A meeting of the Academic Senate will be held at 9.30am Tuesday 1 October 2013 in the Senate Room, Level 3, Lincoln Building.

★ 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).

A G E N D A

Page Numbers
★ 1. APOLOGIES / WELCOME
★ 2. ARRANGEMENT OF AGENDA
★ 2.1 Disclosure of Conflicts of Interest
★ 2.2 Starring of Items
★ 2.3 Adoption of Unstarred Items

Page 3 to 22
★ 3. MINUTES OF PREVIOUS MEETING
   Meeting held on 3 September 2013
★ 4. BUSINESS ARISING FROM THE MINUTES
   (not dealt with elsewhere in the Agenda)

Pages 23 to 25
★ 4.1 Academic Senate items requiring action
★ 5. CONSIDERATION OF CONFIDENTIAL ITEMS
   To be tabled
★ 5.1 Standing Committee on Appeals
   The minutes of the Standing Committee on Appeals meeting of 10 September 2013.
   To be tabled
★ 5.2 University Discipline Committee
   The minutes of the University Discipline Committee’s held on 30 August and 11 September 2013 will be tabled.
★ 6. CHAIR ORAL UPDATE
★ 7. VICE-CHANCELLOR ORAL UPDATE
8. **QUESTIONS ON NOTICE**  
*Members are requested to submit Questions on Notice to the Chair two days in advance of the meeting.*

9. **REPORTS FROM STANDING COMMITTEES**

- Page 26 to 60  ★  9.1 Academic Standards and Quality Committee  
  *Report of the meeting 10 September 2013*

- Pages 61 to 67  ★  9.2 Higher Degrees Research Committee  
  *Report of the meeting 6 September 2013*

- Pages 68 to 71  ★  9.3 Senate Learning and Teaching Committee  
  *Report of the special meeting 18 September 2013*

10. **GENERAL BUSINESS**

- Pages 72 to 85  ★  10.1 Recognition of Prior Learning Policy

- Pages 86 to 87  ★  10.2 Review of Degree Rules

- Pages 88 to 97  ★  10.2.1 Review of General Coursework Rule

- Pages 98 to 103  ★  10.2.2 Review of Postgraduate Research Rules

- Pages 104 to 105  ★  10.2.3 Review of the Higher Doctoral Degrees Rule

- Pages 106 to 111  ★  10.3 Review of Academic Senate Rules

- Pages 112 to 116  ★  10.4 Review of Faculty Rule

- Pages 117 to 145  ★  10.5 Draft Student Misconduct Rule

- Pages 146 to 147  10.6 Disruption to Studies Policy

- Pages 148 to 161  10.7 CABSS Working Party on Corporate and Academic Governance paper

- Pages 162 to 163  10.8 Draft 2015 Academic Year Plan

- Pages 164 - 165  10.9 Timeframe for 2013 Council elections

  Circulated separately (reference - Page 166)  10.10 Students qualified for Awards by Academic Senate (by Undergraduate and Postgraduate)

- Pages 167 to 168  10.11 Prize Awards

- Pages 169 to 170  10.12 Saving Clause Cases  
  Ratification of recommendations

11. **OTHER BUSINESS**
ITEM 3: MINUTES OF PREVIOUS MEETING

Attached are the minutes of the meeting held on 3 September 2013.

Recommendation

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

Present: Professor D Verity (in the Chair)
Professor Clive Baldock
Dr Wylie Bradford
A/Professor David Coutts
Professor John Croucher
Professor Bruce Dowton
A/Professor Mark Evans
Professor Alex Frino
Mr Morgan Foulsham
Professor Mark Gabbott
Professor Simon George
Professor Janet Greeley
Mr Tim Hendry
Professor Mariella Herberstein
Mr Nigel Khine
Professor Catriona Mackenzie
Professor Nick Mansfield
Mr Nicholas McGuigan
Professor Jacqueline Phillips
Professor Sakkie Pretorius
Professor Judyth Sachs
Professor John Simons
A/Professor Ian Solomonides
Ms JoAnne Sparks
Professor Dick Stevenson
A/Professor Michelle Trudgett
Dr Edward Watts
Dr Lisa Wynn
Dr Rod Yager
A/Professor Sherman Young

In Attendance: Mr P Luttrell
Ms B McLean
Ms A Phelps
Ms Z Williams
Mr J Wylie

Apologies: Ms Deidre Anderson
Professor Gail Whiteford
Professor Anne Ross-Smith
Professor Lori Lockyer
1. **APOLOGIES /WELCOME**

Academic Senate noted that apologies were received from Deidre Anderson, Professor Lori Lockyer, Professor Anne Ross-Smith and Professor Gail Whiteford.

The Chair welcomed Professor Dick Stevenson Professor of Psychology, newly co-opted member from the Faculty of Human Sciences.

2. **ARRANGEMENT OF THE AGENDA**

The following items were starred for discussion:

4.1 Academic Senate items requiring action  
6 Chair Oral Update  
7 Vice-Chancellