more than 3 separate assessment tasks with hurdle requirements per course (note that this precludes the bundling of different assessment tasks into a single hurdle)

(ii) no hurdle requirement/s in assessment tasks weighted at less than 20% of the total assessment

(iii) the sum of all hurdle requirements in a single course do not exceed 60% of the total assessment for the course

(iv) the consequences of not meeting a hurdle requirement are made explicit to students

Queensland University of Technology: Threshold assessment conditions that apply for a student to be eligible to receive a passing grade in a unit require a clear academic rationale based on pedagogical needs and/or discipline practices. The rational and conditions must be consistent with the principles of the assessment policy and be clearly specified in the unit outline prior to the publication dates for units.

Deakin: Hurdle requirements are subject to approval by the Faculty Board. The Faculty Board ensures that any hurdle requirements are clearly linked with course learning outcomes and standards, and explained in the course and unit guides.
Issue 4: Eligibility for supplementary/additional assessments

Current Policy

As a general principle, assessment practices must be fair and equitable to students and give them the opportunity to demonstrate achievement of the learning outcomes. In particular circumstances, it may be appropriate to acknowledge that students who obtain a fail grade in a course may warrant a second chance to demonstrate that they have met the learning outcomes of that course.

Currently students can only access supplementary assessment through the Disruption to Studies Policy. Students are required to submit a disruption to studies notification and supporting documentation to evidence a serious and unavoidable disruption.

It has been reported that Faculties are receiving large (and growing) numbers of disruption to studies notifications, which are resulting in an administrative and procedural burden. This issue may be partially addressed if the eligibility criteria for supplementary / additional assessment was extended and available to students for different reasons.

Option to consider

Extend the eligibility criteria for additional / supplementary assessments, in particular to: students who fail the subject as a result of a hurdle assessment; and to students who fail the final unit of their program of study.

Examples from other universities

La Trobe:

A student who has obtained a mark of 50 per cent or greater for a subject but has failed a compulsory (hurdle) requirement for that subject will be granted additional assessment unless it is impractical to do so.

University of Canberra: A student must be offered a supplementary assessment for a course if the student fails the course because of a requirement that a pass in a hurdle assessment is necessary to achieve a pass in the course and the student achieves a final result for the course of not less than N45%.

A student who has passed a unit is not eligible to undertake supplementary assessment for that unit.

Students who undertake supplementary assessment will only be assessed on a pass/fail basis in the supplementary assessment task and in the unit.

University of Western Sydney: Students who fail the final unit of their undergraduate course, or taught postgraduate course, leaving them with only that unit to pass to
complete the course, may apply to undertake a supplementary assessment item for that unit.

Upon successful completion of a supplementary assessment task(s), the final grade awarded for the unit will be "Pass" with a mark of 50. Where the supplementary assessment task(s) is/are poorer, the original mark will stand.

Swinburne:

To be eligible for Supplementary Assessment you must meet the following criteria:

- Have obtained a pass result in all units of study for your award except one, and have made a genuine attempt, presented for and failed that unit of study in the final teaching period; or penultimate teaching period if the unit is required to complete the course and is not offered in your final teaching period.
- A genuine attempt must include fulfilment of all assessment requirements as specified in the unit outline for the unit of study and the achievement of an overall mark of 40% - 49%.
- You may only apply for Supplementary Assessment (Last to Complete) on only one occasion.
Issue 5: Introduction of Compulsory Fail (CF) grade for hurdle assessments

Current Policy

The Grading Policy does not distinguish between those students who have failed the unit (obtained an SNG of less than 50) and those students who failed as a result of not achieving the necessary requirements of a hurdle assessment (but may have obtained weighted assessment mark of 50 or more). Ultimately both students fail the unit but for different reasons.

Option for consideration

Introduce a Compulsory Fail (CF) grade to be used in circumstances where the student has not met the requirements of a hurdle assessment but has otherwise achieved a total mark of 50 or more for the unit.

Examples from other universities

UTS: Fail (X): Unsatisfactory performance in a compulsory component of the subject.

It may be awarded only in those instances where the relevant Faculty Board has approved this marking arrangement for the subjects and where the subject coordinator has clearly demonstrated that a pass in an assessment tasks is essential to meeting the objectives of the subject. Subject coordinators must include in the subject outline the minimum assessment requirements students must meet to pass the subject. Faculty Boards need to review the proportion of the final result compulsory task if students with a Fail (X) grade receive a final mark of more than 50 per cent.

UNSW: Unsatisfactory Fail

Unsatisfactory performance in an essential component of the course, including where threshold requirements have not been met, but the student has achieved a total mark of 50 or more for the course.

UWS: Compulsory Fail

Student has failed a threshold assessment component(s) of the unit other than the practicum, but has achieved a total mark of 50 or more for the unit.

Practicum Fail: student has failed to satisfy standards for practicum assessment and will not progress further in the unit.
Issue 6: Group work requirements

Current Policy

The Assessment Policy states:

A group assessment task prepared and presented as a single entity where the contributions of individual students cannot be identified are to be:

- graded on a pass/fail basis, and
- limited to 30% of the total assessment for the unit.

A group assessment task prepared and presented as a single entity where the contributions of individual students can be identified are not limited to the above grading restrictions.

This rule has proved to be difficult to implement in practice. It also suffers from a lack of clarity in the interpretation of the phrase “30% of the total assessment”. If this refers to a percentage of the final mark then it fits uneasily with standards based assessment and make little sense when the group assessment is marked on a pass / fail basis.

Some unit convenors that had been successful in implementing group work questioned the voracity of the common methods used to identify individual contributions. This commonly involves asking members of the group to rate their own contributions or the contributions of others, and this is subject to strong peer pressure factors such as the taboos around “dobbing”.

Those convenors also observed that group work assessments were often points of friction between students and were much harder to manage and fairly assesses. Given the risks involved, a number of respondents recommended that limits should be placed on group work contributions to overall assessment, regardless of whether individual contributions could be identified.

Option for consideration

Specify a maximum weighting for all group work assessments regardless of whether or not the contributions of individual students can be recognised, unless otherwise approved.

Examples from other universities

UWS: (26) Group work will carry a maximum weighting of 30% unless otherwise approved by Academic Senate through the Courses and Units Approvals process.

University of Canberra: 3.7 Unless approved by the relevant faculty associate dean (education) marks assigned to all members of a group project will not exceed 30% of the weighting for a unit. A group project may constitute more than 30% of the total
assessment for a unit; however, all marks above the maximum 30% must be assigned to individual students for their individual contribution to the group work.

**ANU:** Group assessment tasks must provide students with at least some opportunity to demonstrate their skills as individuals.

**Issue 7: Greater guidance on the requirements of standards based assessment**

**Current Policy**

The Assessment Policy states:

*Standards based assessment will be used. There will be no pre-determined or ideal distribution of grades across a student cohort (ie norm referencing).*

During the consultation period the feedback suggested that the principles of standards based assessment were not well understood or implemented. In particular, many unit convenors expressed confusion in regard to the role of class marks distributions, marks scaling and SNGs in a standards based assessment regime. Raw marks distributions are still commonly used as the primary object of year to year benchmarking of assessment outcomes.

**Option for consideration**

Include further guidance and statements of principle for implementing standards-based assessment in the policy itself.

Provide greater support in associated procedures / the curriculum standards framework in regard to the use and computation of raw marks and role of raw marks distributions.

**Examples for other universities:**

**University of Queensland:** Ensure that students have adequate access to exemplars or examples of previous relevant assessment tasks and the standards expected. Where significantly new forms of assessment have been introduced, ensure students have access to an exemplar of the new form of assessment.

**University of Sydney (Assessment procedure):**

Assessment must be evaluated solely on the basis of students’ achievement to align with learning outcomes. In the interests of transparency of grading the University uses a standards based approach to assessing the achievement of students. In this approach, grades are allocated using pre-determined standards.

Faculties and departments should implement the following aspects of standards-based assessment:
(a) At unit of study level, where possible, examples of students’ work should be identified, which are characteristic of achievement for at least two different merit grades (benchmarks).
(b) If samples involve examples of real students’ work, then a copy of the signed permission of the student author must be kept for as long as the example is used for this purpose.
(c) When it is not possible to provide samples of work, a suitable description of the task and expected standards associated with different levels of achievement should be provided.
(d) The differences between work at different achievement levels should be described in information given to students. These grade descriptors should be statements such as:
   At HD level, a student demonstrates a comprehensive understanding of the unit material, and exhibits initiative and self-reliance in critically evaluating and synthesizing ideas related to the unit.
(e) Assessments and examinations must be graded against the benchmarks and outcomes discussed among colleagues teaching within the unit and in similar units to refine the standards.

Each faculty should have and publish a written statement on standards applying in that faculty and how they are being assured.

**UWS:** UWS uses a criteria and standards-based approach to student assessment. Criteria and standards-based assessment requires that criteria be identified and performance standards be described so that students know the level of performance required for each assessment task.
Issue 8: The relationship between SNGs, Grades and GPAs

Current Policy

The current policy emphasises the role of letter grades:

*The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study.*

*Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution.*

It relegates SNGs to a secondary status:

*The number assigned to a grade, known as the Standardised Numerical Grade (SNG) reflects the extent to which student attainment matches the descriptors. For example, an SNG of 65 demonstrates performance that shows the achievement of the minimum set of attributes that satisfy the credit standard; an SNG of 70 demonstrates the achievement of a credit standard above the minimum but below the level of the distinction standard; an SNG of 75 is a performance that shows the achievement of the minimum set of attributes that satisfy the distinction standard.*

However, generally speaking students and academics reverse this order of priority. It is still very common for academics to determine grades on the basis of an overall weighted sum of assessment tasks and to derive grades and SNGs directly from that information alone. This approach tends not to take into account whether a student, or group of students, has actually met one or other of the learning outcomes of the unit to an appropriate standard. In other words, it can be argued that SNGs condition behaviour that is at odds with the principle of standards based assessment.

It is natural for students to believe that numerical SNGs should relate directly to some form of weighted sum of assessment marks. They then see grades as simply determined by standard cut-off from those SNGs, consequently it is very common for students to enter into grade appeals because they “only need an extra mark or two to get a pass / credit / distinction”. When given two apparently related numbers, in this case SNGs and raw marks, we are hardwired to believe that they must be related by some simple formula. This is a misconception that is almost impossible for us to address effectively.

Option for consideration

Accept that students and academic will always misinterpret the meaning and importance of SNGs and raw marks. Eliminate the use of SNGs in the reporting of unit outcomes in favour of a single, more finely grained, grading scale such as HD++, HD+, HD, HD-, D+, D, D- etc. Strengthen those aspects of policy which relate to marking rubrics and standards statements for this grading scale.
Principles of Assessment

1. ASSESSMENT IS CONSISTENT AND RELIABLE

- Judgements about the quality of students’ performance are made by reference to explicit and predetermined criteria and standards (ie. standards referenced assessment) and not by reference to the achievement of other students.
- Assessment design and marking will be subject to robust moderation at both unit level and program level to ensure a shared understanding of standards. Moderation will be used to inform and improve subsequent practice.

2. ASSESSMENT AND FEEDBACK IS DESIGNED TO ENHANCE LEARNING

- Assessment is designed to engage students in the learning process
- Students and teachers become responsible partners in learning and assessment (negotiated assessment, self and peer assessment, students developed rubric)
- Feedback is used to actively improve student learning. It is informative, supportive and facilitates a positive attitude to future learning.
- Feedback is timely and constructive

3. PROGRAM BASED APPROACH TO ASSESSMENT

- Assessment design is recognized as an integral part of curriculum planning from the earliest stages of course development.
- Assessment strategies for each unit will, where possible, include consideration of the assessment profile across the whole program to ensure that these skills/knowledge/attributes expressed in program learning outcomes are introduced, developed, scaffolded and mastered.
- There will be a balanced assessment program. Assessment tasks will be diverse, complementary to each other and embedded strategically throughout a program of study.
- Assessment workloads, and the timing of assessments, will be considered to ensure they are reasonable and sustainable for students, staff and organisational units.

4. ASSESSMENT IS VALID, TRANSPARENT, FAIR & EQUITABLE

- Assessment tasks will align with the goals, context, learning activities and learning outcomes (ie. fit for purpose). There should be an explicit and logical relationship among assessment tasks; learning objectives; the criteria used as the basis of assessment judgements; and the grades associated with different levels or standards of performance.
• Clear criteria and performance standards for the assessment of student work are made available to students in the descriptions of the assessment tasks at the beginning of the session.
• The anonymity of students’ work is maintained in the assessment process where this is possible and practical
• Penalties and adjustments, such as late penalties and moderation of grades, are applied consistently, and according to clearly articulated policy that is readily available to students.

5. ASSESSMENT PROMOTES ACADEMIC INTEGRITY

• Plagiarism in various forms is minimised through careful task design, clear explanations and education about academic integrity, and appropriate monitoring of academic honesty by academic staff.
• Assessment tasks are authentic and appropriate to disciplinary and/or professional context
• Assessment practices promote academic integrity and ethical behavior for both students and staff
• Academic support services are offered to staff and students to embed a culture of academic honesty
• Assessments tasks are refreshed and renewed each time the unit is offered (shifting the context of the task from year to year, changing key reading)

6. ASSESSMENT PRACTICES ARE CONTINUOUSLY IMPROVED AND UPDATED

• Professional development opportunities related to design, implementation and moderation of assessment are provided to all staff expanding their horizons and nurturing their capabilities.
• Assessment practices are open and are shared across disciplines and units.
ITEM 6.3 ACADEMIC PROGRESSION AND STUDENTS AT RISK

For approval.
ITEM 6.3 ACADEMIC PROGRESSION & STUDENTS AT RISK

Issue
A significant number of students are excluded from further enrolment or graduation each session as a result of failing to meet certain requirements outlined in the General Coursework Rules (the Rules).

The most common reason for exclusion is the failure to meet the minimum requirements for progression as outlined in Part 10 (3) of the Rules. However, in each session students are also excluded for taking an unduly long time to complete a program of study as outlined in Part 10(2) of the Rules.

Despite the large number of students excluded each session, Macquarie does not have a policy that governs the identification of students at risk of exclusion, or an early identification support and remedial action plan to improve the student’s chances of success prior to exclusion.

The University must consider what opportunities and graduated support should be provided to enable at risk students to get back on track prior to exclusion.

Consultation Process
The following offices have been consulted prior to the submission of this paper:
- Academic Senate Standing Committee,
- Chairs of the Academic Appeals and Rankings committees,
- Deputy Vice Chancellor Academic,
- Pro-Vice Chancellor Learning and Teaching,
- Associate Dean Learning and Teaching, Faculty of Business and Economics,
- Head of Governance Services,
- Director Campus Wellbeing and Support Services,
- Manager, Health and Wellbeing Administration,
- Head of Student Administration,
- Lifecycle Manager, Student Administration.

Recommendations:
Academic Senate is asked to approve the following recommendations:

1. Identify amendments to the General Coursework Rules to allow for a graduated system of intervention based upon a nuanced measure of academic standing, the introduction of a suspension process and the reservation of the notion of exclusion for exceptional cases only.
2. Introduce an Academic Progression Policy (and associated procedures) which will detail:
   - the structure of a graduated system of academic progression interventions,
   - the methodology underpinning the computation of the academic standing measure,
   - the conditions under which suspension, probation and exclusion will apply,
   - the standards to apply to the timely communication of academic standing information to students, via iLearn for example.
3. Ratify immediate process changes to the re-admission after exclusion process to allow for routine re-admission on the advice of Campus Wellbeing.

Operational Impact: Faculties, Student Administration, Campus Wellbeing, Governance Services.

Submitted by:
Professor Leigh Wood
Associate Dean Learning and Teaching, Faculty of Business & Economics

For enquiries contact: Professor Leigh Wood, leigh.wood@mq.edu.au
Academic Progression and Students at Risk

Discussion Paper

Overview

As evidenced by the statistics below, a significant number of students are excluded from further enrolment or graduation each session as a result of failing to meet certain requirements outlined in the General Coursework Rules (the Rules).

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid year 2011</td>
<td>21</td>
</tr>
<tr>
<td>End year 2011</td>
<td>420</td>
</tr>
<tr>
<td>Mid year 2012</td>
<td>20</td>
</tr>
<tr>
<td>End year 2012</td>
<td>391</td>
</tr>
<tr>
<td>Mid year 2013</td>
<td>32</td>
</tr>
<tr>
<td>End year 2013</td>
<td>375</td>
</tr>
<tr>
<td>Total 2011-2013</td>
<td>1259 students</td>
</tr>
</tbody>
</table>

The most common reason for exclusion is the failure to meet the minimum requirements for progression as outlined in Part 10 (3) of the Rules. However, in each session students are also excluded for taking an unduly long time to complete a program of study as outlined in Part 10(2) of the Rules.

Despite the large number of students excluded each session, Macquarie does not have a policy that governs the identification of students at risk of exclusion, or an early identification support and remedial action plan to improve the student’s chances of success prior to exclusion.

The University must consider what opportunities and graduated support should be provided to enable at risk students to get back on track prior to exclusion.

Regulatory Requirements

The University has implemented processes to be compliant with the Education Services for Overseas Students Act and National Code.

Under this legislation, universities are required by law to identify and notify international students who are at risk of not meeting course requirements. Further, the legislation requires that an intervention strategy is implemented when a student
fails to meet the academic progression requirements which at a minimum is failure of 50% of their enrolment load in each teaching period.

At Macquarie, International Students are sent a Successful Completion Program notification if they have failed 50% or more of their subjects in a session; and their GPA is less than 1.5 for their entire program.

However, it is also a requirement of the draft Higher Education Standards Framework that the University have processes that identify students at risk of unsatisfactory progress and provide specific support across all courses of study.

The processes that have been implemented for the identification of international students at risk of failing to meet course requirements could form the building blocks for a holistic approach to successful academic progression for all students.

Issues

Exclusion Processes

In most cases, exclusion for failure to progress academically is an abrupt and binary process. At the University level, students are only notified of issues in their academic progression at the point when they are automatically excluded from further enrolment. On return after a period of exclusion, students do not enter a period of probation nor do we provide any targeted support services to assist them in re-integrating into the University environment.

The period of exclusion applied to students who are excluded under the progression provisions of the General Coursework Rule is usually 2 years. This is not stipulated by the rule and there appears to be no supporting policy mandating this duration. Notably, this is a period of exclusion that is far longer than those applied in the discipline process for major transgressions of the student code of conduct.

Consequently, it is common for students to be surprised by their failure to progress and to view exclusion as a form of punishment. This stands in contraposition to the fundamental purpose of this intervention, which is generally seen as giving students the time to resolve any factors limiting their progress without accumulating further debt. However, the formal communications provided by the University do not explain this purpose, nor do they provide progress benchmarks against which the excluded student can measure his or her prospect for re-admission and successful degree completion.

Furthermore, as soon as a student is excluded, formal support lapses, and other support mechanisms are limited by the fact they are no longer a student of the university. Finally re-admission at the end of a period of exclusion is not an automatic process.
Academic Standing and AMIS

The University has not established a standard process to inform students of their risk of exclusion. At least one Faculty has implemented a system of early warnings; this however relies on a time consuming manual process to identify students who are not progressing.

The student system does not currently have the capability to automatically flag students at risk; instead, this data is produced manually upon request. Information about current academic standing is not routinely generated or provided to students or Faculties.

The General Coursework Rule specifies a single GPA based cutoff to determine whether a student should be excluded for failure to progress. As a result, we have experienced a substantial increase in withdrawal without academic penalty to “correct” GPA and avoid exclusions. This imposes a substantial burden on the appeals system, and can result in the re-admission of students who are still experiencing as yet unresolved health and family issues.

GPA-based measures provide a view of long-term academic performance, and they react slowly to more recent performance improvements. Consequently, it has become common at other institutions to specify and compute a more comprehensive academic standing measure that incorporates more timely short and medium term performance information. In such systems, student are able to track their academic standing through time, seek timely assistance where necessary and demonstrate contemporaneous improvements in standing once underlying issues are resolved. Ultimately the success of this approach is driven by sophisticated IT systems, which support the institution’s policy and enable communication between the faculties and support services.

Appeal caseload

Academic Appeals Committee

As demonstrated by the data, a large number of excluded students appeal to the Academic Appeals Committee against their exclusion under the Rules.

<table>
<thead>
<tr>
<th>Year</th>
<th>Exclusions</th>
<th>Number of Appeals</th>
<th>Upheld</th>
</tr>
</thead>
<tbody>
<tr>
<td>End year 2011</td>
<td>420</td>
<td>195</td>
<td>38 (19.49%)</td>
</tr>
<tr>
<td>End year 2012</td>
<td>391</td>
<td>156</td>
<td>18 (11.54%)</td>
</tr>
<tr>
<td>End year 2013</td>
<td>375</td>
<td>119</td>
<td>7 (5.88%)</td>
</tr>
<tr>
<td>TOTAL 2011-2013</td>
<td>1186</td>
<td>470</td>
<td>63 (13.40%)</td>
</tr>
</tbody>
</table>

Only a very small percentage of appeals are upheld each session. Most students complain that they didn’t know they were at risk of exclusion, and furthermore,
would have made necessary changes if they had been informed. Nevertheless, the Academic Appeals Committee often has no other option other than confirm exclusion.

**Ranking Committee**

Following the expiry of the exclusion period, the student may request re-admission from the Ranking Committee by providing a statement outlining that their circumstances have improved substantially since they were excluded and that they now have a reasonable chance of succeeding in their studies.

The Ranking Committee usually re-admits all students who have served their exclusion period. The Ranking Committee spends a lot of time reading student statements and recording decisions, which may be unnecessary given the pre-determined outcome of most cases.

It has been recommended that students who have served a first period of exclusion should be automatically re-admitted on the condition that they have met with staff in Campus Wellbeing, without having the case formally presented to the Committee. This will alleviate some of the load, but without the introduction of a well-specified probationary period on return.

**Other Appeals Processes**

The current exclusion process places significant burdens on a number of other student processes including, most notably, those involving special consideration, grade appeal and withdrawal without academic penalty (WWAP). While it is difficult to quantify the true extent of this effect for some of these processes, it has become clear that its impost on the WWAP process is significant. Many students making applications to the academic appeals committee are also making WWAP applications to correct their GPAs. Each one of these takes significant time to process, as they involve multiple approvals at the Faculty, Department and individual Unit convenor levels.

**Case study**

The Faculty of Business and Economics has significantly reduced the number of students excluded from its programs by:

- Requesting from AMIS a list of all students with a GPA of 1.6 or below each session
- Sending emails/letters to all students identified on the list who have failed half of their units or are getting close to exclusion levels
- Having a dedicated staff member to support and talk to the students at risk of exclusion
• Encouraging and facilitating at risk students to seek academic support/advice and participate in PAL programs which are funded by the Faculty

The success of the FBE early intervention partly relies in part upon the implementation and funding of Peer-Assisted Learning. FBE trains and funds students to run PAL sessions and provides reimbursement for their time.

The University introduced a PAL Policy in 2012, but it is silent on questions such as the payment and training of students engaged in leading PAL sessions. This has led to an inconsistent approach to the implementation and funding of PAL programs across the University. In some Faculties these are limited both in extent and in impact.

Next steps and recommendations

There exists a wealth of research about student retention, success and completion, many of which provide strong pointers to the ways that resources are best applied for maximum gain. Much of this involves enhancing student experience and engagement, keeping students informed of their progress and providing easy access to fallback support services. There is compelling evidence that experiencing a strong ‘sense of belonging’ supported by connections with peers, teachers and disciplines are key factors in student engagement and success. Most importantly, student engagement can be carefully nurtured by taking deliberate, systematic actions to support it.

There exists clear evidence that our current exclusion system contributes only negatively to student experience, retention and success. It is framed largely as a punitive, last resort measure that can do little to genuinely support students who have experienced academic, social or health related setbacks. There is much that we can do to rectify this situation in a relatively straightforward manner, and we would claim that this could be done without significant expenditure. Indeed, while we have not quantified cost savings, we are of the view that the University could even make savings by reducing the exclusion and appeal burden on students and staff.

Consequently, the Academic Senate Standing Committee has requested Academic Senate to approve the following actions:

1. Identify amendments to the General Coursework Rules to allow for a graduated system of intervention based upon a nuanced measure of academic standing, the introduction of a suspension process and the reservation of the notion of exclusion for exceptional cases only.
2. Introduce an Academic Progression Policy (and associated procedures) which will detail:
   - the structure of a graduated system of academic progression interventions,
- the methodology underpinning the computation of the academic standing measure,
- the conditions under which probation, suspension, and exclusion will apply,
- the standards to apply to the timely communication of academic standing information to students, via iLearn for example.

3. Ratify immediate process changes to the re-admission after the exclusion process to allow for routine re-admission on the advice of Campus Wellbeing.

Strategic alignment

This project arises from, and aligns with, the work of the “Student Engagement for Success” strategic project.

Policies requiring review:

- Admission (Coursework) Policy
- General Coursework Rules
- Academic Appeals Policy
- Peer-Assisted Learning Policy
- Assessment Policy

Resource implications for consideration:

- Development of an IT system to calculate and track academic standing data, automatic identification of students at risk, and communication with and between faculties.
- Impact that a graduated intervention process would have on Campus Wellbeing and other support services.
- Standardisation of Peer Assisted Learning programs and processes
ITEM 6.4 STRATEGY UPDATE: FACULTY OF MEDICINE AND HEALTH SCIENCES

Professor Patrick McNeil to speak to this item.
ITEM 6.5 OUTSIDE STUDIES PROGRAM POLICY

For approval.
ITEM 6.5  Revisions to Outside Studies Program Policy

Issue
The Outside Studies Program Policy (OSP Policy) was due for its scheduled review and a lengthy consultation process was undertaken. The new revised policy has clearer wording in some sections, is more flexible with regard to minimum length, and has been strengthened in terms of HDR supervisory obligations.

1. Minimum time: The main practical change is that the minimum time allowed for external OSP is now one month, where it was previously 2 months. Shorter periods of OSP allow greater flexibility and accessibility for staff with family responsibilities, and in particular, will allow women academics with young children to participate in the OSP program at a greater rate.

2. Purpose: Purpose has been expanded to include statements about encouraging strong national and international research partnerships and collaborations with academic institutions, business and other organisations; fostering new joint and cotutelle agreements with new and established partner institutions; and encouraging mobility of cotutelle and joint PhD supervisors between host institutions. All these statements are consistent with the research framework.

3. Eligibility: There is a clearer statement about the eligibility requirement for a minimum of 3 years to elapse between submission of a report on a previous OSP and the beginning of a new one (but no actual change in policy). The eligibility criteria has also been reworded to specify that staff must be classified as Research Active to be eligible, and that OSP is also open to staff who are working toward a relevant higher degree qualification. The section under Eligibility description has also been expanded to include a broader range of exemptions to the previous rules, including personal illness and early career status. Effectively, the policy has been made more flexible to allow case-by-case decisions on eligibility to be made by the relevant decision-makers.

4. Approval: There is a maximum of 14% of research active staff allowed to be on OSP at any one time - this has been increased from the former specification of 10%.

5. Conditions: Awardees must undertake to arrange effective and continuous HDR supervision during the OSP period – this strengthens the previous requirement that simply stated that supervisors had to undertake HDR supervision "as agreed prior to the commencement of the Fellowship".

Overall, the revised OSP Policy is more generous than the Enterprise Bargaining Agreement in terms of provisions relating to OSP.

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

Research Management Committee
Executive Deans
Dean – Higher Degree Research
Assistant Deans Research
Faculty Research Managers
Human Resources – Projects Team, Director’s Office
Macquarie University Consultative Committee

Recommendation: For approval.

Operational Impact: Faculties, Office of the Deputy Vice-Chancellor (Research) and Human Resources

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

For enquiries contact: Ann-Marie Heinrich, Manager, Research Policy and Contracts
## Outside Studies Program Policy

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To outline how Macquarie University offers its Outside Studies Program (OSP) to academic staff. OSP is implemented through an OSP Fellowships program that incorporates two Fellowships, one Internal and the other External.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>Through its Enterprise Agreement, Macquarie University offers academic staff members an opportunity to undertake a structured program of sustained scholarship, research and associated developmental activities outside the University. It implements this through two forms of OSP Fellowship – an Internal Fellowship within the Sydney metropolitan area (including at Macquarie University), and an External Fellowship undertaken elsewhere in Australia or overseas. The purpose of OSP is to contribute to Macquarie’s development as an internationally leading research intensive University. Fellowships are intended to enhance the knowledge, skills and experience, connections and partnerships, access to new ideas and resources, and the international standing of its academic staff. Fellowship projects are expected to produce tangible research outcomes through both the opportunity to engage with peers external to the University and the opportunity for an intense focus on research projects.</td>
</tr>
<tr>
<td>Scope</td>
<td>This policy applies to all permanent full-time and part-time academic staff members and certain academic staff appointed on a fixed-term contract in accordance with the Eligibility criteria of this Policy.</td>
</tr>
</tbody>
</table>
| Policy | Fellowships will be offered by Macquarie University to effect its commitment to an Outside Studies Program as detailed in the Macquarie University Enterprise Agreement. There will be two types of Fellowships:  
- Internal – for staff planning to spend most of their time in metropolitan Sydney (including at Macquarie University)  
- External – for staff planning to spend a continuous period of at least one month of the total OSP at another institution/organisation within Australia (beyond metropolitan Sydney) or overseas. The maximum period of an OSP Fellowship will be six months and the minimum period one month. All Fellowships are granted on the understanding that at the conclusion of the Fellowship period, the staff member will remain with Macquarie University to complete the... |
necessary reporting requirements.

The period of an OSP Fellowship cannot be spread over more than one half-year teaching period, unless this is proposed and approved in advance by the relevant Executive Dean/Dean.

The University reserves the right not to grant a Fellowship.

PURPOSE

The purpose of the Fellowship Program is to:

- enhance the knowledge, skills and experience, access to new ideas and resources, and the international standing of our academic staff
- encourage staff to establish and develop strong national and international research partnerships and collaborations with academic institutions, business and other organisations
- foster new joint and cotutelle agreements with new and established partner institutions
- encourage mobility of cotutelle and joint PhD supervisors between host institutions
- contribute to Macquarie’s development as an internationally leading research intensive University.

Internal Fellowships

Internal Fellowships may be used to:

- undertake a program of research based at Macquarie University, or other institutions/organisations in the Sydney metropolitan area, including shorter visits (less than two months) to other institutions/organisations outside Sydney
- write a book or other substantial publication or series of publications
- complete a Higher Degree Research (HDR) thesis
- pursue the development of scholarship relating to teaching, professional and clinical studies or other aspects of scholarly development aligned to the University’s mission

External Fellowships

External Fellowships are designed to provide academic staff with an opportunity to undertake sustained collaborative research activities at institutions or organisations outside the greater Sydney Metropolitan area. These Fellowships are to involve significant periods of interaction with colleagues at the host institution. Where the External Fellowship is not based at one host institution, the sites attended must form a coherent program of scholarly work.

Conference attendance on its own is not considered a sufficient purpose to grant an External Fellowship.

ELIGIBILITY

At least three years must have elapsed since the submission of an acceptable report on the last OSP undertaken and the beginning of a new period of OSP. For a new staff member there must be at least
three years between their commencement at Macquarie University and the start date of their proposed OSP Fellowship Program.

Fellowships will be available to academic staff members who meet the University’s definition of Research Active (adjusted on a proportional basis for part-time staff), are early career researchers or are working towards completion of a relevant doctoral qualification or Higher Degree Research program.

Staff members who do not meet this definition may put forward a case for exemption from this criterion. In these cases, the application must outline how the proposed Fellowship will help the staff member move towards meeting the Research Active definition. Particular consideration will be given where the definition has not been met due to family responsibilities, personal illness, a period of employment on a teaching or administration/management weighted workload or staff starting their research career. In all cases, staff must submit a well formulated research plan, including a timeline and measurable outcomes.

All applicants must have completed their Performance Development and Review (PDR) in the preceding year.

Staff who have previously undertaken OSP must have completed and submitted the required reports.

A staff member cannot be awarded more than two Fellowships (including any previously taken as OSP) in any seven-year period.

A staff member whose salary is paid by external funds is ineligible for consideration for OSP unless there is explicit provision for such a Program in the contract. The staff member must still meet all other eligibility requirements.

**Fixed-term Staff**

To be eligible to apply, staff on a fixed-term contract must:

- have completed at least three years of full-time service (or the equivalent in part-time service)
- hold a current appointment with a total duration of at least three years, and
- have a sufficient period remaining in their current appointment to allow the program to be taken up and a satisfactory report to be submitted.

**Exception**

An exception to one or more of these eligibility requirements may be considered for staff where documented health issues, parental leave or exceptional circumstances apply. Such exceptions must be approved by the Deputy Vice-Chancellor (DVC) (Research) and require the prior recommendation of the relevant Executive Dean/Dean.

**APPLICATION**

Application for a Fellowship under the Outside Studies Program is to
be made in the prescribed format and be lodged by the advertised deadline with the Research Office. Incomplete or late applications will not be accepted.

APPROVAL
Approval will be based on:
- the quality of the proposed program, including evidence of clear and detailed planning, appropriate choice of host institution(s), and what outcomes will be generated
- the contribution of the OSP to University, Faculty and Department research goals, and to the applicant’s own career development
- the outcomes of any previous period of OSP
- the impact on the workload of the Department

Approval is granted by the relevant Executive Dean/Dean. There is no entitlement to a Fellowship through OSP – all applications are assessed on the proposal, the benefit to the University and staff member, and the impact on the organisation.

There is an absolute maximum percentage of staff who can be awarded a Fellowship (internal and external) within a Faculty or academic unit per six month OSP period.

Any approval above the maximum (14% of the research active staff of the Faculty or academic unit) must form part of the long-term research plan of the Faculty and Departments or academic unit, developed by the Executive Dean/Dean and approved by the Deputy Vice-Chancellor (Research).

Approval will not be granted to a staff member where the period of the Fellowship will seriously disrupt the work of the Faculty or Department or academic unit in the short term. If an application has been disallowed because the staff member cannot be released for such reasons, this will be taken into account when the program is resubmitted in a subsequent period.

The outcomes of a Fellowship are to be taken into account in the annual PDR process.

CONDITIONS
A Fellowship is not a period of leave. A staff member who is awarded a Fellowship must:
- pursue their approved program of study/research diligently
- respond to requests from the Head of Department or Executive Dean / Dean
- comply with University reporting requirements, including provision of publication or other data relating to government data collection or surveys, and answering student queries from previous study periods
- meet reporting requirements associated with grants or contracts in which they are involved
make supervision arrangements prior to commencement of the Fellowship that ensure effective, continuous HDR supervision. To meet insurance and Health and Safety requirements, all Fellows on OSP (both internal and external) must ensure their location and communication details are available at all times during the period of the Fellowship.

It is expected that proposed OSP Fellowship activities including timetable and location will have been well planned and described fully in the application. Variation of approved Fellowship plans will be permitted only in exceptional circumstances. The Executive Dean/Dean must approve (in advance) any substantial changes to a Fellowship Program that has already been granted.

Where a component of a Fellowship Program is not able to be completed for any reason other than parental leave or extended illness of the staff member or other family member (supported by medical certificates) that period will be considered abandoned unless approved otherwise by the Executive Dean/Dean.

Undertaking activities that will result in additional remuneration must be approved in advance of accepting the Fellowship. All remuneration received during (and related to) a period of Fellowship must be declared to the Executive Dean/Dean.

No overload payments for teaching at or on behalf of Macquarie University or related entities will be approved.

Recognition of Special Needs
In accordance with the University’s goal of providing equal employment opportunities for all staff, the University will be sensitive to the special needs of individual staff arising from different career histories, including family responsibilities, or histories of special disadvantage. All applicants will still need to meet the eligibility requirements, unless approved otherwise by the DVC (Research) on the advice of the relevant Executive Dean/Dean.

FUNDING
The award of a Fellowship under OSP comprises the full salary, entitlements and associated on-costs for the staff member for the period of the Fellowship. A grant-in-aid may also be provided to assist in meeting costs of travel, accommodation and other expenses directly related to the Program.

Grant-in-aid
- a grant-in-aid will be available for all External Fellowships
- the level of grant-in-aid funding will vary depending on the location of the Fellowship, whether the staff member is travelling alone, accompanied by a partner, and/or accompanied by a dependent child (or children)
- the University will provide details of the specific amounts available each year
For the purposes above:

- a dependent child will mean a child under the age of 18 years or, where undergoing full-time education at the date of their embarkation, up to the age of 21 years
- partners concurrently employed at Macquarie University, both of whom are proceeding at or about the same time on a Fellowship Program, will each be eligible for the funding applicable to a single person; only one claim for dependent children will be paid in these instances

Funding levels of the grant-in-aid will be reviewed each year.

REPORTING
The Fellowship Program Report is to be submitted to the Executive Dean/Dean within one calendar month of the end date of the OSP Fellowship.

Eligibility for a subsequent OSP Fellowship will be based on:

- the submission date of an acceptable report
- the actual contribution to University, Faculty and Department research goals
- evidence of measurable quality research or other scholarly outcomes

MANAGEMENT
The Executive Dean/Dean and Head of Department will make workload arrangements to ensure that long-term planning provides opportunities for all eligible staff to apply for a Fellowship Program.

The administration of OSP Fellowships will be managed by the Research Office under the direction of the DVC (Research).

APPEALS
The DVC (Research) will establish a committee for appeals. The Appeals Committee will consider appeals based on the procedure and/or merits of an application.

COMPLIANCE AND BREACHES
The University may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).

Contact Officer
Director, Research Office, Research Office

Date Approved
9 April 2015

Approval Authority
Deputy Vice-Chancellor (Research)

Date of Commencement
OSP commencing in Session 2 2015

Amendment Dates
March 2012 – updated to permit appeals based on the merit of an application
December 2011 – updated with compliances and
| **Date for Next Review** | breaches statement  
May 2016        |
|-------------------------|------------------------|
| **Related Documents**   | Outside Studies Program - Application Form  
Outside Studies Program – Guidelines for Applicants and Conditions of Award |
| **Policies/Rules Superseded by this Policy** | Human Resources Policy: Outside Studies Programs (OSP) – Academic Staff (Policy 19.04) |
| **Keywords**            | Fellowship, Program, Outside Studies Program, Eligibility |
POLICY

Outside Studies Program Policy

Purpose
To outline how Macquarie University offers its Outside Studies Program (OSP) to academic staff. OSP is implemented through an OSP Fellowships program that incorporates two Fellowships, one Internal and the other External.

Overview
Through its Enterprise Agreement, Macquarie University offers academic staff members an opportunity to undertake a structured program of sustained scholarship, research and associated developmental activities outside the University. It implements this through two forms of OSP Fellowship – an Internal Fellowship within the Sydney metropolitan area (including at Macquarie University), and an External Fellowship undertaken elsewhere in Australia or overseas.

The purpose of OSP is to contribute to Macquarie’s development as an internationally leading research intensive University.

The two Fellowships that are available through this program enable academic staff to undertake a period of sustained scholarship and research and associated developmental activities either within the Sydney metropolitan area (including at Macquarie University) or elsewhere in Australia or overseas.

Fellowships are intended to enhance the knowledge, skills and experience, connections and partnerships, access to new ideas and resources, and the international standing of its academic staff.

Fellowship projects are expected to produce tangible research outcomes through both the opportunity to engage with peers external to the University and the opportunity for an intense focus on research projects.

Scope
This policy applies to all permanent full-time and part-time academic staff members and those certain academic staff appointed on a fixed-term contract in excess of three years in accordance with the Eligibility criteria of this Policy.

Policy
Fellowships will be offered by Macquarie University to effect its commitment to an Outside Studies Program as detailed in the Macquarie University Enterprise Agreement.

There will be two types of Fellowships:
- Internal – for staff planning to spend most of their time in metropolitan Sydney (including at Macquarie University)
- External – for staff planning to spend a continuous period of at
least two months of the total OSP at another institution/organisation within Australia (beyond metropolitan Sydney) or overseas. **External Fellowships include a grant-in-aid.**

The maximum period of an OSP Fellowship will be six months and the minimum period one month. All Fellowships are granted on the understanding that at the conclusion of the Fellowship period, the staff member will remain with Macquarie University to complete the necessary reporting requirements.

The period of an OSP Fellowship **can not** be spread over more than one half-year teaching period, unless this is proposed and approved in advance by the relevant Executive Dean/Dean.

The University reserves the right not to grant a Fellowship.

**PURPOSE**

The purpose of the Fellowship Program is to:

- to enhance the knowledge, skills and experience, connections and partnerships, access to new ideas and resources, and the international standing of our academic staff
- encourage staff to establish and develop strong national and international research partnerships and collaborations with academic institutions, businesses and other organisations
- foster new joint and cotutelle agreements with new and established partner institutions
- encourage mobility of cotutelle and joint PhD supervisors between host institutions
- to contribute to Macquarie’s development as an internationally leading research intensive University.

**Internal Fellowships**

Internal Fellowships may be used to:

- undertake a program of research based at Macquarie University, or other institutions/organisations in the Sydney metropolitan area, including shorter visits (less than two months) to other institutions/organisations outside Sydney
- write a book or other substantial publication or series of publications
- complete a Higher Degree Research (HDR) thesis
- pursue the development of scholarship relating to teaching, professional and clinical studies or other aspects of scholarly development aligned to the University’s mission

**External Fellowships**

External Fellowships are designed to provide academic staff with an opportunity to undertake sustained collaborative research activities at institutions or organisations outside the greater Sydney Metropolitan area. These Fellowships are to involve significant periods of interaction with colleagues at the host institution. Where the External Fellowship is not based at one host institution, the sites attended must form a
coherent program of scholarly work.

Conference attendance on its own is not considered a sufficient purpose to grant an External Fellowship.

ELIGIBILITY
At least three years must have elapsed since the submission of an acceptable report on the last OSP undertaken and the beginning of a new period of OSP. For a new staff member there must be at least three years between their commencement at Macquarie University and the start date of their proposed OSP Fellowship Program.

Fellowships will be available to academic staff members who meet the University's definition of Research Active (adjusted on a proportional basis for part-time staff) and to staff starting their research career, are early career researchers or are working towards completion of a relevant doctoral qualification or Higher Degree Research program.

Staff members who do not meet this definition may put forward a case for exemption from this criterion. In these cases, the application must outline how the proposed Fellowship will help the staff member move towards meeting the Research Active definition. Particular consideration will be given where the definition has not been met due to family responsibilities, personal illness or a period of employment on a teaching or administration/management weighted workload or staff starting their research career. In all cases, staff must submit a well formulated research plan, including a timeline and measurable outcomes.

All applicants must have completed their Performance Development and Review (PDR) in the preceding year.

Staff who have previously undertaken OSP must have completed and submitted the required reports.

A staff member cannot be awarded more than two Fellowships (including any previously taken as OSP) in any seven-year period.

A staff member whose salary is paid by external funds is ineligible for consideration for OSP unless there is explicit provision for such a Program in the contract. The staff member must still meet all other eligibility requirements.

Fixed-term Staff
To be eligible to apply, staff on a fixed-term contract must:
- have completed at least three years of full-time service (or the equivalent in part-time service)
- hold a current appointment with a total duration of at least three years, and
- have a sufficient period remaining in their current appointment to allow the program to be taken up and a satisfactory report to be submitted.
Exception

An exception to one or more of these eligibility requirements may be considered for staff where documented health issues, parental leave or exceptional circumstances apply. Such exceptions must be approved by the Deputy Vice-Chancellor (DVC) (Research) and require the prior recommendation of the relevant Executive Dean/Dean.

APPLICATION

Application for a Fellowship under the Outside Studies Program is to be made in the prescribed format and be lodged by the advertised deadline with the Research Office. Incomplete or late applications will not be accepted.

APPROVAL

Approval will be based on:

- the quality of the proposed program, including evidence of clear and detailed planning, appropriate choice of host institution(s), and what outcomes will be generated
- the contribution of the OSP to University, Faculty and Department research goals, and to the applicant’s own career development
- the outcomes of any previous period of OSP
- the impact on the workload of the Department

Approval is granted by the relevant Executive Dean/Dean. There is no entitlement to a Fellowship through OSP – all applications are assessed on the proposal, the benefit to the University and staff member, and the impact on the organisation.

There is an absolute maximum percentage of staff who can be awarded a Fellowship (internal and external) at any one time within a Faculty or academic unit per six month OSP period.

If there is to be Approval Any approval above the maximum (average of 40.14% of the research active staff of the Faculty or academic unit) it must form part of the long-term research plan of the Faculty and Departments or academic unit, developed by the Executive Dean/Dean and approved by the Deputy Vice-Chancellor (Research).

Approval will not be granted to a staff member where the period of the Fellowship will seriously disrupt the work of the Faculty or Department or academic unit in the short term. If an application has been disallowed because the staff member cannot be released for such reasons, this will be taken into account when the program is resubmitted in a subsequent period.

The outcomes of a Fellowship are to be taken into account in the annual PDR process.

CONDITIONS

A Fellowship is not a period of leave. A staff member who is awarded a Fellowship must:

Comment [MECS]: As per Clause 5.3.8 of EA
• pursue their approved program of study/research diligently
• respond to requests from the Head of Department or Executive Dean/Dean
• comply with University reporting requirements, including provision of publication or other data relating to government data collection or surveys, and answering student queries from previous study periods
• meet reporting requirements associated with grants or contracts in which they are involved
  
  • make supervision arrangements prior to commencement of the Fellowship that ensure effective, continuous HDR supervision, undertake HDR supervision as agreed prior to commencement of the Fellowship

To meet insurance and Health and Safety requirements, all Fellows on OSP (both internal and external) must ensure their location and communication details are available at all times during the period of the Fellowship.

It is expected that proposed OSP Fellowship activities including timetable and location will have been well planned and described fully in the application. Variation of approved Fellowship plans will be permitted only in exceptional circumstances. The Executive Dean/Dean must approve (in advance) any substantial changes to a Fellowship Program that has already been granted.

Where a component of a Fellowship Program is not able to be completed for any reason other than parental leave or extended illness of the staff member or other family member (supported by medical certificates) that period will be considered abandoned unless approved otherwise by the Executive Dean/Dean.

Undertaking activities that will result in additional remuneration must be approved in advance of accepting the Fellowship. All remuneration received during (and related to) a period of Fellowship must be declared to the Executive Dean/Dean.

No overload payments for teaching at or on behalf of Macquarie University or related entities will be approved.

Recognition of Special Needs
In accordance with the University’s goal of providing equal employment opportunities for all staff, the University will be sensitive to the special needs of individual staff arising from different career histories, including family responsibilities, or histories of special disadvantage. All applicants will still need to meet the eligibility requirements, unless approved otherwise by the DVC (Research) on the advice of the relevant Executive Dean/Dean.

FUNDING
The award of a Fellowship under OSP comprises the full salary, entitlements and associated on-costs for the staff member for the
period of the Fellowship. In the case of an External Fellowship, a grant-in-aid may also be provided to assist in meeting costs of travel, accommodation and other expenses directly related to the Program.

Grant-in-aid
- no grant-in-aid will be provided for Internal Fellowships
- a grant-in-aid will be available for all External Fellowships
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- the University will provide details of the specific amounts available each year

For the purposes above:
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- partners concurrently employed at Macquarie University, both of whom are proceeding at or about the same time on a Fellowship Program, will each be eligible for the funding applicable to a single person; only one claim for dependent children will be paid in these instances

Funding levels of the grant-in-aid will be reviewed each year.

REPORTING
The Fellowship Program Report is to be submitted to the Executive Dean/Dean within one calendar month of the end date of the OSP Fellowship.

Eligibility for a subsequent OSP Fellowship will be based on:
- the submission date of an acceptable report
- the actual contribution to University, Faculty and Department research goals
- evidence of measurable quality research or other scholarly outcomes

MANAGEMENT
The Executive Dean/Dean and Head of Department will make workload arrangements to ensure that long-term planning provides opportunities for all eligible staff to apply for a Fellowship Program.

The administration of OSP Fellowships will be managed by the Research Office under the direction of the DVC (Research).

APPEALS
The DVC (Research) will establish a committee for appeals. The Appeals Committee will consider appeals based on the procedure and/or merits of an application.

COMPLIANCE AND BREACHES
The University may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).

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<thead>
<tr>
<th>Contact Officer</th>
<th>Director, Research Office Manager, Research Office</th>
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<tbody>
<tr>
<td>Date Approved</td>
<td>12 May 2014–9 April 2015</td>
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<tr>
<td>Approval Authority</td>
<td>Deputy Vice-Chancellor (Research)</td>
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<td>Date of Commencement</td>
<td>12 May 2010OSP commencing in Session 2 2015</td>
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<td>May 2013/2016</td>
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<tr>
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<td>Human Resources Policy: Outside Studies Programs (OSP) – Academic Staff (Policy 19.04)</td>
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ITEM 8.1  BACHELOR OF ENGINEERING WITH HONOURS

This item was considered and recommended for approval by Academic Senate at the Academic Standards and Quality Committee held on 17 March 2015.

For approval.
ITEM 5.4: BACHELOR OF ENGINEERING (HONOURS)

Issue:

The standard pathway through Engineering undergraduate degrees offered by most of our competitors is to enrol students into a Bachelor of Engineering (Honours) and then award honours (class I, class II division 1, class II division 2) based on performance throughout the program as calculated by a weighted average. To be competitive the Faculty of Science and Engineering recommends that the University adopt a similar approach. Students who do not achieve at least class II division 2 will be awarded a Bachelor of Engineering (upon completion of all requirements of that award). The accompanying documentation gives the program learning outcomes of the Bachelor of Engineering (Honours), the revised program learning outcomes for the Bachelor of Engineering and the method for assessing the award of honours for the Bachelor of Engineering (Honours). For comparison, please consult the following for information on the award of honours in Engineering at competitor institutions


The two programs will differ structurally by having different 12cp final semester projects. The learning outcomes for both those units are also included in the accompanying documentation.

Consultation Process:

The following offices have been consulted prior to the submission of this paper:
Faculty of Science and Engineering
Department of Engineering

Recommendation:

That ASQC recommend to Senate the details of the following programs as described in the accompanying documentation
Bachelor of Engineering (Honours)
Bachelor of Engineering (Honours) with the degree of Bachelor of Arts
Bachelor of Engineering (Honours) with the degree of Bachelor of Commerce
Bachelor of Engineering (Honours) with the degree of Bachelor of Science
And the amended details for Bachelor of Engineering

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

For enquiries contact: Michael Hitchens, michael.hitchens@mq.edu.au
General

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

Name of Award
Bachelor of Engineering (Honours)

AQF Level and Qualification Type
Level 8 Bachelor Honours Degree

Volume of Learning / Duration
4 years FTE

Study Mode
Full-time + Part-time

Attendance Mode
Internal

Location
North Ryde

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

Owning Faculty
Faculty of Science and Engineering

Owning Department
Department of Engineering

Implementation Timeframe
Implement for 2015

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

Replacement
Does the proposed award replace an existing award? No

Details

English Language Requirements

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<td>Writing</td>
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<td>Reading</td>
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Program Structure

Is the award structured on Majors? Yes
### Details of Majors

Provide names of majors and indicate those which will be proposed as new majors.

- Computer Engineering CEN02
- Electronics Engineering EEN02
- Mechanical Engineering MEC01
- Mechatronic Engineering MEN02
- Software Engineering SEN03
- Telecommunications Engineering TEN02
- Wireless Engineering WEN02

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 major chosen. You must then also complete separate proposals for any new majors under the award.

### Requirements

Requirements file has been uploaded.

**To view the requirements download the file** [FOS UG A EngHon ID166-2.xlsx](#)

### New Unit Requirements

Will new units be required for the program structure? No

### Professional Accreditation

Provide details of the professional body and timeframe.

- Accredited as a Professional Engineering Stage 1 qualification by Engineers Australia
- Review cycle is nominally every five years
- The last review was in 2011
- Refer to specific major for current status of accreditation

### Work Component

Refer to Section 1 of the CRICOS Application Guide

- Does the program have a work-based training component which must be undertaken to gain the qualification? Yes
  - Hours per week: 36
  - Number of Weeks: 12
  - Total Hours: 432

### Working with Children Check

Will students require a working with Children Check? No

---

### Specification

#### Overview and Aims of the Program

Macquarie engineers will graduate with an international qualification with the capability for life-long learning. They will be able to maintain and develop advanced skills and knowledge for professional or highly skilled work with fast-rate-of-change technologies; and to adapt and change with changing organisation needs.

The outcome of a Macquarie engineering degree is development of a coherent and advanced skillset of capabilities based in the electronic, mechanical and software disciplines in the context of an international perspective distinguished by a broad domain expertise with:

- Understanding of systems engineering: the process of understanding and designing a system, or component of a system, to meet desired needs within realistic constraints;
- Background in fundamental scientific principles: with an ability to apply these together with engineering techniques to identify, formulate, and solve problems;
- Competency in principles of professional practice: including project management, business practice, documentation, sustainability, product life-cycle, social and ethical constraints and responsibilities;
- Practiced capabilities in communications: including personal and interpersonal capabilities to communicate effectively by oral and written means in a variety of contexts including meetings, presentations, team leadership and participation, customer relations;
- Research principles and methods to independently solve complex problems that may involve developing new understanding;

for careers in the high-technology, precision manufacturing, telecommunications, government and academic sectors. Macquarie Engineers will be prepared for work in research, manufacturing, product development and production, and in operations roles such as sales, marketing, technology management and support.

#### Program Learning Outcomes

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

- By the end of this program it is anticipated you should be able to:
  
  1. **Knowledge and understanding**
     
     1.1 Demonstrate an advanced knowledge of contextual factors, research direction, and underpinning information impacting the engineering discipline, including risk identification and management, design metrics and alternatives, systems measurement, simulation, modelling and analysis, and environmental constraints and safety issues . (K, T, E, A)
     
     1.2 Demonstrate an understanding of contemporary engineering, including the role of standards and the need for the continuing professional development of engineers. (K, T, P, I, C, E, A, J, L)
     
     1.2 Demonstrate an understanding of research principles and methods in the context of solving a complex problem involving the development of new knowledge. (T,P,I)
  
  2. **Skills and capabilities**
     
     2.1 Design and implement the necessary experimental or computational processes, information
management, records keeping, project management, and communications that should be undertaken for an engineering research investigation. (K, T, P, I, C)

2.2 Conduct yourself in an ethical and professional manner, understanding your obligations as a citizen and as a professional engineer; carry ethical considerations into design and solution of engineering problems. (E, A, J)

2.3 Participate effectively in intra-disciplinary and cross-disciplinary groups as a member or leader. (T, C, E, A, J)

3. Application of skills and knowledge

3.1 Identify, formulate and solve engineering problems, including complex and open-ended problems, using established engineering methods, processes, and procedures. (K, T, P, I, E, A, J, L)

3.2 Manage, and participate in, complex intra- and cross-disciplinary engineering projects through applying established systematic approaches. (K, T, P, I, C, E, A, J)

3.3 Carry out a complex engineering specific research project, using appropriate technical laboratory skills, data management and synthesis, critical analysis and interpretation of results; culminating in an effective written dissertation and oral report. (K, T, P, C, L)

3.4 Actively participate in ongoing research and further learning to identify and provide solutions to complex problems with intellectual independence, and present knowledge and ideas to a variety of audiences in research fora.

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

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

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

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

**Learning and Teaching Methods**

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

The Bachelor of Engineering is designed to prepare graduates as professional engineers for work in industry, research organisations and academia. The program is intended to meet the Engineers Australia professional engineering competency standards that include a strong science base of mathematics, physics, computing and related areas, design and project skills, specialised knowledge in a particular area of engineering and professional practice skills. The learning activities are designed to foster these skills in the students. The academics involved with this program are active researchers, and this enables them to integrate cutting-edge research into the units that they teach.

The majority of the units in this program have practical components including laboratory-based sessions where students can develop practical skills and learn safe laboratory practices. In these sessions, students gain experience in planning, design, testing, measurement, use of software and hardware tools, comparing theory with practice and evaluating investigations. Some units utilise small groups where students work in a team to achieve a goal. Communication skills are developed through oral presentations. Engineering practice skills are developed across the program in a variety activities including group work, discussion mode and report/documentation writing activities.

The theoretical components of units develop the underlying theory, along with analytical and problem solving skills using a combination of lectures, tutorials and online learning resources. All units have weekly face-to-face activities. Assignments are used for formative and summative purposes. As knowledge in engineering is continually evolving, learning and teaching methods support the capacity for students to become independent learners.

The Engineering program culminates with students doing a dedicated single session research thesis project that develops skills and knowledge of research principles and methods. This can be either in an in-house setting with a primary academic supervisor or externally to the university in a company or research organisation setting with a primary industry supervisor supported by an academic supervisor. The project allows students to apply in an integrated manner the knowledge and skills they have developed in their studies to a substantial engineering design, analysis or research problem.

**Assessment**

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

Units in the Bachelor of Engineering all have at least three different types of assessment. These assessments are designed not just to test discipline-specific knowledge, but all aspects of professional engineering competency including professional practice, project work, engineering design, communication skills, laboratory skills, use of engineering software and design tools and research skills. In addition to formal assessments, students are provided with informal feedback from staff and their peers throughout the semester.

Assessment types are diverse and include:

- Assignments – that test the understanding of a learning outcome by means of small size problems.
- Laboratory reports – where students prepare reports on laboratory and practical work for a single practical session or over multiple weeks.
- Reports and documents – besides essay style questions to analyse and critique different topics they also assess engineering documentation skills such as requirements and design documentation and project plans.
- Oral presentations – these test students’ abilities to communicate the results of their work to a variety of diverse professional audiences.
- Log books and note books – assess the ability to record results, design working, conversations and data recording all of which are essential to professional practice.
- Group reports – are used when group projects or group laboratory work is conducted.

Final exams - The majority of the units will have a final examination where theoretical understanding and application of knowledge is assessed. Quizzes and in-class tests assess student learning part-way through the unit and provide feedback to...
Honours Classification

Honours Classification is, in part, based on the calculation of a “Weighted Standard Numerical Grade” (WSNG) for all qualifying units. That is, units studied at Macquarie University which are recognised as required or optional units (those designated as Engineering and excluding electives and People and Planet units) for which a standardised numerical grade (SNG) has been recorded.

For each qualifying unit, the weight to be applied is given by the credit points for that unit multiplied by the level (2, 3, or 4) of that unit, where the level is 2 for any 200-level unit, 3 for any 300-level unit or 4 for units at 400 level and above. The weight for 100-level units is zero. The only units included in the calculation are those designated as engineering units.

Honours is awarded based on performance, as measured by the WSNG as described above and in the final semester Research Thesis (ENGG411 Engineering Research Thesis).

• Honours Class I is awarded to students who achieve a WSNG of 75 or greater and a result in the research thesis of 65 or greater.
• Honours Class II (Division 1) is awarded to students who achieve a WSNG of 70 or greater (but less than 75) and a result in the research thesis of 65 or greater.
• Honours Class II (Division 2) is awarded to students who achieve a WSNG of 65 or greater (but less than 70) and a result in the research thesis of 65 or greater.
• Students who do not achieve at least the requirements of Honours Class II (Division 2) will not be awarded Honours and will instead receive the award of the Bachelor of Engineering upon completion of all the requirements of that award.

A student with exceptional performance, (i.e., a WSNG of 85 or higher), may be recommended for the award of a University Medal.

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.

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

Further information can be found at www.students.mq.edu.au/support

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

Program Standards and Quality

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

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

Graduate Destinations and Employability

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

Engineering is a professional program that develops the ability to solve problems. Engineering with Honours develops the ability to plan and execute a piece of research and scholarship with some independence. In many respects, a competent engineering is ably to apply their skills to many disciplines, so careers opportunities outside the technical field are available.

Salaries for graduate Engineers are among the highest graduate salaries in the country, particularly for Engineers working in remote regions.

Over 80% of graduates find employment in the first few months after graduation.

Honours graduates may go on to pursue postgraduate research.

The qualification is internationally accredited and recognised in Europe, North America.

Refer to specific Majors for details of career opportunities and employers.

Assessment Regulations

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

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

Mapping of Program Learning Outcomes to Units

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

Requirements file has been uploaded. (Uploading another will replace the present one.) To view the requirements download the file Map FOS UG A EngHon ID166-2.xlsx

RPL

75
Recognition of Prior Learning  
(if relevant)  
Describe how the recognition of prior learning will be applied for admission to this program and/or for the granting of credit. Only list that information of specific relevance to this program, information of a more general nature should be provided in the Departmental RPL plan. Refer to senate.mq.edu.au/apc/resources.html.

Justification

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

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

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.

Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Total EFTSU for which award would be run</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Full-time and Part-time Students</td>
</tr>
<tr>
<td>Estimated number of Full-time students</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
</tr>
</tbody>
</table>

| Number of international students expected to enrol in this award | 250 |
| Number of domestic students expected to enrol in this award    | 600 |

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

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

This award is a renaming of the existing BE award, so teaching and support staff are already available.
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.

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

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

Learning and Teaching Centre: view a list of faculty Educational Developers at www.mq.edu.au/about_us/offices_and_units/ltc/ltc_contacts#eddev or contact LTC-APCwebforms@mq.edu.au

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_prog2016/)

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:** Mariette leRoux  **Date:** 3/3/15

**Summary Impact Information**

**Resources:** The Library's current collection of journals, databases and monographs (including online formats) will support the existing program, now relabeled as an Honours program and no new resources have been identified as required. See the Engineering Subject guide for a list of Engineering resources supporting learning, teaching and research in this discipline: http://libguides.mq.edu.au/all_engineering. Further resource acquisition will fall within the normal scope of collection development activities. Unit conveners are encouraged to provide early advice of information skills training requirements and reading list requirements so that materials can be made available in a timely manner in e-Reserve and the Reserve Collection.

**Services / Staffing:** Current Library staffing and services will support information skills and research training as part of this program.

---

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

**Educational Developer:** TBA  **Date:** TBA

**Summary Impact Information**

**Resources:**

**Services / Staffing:**

---

**International**

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

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

**Full Time Mode**

Will international students be able to undertake the award in full time mode?  **Yes**

**Internal Mode**

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

**Session 2 commencements**

If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are
Please note that CRICOS registration will be obtained after the award is approved at Academic Senate.

Name of MI representative: TBA Date: TBA

Comments

Other

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

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.

Stage 1 Competency Standard for the Professional Engineer

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext.</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Heimlich</td>
<td>1095</td>
<td><a href="mailto:michael.heimlich@mq.edu.au">michael.heimlich@mq.edu.au</a></td>
<td>Wed - 25/2/15</td>
<td>Curriculum and Planning Admin.</td>
</tr>
<tr>
<td>Rebecca Ball</td>
<td>7237</td>
<td><a href="mailto:rebecca.ball@mq.edu.au">rebecca.ball@mq.edu.au</a></td>
<td>Wed - 25/2/15</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Michael Hitchens</td>
<td>9538</td>
<td><a href="mailto:michael.hitchens@mq.edu.au">michael.hitchens@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>Director</td>
</tr>
<tr>
<td>Iain Collings</td>
<td>9068</td>
<td><a href="mailto:iain.collings@mq.edu.au">iain.collings@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Michael Hitchens</td>
<td>9538</td>
<td><a href="mailto:michael.hitchens@mq.edu.au">michael.hitchens@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>FSQC</td>
</tr>
</tbody>
</table>

Does the program have arrangements with other providers? No

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

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

Name of Award
Bachelor of Engineering (Honours) with the degree of Bachelor of Arts

AQF Level and Qualification Type
Level 8 Bachelor Honours Degree

Volume of Learning / Duration
5 years FTE

Study Mode
Full-time + Part-time

Attendance Mode
Internal

Location
North Ryde

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

Owning Faculty
Faculty of Science and Engineering

Owning Department
Department of Engineering

Implementation Timeframe
Implement for 2015

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

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

Replacement
Does the proposed award replace an existing award? No

Details

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

Overall: 6.5
Speaking: 6
Listening: 6
Writing: 6
Reading: 6
Program Structure

Details of Majors
Provide names of majors and indicate those which will be proposed as new majors

<table>
<thead>
<tr>
<th>Qualifying Majors for the Bachelor of Engineering (Honours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Major</td>
</tr>
<tr>
<td>CEN02 Computer Engineering</td>
</tr>
<tr>
<td>EEN02 Electronics Engineering</td>
</tr>
<tr>
<td>MEC01 Mechanical Engineering</td>
</tr>
<tr>
<td>MEN02 Mechatronic Engineering</td>
</tr>
<tr>
<td>SEN03 Software Engineering</td>
</tr>
<tr>
<td>TEN02 Telecommunications Engineering</td>
</tr>
<tr>
<td>WEN02 Wireless Engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualifying Majors for the Bachelor of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code Major</td>
</tr>
<tr>
<td>AHE01 Ancient History - Egypt and Near East</td>
</tr>
<tr>
<td>AHG01 Ancient History - Greece, Rome and Late Antiquity</td>
</tr>
<tr>
<td>AN01 Anthropology</td>
</tr>
<tr>
<td>APM01 Arts Practice and Management</td>
</tr>
<tr>
<td>BU01 Business Information Systems</td>
</tr>
<tr>
<td>CH01 Chinese Studies</td>
</tr>
<tr>
<td>CHE01 Chinese-English Translation and Interpreting</td>
</tr>
<tr>
<td>CMU01 Contemporary Music</td>
</tr>
<tr>
<td>CR01 Criminology</td>
</tr>
<tr>
<td>CRS01 Croatian Studies</td>
</tr>
<tr>
<td>CUS01 Cultural Studies</td>
</tr>
<tr>
<td>DCA02 Dance and Performance</td>
</tr>
<tr>
<td>DES01 Decision Science</td>
</tr>
<tr>
<td>DCC01 Development Studies and Culture Change</td>
</tr>
<tr>
<td>EAC02 Early Childhood</td>
</tr>
<tr>
<td>ECO02 Economics</td>
</tr>
<tr>
<td>EDC02 Education</td>
</tr>
<tr>
<td>EGL01 English</td>
</tr>
<tr>
<td>ELA01 Environmental Law and Management</td>
</tr>
<tr>
<td>EVM01 Environmental Management</td>
</tr>
<tr>
<td>FRE01 French Studies</td>
</tr>
<tr>
<td>GEN01 Gender Studies</td>
</tr>
<tr>
<td>GED01 Geography</td>
</tr>
<tr>
<td>GER01 German Studies</td>
</tr>
<tr>
<td>HUG01 Human Geography</td>
</tr>
<tr>
<td>HUR02 Human Resources</td>
</tr>
<tr>
<td>IND01 Indigenous Studies</td>
</tr>
<tr>
<td>ITG02 Interactivity and Games</td>
</tr>
<tr>
<td>INB02 International Business</td>
</tr>
<tr>
<td>INT01 International Communication</td>
</tr>
<tr>
<td>INLO1 International Law and Global Governance</td>
</tr>
<tr>
<td>ITL01 Italian Studies</td>
</tr>
<tr>
<td>JAP01 Japanese Studies</td>
</tr>
<tr>
<td>LIN01 Linguistics</td>
</tr>
<tr>
<td>MAR02 Marketing</td>
</tr>
<tr>
<td>MAT01 Mathematics</td>
</tr>
<tr>
<td>MED03 Media, Culture and Communication</td>
</tr>
<tr>
<td>MET01 Media, Technology and the Law</td>
</tr>
<tr>
<td>MGK01 Modern Greek Studies</td>
</tr>
<tr>
<td>MH01 Modern History</td>
</tr>
<tr>
<td>PHL01 Philosophy</td>
</tr>
<tr>
<td>POS01 Polish Studies</td>
</tr>
<tr>
<td>POE01 Political Economy and Social Policy</td>
</tr>
<tr>
<td>POL02 Politics and International Relations</td>
</tr>
<tr>
<td>PYC01 Psychological Science</td>
</tr>
<tr>
<td>PUL01 Public Policy, Law and Governance</td>
</tr>
<tr>
<td>RUS01 Russian Studies</td>
</tr>
<tr>
<td>SOJ01 Social Justice</td>
</tr>
<tr>
<td>SOC01 Sociology</td>
</tr>
<tr>
<td>SOT01 Software Technology</td>
</tr>
<tr>
<td>SLA01 Spanish and Latin American Studies</td>
</tr>
<tr>
<td>STA01 Statistics</td>
</tr>
<tr>
<td>WRJ02 Writing</td>
</tr>
</tbody>
</table>

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 major chosen. You must then also complete separate proposals for any new majors under the award.

Requirements

Upload Program Structure template. Templates are available from here.

Requirements file has been uploaded.
To view the requirements download the file FOS UG A EngHonArt ID169-1.xlsx

New Unit Requirements
Will new units be required for the program structure? No

Professional Accreditation (if relevant)
Provide details of the professional body and timeframe
Accredited as a Professional Engineering Stage 1 qualification by Engineers Australia
Review cycle is nominally every five years
The last review was in 2011
Refer to specific major for current status of accreditation

Work Component
Does the program have a work-based training component which must be undertaken to gain the
### Specification

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview and Aims of the Program</strong></td>
<td>See relevant section of each of the Bachelor of Arts and Bachelor of Engineering (Honours) degrees</td>
</tr>
<tr>
<td><strong>Program Learning Outcomes</strong></td>
<td>See relevant section of each of the Bachelor of Arts and Bachelor of Engineering (Honours) degrees</td>
</tr>
<tr>
<td><strong>Learning and Teaching Methods</strong></td>
<td>See relevant section of each of the Bachelor of Arts and Bachelor of Engineering (Honours) degrees</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>See relevant section of each of the Bachelor of Arts and Bachelor of Engineering (Honours) degrees</td>
</tr>
<tr>
<td><strong>Support for Learning</strong></td>
<td>Macquarie University aspires to be an inclusive and supportive community of learners where all students are given the opportunity to meet their academic and personal goals. The University offers a comprehensive range of free and accessible student support services which include academic advice, counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk billing medical service located on campus. Further information can be found at <a href="http://www.students.mq.edu.au/support/Campus">www.students.mq.edu.au/support/Campus</a> Wellbeing contact details: Phone: +61 2 9850 7497 Email: <a href="mailto:campuswellbeing@mq.edu.au">campuswellbeing@mq.edu.au</a> <a href="http://www.students.mq.edu.au/support/health_and_wellbeing/contact_us">www.students.mq.edu.au/support/health_and_wellbeing/contact_us</a></td>
</tr>
<tr>
<td><strong>Program Standards and Quality</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Graduate Destinations and Employability</strong></td>
<td>See relevant section of each of the Bachelor of Arts and Bachelor of Engineering (Honours) degrees. Additionally, destinations and employability may be enhanced by the combination of the two degrees so as to make the graduate more desirable by the combination or synergies of the two degrees and two majors.</td>
</tr>
<tr>
<td><strong>Assessment Regulations</strong></td>
<td>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,</td>
</tr>
</tbody>
</table>

**Working with Children Check**

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

**Recognition of Prior Learning**

(If relevant)

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

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

**Justification**

**Market Analysis**

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

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

**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.

**Estimated Student Demand**

Estimated number of Full-time students

Estimated number of Part-time students

Number of international students expected to enrol in this award 20

Number of domestic students expected to enrol in this award 20
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

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

This award is a renaming of the existing BE award, so teaching and support staff are already available.

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: Mariette leRoux Date: 3/3/15

Summary Impact Information
Resources: The Library’s current collection of journals, databases and monographs (including online formats) will support the existing program, now relabeled as an Honours program and no new resources have been identified as required. See the Engineering Subject guide for a list of Engineering resources supporting learning, teaching and research in this discipline: http://libguides.mq.edu.au/all_engineering. Further resource acquisition will fall within the normal scope of collection development activities. Unit conveners are encouraged to provide early advice of information skills training requirements and reading list requirements so that materials can be made available in a timely manner in e-Reserve and the Reserve Collection.

Services / Staffing: Current Library staffing and services will support information skills and research training as part of this program.

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

Educational Developer: TBA Date:

Summary Impact Information
Resources: 
Services / Staffing:
International

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

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

<table>
<thead>
<tr>
<th>Full Time Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will international students be able to undertake the award in full time mode?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be able to study the proposed award in internal mode for at least 75% each semester?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2 commencements</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)</td>
<td></td>
</tr>
</tbody>
</table>

International students studying on a student visa should commence in S1 only.

Certification

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

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

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

<table>
<thead>
<tr>
<th>Name of MI representative: TBA Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
</tr>
</tbody>
</table>

Other

<table>
<thead>
<tr>
<th>Arrangements with Other Providers</th>
<th>Does the program have arrangements with other providers? No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Benchmarks</th>
<th>Stage 1 Competency Standard for the Professional Engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the names (with links) of any external benchmarks that have been applied in the design of this program. Refer to senate.mq.edu.au/apc/resources.html.</td>
<td></td>
</tr>
</tbody>
</table>

Approvals

| Name: Michael Heimlich Ext: 1095 Email: michael.heimlich@mq.edu.au Date: Wed - 25/2/15 Director |
| Comment: Curriculum and Planning Admin. |

| Name: Rebecca Ball Ext: 7237 Email: rebecca.ball@mq.edu.au Date: Wed - 25/2/15 Faculty Board |
| Comment: Curriculum and Planning Admin. |

| Name: Tony Parker Ext: 9131 Email: tony.parker@mq.edu.au Date: Thu - 5/3/15 Director |
| Comment: |
If you experience problems with this site, please email curriculum@mq.edu.au
### General

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

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Bachelor of Engineering (Honours) with the degree of Bachelor of Commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 8 Bachelor Honours Degree</td>
</tr>
<tr>
<td><strong>Volume of Learning / Duration</strong></td>
<td>5 years FTE</td>
</tr>
<tr>
<td>Minimum time to complete, expressed in Full Time Equivalent Years.</td>
<td>If other, provide details:</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>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Science and Engineering</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Engineering</td>
</tr>
<tr>
<td>Implementation Timeframe</td>
<td>Implement for 2015</td>
</tr>
<tr>
<td>Rationale</td>
<td>Curriculum and Planning Admin</td>
</tr>
<tr>
<td>If this proposal is for an award which will be structured predominantly on new units, your expression of interest should include a summary of the new units and the level at which they will be offered, and an analysis of the market for the new award.</td>
<td></td>
</tr>
<tr>
<td>If this proposal is for an award repackaging existing units, with minimum new units, less detail will be required.</td>
<td></td>
</tr>
<tr>
<td>Replacement</td>
<td>Does the proposed award replace an existing award? No</td>
</tr>
</tbody>
</table>

### Details

<table>
<thead>
<tr>
<th>English Language Requirements</th>
<th>Overall: 6.5</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Speaking: 6 Listening: 6</td>
<td></td>
</tr>
<tr>
<td>Writing: 6 Reading: 6</td>
<td></td>
</tr>
</tbody>
</table>
Is the award structured on Majors? Yes

<table>
<thead>
<tr>
<th>Details of Majors</th>
<th>Qualifying Majors for the Bachelor of Commerce</th>
</tr>
</thead>
</table>
| Provide names of majors and indicate those which will be proposed as new majors | Code Major  
ACC02 Accounting  
BU01 Business Information Systems  
DES01 Decision Science  
EC02 Economics  
FIN01 Finance  
HUR02 Human Resources  
INB02 International Business  
MAR02 Marketing  
Qualifying Majors for the Bachelor of Engineering (Honours)  
Code Major  
CEN02 Computer Engineering  
EEN02 Electronics Engineering  
MEC01 Mechanical Engineering  
MEN02 Mechatronic Engineering  
SEN03 Software Engineering  
TEN02 Telecommunications Engineering  
WEN02 Wireless Engineering |

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 major chosen. You must then also complete separate proposals for any new majors under the award.

Requirements
Upload Program Structure template. Templates are available from here. Requirements file has been uploaded. To view the requirements download the file FOS UG A EngHonCom ID170-1.xlsx

New Unit Requirements
Will new units be required for the program structure? No

Professional Accreditation
(if relevant)
Provide details of the professional body and timeframe. See individual degrees for their accreditation.

Work Component
Refer to Section 1 of the CRICOS Application Guide. Does the program have a work-based training component which must be undertaken to gain the qualification? Yes

State the number of hours per week, the number of weeks, and the total number of hours that students must engage in workbased 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.

Hours per week 36
Number of Weeks 12
Total Hours 432

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

Specification
Overview and Aims of the Program
See the individual aims of the Bachelor of Commerce and the the Bachelor of Engineering (Honours), respectively.

Program Learning Outcomes
See the individual PLOs for the Bachelor of Commerce and the the Bachelor of Engineering (Honours), respectively.

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.
<table>
<thead>
<tr>
<th><strong>Learning and Teaching Methods</strong></th>
<th>See relevant section of each of the Bachelor of Commerce and Bachelor of Engineering (Honours) degrees.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>See relevant section of each of the Bachelor of Commerce and Bachelor of Engineering (Honours) degrees.</td>
</tr>
<tr>
<td><strong>Support for Learning</strong></td>
<td>Macquarie University aspires to be an inclusive and supportive community of learners where all students are given the opportunity to meet their academic and personal goals. The University offers a comprehensive range of free and accessible student support services which include academic advice, counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk billing medical service located on campus. Further information can be found at <a href="http://www.students.mq.edu.au/support">www.students.mq.edu.au/support</a> Campus Wellbeing contact details: Phone: +61 2 9850 7497 Email: <a href="mailto:campuswellbeing@mq.edu.au">campuswellbeing@mq.edu.au</a> <a href="http://www.students.mq.edu.au/support/health_and_wellbeing/contact_us">www.students.mq.edu.au/support/health_and_wellbeing/contact_us</a></td>
</tr>
<tr>
<td><strong>Program Standards and Quality</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Graduate Destinations and Employability</strong></td>
<td>See relevant section of each of the Bachelor of Commerce and Bachelor of Engineering (Honours) degrees. Additionally, destinations and employability may be enhanced by the combination of the two degrees so as to make the graduate more desirable by the combination or synergies of the two degrees and two majors. Examples might include sales engineering, technical business management, or entrepreneurial start-ups.</td>
</tr>
<tr>
<td><strong>Assessment Regulations</strong></td>
<td>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/</td>
</tr>
<tr>
<td><strong>Mapping of Program Learning Outcomes to Units</strong></td>
<td>No file has been uploaded. (Upload does not occur until Save or progression to new page.)</td>
</tr>
</tbody>
</table>

**RPL**

<table>
<thead>
<tr>
<th><strong>Recognition of Prior Learning</strong> (if relevant)</th>
<th>Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of granting credit towards, or admission into, a program. The recognition of these forms of learning is enabled by the University's Recognition of Prior Learning (RPL) Policy and its associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer to the Departmental RPL Plan, which describes the evidential requirements and approval processes for recognising prior learning for entry or credit in this program.</th>
</tr>
</thead>
<tbody>
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<td><strong>Mapping of Program Learning Outcomes to Units</strong></td>
<td>No file has been uploaded. (Upload does not occur until Save or progression to new page.)</td>
</tr>
</tbody>
</table>

**Justification**

<table>
<thead>
<tr>
<th><strong>Market Analysis</strong></th>
<th>Domestic Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
Consultation

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

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

Learning and Teaching Centre: view a list of faculty Educational Developers at www.mq.edu.au/about_us/offices_and_units/ltc/ltc_contacts#eddev or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:

University's Academic Plan. Refer to http://mq.edu.au/about/strategy/academicplan.html

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

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.

<table>
<thead>
<tr>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional information</th>
</tr>
</thead>
</table>

Estimated Student Demand

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

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

Number of international students expected to enrol in this award 50
Number of domestic students expected to enrol in this award 50

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 Date of consultation Method of consultation and outcomes</th>
</tr>
</thead>
</table>

Teaching Arrangements: Availability of teaching and support staff

Please address:

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

This award is a renaming of the existing BE award, so teaching and support staff are already available.

89
1. The name and unit code for this unit

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

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

---

**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**: Mariette leRoux **Date**: 3/3/15

**Summary Impact Information**

**Resources:** The library’s current collection of journals, databases and monographs (including online formats) will support the existing program, now relabeled as an Honours program and no new resources have been identified as required. See the Engineering Subject guide for a list of Engineering resources supporting learning, teaching and research in this discipline: [http://libguides.mq.edu.au/all_engineering](http://libguides.mq.edu.au/all_engineering). Further resource acquisition will fall within the normal scope of collection development activities. Unit conveners are encouraged to provide early advice of information skills training requirements and reading list requirements so that materials can be made available in a timely manner in e-Reserve and the Reserve Collection.

**Services / Staffing:** Current Library staffing and services will support information skills and research training as part of this program.

---

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

**Educational Developer**: TBA **Date**: 3/3/15

**Summary Impact Information**

**Resources:**

**Services / Staffing:**

---

**International**

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

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

**Full Time Mode**

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

Yes

**Internal Mode**

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

Yes

**Session 2 commencements**

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

Yes

International students studying on a student visa should commence in S1 only.

**Certification**

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

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

---

**Name of MI representative**: TBA **Date**: 3/3/15

---

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

Other

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Heimlich</td>
<td>1095</td>
<td><a href="mailto:michael.heimlich@mq.edu.au">michael.heimlich@mq.edu.au</a></td>
<td>Wed - 25/2/15</td>
<td>Curriculum and Planning Admin.</td>
</tr>
<tr>
<td>Rebecca Ball</td>
<td>7237</td>
<td><a href="mailto:rebecca.ball@mq.edu.au">rebecca.ball@mq.edu.au</a></td>
<td>Wed - 25/2/15</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Tony Parker</td>
<td>9131</td>
<td><a href="mailto:tony.parker@mq.edu.au">tony.parker@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>Director</td>
</tr>
<tr>
<td>Iain Collings</td>
<td>9068</td>
<td><a href="mailto:iain.collings@mq.edu.au">iain.collings@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Michael Hitchens</td>
<td>9538</td>
<td><a href="mailto:michael.hitchens@mq.edu.au">michael.hitchens@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>FSQC</td>
</tr>
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<td>9538</td>
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</tbody>
</table>

Arrangements with Other Providers

Does the program have arrangements with other providers? No

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

<table>
<thead>
<tr>
<th>External Benchmarks</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Competency Standard for the Professional Engineer</td>
<td></td>
<td>Curriculum and Planning Admin.</td>
</tr>
</tbody>
</table>

External Benchmarks

Stage 1 Competency Standard for the Professional Engineer

If you experience problems with this site, please email curriculum@mq.edu.au.
Current logged in:
Rebecca Ball

### General

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

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Bachelor of Engineering (Honours) with the degree of Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 8 Bachelor Honours Degree</td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>5 years FTE</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde, Session 2 North Ryde</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Science and Engineering</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Engineering</td>
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<td>Implement for 2015</td>
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<td>Does the proposed award replace an existing award? No</td>
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</table>
## Program Structure

**Details of Majors**
Provide names of majors and indicate those which will be proposed as new majors

- Qualifying Majors for the Bachelor of Engineering
  - Code Major
  - CEN02 Computer Engineering
  - EEN02 Electronics Engineering
  - MEC01 Mechanical Engineering
  - MEN02 Mechatronic Engineering
  - SEN03 Software Engineering
  - TEN02 Telecommunications Engineering
  - WEN02 Wireless Engineering

- Qualifying Majors for the Bachelor of Science
  - Code Major
  - ASA01 Astronomy and Astrophysics
  - BIO03 Biology
  - BIS01 Biomolecular Sciences
  - BUI01 Business Information Systems
  - CHY01 Chemistry
  - CLI01 Climate Science
  - DES01 Decision Science
  - DCC01 Development Studies and Culture Change
  - ELE01 Electronics
  - EES01 Environmental Earth Science
  - EGE01 Environmental Geology
  - EVM01 Environmental Management
  - GED01 Geography
  - GEL01 Geology
  - GEP02 Geophysics
  - HUB01 Human Biology
  - HUG01 Human Geography
  - MAT01 Mathematics
  - PAL02 Palaeobiology
  - PHY01 Physics
  - PYC01 Psychological Science
  - SOT01 Software Technology
  - SIS02 Spatial Information Science
  - STA01 Statistics
  - WEB01 Web Design and Development

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 major chosen. You must then also complete separate proposals for any new majors under the award.

## Requirements

Upload Program Structure template.

- **Requirements file has been uploaded.**
  - To view the requirements download the file [FOS UG A EngHonSci 1D167-1.xlsx](FOS UG A EngHonSci 1D167-1.xlsx)

## New Unit Requirements

Will new units be required for the program structure?  **No**

## Professional Accreditation

(if relevant)

- Accredited as a Professional Engineering Stage 1 qualification by Engineers Australia
- Review cycle is nominally every five years
- The last review was in 2011
- Refer to specific major for current status of accreditation

## Work Component

Refer to Section 1 of the CRICOS Application Guide

- **Does the program have a work-based training component which must be undertaken to gain the qualification?**  **Yes**
  - **Hours per week:** 36
  - **Number of Weeks:** 12
  - **Total Hours:** 432

## Working with Children Check

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

## Specification

### Overview and Aims of the Program

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

See relevant section of each of the Bachelor of Science and Bachelor of Engineering (Honours) degrees
### 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).

See relevant section of each of the Bachelor of Science and Bachelor of Engineering (Honours) degrees

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.

<table>
<thead>
<tr>
<th>Learning and Teaching Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the mix of learning and teaching methods used in the program. Refer to <a href="http://senate.mq.edu.au/apc/resources.html">senate.mq.edu.au/apc/resources.html</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the assessment methods that will be used to assess the learning outcomes. Refer to <a href="http://senate.mq.edu.au/apc/resources.html">senate.mq.edu.au/apc/resources.html</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 <a href="http://senate.mq.edu.au/apc/resources.html">senate.mq.edu.au/apc/resources.html</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standards and Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the principal mechanisms by which the standards and quality of provision are maintained, assured and enhanced. Refer to <a href="http://senate.mq.edu.au/apc/resources.html">senate.mq.edu.au/apc/resources.html</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Destinations and Employability</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 <a href="http://senate.mq.edu.au/apc/resources.html">senate.mq.edu.au/apc/resources.html</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify any approved dispensation from the assessment regulations that applicants are likely to need to know about or any special features of the regulations, such as accrediting body requirements. Refer to <a href="http://senate.mq.edu.au/apc/resources.html">senate.mq.edu.au/apc/resources.html</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mapping of Program Learning Outcomes to Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal qualifications, RPL (where offered). Refer to <a href="http://senate.mq.edu.au/apc/resources.html">senate.mq.edu.au/apc/resources.html</a>. Templates are available from here.</td>
</tr>
</tbody>
</table>

### RPL

<table>
<thead>
<tr>
<th>Recognition of Prior Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(if relevant)</td>
</tr>
<tr>
<td>Describe how the recognition of prior learning will be applied for admission to this program and/or for the granting of credit. Only list that information of specific relevance to this program, information of a</td>
</tr>
</tbody>
</table>

Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of granting credit towards, or admission into, a program. The recognition of these forms of learning is enabled by the University’s Recognition of Prior Learning (RPL) Policy and its associated Procedures and Guidelines. For recognition of prior informal and non-formal learning, please refer to the Departmental RPL Plan, which describes the evidential requirements and approval processes for recognising prior learning for entry or credit in this program.
more general nature should be provided in the Departmental RPL plan. Refer to senate.mq.edu.au/apc/resources.html.

---

**Justification**

**Market Analysis**

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

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

**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

---

**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.

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

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

This award is a renaming of the existing BE award, so teaching and support staff are already available.
The below sections need to be filled in by Library and LTC staff respectively prior to submission to your Head of Department. Relevant staff members can be found as follows:

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

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

Please contact the relevant staff members with:

1. The name and unit code for this unit

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:** Mariette leRoux **Date:** 3/3/15

**Summary Impact Information**

**Resources:** The Library’s current collection of journals, databases and monographs (including online formats) will support the existing program, now relabeled as an Honours program and no new resources have been identified as required. See the Engineering Subject guide for a list of Engineering resources supporting learning, teaching and research in this discipline: [http://libguides.mq.edu.au/all_engineering](http://libguides.mq.edu.au/all_engineering). Further resource acquisition will fall within the normal scope of collection development activities. Unit conveners are encouraged to provide early advice of information skills training requirements and reading list requirements so that materials can be made available in a timely manner in e-Reserve and the Reserve Collection.

**Services / Staffing:** Current Library staffing and services will support information skills and research training as part of this program.

---

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

**Educational Developer:** TBA **Date:**

**Summary Impact Information**

**Resources:**

**Services / Staffing:**

---

**International**

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

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

<table>
<thead>
<tr>
<th>Full Time Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will international students be able to undertake the award in full time mode?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be able to study the proposed award in internal mode for at least 75% each semester?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2 commencements</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)</td>
<td></td>
</tr>
<tr>
<td>International students studying on a student visa should commence in S1 only,</td>
<td></td>
</tr>
</tbody>
</table>

---

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

**Name of MI representative:** TBA  **Date:**

**Comments**

---

**Other**

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

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

---

**Approvals**

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Heimlich</td>
<td>1095</td>
<td><a href="mailto:michael.heimlich@mq.edu.au">michael.heimlich@mq.edu.au</a></td>
<td>Wed - 25/2/15</td>
<td>Director</td>
</tr>
<tr>
<td>Rebecca Ball</td>
<td>7237</td>
<td><a href="mailto:rebecca.ball@mq.edu.au">rebecca.ball@mq.edu.au</a></td>
<td>Wed - 25/2/15</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Tony Parker</td>
<td>9131</td>
<td><a href="mailto:tony.parker@mq.edu.au">tony.parker@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>Director</td>
</tr>
<tr>
<td>Iain Collings</td>
<td>9068</td>
<td><a href="mailto:iain.collings@mq.edu.au">iain.collings@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Michael Hitchens</td>
<td>9538</td>
<td><a href="mailto:michael.hitchens@mq.edu.au">michael.hitchens@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>FSQC</td>
</tr>
<tr>
<td>Michael Hitchens</td>
<td>9538</td>
<td><a href="mailto:michael.hitchens@mq.edu.au">michael.hitchens@mq.edu.au</a></td>
<td>Thu - 5/3/15</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

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If you experience problems with this site, please email curriculum@mq.edu.au
The Bachelor of Engineering (Honours) will require ENGG411

The Bachelor of Engineering will require either ENGG411 or ENGG415. This will allow students who undertake ENGG411 but do not meet the requirements for at least Honours Class II Division 2 in the BE(Hons) to graduate from the BE without deeming.

**ENGG411 – Engineering Research Thesis**

Credit Points: 12

Prerequisites: 75cp and ENGG460 and (ELEC426 or ELEC436 or ELEC446 or ELEC466 or ELEC476 or ELEC486 or MECH401) and WSNG 65

**Learning Outcomes**

1. Ability to undertake a complex engineering specific research project involving the development of new knowledge, using appropriate technical laboratory skills, data management and synthesis, critical analysis and interpretation of results; culminating in an effective written dissertation and oral presentation to a variety of audiences in research fora. (K, T, P, I, C, J, L)

2. Ability to demonstrate an advanced knowledge of contextual factors, research direction, and underpinning information impacting the engineering discipline, including risk identification and management, design metrics and alternatives, systems measurement, simulation, modelling and analysis, and environmental constraints and safety issues. (K, T, E, A)

3. Ability to identify, formulate and solve engineering problems in an ethical manner, including complex and open-ended problems, using established engineering methods, processes, and procedures. (T, P, I, E, A, J)

4. Ability to apply research principles, research methods, and technical standards as well as further learning to identify and provide solutions to complex problems with intellectual independence. (T, P, I, J, L)

5. Ability to design and implement the necessary experimental or computational processes, information management, records keeping, project management, and communications that should be undertaken for an engineering research investigation. (T, I, C, J)

6. Ability to manage, and participate in, complex intra- and cross-disciplinary engineering projects through applying established systematic approaches. (T, C, J)

*Text in red is additional or different compared with ENGG415*
ENGG415 – Engineering Project

Credit Points: 9

Prerequisites: 75cp and ENGG460 and (ELEC426 or ELEC436 or ELEC446 or ELEC466 or ELEC476 or ELEC486 or MECH401)

Learning Outcomes

1. Ability to undertake a complex engineering specific research project, using appropriate technical laboratory skills, data management and synthesis, critical analysis and interpretation of results; culminating in an effective written report and oral presentation. (K, T, P, I, C, J, L)

2. Ability to demonstrate a broad and coherent knowledge of contextual factors, research direction, and underpinning information impacting the engineering discipline, including risk identification and management, design metrics and alternatives, systems measurement, simulation, modelling and analysis, and environmental constraints and safety issues. (T, E, A)

3. Ability to identify, formulate and solve engineering problems in an ethical manner, including complex and open-ended problems, using established engineering methods, processes, and procedures. (T, P, I, E, A, J)

4. Ability to apply research contemporary engineering principles, research methods, and technical standards as well as continuing professional development and provide solutions to engineering problems. (T, P, J, L)

5. Ability to design and implement the necessary experimental or computational processes, information management, records keeping, project management, and communications that should be undertaken for an engineering project. (T, C, J)

6. Ability to manage, and participate in, complex intra- and cross-disciplinary engineering projects through applying established systematic approaches. (T, C, J)

Text in blue is additional or difference compared with ENGG411
The following is an extract from the proposed Specifications for the BE Program (AQF 7).

Overview and Aims of the Program

Macquarie engineers will graduate with an international qualification with the capability for life-long learning. They will be able to maintain and develop broad and coherent skills and knowledge for professional work with fast-rate-of-change technologies; and to adapt and change with changing organisation needs.

The outcome of a Macquarie engineering degree is development of a coherent skillset of capabilities based in the electronic, mechanical and software disciplines in the context of an international perspective distinguished by a broad domain expertise with:

- Understanding of systems engineering: the process of understanding and designing a system, or component of a system, to meet desired needs within realistic constraints;

- Background in fundamental scientific principles: with an ability to apply these together with engineering techniques to identify, formulate, and solve problems;

- Competency in principles of professional practice: including project management, business practice, documentation, sustainability, product life-cycle, social and ethical constraints and responsibilities;

- Practiced capabilities in communications: including personal and interpersonal capabilities to communicate effectively by oral and written means in a variety of contexts including meetings, presentations, team leadership and participation, customer relations;

for careers in the high-technology, precision manufacturing, telecommunications, government and academic sectors. Macquarie Engineers will be prepared for work in research, manufacturing, product development and production, and in operations roles such as sales, marketing, technology management and support.
Program Learning Outcomes

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

1. Knowledge and understanding

1.1 Demonstrate broad and coherent knowledge of contextual factors, research direction, and underpinning information impacting the engineering discipline, including risk identification and management, design metrics and alternatives, systems measurement, simulation, modelling and analysis, and environmental constraints and safety issues. (K, T, E, A)

1.2 Demonstrate an understanding of contemporary engineering, including the role of standards and the need for the continuing professional development of engineers. (K, T, P, I, C, E, A, J, L)

2. Skills and capabilities

2.1 Design and implement the necessary experimental or computational processes, information management, records keeping, project management, and communications that should be undertaken for an engineering project. (K, T, P, I, C)

2.2 Conduct yourself in an ethical and professional manner, understanding your obligations as a citizen and as a professional engineer; carry ethical considerations into design and solution of engineering problems. (E, A, J)

2.3 Participate effectively in intra-disciplinary and cross-disciplinary groups as a member or leader. (T, C, E, A, J)

3. Application of skills and knowledge

3.1 Identify, formulate and solve engineering problems, including complex and open-ended problems, using established engineering methods, processes, and procedures. (K,T, P, I, E, A, J, L)

3.2 Manage, and participate in, complex intra- and cross-disciplinary engineering projects through applying established systematic approaches. (K, T, P, I, C, E, A, J)

3.3 Carry out an engineering research project, using appropriate technical laboratory skills, data management and synthesis, critical analysis and interpretation of results; culminating in an effective written dissertation and oral report. (K, T, P, C, L)

Learning and Teaching Methods

The Bachelor of Engineering is designed to prepare graduates as professional engineers for work in industry, research organisations and academia. The program is intended to meet the Engineers Australia professional engineering competency standards that include a strong science base of mathematics, physics, computing and related areas, design and project skills, specialised knowledge
in a particular area of engineering and professional practice skills. The learning activities are designed to foster these skills in the students. The academics involved with this program are active researchers, and this enables them to integrate cutting-edge research into the units that they teach.

The majority of the units in this program have practical components including laboratory-based sessions where students can develop practical skills and learn safe laboratory practices. In these sessions, students gain experience in planning, design, testing, measurement, use of software and hardware tools, comparing theory with practice and evaluating investigations. Some units utilise small groups where students work in a team to achieve a goal. Communication skills are developed through oral presentations. Engineering practice skills are developed across the program in a variety of activities including group work, discussion mode and report/documentation writing activities.

The theoretical components of units develop the underlying theory, along with analytical and problem solving skills using a combination of lectures, tutorials and online learning resources. All units have weekly face-to-face activities. Assignments are used for formative and summative purposes. As knowledge in engineering is continually evolving, learning and teaching methods support the capacity for students to become independent learners.

The Engineering program culminates with students doing a dedicated single session research - project. This can be either in an in-house setting with a primary academic supervisor or externally to the university in a company or research organisation setting with a primary industry supervisor supported by an academic supervisor. The project allows students to apply in an integrated manner the knowledge and skills they have developed in their studies to a substantial engineering design, analysis or research problem.

Assessment

Units in the Bachelor of Engineering all have at least three different types of assessment. These assessments are designed not just to test discipline-specific knowledge, but all aspects of professional engineering competency including professional practice, project work, engineering design, communication skills, laboratory skills, use of engineering software and design tools and research skills. In addition to formal assessments, students are provided with informal feedback from staff and their peers throughout the semester.

Assessment types are diverse and include:

Assignments – that test the understanding of a learning outcome by means of small size problems.

Laboratory reports – where students prepare reports on laboratory and practical work for a single practical session or over multiple weeks.

Reports and documents – besides essay style questions to analyse and critique different topics they also assess engineering documentation skills such as requirements and design documentation and project plans.

Oral presentations – these test students' abilities to communicate the results of their.
Log books and note books – assess the ability to record results, design working, conversations and data recording all of which are essential to professional practice.

Group reports – are used when group projects or group laboratory work is conducted.

Final exams - The majority of the units will have a final examination where theoretical understanding and application of knowledge is assessed.

Quizzes and in-class tests assess student learning part-way through the unit and provide feedback to students on learning progress.

Tutorial assessment – assess students work in formal tutorial sessions where students receive the support of tutors and other staff.

Thesis – this is a substantial report on the final semester engineering research project - the culmination of a student’s study in the program.

Graduate Destinations and Employability

Engineering is a professional program that develops the ability to solve problems. In many respects, a competent engineering is able to apply their skills to many disciplines, so careers opportunities outside the technical field are available.

Salaries for graduate Engineers are among the highest graduate salaries in the country, particularly for Engineers working in remote regions.

Over 80% of graduates find employment in the first few months after graduation.

The qualification is internationally accredited and recognised in Europe, North America.

Refer to specific Majors for details of career opportunities and employers.
The following is an extract from the proposed Specifications for the BE(Hons) Program.

Overview and Aims of the Program

Macquarie engineers will graduate with an international qualification with the capability for life-long learning. They will be able to maintain and develop advanced skills and knowledge for professional or highly skilled work with fast-rate-of-change technologies; and to adapt and change with changing organisation needs.

The outcome of a Macquarie engineering degree is development of a coherent and advanced skillset of capabilities based in the electronic, mechanical and software disciplines in the context of an international perspective distinguished by a broad domain expertise with:

- Understanding of systems engineering: the process of understanding and designing a system, or component of a system, to meet desired needs within realistic constraints;
- Background in fundamental scientific principles: with an ability to apply these together with engineering techniques to identify, formulate, and solve problems;
- Competency in principles of professional practice: including project management, business practice, documentation, sustainability, product life-cycle, social and ethical constraints and responsibilities;
- Practiced capabilities in communications: including personal and interpersonal capabilities to communicate effectively by oral and written means in a variety of contexts including meetings, presentations, team leadership and participation, customer relations;
- Research principles and methods to independently solve complex problems that may involve developing new understanding;

for careers in the high-technology, precision manufacturing, telecommunications, government and academic sectors. Macquarie Engineers will be prepared for work in research, manufacturing, product development and production, and in operations roles such as sales, marketing, technology management and support.
Program Learning Outcomes

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

1. Knowledge and understanding

1.1 Demonstrate an advanced knowledge of contextual factors, research direction, and underpinning information impacting the engineering discipline, including risk identification and management, design metrics and alternatives, systems measurement, simulation, modelling and analysis, and environmental constraints and safety issues. (K, T, E, A)

1.2 Demonstrate an understanding of contemporary engineering, including the role of standards and the need for the continuing professional development of engineers. (K, T, P, I, C, E, A, J, L)

1.2 Demonstrate an understanding of research principles and methods in the context of solving a complex problem involving the development of new knowledge. (T, P, I)

2. Skills and capabilities

2.1 Design and implement the necessary experimental or computational processes, information management, records keeping, project management, and communications that should be undertaken for an engineering research investigation. (K, T, P, I, C)

2.2 Conduct yourself in an ethical and professional manner, understanding your obligations as a citizen and as a professional engineer; carry ethical considerations into design and solution of engineering problems. (E, A, J)

2.3 Participate effectively in intra-disciplinary and cross-disciplinary groups as a member or leader. (T, C, E, A, J)

3. Application of skills and knowledge

3.1 Identify, formulate and solve engineering problems, including complex and open-ended problems, using established engineering methods, processes, and procedures. (K, T, P, I, E, A, J, L)

3.2 Manage, and participate in, complex intra- and cross-disciplinary engineering projects through applying established systematic approaches. (K, T, P, I, C, E, A, J)

3.3 Carry out a complex engineering specific research project, using appropriate technical laboratory skills, data management and synthesis, critical analysis and interpretation of results; culminating in an effective written dissertation and oral report. (K, T, P, C, L)

3.4 Actively participate in ongoing research and further learning to identify and provide solutions to complex problems with intellectual independence, and present knowledge and ideas to a variety of audiences in research fora.
Learning and Teaching Methods

The Bachelor of Engineering is designed to prepare graduates as professional engineers for work in industry, research organisations and academia. The program is intended to meet the Engineers Australia professional engineering competency standards that include a strong science base of mathematics, physics, computing and related areas, design and project skills, specialised knowledge in a particular area of engineering and professional practice skills. The learning activities are designed to foster these skills in the students. The academics involved with this program are active researchers, and this enables them to integrate cutting-edge research into the units that they teach.

The majority of the units in this program have practical components including laboratory-based sessions where students can develop practical skills and learn safe laboratory practices. In these sessions, students gain experience in planning, design, testing, measurement, use of software and hardware tools, comparing theory with practice and evaluating investigations. Some units utilise small groups where students work in a team to achieve a goal. Communication skills are developed through oral presentations. Engineering practice skills are developed across the program in a variety of activities including group work, discussion mode and report/documentation writing activities.

The theoretical components of units develop the underlying theory, along with analytical and problem solving skills using a combination of lectures, tutorials and online learning resources. All units have weekly face-to-face activities. Assignments are used for formative and summative purposes. As knowledge in engineering is continually evolving, learning and teaching methods support the capacity for students to become independent learners.

The Engineering program culminates with students doing a dedicated single session research thesis project that develops skills and knowledge of research principles and methods. This can be either in an in-house setting with a primary academic supervisor or externally to the university in a company or research organisation setting with a primary industry supervisor supported by an academic supervisor. The project allows students to apply in an integrated manner the knowledge and skills they have developed in their studies to a substantial engineering design, analysis or research problem.
Assessment

Units in the Bachelor of Engineering all have at least three different types of assessment. These assessments are designed not just to test discipline-specific knowledge, but all aspects of professional engineering competency including professional practice, project work, engineering design, communication skills, laboratory skills, use of engineering software and design tools and research skills. In addition to formal assessments, students are provided with informal feedback from staff and their peers throughout the semester.

Assessment types are diverse and include:

Assignments – that test the understanding of a learning outcome by means of small size problems.

Laboratory reports – where students prepare reports on laboratory and practical work for a single practical session or over multiple weeks.

Reports and documents – besides essay style questions to analyse and critique different topics they also assess engineering documentation skills such as requirements and design documentation and project plans.

Oral presentations – these test students’ abilities to communicate the results of their work to a variety of diverse professional audiences.

Log books and note books – assess the ability to record results, design working, conversations and data recording all of which are essential to professional practice.

Group reports – are used when group projects or group laboratory work is conducted.

Final exams - The majority of the units will have a final examination where theoretical understanding and application of knowledge is assessed.

Quizzes and in-class tests assess student learning part-way through the unit and provide feedback to students on learning progress.

Tutorial assessment – assess students work in formal tutorial sessions where students receive the support of tutors and other staff.

Research Thesis – this is a substantial dissertation on the final semester engineering research project - the culmination of a student’s study in the Honours program demonstrating advanced understanding in the context of a complex problem that develops new understanding.

Honours Classification

Honours Classification is, in part, based on the calculation of a “Weighted Standard Numerical Grade” (WSNG) for all qualifying units. That is, units studied at Macquarie University which are recognised as required or optional units (those designated as Engineering and excluding electives and People and Planet units) for which a standardised numerical grade (SNG) has been recorded.
For each qualifying unit, the weight to be applied is given by the credit points for that unit multiplied by the level (2, 3, or 4) of that unit, where the level is 2 for any 200-level unit, 3 for any 300-level unit or 4 for units at 400 level and above. The weight for 100-level units is zero. The only units included in the calculation are those designated as engineering units.

Honours is awarded based on performance, as measured by the WSNG as described above and in the final semester Research Thesis (ENGG411 Engineering Research Thesis).

- Honours Class I is awarded to students who achieve a WSNG of 75 or greater and a result in the research thesis of 65 or greater.
- Honours Class II (Division 1) is awarded to students who achieve a WSNG of 70 or greater (but less than 75) and a result in the research thesis of 65 or greater.
- Honours Class II (Division 2) is awarded to students who achieve a WSNG of 65 or greater (but less than 70) and a result in the research thesis of 65 or greater.
- Students who do not achieve at least the requirements of Honours Class II (Division 2) will not be awarded Honours and will instead receive the award of the Bachelor of Engineering upon completion of all the requirements of that award.

A student with exceptional performance, (i.e., a WSNG of 85 or higher), may be recommended for the award of a University Medal.

**Graduate Destinations and Employability**

Engineering is a professional program that develops the ability to solve problems. Engineering with Honours develops the ability to plan and execute a piece of research and scholarship with some independence. In many respects, a competent engineering is able to apply their skills to many disciplines, so careers opportunities outside the technical field are available.

Salaries for graduate Engineers are among the highest graduate salaries in the country, particularly for Engineers working in remote regions.

Over 80% of graduates find employment in the first few months after graduation.

Honours graduates may go on to pursue postgraduate research.

The qualification is internationally accredited and recognised in Europe, North America.

Refer to specific Majors for details of career opportunities and employers.
ITEM 8.2  MASTER OF BANKING AND FINANCE

This item was considered and recommended for approval by Academic Senate at the Academic Standards and Quality Committee held on 17 March 2015.

For approval pending confirmation of Business Case and final confirmation by Academic Senate Standing Committee.
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 Banking and Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this award an exit award only (i.e. not available for admission)? No</td>
</tr>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 9 Masters by Coursework Degree</td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>2 years FTE</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
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<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde, Session 2 North Ryde</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Applied Finance and Actuarial Studies</td>
</tr>
<tr>
<td>Implementation Timeframe</td>
<td>Implement for 2015</td>
</tr>
<tr>
<td>Rationale</td>
<td>Approval is sought for a new, named postgraduate finance degree, named the Master of Banking and Finance. This proposal arises from a recommendation of the recent MCom Review. It will allow a re-structured finance offering with a core and elective structure, with benefits for both domestic and international students. The new degree would be differentiated from the existing Master of Applied Finance on the basis of an entry requirement for significant work experience for the MAppFin, and a curriculum in the MAppFin which will revolve around that prior work experience. MBktgFin students will also be taught in different locations (North Ryde vs CBD) and be marketed to different groups. This initiative has the support of the HoD and Director (AFC), ED, Faculty Executive and MI, and was approved by Faculty Board on 11/12/14 as an Expression of Interest and 6 March 2015 in its current form.</td>
</tr>
<tr>
<td>Replacement</td>
<td>Does the proposed award replace an existing award? No</td>
</tr>
</tbody>
</table>

Details

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Admission Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)</td>
<td>Published in Handbook, Coursefinder and UAC</td>
</tr>
</tbody>
</table>
• Australian level 7 bachelor’s qualification or recognised equivalent
• GPA of 2.70 (out of 4.00)
• Minimum English Language Proficiency: IELTS or IELTS equivalent of 6.5 overall, with minimum 6.0 in each band

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

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

**English Language Requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Overall</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.5</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

**Program Structure**

Is the award structured on Specialisations?  No

**Requirements**

Upload Program Structure template. Templates are available from [here](http://senate.mq.edu.au/apc/resources.html). Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document

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

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

Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document and [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html)

**Capstone or Professional-practice**

New capstone unit: AFIN899 Current Issues in Banking and Finance. This unit will incorporate a major independent research project with an assessment weighting of 20% or above.

**Independent Research**

Independent research will mainly be delivered in AFIN805 Research in Finance, and will include an independent research component worth 70%. Independent research will also be embedded/distributed across the other core units, e.g. AFIN899 Current Issues in Banking and Finance (will include a major independent research project with an assessment weighting of 20% or above, and AFIN837 Capital Markets (will include a 30% independent research assessment).

**Research Methodologies**

AFIN805 Research in Finance will contain significant training in research methodologies in Finance. AFIN837 Capital Markets will also be used to cover substantial training in research methodologies and principles.

**New Unit Requirements**

Will new units be required for the program structure?  Yes
If yes, what year will the units be introduced?  2016

**Award Type**

Is this a professional named award (accredited award)?  No

**Professional Accreditation** (if relevant)

Provide details of the professional body and timeframe
It is intended that CFA Accreditation of Levels 1, 2 and 3 will be obtained before the degree is first offered in 2016.

**Articulated/Nested Award Arrangements** (if relevant)

Does this award have Articulated/Nested Award Arrangements?  Yes
Identify the suite of nested awards. For example, G CertX/G DipX/MasterX
Graduate Certificate in Commerce; Graduate Diploma in Commerce
Identify any progression conditions (GPA requirement to articulate from the lesser to the higher award)
Exit awards only
Outline credit transfer arrangements. For example, full credit from the lesser to the higher award
Full credit from the lesser to the higher award

**Work Component**

Refer to Section 1 of the CRICOS Application Guide
Does the program have a work-based training component which must be undertaken to gain the qualification?  No

**Working with Children Check**

Will students require a working with Children Check?  No

---

**Specification**

**Overview and Aims of the Program**

The Master of Banking and Finance degree delivers a flexible, career-oriented and current
postgraduate banking and finance education. It is highly practical, designed to meet employer needs and provides graduates with the theoretical knowledge, capabilities and work experience relevant to a career in the profession.

The Master of Banking and Finance degree is ideal for those students wishing to work in the banking and/or finance sector but have limited prior knowledge in this area.

The program is structured to deliver compulsory knowledge, skills and capabilities through its core / compulsory units (which includes a work experience training unit) and provides students with the opportunity to explore their areas of interest through a selection of specialised elective streams. This design allows the Master of Banking and Finance degree to expose students to both the theoretical concepts and practical applications of contemporary banking and finance and equips students with the skills required to work within financial institutions.

Program Learning Outcomes

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

By the end of this program it is anticipated you should be able to:
1) Demonstrate an advanced level of theoretical knowledge relevant to the area of banking and finance, such as financial and banking systems, regulations and procedures affecting the banking and financial sector, capital budgeting practices, financial asset valuation techniques, portfolio theory, risk and risk management (K);
2) Apply advanced technical skills required to examine large amounts of financial information, interpret and appraise financial information and market conditions and solve sophisticated financial problems in complex contexts (K);
3) Demonstrate knowledge of research principles and methods used in professional banking and finance (K);
4) Critically evaluate and appraise complex banking and financial problems (T);
5) Conduct independent research and exercise professional judgement in solving complex banking and financial problems (P, J);
6) Demonstrate communication skills relevant to an appropriate professional environment (C);
7) Explain recent developments and issues in banking and finance and professional practice (E);
8) Demonstrate awareness of ethical, social, regulatory, economic, sustainability and global perspectives relevant to the banking and financial sector (E).

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

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

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

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

Learning and Teaching Methods

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

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

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

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

The learning outcomes associated with individual units in the Finance specialisation have been aligned with program level learning outcomes and the Macquarie University graduate capabilities.

Students are expected to actively engage in their learning and work with their teaching staff and fellow students to achieve these learning outcomes.

Learning styles used in the MBkgFin may include:

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

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

- Lectures or Seminars: Lectures and seminars are presentations designed to communicate a body of knowledge to a group of students and provide insight into key concepts and understanding of the subject matter relating to the unit of study. Lectures and seminars in this program are typically delivered in the traditional face-to-face mode and are generally interactive, with students participating in discussions or other learning activities during the class. They may be recorded using the Echo 360 lecture audio recording system, enabling students to access lecture material on an ‘on demand’ basis.
- Tutorials: Tutorial classes, designed for interactive learning with a small group of students, may
also be scheduled in a number of units in the program. Tutorials provide students with the chance to ask questions, seek clarification, resolve problems, enhance their communication skills, and develop their ability to work in a collaborative manner with their peers.

- Computer lab workshops or practicals: The environment in which our graduates will work is one requiring high level quantitative skills. These quantitative skills are developed, in part, in computer lab workshop sessions.

The inclusion of the Capstone unit AFIN899 Current Issues in Banking and Finance in the MBkgFin provides students with opportunities to integrate and synthesise their knowledge and experiences from across the whole program in preparation for the next stage of their careers.

### Assessment

Assessment tasks are designed to develop understanding and assess achievement of the program learning outcomes and will require students to integrate and exhibit skills and knowledge acquired. For each unit of study, students will typically complete between 3 and 4 assessment tasks. The unit guide will indicate the relationship between the assessment tasks and program learning outcomes.

Assessment tasks in units across the MBkgFin may include the following:

- Written assessments in traditional academic format ranging from short essays to longer, self-directed research papers, literature reviews and annotated bibliographies. The independent research component in the Finance specialisation will be assessed summatively in a research project in the unit AFIN805 Research in Finance. The assessment will focus on research principles, literature review and developing a research argument.
- Case studies or reports, written documents outlining the results of a detailed analysis of a situation using empirical data and research. Case studies are used to assess critical thinking, analytical and research skills.
- Assignments, in a variety of formats such as the analysis of a data set, or a brief written response to a topic question.
- Online quizzes, designed to assess knowledge, skills or capabilities, and typically consisting of a series of questions requiring brief responses.
- Class participation, including engagement in seminar or tutorial discussions, or online discussions.
- Written class tests, time limited assessments designed to assess a student’s knowledge or skills.
- Individual or group oral presentations which may incorporate presentation technologies or be accompanied by handouts.
- Final examination, an invigilated assessment conducted at the end of session and designed to assess a student’s body of knowledge and critical thinking skills.

### Support for Learning

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

Further information can be found at www.students.mq.edu.au/support

Counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk billing medical service located on campus.

Further information can be found at www.students.mq.edu.au/support

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

### Program Standards and Quality

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

### Graduate Destinations and Employability

Entry-level roles in the banking and finance industry, including: financial intermediaries including banks, domestic and international mutual and superannuation funds wealth management and financial advising stockbroking and investment advising risk management corporate finance credit risk assessment insurance large accounting firms and other financial research and advisory firms

### Assessment Regulations

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

### Mapping of Program Learning Outcomes to Units

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

To view the requirements download the file Map FBE PG A BanFin ID94-2.xlsx

### Recognition of Prior Learning

Macquarie University may recognise prior formal, informal and non-formal learning for the purpose of...
(if relevant)
Describe how the recognition of prior learning will be applied for admission to this program and/or for the granting of credit. Only list that information of specific relevance to this program, information of a more general nature should be provided in the Departmental RPL plan. Refer to senate.mq.edu.au/apc/resources.html.

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

Justification

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

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

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

Macquarie’s advantage over other postgraduate degrees offered in the banking and finance area is the compulsory work experienced focused unit (*AFIN881 Internship A) and the elective internship unit (*AFIN882 Internship B).

*New 2016 unit

In addition, as part of the 2013 Master of Commerce External Review, the Panel recommended some significant changes to the Master of Commerce, including the re-positioning of a suite of postgraduate programs in a clearer and more distinctive manner. This recommendation included a named postgraduate finance degree. The proposal of the Master of Banking and Finance implements the Panel’s recommendation.

The Master of Banking and Finance aims to provide a strong pedagogical academic foundation for students interested in pursuing a career within the financial sector, while possessing the business acumen to meet industry and governmental needs.

International Market (if relevant)

The Faculty has consulted widely with MI and the general message from MI (including its Associate Director Business Development and International Regional Managers) has been that this is a product that would meet present and future demand in numerous international markets, including China, India and Vietnam. Recommendations made by MI regarding the inclusion of an internship component and the need for CFA accreditation have been accepted and incorporated into the program.

The significant emphasis on employability and employability skills makes MQ’s Master of Banking and Finance an attractive, unique and desirable degree as other similar programs do not offer, nor cover, this area in a similar way to that being proposed by the Faculty.

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

<table>
<thead>
<tr>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monash University</td>
<td>Master of Banking and Finance</td>
<td>Does not require work experience.</td>
</tr>
<tr>
<td>University of Western Sydney</td>
<td>Master of Applied Finance</td>
<td>Does not require work experience.</td>
</tr>
<tr>
<td>UNSW</td>
<td>Master of Finance (MFin)</td>
<td>UNSW offers 3 different PG degree in the finance area: 1) MFin; 2) Master of Financial Planning; 3) Master of Financial Analysis</td>
</tr>
<tr>
<td>UTS</td>
<td>Master of Finance</td>
<td>Does not require work experience.</td>
</tr>
</tbody>
</table>

Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>80</td>
<td>90</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Estimated Full-time and Part-time Students</td>
<td>Estimated number of Full-time students</td>
<td>70</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Estimated number of Part-time students</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award: 70
Number of domestic students expected to enrol in this award: 10

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

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

Please contact the relevant staff members with:

1. The name and unit code for this unit

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.

### 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>FBE Executive</td>
<td>23/02/2015; 5/03/2015</td>
<td>Weekly face-to-face meetings and 2015 Exec Planning Day. Supported by FBE Execs.</td>
</tr>
<tr>
<td>MCom External Review Panel</td>
<td>22/9/2014</td>
<td>MCom External Panel meeting and Panel Recommendation Report. Support was given to the named MBkgFin award. Face-to-face meetings and email communication between ME’s Associate Director, International (Nicola Bates), Associate Director Academic Programs (Kate Roth) and Regional Directors (i.e. David Harrison and Yoko Kaitani)</td>
</tr>
<tr>
<td>Macquarie International</td>
<td>ongoing throughout February 2015</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.

This program is broadly within the core capabilities of the Department of Applied Finance and Actuarial Studies. However, resources (and budget) will be required to develop new units in S2 2015 for delivery in 2016, as all existing resources are fully committed to the teaching of existing programs.

It is anticipated that 2 additional continuing academic staff will be required from 2016 to support this program if successful (supported by incremental revenues).

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

**Research Librarian:** Phanh Oudomlith  **Date:** 5 March 2015

**Summary Impact Information**

**Resources:** The Library collections both print and electronic are well developed and are sufficient to support teaching and research in business, economics finance.

**Services / Staffing:** No extra staff required

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

**Educational Developer:** Natalie Spence  **Date:** 5 March 2015

**Summary Impact Information**

**Resources:** LTC resources are available to support the proposed new unit.

The LTC can provide an iLearn site with ECHO360 available to deliver lectures if required.

There are also online resources available to staff involved in the unit. These resources can be accessed on the university website [http://staff.mq.edu.au/teaching/](http://staff.mq.edu.au/teaching/)

**Services / Staffing:** LTC services are available to support the proposed award.

There are centralised iLearn training workshops and online resources available to staff developing the units if required.
The Faculty Partnership Program offers development support for learning and teaching ideas. Projects are short-term (6 months) which enable Macquarie academics to develop new approaches for their teaching.

LTC staff can provide support in the areas of curriculum design, review, implementation and evaluation.

In addition, a comprehensive program of themed activities such as the face-to-face and/or online Unit Convenors Program can assist unit convenors in developing their practice in learning and teaching in a higher education context.

### International

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

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

<table>
<thead>
<tr>
<th>Full Time Mode</th>
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</thead>
<tbody>
<tr>
<td>Will international students be able to undertake the award in full time mode?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be able to study the proposed award in internal mode for at least 75% each semester?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2 commencements</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)</td>
</tr>
</tbody>
</table>

#### Certification

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

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

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

<table>
<thead>
<tr>
<th>Name of MI representative:</th>
<th>Mary-Emma Cattanach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>05/03/2015</td>
</tr>
</tbody>
</table>

**Comments**

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

### Other

<table>
<thead>
<tr>
<th>Student Liability Category</th>
<th>Fee Paying</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Arrangements with Other Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the program have arrangements with other providers?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the names (with links) of any external benchmarks that have been applied in the design of this program. Refer to senate.mq.edu.au/apc/resources.html.</td>
</tr>
</tbody>
</table>

### Approvals

116
<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Jameson</td>
<td>9443</td>
<td><a href="mailto:kevin.jameson@mq.edu.au">kevin.jameson@mq.edu.au</a></td>
<td>Fri - 19/12/14</td>
<td>Director</td>
</tr>
<tr>
<td>Anne Ross-Smith</td>
<td>1149</td>
<td><a href="mailto:anne.ross-smith@mq.edu.au">anne.ross-smith@mq.edu.au</a></td>
<td>Fri - 19/12/14</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Sue Wright</td>
<td>8521</td>
<td><a href="mailto:sue.wright@mq.edu.au">sue.wright@mq.edu.au</a></td>
<td>Fri - 6/3/15</td>
<td>Director</td>
</tr>
<tr>
<td>Kevin Jameson</td>
<td>9443</td>
<td><a href="mailto:kevin.jameson@mq.edu.au">kevin.jameson@mq.edu.au</a></td>
<td>Fri - 6/3/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Anne Ross-Smith</td>
<td>1149</td>
<td><a href="mailto:anne.ross-smith@mq.edu.au">anne.ross-smith@mq.edu.au</a></td>
<td>Fri - 6/3/15</td>
<td>FSQC</td>
</tr>
<tr>
<td>Anne Ross-Smith</td>
<td>1149</td>
<td><a href="mailto:anne.ross-smith@mq.edu.au">anne.ross-smith@mq.edu.au</a></td>
<td>Fri - 6/3/15</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

If you experience problems with this site, please email curriculum@mq.edu.au
AWARD NAME: Master of Banking and Finance

General requirements:
- Minimum number of credit points 64
- Minimum number of credit points at 600 level 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>Unit CP</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>AFCP613</td>
<td>Financial Statement Analysis and Modelling</td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
<td>Required</td>
<td>AFIN6xx</td>
<td>Financial Management and Policy</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>ACCG615</td>
<td>Quantitative Methods</td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
<td>Required</td>
<td>ECON633</td>
<td>Intermediate Macroeconomics</td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
<td>Required</td>
<td>AFIN818</td>
<td>Investments</td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
<td>Required</td>
<td>AFIN808</td>
<td>Corporate Finance</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Required</td>
<td>AFIN837</td>
<td>Capital Markets</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>AFIN8xx</td>
<td>Financial Intermediation and Risk Management</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>AFIN805</td>
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<td></td>
<td>BUS832</td>
<td>Leadership and Management</td>
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<td>ECON840</td>
<td>Applied Econometrics</td>
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<td>ACST851</td>
<td>Mathematics of Finance</td>
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<td>ACST861</td>
<td>Mathematical Theory of Risk</td>
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<td>STAT828</td>
<td>Data Mining</td>
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<td></td>
<td>AFIN832</td>
<td>Business and Financial Analysis</td>
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<td>AFIN838</td>
<td>Business Valuation</td>
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<td>AFIN890</td>
<td>Corporate Financial Modeling and Forecasting</td>
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<td>BUS828</td>
<td>Population and Workforce Planning</td>
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<td>ECON844</td>
<td>Monetary and Financial Policies</td>
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<td>AFIN806</td>
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<td>AFIN828</td>
<td>International Investment and Risk</td>
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<td>AFIN875</td>
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<td>ECON846</td>
<td>International Monetary Policy</td>
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<td>ECON847</td>
<td>International Trade Policy</td>
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<td>ACCG952</td>
<td>International Trade and Governance Policy</td>
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<td>ACST834</td>
<td>Financial Institutions Management and Regulation</td>
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<td>ACCG930</td>
<td>Enterprise Risk Management – Corporate Governance Perspectives</td>
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<td>ACCG848</td>
<td>Business and Professional Ethics</td>
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<tr>
<td></td>
<td></td>
<td>ACCG951</td>
<td>Legal Governance for Business Enterprises</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM 64
Name of Award: Master of Banking and Finance

<table>
<thead>
<tr>
<th>PLO</th>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Graduate Capabilities</th>
<th>Required Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate an advanced level of theoretical knowledge relevant to the area of banking and finance, such as financial and banking systems, regulations and procedures affecting the banking and financial sector, capital budgeting practices, financial asset valuation techniques, portfolio theory, risk and risk management</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apply advanced technical skills required to examine large amounts of financial information, interpret and appraise financial information and market conditions and solve sophisticated financial problems in complex contexts</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate knowledge of research principles and methods used in professional banking and finance</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Critically evaluate and appraise complex banking and financial problems</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Conduct independent research and exercise professional judgement in solving complex banking and financial problems</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate communication skills relevant to an appropriate professional environment</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Explain recent developments and issues in banking and finance and professional practice</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Demonstrate awareness of ethical, social, regulatory, economic, sustainability and global perspectives relevant to the banking and financial sector</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td></td>
</tr>
</tbody>
</table>

*New units to be developed for 2016 delivery

Macquarie University Graduate Capabilities

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

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

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

**Contribution to achievement of PLO**

- ✓ prerequisite or small contribution to PLO
- ✓✓ moderate contribution to PLO
- ✓✓✓ major contribution to PLO

**Comments**

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

- Option sets MUST be included if they are needed for coverage of any PLO.
- Option sets MAY be omitted if they do not make any unique contribution to PLO coverage.

- Additional option sets should be added as needed.
ITEM 8.3  BACHELOR OF CLINICAL SCIENCE

This item was considered and recommended for approval by Academic Senate at the Academic Standards and Quality Committee held on 17 March 2015.

*For approval pending confirmation of Business Case and final confirmation by Academic Senate Standing Committee.*
**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>Bachelor of Clinical Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 7 Bachelor Degree</td>
</tr>
<tr>
<td>AQF Guidelines are available here</td>
<td></td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>3 years FTE</td>
</tr>
<tr>
<td>Minimum time to complete, expressed in Full Time Equivalent Years. Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document</td>
<td>If other, provide details:</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde, Session 2 North Ryde, Other If other, provide details: Winter (Jul/Aug) and summer (Jan/Feb) session delivery</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Medicine and Health Sciences</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Australian School of Advanced Medicine</td>
</tr>
<tr>
<td>Implementation Timeframe</td>
<td>Implement for 2016</td>
</tr>
</tbody>
</table>

**Rationale**

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

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

The FoS currently offer a successful Bachelors of Medical Science (BMedSci) program that accepts around 100 students per year, this program is geared towards teaching students the broad background in the sciences needed for research in medical, biomedical and related health professions. The course contains limited content specific to human subjects and instead teaches scientific principles, primarily, based on other organisms. The program does not specifically prepare students for any further postgraduate medical programs which generally require students to sit either the Graduate Australian Medical Schools Admission Test (GAMSAT) or the Undergraduate Medical Admissions Test (UMAT).

Traditionally students that wish to pursue a graduate entry medical qualification often complete related programs such as a Bachelor of Medical Science or Bachelor of Clinical Sciences at institutions that also offer postgraduate medical programs or entry via a related pathway program. As Macquarie does not offer a Bachelor of Medicine/Bachelor of Surgery (MBBS) program, our Bachelor of Medical Science program currently attracts few students wishing to pursue a medical degree. The proposed BClinSci will offer an undergraduate medical qualification that will specifically assist graduates to gain entry into a postgraduate medical program either at Macquarie University or other institutions.

The degree will form a new dynamic clinical science program that is competitively structured to attract high quality students and will allow them to complete the degree in two years.

The competitive highlights of this proposed program include:
1. Program framed on clinical science
2. Two year program (not 3-5 years like other institutions)
3. GAMSAT preparatory course
4. Integrated clinical placements
5. Leverage on the university strengths for particular majors eg economics, research
6. Macquarie University's green, spacious campus and location in the northern area of Sydney

This proposed new program will be attractive for students that:
1. Are looking to continue on to one of the graduate entry medicine programs at another University
2. Are looking to continue on to one of the graduate entry dental or veterinary programs at another University
3. Are looking to continue on to a postgraduate program in a related field at Macquarie University including the Doctor of Physiotherapy (possibly Medicine for the future)
4. Wish to complete a Bachelor of Clinical Science in two years instead of three.

Replacement
Does the proposed award replace an existing award? No

Details

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

Program Structure
Is the award structured on Majors? No

Requirements
Upload Program Structure template. Templates are available from here.

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

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

Work Component
Refer to Section 1 of the CRICOS Application Guide

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

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

Specification

Overview and Aims of the Program
The Bachelor of Clinical Science is a fast track program for high achieving students, which allows them to complete a bachelor degree in 2 years by utilising S1, S2 and T3, TO of the 6x6 model. In the first year the degree includes units covering the fundamental principles that underpin biomedical science. A body systems based approach is then adopted, where topic areas are explored in a research and health related context. Students cover structure and function of body systems: anatomy, physiology, biochemistry, histology, genetics and embryology alongside abnormality and disease: pathology, immunology, pharmacology, microbiology, virology, diagnostics and imaging. Key features of the program include:
- Systems based approach to learning
- Targeted preparation for students wishing to sit the GAMSAT.
- Professional practice units are integral throughout the program where students acquire knowledge and skills in for example; critical thinking, behavioural and social psychology, personal reflection, research skills, ethics, professional responsibility and management.
- High achieving students will have the opportunity to enrol in research specific units.
- The capstone/PACE unit allows the opportunity for students to gain experience in a health care setting or medical research facility. This choice of placement will depend on future career aspirations.

Program Learning Outcomes
By the end of this program it is anticipated you should be able to:
1. Articulate a broad knowledge and understanding of the fundamental biological, chemical and physical sciences. K, P, C, A
2. Demonstrate a coherent, in depth knowledge of the structure and function of the human body. K, T, P, C, E, J
3. Evaluate and apply knowledge of the human body systems to facilitate understanding of disease processes. K, T, P, I, C, E, A, J
4. Explain the importance of evidence based health care and its role in clinical practice and medical research. K, T, P, I, C, E, A, L
5. Evaluate research methodologies including research design, data analysis and interpretation. K, T, P, C, J
6. Acquire technical capabilities relevant to working in a healthcare and medical research settings. K, P, C, J, L
7. Critically reflect on personal experiences and interactions within teams to facilitate the development of lifelong learning strategies. K, T, P, I, C, E, A, J, L
8. Examine the impact of societal, cultural and global influences in healthcare and medical research settings. T, P, I, C, E, A
10. Apply non-technical capabilities of communication, effective teamwork, medical and research ethics, patient and laboratory safety within healthcare and medical research settings. K, T, P, C, E, A, J

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

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

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

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

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

The Bachelor of Clinical Science program allows students to develop a sound understanding in the fundamentals of science. Students will apply this knowledge base to a human body system approach to learning where pathology is taught alongside normal physiology and anatomy. Professional practice develops skills in critical thinking, problem solving, research, psychology, communication and personal reflection, all of which help to prepare students for a career in health care or medical research. Formal lectures, e learning, tutorials, laboratory sessions practical projects and private study will help students acquire this foundational knowledge. As knowledge acquisition progresses, students will engage in simulation and scenario based learning. Students will increasingly work independently to develop their research and reflective practice skills.

These learning methods are supported through the development of an e portfolio, interaction with peers, research based work, discussion forums and practical tasks. The program has a work placement within its required PACE (Professional and Community Engagement) unit and this allows students to gain practical experience in a healthcare or medical research related activity. This opportunity further develops their team working and collaborative research skills through engagement in a research project related to the placement.

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

A range of methods will be used to assess progress and achievement and will be both formative and summative in their nature. Across the 2 years of the program assessment methods include:

- Online quizzes
- Group and individual presentations
- Essays
- Case study presentations
- Practical tests and examinations
- Critical appraisals
- Lab reports
- Research Projects
- Reflective Portfolio
- End of unit exams

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.

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

Further information can be found at www.students.mq.edu.au/support

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

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

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

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

Graduates of the Bachelor of Clinical Science degree will have specific knowledge, problem solving, analytical and research skills. They will acquire skills necessary to be an effective communicator and to use their initiative to help inform personal and professional judgments. These skills will improve student capability to pursue a career in medicine, other related healthcare professions or medical research.

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

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

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

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

To view the requirements download the file Map FOM UG A CISci ID90-2.xlsw
RPL

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

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

Justification

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

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

Domestic Market
Health continues to be a growing industry internationally and education of the health care workforce is growing in parallel. With increased demand for programs that provide pathways into postgraduate training in medicine, medical research, physiotherapy and other healthcare, the newly established Faculty of Medicine and Health Sciences has the opportunity to provide an innovative program offering to potential students. This award allows students to complete a bachelor degree in a fast track format of 2 years, which will be attractive to students not only in providing an accelerated learning opportunity, but also in reducing overall living expenses. There is a gap in the market for a program of this nature where specific units are designed to prepare students for the GAMSAT or medical research training. Units focused on professional practice skills orientated to health related/medical research environments is a unique feature of the degree.

Many of our teaching staff are leaders in the areas of clinical practice and medical research. Having this resource of expertise allows units to be delivered in context. FoMHS have excellent facilities that facilitate the opportunity to practice technical skills through simulation and laboratory work.

International Market (if relevant)
This award allows students to complete a bachelor degree in a fast track format of 2 years, which will be attractive to students not only in providing an accelerated learning opportunity, but also in reducing overall living expenses, especially for international students. This is a full time only program where students will be studying the proposed award in internal mode for at least 75% of the semester. There will be one commencement date of session one, which will facilitate all students completing the program at the same time.

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.

This award allows students to complete a bachelor degree in a fast track format of 2 years. There is a gap in the market for a program of this nature where specific units are designed to prepare students for the GAMSAT or medical research training. A unique feature of the degree is the utilisation of units related/medical research environments. On graduation, eligible students will be able to apply for postgraduate MD programs, MRes, Physiotherapy, and other healthcare pathways.

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

<table>
<thead>
<tr>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Sydney BMedSci</td>
<td>3 yrs F/T &amp; 6 yrs F/T, ATAR 92.5.No clinical placement. No GAMSAT component.</td>
<td></td>
</tr>
<tr>
<td>Flinders University, Adelaide BClinSc/MD</td>
<td>6yrs F/T. BClinSc 2 yrs.</td>
<td></td>
</tr>
<tr>
<td>Charles Sturt University BClinSc</td>
<td>3 yrs F/T No GAMSAT component. PBL element.</td>
<td></td>
</tr>
</tbody>
</table>

Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>50</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Full-time and Part-time Students</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
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<tr>
<td>Estimated number of Full-time students</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award 20
Number of domestic students expected to enrol in this award 80

Consultation

<table>
<thead>
<tr>
<th>Stakeholder Consultation</th>
<th>Consultees</th>
<th>Date of consultation</th>
<th>Method of consultation and outcomes</th>
</tr>
</thead>
</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.

(a) Availability of academic and support staff to deliver the proposed award program.

During the first year of the program, half of the program units will be delivered by the Faculty of Science and Engineering. The FoMHS units will be convened by existing academic staff with support from professional staff in the design and development of new units. Clinical experts will adapt materials from very successful professional practice units to the requirements of the undergraduate cohort.

(b) A risk analysis and including any backup plan in relation to the availability of academic and support staffing

Risks include:

- Number of students – The number of students is capped. The success of this degree relies on relationships with health care and medical research providers for the practical placement. These relationships will be identified and fostered early.
- Education resourcing – Budget requirements may impact on the education programs at FoMHS. A business case is being developed for this new program. A new business manager for the faculty is working closely with the program and unit developers to provide a practical cost analysis for development, delivery and sustainability. The outcomes of the business case will influence and mitigate this risk.

(c) 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:

Quality of academic staffing: New teaching staff will be required to attend the university foundation in learning and teaching course. A program of academic staff development for within the faculty will be developed.

Available resources: Two major elements that will require resourcing are the e learning and e portfolio part of the project. The development of these is already occurring with the university with the DDI process feeding into the e learning material and the e portfolio project ‘i reflect’. Physical resources will have to be funded and the business case will also identify this element.

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

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

Learning and Teaching Centre: view a list of faculty Educational Developers at www.mq.edu.au/about_us/offices_and_units/ltc/ltc_contacts#eddev or contact LTC-APCwebforms@mq.edu.au

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_prog2016/

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: Mary Simons Date: 16.02.15

Summary Impact Information

Resources: The Library’s online and print collection supports existing undergraduate programs in biomedical sciences and health. New units proposed as part of this program will require a Library consultation to identify resources and services to support the unit that may fall outside the existing services and scope of collection development.

Services / Staffing: Current levels of Library staffing will support this program. Information literacy and library research skills training can be delivered by the clinical and research librarians. Existing services, including access to Unit readings will be available to students and staff.

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

Educational Developer: Fiona Nicolson Date: 13.02.15

Summary Impact Information

Resources: The LTC can provide an iLearn site for all new units in the program with ECHO available to deliver lectures if required. There are also online resources available to teaching staff involved in developing and teaching the program. These resources can be accessed on the university website http://mq.edu.au/about_us/offices_and_units/ltc/
International

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

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

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

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

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

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

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

Name of MI representative: Mary-Emma Cattanach Date: 16/02/2015
Comments
Program structure and intakes confirmed with Ros Smith and Kirsty Forrest.

Other

Arrangements with Other Providers
Other provider arrangements may include partnerships with other institutions, higher education providers, or entities. Does the program have arrangements with other providers? No

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

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirsty Forrest</td>
<td>3515</td>
<td><a href="mailto:kirsty.forrest@mq.edu.au">kirsty.forrest@mq.edu.au</a></td>
<td>Thu - 11/12/14</td>
<td></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>Mon - 5/1/15</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

Services / Staffing: There are centralized curriculum development workshops and iLearn training sessions available to teaching staff on the new program if required. Staff can enrol in workshops on the university website. http://www.mq.edu.au/ltc/LTCWorkshops/Workshops.php
This was discussed within the Faculty of Science, Human Sciences and the new faculty in 2014 with broad support. In order to progress the proposal before the new Faculty's structures are in place, I am endorsing this EOI as Chair ASQC. At its meeting on Jan 29, ASQC will nominate several committee members to act as critical friends to work with the faculty in developing this proposal fully.

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ros Smith</td>
<td>3527</td>
<td><a href="mailto:ros.smith@mq.edu.au">ros.smith@mq.edu.au</a></td>
<td>Wed - 18/2/15</td>
<td>Director</td>
</tr>
<tr>
<td>Rebecca Ball</td>
<td>7237</td>
<td><a href="mailto:rebecca.ball@mq.edu.au">rebecca.ball@mq.edu.au</a></td>
<td>Wed - 18/2/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
<td>Thu - 19/2/15</td>
<td>FSQC</td>
</tr>
<tr>
<td>Kirsty Forrest</td>
<td>3515</td>
<td><a href="mailto:kirsty.forrest@mq.edu.au">kirsty.forrest@mq.edu.au</a></td>
<td>Fri - 20/2/15</td>
<td>Director</td>
</tr>
<tr>
<td>Kirsty Forrest</td>
<td>3515</td>
<td><a href="mailto:kirsty.forrest@mq.edu.au">kirsty.forrest@mq.edu.au</a></td>
<td>Fri - 20/2/15</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Kirsty Forrest</td>
<td>3515</td>
<td><a href="mailto:kirsty.forrest@mq.edu.au">kirsty.forrest@mq.edu.au</a></td>
<td>Fri - 20/2/15</td>
<td>FSQC</td>
</tr>
<tr>
<td>Kirsty Forrest</td>
<td>3515</td>
<td><a href="mailto:kirsty.forrest@mq.edu.au">kirsty.forrest@mq.edu.au</a></td>
<td>Tue - 10/3/15</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

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

**AWARD NAME:** Bachelor of Clinical Science

**General requirements:**
- Minimum number of credit points for the degree: 72
- Minimum number of credit points at 200 level or above: 39
- Minimum number of credit points at 300 level or above: 18
- Completion of a designated People unit
- Completion of a designated Planet unit
- Completion of a designated PACE unit
- 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><strong>100 LEVEL</strong></td>
<td>Required</td>
<td>HLTH108</td>
<td>Anatomical Sciences 1:Introduction</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PHYS149</td>
<td>Physics for Life Sciences</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI102</td>
<td>Molecular Biology and Biochemistry</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>BIOL115</td>
<td>The Thread of Life</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI103</td>
<td>Professional Practice 1</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>STAT170</td>
<td>Introductory Statistics</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>200 LEVEL</strong></td>
<td>Required</td>
<td>MEDI201</td>
<td>Cardiorespiratory 1</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI202</td>
<td>Renal and Alimentary 1</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI203</td>
<td>Musculoskeletal 1/co-taught HLTH109</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI204</td>
<td>Neuroscience 1</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI205</td>
<td>Human Health and Disease Processes</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI206</td>
<td>Professional Practice 2</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td></td>
<td>3cps from MEDI207 Professional Development 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI208</td>
<td>Laboratory experience and training 1</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td><strong>300 LEVEL</strong></td>
<td>Required</td>
<td>HLTH306</td>
<td>Research Methods for Health Sciences</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI301</td>
<td>Cardiorespiratory 2</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI302</td>
<td>Renal and Alimentary 2</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>PHTY302</td>
<td>Biomechanics of Human Movement</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI303</td>
<td>Neuroscience 2</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>MEDI304</td>
<td>Advanced Clinical Science</td>
<td>3 3 3</td>
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<tr>
<td></td>
<td>Required</td>
<td>MEDI305</td>
<td>Professional Practice 3</td>
<td>3 3 3</td>
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<tr>
<td></td>
<td>Required</td>
<td></td>
<td>3cps from MEDI306 Professional Development 2</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>PHTY301</td>
<td>Human Movement</td>
<td>3</td>
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<tr>
<td></td>
<td>Required</td>
<td>MEDI307</td>
<td>Laboratory experience and training 2</td>
<td>3 3 3</td>
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<tr>
<td></td>
<td>Required</td>
<td>C/P</td>
<td>MEDI308 Health/Research Placement</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>
# Mapping of Program Learning Outcomes (PLOs) to Units

**Name of Award:** Bachelor of Clinical Science  
**Name of Major/Specialisation:**

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES</th>
<th>MQ Graduate Capabilities*</th>
<th>Required Units</th>
<th>Option Set:</th>
<th>Option Set:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulate a broad knowledge and understanding of the fundamental biological, chemical and physical sciences.</strong></td>
<td>K, P, C, A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate a coherent, in-depth knowledge of the structure and function of the human body.</strong></td>
<td>K, T, P, C, E, L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate and apply knowledge of the human body systems to facilitate understanding of disease processes.</strong></td>
<td>K, T, P, I, C, E, A, I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explain the importance of evidence based health care and its role in clinical practice and medical research.</strong></td>
<td>K, T, P, I, C, E, A, L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate research methodologies including research design, data analysis and interpretation.</strong></td>
<td>K, T, P, C, I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Develop the technical capabilities relevant to working in a healthcare and medical research settings.</strong></td>
<td>K, P, C, I, L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critically reflect on personal experiences and interactions within teams to facilitate the development of lifelong learning strategies.</strong></td>
<td>K, T, P, I, C, E, A, I, L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examine the impact of societal, cultural and global influences in healthcare and medical research settings.</strong></td>
<td>T, P, I, C, E, A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apply critical thinking skills to independently solve clinically based problems.</strong></td>
<td>K, T, P, I, E, I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apply non-technical capabilities of communication, effective teamwork, medical and research ethics, patient and laboratory safety within healthcare and medical research settings.</strong></td>
<td>K, T, P, C, E, A, I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Macquarie University Graduate Capabilities*

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

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

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

<table>
<thead>
<tr>
<th>Contribution to achievement of PLO**</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ pre-requisite or small contribution to PLO</td>
<td>1. It is expected that each unit will be mapped to a subset of PLOs and Graduate Capabilities, not routinely to all.</td>
</tr>
<tr>
<td>// moderate contribution to PLO</td>
<td>2. Any pathway through an award must be able to satisfy all PLOs, i.e if one PLO is met by units in one option set only, all units within the option set must include that mapping.</td>
</tr>
<tr>
<td>/// major contribution to PLO</td>
<td>3. Option sets MUST be included if they are needed for coverage of any PLO.</td>
</tr>
<tr>
<td>////// contribution to the achievement of a PLO is based on both the relevance of the work in the unit to the PLO and the PLO's weighting in the assessment</td>
<td>4. Option sets MAY be omitted if they do not make any unique contribution to PLO coverage.</td>
</tr>
</tbody>
</table>

5. Additional option sets should be added as needed.
ITEM 8.4 AMENDMENT TO THE 2016-2017 ACADEMIC YEAR PLAN

For endorsement.
ITEM 8.4 AMENDMENT TO THE 2016 – 2017 ACADEMIC YEAR PLAN

Issue
In accordance with the Delegations of Authority Register, the Academic Year Plan for 2016 and 2017 has been endorsed by Academic Senate and approved by the Deputy Vice-Chancellor (Academic). Since approval, the Bachelor of Clinical Science has been developed and will be presented to Academic Senate for approval at the 21 April meeting.

The Bachelor of Clinical Science has been developed as a fast-tracked program through the use of a combination of standard and compressed study periods: Session 1 and Session 2, and two shorter study periods conceptually provided for by the 6x6 model. This combination of standard and compressed study periods is essential to the delivery of the Bachelor of Clinical Science, with a number of existing Faculty of Science units, only offered in Sessions 1 and 2, forming part of the program structure.

It has been identified that the compressed study periods for the Bachelor of Clinical Science, in summer and between Sessions 1 and 2, do not align with the equivalent T0 and T3 MUIC 6x6 study periods as first thought.

The Faculty of Medicine and Health Sciences are currently developing the units to be offered in the two shorter study periods, and have advised that the development of appropriate assessment for the compressed timeframes is being carefully considered. In addition, the combination of study periods has been mapped to ensure sufficient breaks for the cohort.

In the absence of official 6x6 study periods, and with the implementation of the 6x6 model still being considered by the Working Group, two new study periods for the Bachelor of Clinical Science are being proposed for endorsement by Academic Senate. Following endorsement, approval by the Deputy Vice-Chancellor (Academic) will be sought.

Consultation Process
The following have been consulted prior to the submission of this paper:
- Chair, ASQC
- Chair Academic Senate
- Head, Governance Services
- Head, Student Administration
- Applications Manager, Student Systems

Recommendation: For endorsement.

Operational Impact
- Faculty of Medicine and Health Sciences
- Student Administration
- Student Systems
- Examinations
- Timetabling

Submitted by: Zoe Williams, Head of Governance Services

For enquiries contact: Hayley Harris, Consultant, Faculty of Medicine and Health Sciences (T: 9812 3618)
ITEM 8.5: NOMINATION FOR AWARD OF THE TITLE OF MACQUARIE UNIVERSITY EMERITUS PROFESSOR – PROFESSOR JOHN LECHTE

Due to the confidential nature of this item, pages 132 to 165 are available in a separate folder in Truth:

Please contact a member of the Governance Services team to obtain access.
ITEM 9.1  ITEMS APPROVED BY THE CHAIR ON 4 MARCH 2015

The Chair of Academic Senate approved the following matters on 4 March 2015:

- MQC Foundation program qualifications; the two students passed their supplementary assessment and MQC advised they have now completed their Foundation program.
- Vice-Chancellor’s Commendation for Masters coursework; two late qualifiers who are now graduating in April.
- Vice-Chancellor’s Commendation for Bachelors coursework; one late qualifier also graduating in April.

For ratification.
ITEM 9.1 Macquarie Foundation Program Completions

Issue: Approval for list of students from Macquarie City Campus who have completed the Foundation Program by successfully passing the supplementary assessment.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Given Name</th>
<th>Family Name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>43720102</td>
<td>Chichen</td>
<td>ZHANG</td>
<td>Macquarie Foundation Program (Fast Track Program)</td>
</tr>
<tr>
<td>43181961</td>
<td>Rj</td>
<td>FUNTANILLA</td>
<td>Macquarie Foundation Program (Standard Program)</td>
</tr>
</tbody>
</table>

Consultation Process:
Two students above has recently passed their supplementary assessment and completed the Foundation program as supported by MQC.

Recommendation: Late approval of the 2 candidates who have satisfied the requirements for the Macquarie Foundation Program as stated.

Submitted by: Ken Wong, Senior Graduation Officer

For enquiries contact: Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 9.1  VICE-CHANCELLOR’S COMMENDATIONS

Nominations for Master coursework candidates

Issue:
Nominations for a Vice-Chancellor’s Commendation for Master coursework candidates are listed below. To be eligible for a Vice-Chancellor’s Commendation a Master coursework 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.

The student below has requested their degree be conferred before the April 2015 graduation series and graduation documents posted.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>42759900</td>
<td>PACKHAM, Alison Frances</td>
<td>Master of Environmental Law</td>
</tr>
<tr>
<td>41483693</td>
<td>HE, Xiao Yu Amy</td>
<td>Master of Organisational Psychology</td>
</tr>
</tbody>
</table>

Consultation Process: The Graduation Unit has reviewed the Potential VC Commendations report from AMIS and cross-checked with academic transcripts.

Recommendation: That the Vice-Chancellor’s Commendation be awarded to the Master coursework graduand listed above

For enquiries contact: Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 9.1 Vice-Chancellor’s Commendations

Nominations for Bachelor degree candidates

Issue:
Nominations for a Vice-Chancellor’s Commendation for outstanding academic achievement at the undergraduate level are listed herein. To be eligible for this award, an undergraduate student must have a GPA of 4.0 in at least 40 credit points completed at Macquarie University.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
</tr>
</thead>
</table>
| Faculty of Science and Engineering
| 42774101   | LOADER, James Patrick Finton  | Bachelor of Science |

Consultation Process: The Graduation Unit has reviewed the Potential VC Commendations report from AMIS and cross-checked with academic transcripts.

Recommendation: That the Vice-Chancellor’s Commendation be awarded to the Bachelor degree graduand listed above.

For enquiries contact: Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 10.1    ACADEMIC SENATE STANDING COMMITTEE

Report from the meeting of 1 April 2015.

For discussion.
REPORT TO ACADEMIC SENATE  
ACADEMIC SENATE STANDING COMMITTEE  
MEETING OF 1 APRIL 2015

The Chair Professor Dominic Verity welcomed members to the first Academic Senate Standing Committee (Standing Committee) which was held on 1 April 2015. The role and purpose of the newly created Standing Committee was explained to members.

At the 3 March 2015 Academic Senate meeting the draft Academic Senate Standing Committee Terms of Reference, draft Standing Orders of Academic Senate and draft Standing Orders of Committees of Academic Senate were proposed and discussed. Academic Senate approved these documents subject to minor amendments to be approved by the Standing Committee.

The Academic Senate Standing Committee Terms of Reference were subsequently amended to include reference to the development of a schedule of work for Senate for presentation at the first Senate meeting of each year. The Chair explained that this had been an omission in the original drafting of those terms.

The Standing Committee noted all of these amendments, determined that they aligned with Academic Senate’s instructions regarding such and approved these documents accordingly.

The final Standing Orders can be accessed via the following link: Link to Standing Orders

The Standing Committee discussed the topic of Student Progression and noted that this topic would be discussed in more detail at the next Academic Senate meeting on 21 April 2015.

Under the University's delegations of authority, Academic Senate may only approve new academic awards once they have obtained the business case approval of the University Executive. The Committee discussed this topic and it noted that the process for confirmation of approval of business cases is still to be finalised. It was recommended that Academic Senate should provide provisional approval to such awards on academic grounds, which would allow many subsequent administrative processes to proceed, and authorise the Standing Committee to give final approval once business case approval is confirmed.

The Standing Committee noted an initial review of rule and policy requirements for the Macquarie University International College and approved the emergency request for the proposal to change the title of an undergraduate major from Arts Practice and Management (APM02) to Arts Industries and Management.

The Chair noted that he had also sought nominations from the members of Academic Senate to fill the two vacancies on the membership of the Standing Committee.

The next meeting of Standing Committee will be held on 15 May 2015.

Professor Dominic Verity  
CHAIR
ITEM 10.2  ACADEMIC STANDARDS AND QUALITY COMMITTEE

Report from the meeting of 17 March 2015 will be circulated prior to the meeting.

For noting.
ITEM 10.3  CURRICULUM STANDARDS FRAMEWORK COMMITTEE

Report from the meeting of 18 March 2015.

For noting.
ITEMS FOR NOTING

Co-Badging and Co-Teaching of Units
Co-Badging of units is the practice whereby the same unit receives two distinct unit codes / titles. Co-Teaching is the term adopted by the university to denote a pair of Units which share components of their teaching (lectures, tutorials and labs for example) but which differ in the level of their learning outcomes and in aspects of their assessment regimes.

The Committee noted that, from a quality assurance perspective, Co-Badged units must be taught at the same level, and have the same assessment and learning outcomes as each other. The Committee agreed that Co-Badging should be understood to be an exceptional arrangement and that no principles in addition to the current definition of Co-Badging in the University Glossary would be required.

The Committee agreed to develop a framework whereby a set of general principles is articulated for the approval of Co-Teaching, to be illustrated through examples of what can and cannot be co-taught.

Generic Unit Level Descriptors
It is accepted practice to regard 100 level units as subordinate in learning outcomes to 200 level ones, and 200 level units to be subordinate to 300 level ones. However, the University has not established a common set of standards to distinguish the learning outcomes of units at each of these levels. Furthermore, this ordinal relationship between unit number and level breaks down completely at 400 level and above with, for example, 600 level units generally encompassing some form of accelerated curriculum at undergraduate level and 800 and 900 units being used interchangeably in most postgraduate programs. The lack of clear level descriptors to distinguish these levels of academic endeavour has made it difficult, for example, to determine whether certain Co-Teaching arrangements are appropriate.

The Committee agreed that level descriptors to clearly distinguish levels of academic achievement should be developed and publicised as part of/in support of its curriculum standards framework, and that undergraduate level descriptors should be developed/approved as a priority.

The Committee resolved that further consideration would be required in determining the criteria to be included in level descriptors and in developing level descriptors that reflect a distinctive set of reference points for each stage of study.

Program and Unit Review Cycles
The Committee agreed to prioritise developing a coherent framework for unit reviews to provide minimum requirements in the types of information that should be recorded at the unit level, with the understanding that this information will feed into program reviews. The framework would at the same time provide adequate guidance to allow Faculties to develop appropriate mechanisms and procedures as part of their review processes.

Curriculum Standards Framework
The Committee agreed that a staged approach to the development of the Curriculum Standards Framework would be an appropriate way forward. It was proposed that the first stage focus on establishing a set of broad principles (that may include reference points to provide guidance on implementation of the principles), followed by development of any required supporting procedures subsequently.

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

Professor Dominic Verity
CHAIR
ITEM 10.4  HIGHER DEGREE RESEARCH COMMITTEE

Report from the meeting of 20 March 2015.

For noting.
A. MATTERS FOR INFORMATION

Professor Pretorius welcomed Ms Mackaway and Professor Chung to their first meeting. Professor Pretorius discussed feedback he has been receiving on processes and action that he will be taking. The next Research Strategy and Policy Meeting (RSPC) will be cancelled, and this time slot will be used for the Faculty Executive Deans and Associate Deans (Higher Degree Research) to meet with Professor Pretorius to focus on the Higher Degree Research portfolio. Faculties will be asked to provide short summaries of key issues with evidence two weeks before this meeting which the Higher Degree Research Office will investigate.

Discussion points included that there is still an academic resistance to the Master of Research in some Faculties, and that a key management challenge continues to be the selling of the benefits of the program. Professor Pretorius offered to speak at Faculty forums with the Dean, Higher Degree Research and the Director, Higher Degree Research Office to assist with this communication on the benefits of the Master of Research program. A high level representative from the Government will attend the first Master of Research graduation ceremony in April. Professor Pretorius will use this opportunity to discuss the issue of domestic students being required to be enrolled in the Bachelor of Philosophy program for the first year of their program.

Ms Martin provided the report on behalf of Dr Ren Yi with regards to commencements and completions as at the 17th March 2015.

Ms Robinson provided the Macquarie International report for the Committee. Ms Robinson reported that there is a current Macquarie delegation in China, aiming to sign a broader agreement with Jilin University. For the publicised trilateral agreement between Macquarie, Fudan University and the University of Hamburg, the Director, Higher Degree Research Office will meet with Hamburg representatives on his current European business trip. Professor Pretorius advised that he is on an international delegation which includes a short period in Spain, and asked the Committee members to advise his office if there are any important research contacts he could try to schedule meetings with.

B. MATTERS FOR RECOMMENDATION

The proposal to amend HDRC Resolution (15/002) was discussed by Ms Martin. After this resolution was approved at the Academic Senate on the 3rd March, the Higher Degree Research Office was advised of the existing Australian Higher education Graduate Statement (AHEGS) wording, specifically the wording hat “The Master of Research with Distinction is awarded for successful completion of the Master of Research with an average greater than 90%”. The options as a result of this statement being in place in the University system were discussed with the Deputy Vice Chancellor (Research). It is recommended to the Committee that Resolution 15/002 is amended to include all Master of Research students obtaining an SNG of 90% or greater for the current cohort.

RECOMMENDED
That all Master of Research students whose final results are 90% or above should also be recommended for the Master of Research with Distinction award, in line with the current AHEGS statement.

This recommendation was discussed by the Chair, Academic Senate and Chair, HDRC after the meeting. This was an urgent item due to April 2015 graduation deadlines. This recommendation was approved by the Chair, Academic Senate. Additionally, changes have
been made to the AHEGS statement for this graduation cohort and for future cohorts in line with the original Resolution 15/002.

Dr Alter advised that the Department of English has requested a higher entry level for the Bachelor of Philosophy/Master of Research and Master of Research programs Year 1 as follows:

Proposed admission requirements in Department of English for 2016 entry are:
• Overall GPA 3.00 out of 4.00 and
• GPA of 3.25 out of 4.00 at the 300-level (or equivalent) of Bachelor degree.

These are the same as the current entry requirements for Department of Ancient History. Dr Alter noted that there are also some extra specific requirements for entry into some of the English courses. The Department have advised that lifting the criteria should not adversely impact numbers of successful applications.

**RECOMMENDED**
That the entry requirement to Year 1 amendment for the Department of English Bachelor of Philosophy/Master of Research is approved.

**COMPLETION OF REQUIREMENT**

**AUTON, JAMIE CLAIRE**
Principal Supervisor: Professor Mark Wiggins
Associate Supervisor: Dr Benjamin Searle, Dr Nan Xu
Thesis submitted for examination: 14 October 2014
Thesis title: Utilisation of prosodic and semantic cues of nonunderstanding during readback/hearback verbal transactions in technical environments
Award Recommended: Combined Doctor of Philosophy and Master of Organisational Psychology

**BISSINGER, JARED**
Principal Supervisor: Associate Professor Sean Turnell
Associate Supervisor: -
Thesis submitted for examination: 4 September 2014
Thesis title: Economic Institutions and the Development of Burma/Myanmar's Private Sector
Award Recommended: Doctor of Philosophy

**CHANG, FRANCES YEE MUI**
Principal Supervisor: Associate Professor Cynthia Webster
Associate Supervisor: Dr Robert Jack
Thesis submitted for examination: 22 October 2014
Thesis title: Creating Purposeful Networks in the Internationalization Process
Award Recommended: Doctor of Philosophy

**CHEN, AMY**
Principal Supervisor: Dr Paul Hesse
Associate Supervisor: Professor Simon George
Thesis submitted for examination: 20 August 2014
Thesis title: Rock magnetic properties of uncultivated magnetotactic bacteria and paleo-redox changes across the Paleocene-Eocene boundary, New Jersey continental margin
Award Recommended: Doctor of Philosophy

**CLARK, IAIN MACKAY**
Principal Supervisor: Dr Blanche Menadier
Associate Supervisor: -
Adjunct Supervisor: Dr Lance Eccles
Thesis submitted for examination: 22 August 2014
Thesis title: Legitimacy from Antiquity: Qing imperial ceramic vessels for state ritual
Award Recommended: Doctor of Philosophy

**CONNAUGHTON, EMILY ELIZABETH**
Principal Supervisor: Associate Professor Robyn Langdon
Associate Supervisor: -
Thesis submitted for examination: 29 August 2014
Thesis title: The Capgras delusion: a cognitive Neuropsychiatric approach
FITZGERALD, MICHAEL THOMAS FOS PHD
Principal Supervisor: Professor Mark Wardle
Associate Supervisor: Professor John Hedberg, Professor Quentin Parker, Dr David Frew
Adjunct Supervisor: L Danaia, D McKinnon
Thesis submitted for examination: 12 May 2014
Award Recommended: Doctor of Philosophy

FULLER, ROBERT STEVENS FOA MPHIL
Principal Supervisor: Associate Professor Michelle Trudgett
Associate Supervisor: -
Adjunct Supervisor: R Norris
Thesis submitted for examination: 27 November 2014
Thesis title: The Astronomy of the Kamilaroi and Euahlayi Peoples and Their Neighbours
Award Recommended: Master of Philosophy

HAMBERGER, JONATHAN MARC FOBE PHD
Principal Supervisor: Professor Paul Gollan
Associate Supervisor: Dr Peter Langford
Thesis submitted for examination: 4 November 2014
Thesis title: Workplace dispute resolution procedures in Australia
Award Recommended: Doctor of Philosophy

HANDIKA, RANGGA FOBE PHD
Principal Supervisor: Mr Stefan Trueck
Associate Supervisor: Dr Nino Kordzakhia
Thesis submitted for examination: 26 February 2014
Thesis title: Risks and Risk Premiums in Commodity Markets
Award Recommended: Doctor of Philosophy

JI, YAOYAO FOS PHD
Principal Supervisor: Dr Ram Ranjan
Associate Supervisor: Dr Huu Truong
Thesis submitted for examination: 12 June 2014
Thesis title: Essays in Climate Change Mitigation Strategies
Award Recommended: Doctor of Philosophy

KORNER, ANTHONY JAMES FOHS PHD
Principal Supervisor: Associate Professor David Butt
Associate Supervisor: Dr Alison Moore
Adjunct Supervisor: C Henderson-Brooks, R Meares
Thesis submitted for examination: 1 October 2014
Thesis title: Analogical Fit: dynamic relatedness in the psychotherapeutic setting (with reference to language, autonomic response and change in self-state)
Award Recommended: Doctor of Philosophy

LEANEY, JOHN CHARLES FOHS PHD
Principal Supervisor: Dr Stuart Graham
Associate Supervisor: Dr Alexander Klistorner
Thesis submitted for examination: 30 June 2014
Thesis title: Dichoptic multifocal visual evoked potentials in glaucoma detection, and their structural and functional correlates
Award Recommended: Doctor of Philosophy
LEAPER, DAVID ANTHONY FOHS PHD
Principal Supervisor: Associate Professor Abdolmehdi Riazi
Associate Supervisor: Dr Stephen Moore
Thesis submitted for examination: 9 September 2014
Thesis title: Consistency in Performance in the Group Oral Discussion Test over Time: An Interactional Competence Perspective
Award Recommended: Doctor of Philosophy

LI, FANGJUN (JOHN) FOA PHD
Principal Supervisor: Dr Guy Morrow
Associate Supervisor: Dr Denise Crowdy, Dr Diane Hughes
Thesis title: China's music industries: Evolution, development and convergence
Award Recommended: Doctor of Philosophy

LI, JINQING FOS PHD
Principal Supervisor: Associate Professor Jun Ma
Associate Supervisor: Dr Kenneth Beath
Thesis submitted for examination: 22 August 2014
Thesis title: Maximum Penalized Likelihood Estimation For Semi-parametric Regression Models With Partly Interval-Censored Failure Time Data
Award Recommended: Doctor of Philosophy

MCGAW, WILLIAM DAVID FOA PHD
Principal Supervisor: Professor Anthony Cousins
Associate Supervisor: -
Thesis submitted for examination: 24 September 2014
Thesis title: Editing, Modernizing and Concordancing the Complete Poems of Henry Howard, Earl of Surrey
Award Recommended: Doctor of Philosophy

MENDEZ-ALVAREZ, VIVIAN FOS PHD
Principal Supervisor: Associate Professor Phillip Taylor
Associate Supervisor: Dr Andrew Barron
Thesis submitted for examination: 16 April 2014
Thesis title: Behaviour and ecology of mating in the jumping spider Servaea incana (Araneae: Salticidae)
Award Recommended: Doctor of Philosophy

MENDEZ REATEGUI, RUBEN CARLOS BRAULIO FOBE PHD
Principal Supervisor: Dr Alison Vicary
Associate Supervisor: Dr Wylie Bradford
Thesis submitted for examination: 1 December 2014
Thesis title: Essays on Institutional Coordination, Functional Entrepreneurship and an Alternate Taxonomy of Civil Society
Award Recommended: Doctor of Philosophy

MOLL, KARL NICHOLAS FOA PHD
Principal Supervisor: Prof Nicholas Smith
Associate Supervisor: Associate Professor Jean-Philippe Deranty
Thesis submitted for examination: 27 November 2014
Thesis title: Work, anthropology, and human determination in the thought of Schiller, Marx, and Marcuse
Award Recommended: Doctor of Philosophy

OREINOS, CHRISTOS FOHS PHD
Principal Supervisor: Dr Jorg M. Buchholz
Associate Supervisor: -
Adjunct Supervisor: M Jorge
Thesis submitted for examination: 5 August 2014
Thesis title: Virtual acoustic environments for the evaluation of Hearing Devices
Award Recommended: Doctor of Philosophy

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PATTINSON, JOHN RICHARD FOHS PHD
Principal Supervisor: Dr Peter Roger
Associate Supervisor: -
Thesis title: E Pluribus Pluribum: Symbols and artefacts of Canadian identity
Award Recommended: Doctor of Philosophy

RAMIREZ TRIANA, CARLOS ARIEL MGSM PHD
Principal Supervisor: Professor John Mathews
Associate Supervisor: -
Thesis submitted for examination: 31 August 2013 Resubmitted: 3 September 2014
Thesis title: Production of Biofuels for transport in Colombia: An assessment through sustainability tools
Award Recommended: Doctor of Philosophy

RIZZUTO, AARON CHRISTOPHER FOS PHD
Principal Supervisor: Dr Michael Ireland
Associate Supervisor: Associate Professor Judith Dawes, Dr Daniel Zucker
Thesis submitted for examination: 10 October 2014
Thesis title: Characterising the Young Sco-Cen Association
Award Recommended: Doctor of Philosophy

SPORT, KATHY FOA PHD
Principal Supervisor: Dr Maree Delofski
Associate Supervisor: -
Thesis submitted for examination: 14 October 2014
Thesis title: Women's Music in Australia: Space, Place, Bodies, Performance
Award Recommended: Doctor of Philosophy

WESTERMANN, ADAM FOHS PHD
Principal Supervisor: Dr Jorg Buchholz
Associate Supervisor: Dr Harvey Dillon
Thesis submitted for examination: 22 September 2014
Thesis title: Understanding speech in complex scenes: the role of auditory distance perception and informational masking
Award Recommended: Doctor of Philosophy

ZHOU, SHUANGXI FOS PHD
Principal Supervisor: Professor Iain Prentice
Associate Supervisor: Associate Professor Belinda Medlyn
Thesis submitted for examination: 17 October 2014
Thesis title: Quantifying and modelling the responses of leaf gas exchange to drought
Award Recommended: Doctor of Philosophy

CONSIDERATION FOR VICE-CHANCELLOR'S COMMENDATION

SPORT, KATHY FOA PHD
Principal Supervisor: Dr Maree Delofski
Associate Supervisor: -
Thesis submitted for examination: 14 October 2014
Thesis title: Women's Music in Australia: Space, Place, Bodies, Performance

On 18 March 2015, the Program and Examination Sub-Committee recommended that Kathy Sport’s PhD thesis be awarded.
The following comments were received from the examiners:

"It is an illuminating and innovative project in both form and content. All academic requirements are fulfilled: it is notably well written and well structured. It makes a clear contribution to knowledge"

"This thesis makes a distinct contribution to knowledge across a number of disciplines that results in impressive new knowledge of how an understanding of space and place, and bodies and performance can help retrieve from oblivion the history of women's music in the 1970s-1980s."
"…I also congratulate the candidate on applying the notion of 'presencing' and 're-presencing' (courtesy of Sobchack) to her research project: this offers an original way of identifying and analysing history and of relating this to ideas about space and place."

"This thesis presents a fine example of a dissertation and a creative component that are effectively and appropriately linked intellectually."

"A striking feature of the thesis and the creative component is its rigorous control of its materials, themes, and modes of discourse. The writing is exceptionally flawless, marked by clarity of expression, accuracy of thought, direct argument and, where relevant, personal experience."

"The thesis presents an admirable interdisciplinary approach to the Australian women's music scene in the 1970s-1980s, connecting documentary theory and filmmaking practice via the theoretical framework of body and performance and of space and place. …The candidate has written a remarkably ambitious and extremely successful thesis that is highly creative."

"This is a thesis of outstanding quality. I congratulate the candidate, her supervisor and Macquarie University. This thesis is a credit to the University."

"…most importantly, the author's knowledge of the histories of the subject itself is superior. Her intimate 'inside' knowledge would seem extremely beneficial, facilitating access to participants and in in turn invaluable primary materials; this knowledge enables the whole thesis to come together with originality, theoretical sophistication, and insight. Sport deserves praise for her expert and original treatment of primary material about which so little academic scholarship has yet been generated."

"In sum I thoroughly enjoyed reading this thesis. It was very well-written and researched and contained moments of insight too numerous to list. It was a delight to be exposed to the primary material."

"Ms. Sport wrote a fine dissertation, one the makes a strong and distinct contribution to studies of popular music in Australia and indeed, popular music and feminist studies in general. The work also contributes and provides an intervention into the North American and British bias in some feminist historiography."

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

RECOMMENDED
That Kathy Sport's PhD thesis entitled "Women's Music in Australia: Space, Place, Bodies, Performance" be awarded a Vice-Chancellor's Commendation.

COMPLETION OF REQUIREMENT (MRES)
Award Recommended: Master of Research

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ITEM 10.5 QUALITY ENHANCEMENT COMMITTEE

Report from the meetings 12 February and 26 March 2015.

For noting.
ITEMS FOR APPROVAL

There were no items requiring Academic Senate approval.

ITEMS FOR NOTING

Members noted the change in governance arrangements for QEC and noted that the Committee now reports to Academic Senate.

The Chair advised work has commenced on re-drafting the Terms of Reference for the Quality Enhancement Committee.

GOVERNANCE AND STRATEGY

At the 12th February meeting, QEC noted the appointments of Professor Nick Saunders (OA) as the fulltime Chief Commissioner and Chief Executive Officer of TEQSA and Ms Linley Martin as an additional part-time Commissioner of TEQSA.

At the 26th March meeting, QEC noted amendments to the Amendments to National Register Guidelines.

MANAGEMENT AND IMPLEMENTATION

At the 12th February meeting, QEC noted:
- the progress report on the recommendations of Review of the Faculty of Human Sciences; and
- the Terms of Reference and Review Panel for the Review of Chemistry & Biomolecular Sciences (CBMS) which had previously been approved.

At the 26th March meeting, QEC resolved to approve:
- the Terms of Reference and Review Panel for the Review of Department of Sociology;
- the Terms of Reference and Review Panel for the Review of Department of Department of Indigenous Studies;
- the Terms of Reference and Review Panel for the Review of the Interdisciplinary Women’s Studies, Gender and Sexuality Gender Studies; and

At the 26th March meeting, QEC noted:
- the Final Report of the Review of the Department of Applied Finance and Actuarial Studies and noted that the implementation plan would be submitted to following meeting; and
- the Final Report of the Review of the Law School and noted that the implementation plan would be submitted to a future meeting.

The next meeting of QEC will be held on 14 may 2015 and agenda items are due Tuesday 5th May.

A full copy of the minutes summarised above can be accessed via this link.
ITEM 10.6 SENATE LEARNING AND TEACHING COMMITTEE

Report from the meeting of 9 March 2015.

For noting.
ITEMS FOR APPROVAL

1. Placement Co-ordination Proposal

That the Placement Co-ordination Proposal, is recommended for approval by the Academic Senate. (Refer to link to Agenda, Item 6.2).

ITEMS FOR NOTING

Jake Garman, Director of Macquarie University International College was welcomed to his first Senate Learning and Teaching Committee meeting and was invited to attend future meetings as an observer.

Chair’s report

The Chair provided an oral report on the following matters:

- Business arising from Academic Senate – Including the new Standing Orders of Academic Senate and Committees of Academic Senate, the establishment of the Academic Senate Standing Committee and the Ratification of Results Quality Assurance Framework.
- Entry pathways – The Schools Recommendation Schemes (SRS) pathway is continuing. There is a new Gifted and talented entry pathway which allows entry to specific degrees based on results from MQ units of study that gifted and talented students undertake whilst doing their HSC. Andrew Burrell informed the Committee of a recent case, where a twelve year old student completed one Unit with a High Distinction, the student is currently on course to commence a University level program by the age of thirteen. The Committee discussed positively the requirements of a student of that age and how the University can accommodate these circumstances. The new Diploma of Tertiary Studies from MUIC will replace the existing Next Step program. The Diploma will allow student’s access to some majors listed at the University. The Mature Age.Jubilee scheme and BA Distance Education have been combined into one simplified mature entry scheme.

Deputy Vice-Chancellor (Academic) report

The Deputy Vice-Chancellor Academic provided an oral report on the following:

- Student experience and Learning and Teaching - The University Executive group are currently reviewing international student experience. Following further discussions, these actions/policies may return to the SLTC for consideration.
- MyMaster - All students who have allegedly committed academic malpractice have now been identified. Of the students who are due to graduate in April 2015, fourteen students have been identified. The students subject to disciplinary action by the University Council or Academic Senate who will then make a recommendation to the Vice-Chancellor.

General Business

- Learning and Teaching Strategy Update – The green paper has been provided to the University Executive Group. It is anticipated that the Green Paper will be finalised by the end of March 2015, where it will then be circulated more broadly for consultation.
- Teaching Index – A proposed change paper was discussed with suggestions and comments welcomed. To be discussed at the next meeting.
- Grants, Prizes and Awards - There is a new online learning and teaching grants portal. Key dates and Changes to program information for Internal Grants, Internal Awards, Teaching Index (proposed new Teaching Professional Development), OLT Grants and OLT Awards were provided. The Committee was informed that sessions will be held to meet the Learning and Teaching team who will be available to assist with applications.
- Standardised SLTC reporting from Faculties – A template report was proposed to ensure consistency and relevancy in reporting styles. Governance Services to provide a draft template report.
- International students – The issue of international students not being enrolled on a full time basis and the implications this has on the student’s visa was discussed. SLTC to engage with Student Advocacy and Support Services to request advice with regards to the requirements. The advice received to then be distributed to each of the Faculty’s.

Reports from Offices

Reports from Centre for Open Education, Macquarie City Campus, Learning and Teaching Centre, PACE and the Library were noted.

The next meeting of SLTC will be held on Tuesday, 13 April 2015; agenda items are due Thursday, 26 March 2015.

A full copy of the minutes summarised above can be accessed via this link.

Professor Sherman Young
CHAIR
ITEM 10.7 UNIVERSITY MEDALS COMMITTEE

Report from the meeting of 27 March 2015.

*For noting.*
Minutes of the meeting held on Friday 27 March 2015

PRESENT: Professor D Verity (Chair)
Associate Professor J Deranty
Professor M Leishman
Associate Professor K Sherman

IN ATTENDANCE: Ms C Clendinning
Ms A Phelps

APOLOGIES: Associate Professor T Bryant
Professor J Phillips

1. Conflict of Interest Declarations
   Nil noted

2. University Medals nominations
   Two nominations were received in the second round of considerations for the University Medal.

   Recommended:
   Following consideration of the nominations, the Committee resolved to recommend the award of University Medal for 2014 to the student listed below:

   Christopher Haddad – Ancient History

   The student’s nomination has been placed in the confidential folder and may be viewed by members of Academic Senate.

   Not recommended:
   One nominee was not recommended. The Committee felt that this candidate did not fully meet the requirements for the award of a University Medal.

3. Other business
   The Committee noted that criteria and requirements implemented for the award of the -2014 University Medals was part of a transitional process following the retirement of many of the University’s honours programs.

   The Committee noted that Academic Senate must now determine terms of reference and membership for a working party that will continue consultation; formulate a proposal for the award of the University Medal; and review the Vice-Chancellor Commendations for Academic Excellence. This was a resolution of the Academic Senate meeting on 7 October 2014.

   Following the development of a new policy and criteria for the award of the University Medal, the Committee recommended further guidance (pro forma templates, checklists) be prepared and provided to departments to improve the quality of nominations.
ITEM 11  FACULTY OF BUSINESS AND ECONOMICS FACULTY BOARD

The following reports from the Faculty's have been received:

- Item 11.1 - Faculty of Arts
- Item 11.2 - Faculty of Business and Economics
- Item 11.3 - Faculty of Human Sciences

*For noting.*
REPORT TO ACADEMIC SENATE
FACULTY OF ARTS, FACULTY BOARD
MEETING OF 31 MARCH 2015

ITEMS FOR APPROVAL

There were no items requiring Academic Senate approval.

ITEMS FOR NOTING

The Faculty of Arts held its inaugural Faculty Board meeting on Tuesday 31 March 2015. The focus of the first meeting was around understanding the role of Faculty Board, the membership, sub-committees and tasks.

The Head of Governance services provided background to the development of the Faculty Rule and an overview of the Faculty Rule and how the Faculty Board contributes to academic governance noting the relationship between Faculty Board and Academic Senate is emerging.

The Chair noted that:

- The Ratification of Results will now take place at the Faculty level
- For the next Faculty Board meeting in July, FSQC will be looking at the Assessment Policy and the Ratification of Results Document that outlines the ratification process.

The following vacancies were noted, elections for elected academic staff members will likely be held in May:

- Ex-Officio Members
  - Head of Department – Indigenous Studies
- Elected Academic Staff Members:
  - Ancient History
  - Geography and Planning
  - Indigenous Studies
  - International Studies.

ITEMS APPROVED

The Board resolved that:

- Dr Trudy Ambler be appointed as Deputy Chair of Faculty Board.
- Ms Vicki Worthington, Manager of Student Services be co-opted to Faculty Board
- Six Faculty Committees will report to Faculty Board:
  - Faculty Learning and Teaching Committee (FLTC)
  - Faculty Standards and Quality Committee (FSQC)
  - Arts Higher Degree Research Committee (AHDRC)
  - Faculty Research Committee (FRC)
  - Faculty Discipline Committee (FDC)
  - Masters of Research Committee (MRC).

- The six Sub Committees reporting to Faculty Board will provide a report to Faculty Board following each meeting
- That the Sub Committee reports will be Standing Items on the Faculty Board agenda and will be starred, or unstarred as appropriate.

The next meeting will be held on Tuesday, 7 July 2015; agenda items are due Friday, 26 June 2015.

A full copy of the minutes summarised above will be accessible after the next meeting of the Faculty of Arts, Faculty Board via this link.

Professor Martina Mollering
CHAIR
ITEMS FOR APPROVAL

The Committee resolved to RECOMMEND TO ACADEMIC STANDARDS AND QUALITY COMMITTEE for approval by ACADEMIC SENATE the Masters of Banking and Finance (MBkgFin).

ITEMS FOR NOTING

Chair’s Report

The Chair provided an oral report on the following matters:

- An update on the position of the Faculty in S1, 2015 noting an increase of approximately 600 students and implications for the Faculty in terms of resourcing.
- Work is being done on the curriculum including the Masters of Commerce and the specialist degrees which surround it. Over the next year proposals will be put forward to Faculty Board for consideration.
- The ERA process is almost complete. It has been a difficult process around the data and negotiations with other faculties. In the wrap up there have been clear signals around research performance and the requirement to publish in well regarded journals. Within FBE this means the shift will be towards quality as opposed to quantity in order to improve overall performance.

ITEMS APPROVED

The Board resolved:

- To appoint Professor Anne Ross-Smith as Deputy Chair of Faculty Board and;
- To appoint Professor Anne Cooper as the external member of Faculty Board.
- To establish a Working Group of FSQC to review and ratify MAFC examination results in a timely manner with final sign off by the Executive Dean.
- That the Master of Banking and Finance be recommended for approval to ASQC and recommended for approval to Academic Senate.

The Board noted the Expression of Interest to offer a Graduate Certificate in Applied Finance.

REPORTS FROM SUBCOMMITTEES AND ITEMS APPROVED

Faculty Quality and Standards Committee (FQSC)

The Board noted issues with the RPL policy and previous MQ students, with incomplete awards, and noted that more consultation around the implementation of RPL is required. The Board noted the impact of the implementation of RPL on the Faculty and in particular, the pressure to implement the policy with limited consultation on procedures.

The Board resolved:

- that FSQC will provide a quarterly report to Faculty Board on RPL cases and principles emerging and;
- that the working party on the implementation of RPL be reconvened.

Faculty Learning and Teaching Committee (FLTC)

The Board resolved that following recommendations from FLTC:

- that iLecture be disabled for first year students from Session 2 2015
- that a quota of 1500 be established for first year students in Session 1.

Faculty Research Committee (FRC)

There were no items for noting or approval for Faculty Board.

OTHER BUSINESS

The next meeting of the Faculty of Business and Economics, Faculty Board will be on Tuesday 14 April; agenda items are due by Thursday 9 April 2015.

A full copy of the minutes summarised above will be accessible after the next meeting of the Faculty of Business and Economics, Faculty Board via this link.

Professor Mark Gabbott
CHAIR
REPORT TO ACADEMIC SENATE  
FACULTY OF HUMAN SCIENCES FACULTY BOARD  
MEETING OF 7 APRIL 2015

ITEMS FOR NOTING

Report from the Executive Dean

1. The Deputy Chair reported on the Faculty Planning Day that occurred at the beginning of March. There will be discussions between the Executive Dean and the Heads of Departments in relation to the Faculty’s strategies in line with the University’s aims. A full summary of the day will be circulated at a later date.
2. Professor Janet Greeley’s farewell was reported as a great success with the organisers of the occasion formally thanked.

General Business

1. Professor Mike Jones, Associate Dean (International) is appointed as the Deputy Chair of the Faculty Board in accordance with the Faculty Rule.
2. The approved Ratification of Results – Quality Assurance Framework paper was considered and noted.
3. Faculty Standards and Quality Subcommittee – Draft Terms of Reference were approved in principle subject to amendments.
4. Expressions of Interest for new units are to now be submitted to the Faculty for endorsement prior to the submission of Webforms to FSQC.
5. Membership of Subcommittees have expired. A call for nominations will be issued in shortly.

Reports from Subcommittees

Faculty Standards and Quality Subcommittee

1. Three new majors have been recommended by ASQC for approval; Cognitive and Brain Sciences, Communication Disorders and Language and Professional Communication.
2. The Faculty Board recommends to ASQC the introduction of two postgraduate specialisations; Educational Leadership (Specialisation in the Master of Education), Leading Teaching (Specialisation in the Graduate Certificate of Educational Studies)
3. The Faculty Board approves the development of full proposals for Graduate Certificate of Business Psychology and Graduate Diploma of Business Psychology.
4. The Faculty Board endorses the development of a new qualifying major for the Bachelor of Human Sciences, Counselling Theory and Practice.

Learning and Teaching Subcommittee

1. The Learning and Teaching Strategic Framework Green Paper was discussed. All staff are encouraged to submit responses either individually or through the department L&T directors for the Faculty response.

Research Subcommittee

1. Reported that the AD (Research) and the Research Subcommittee are currently developing a Faculty Strategic Plan in line with the Research Framework.

The next meeting of Faculty of Human Sciences Faculty Board will be held on 2 June 2015. Agenda items are due by Monday 25 May 2015.

Professor Mike Jones  
Deputy Chair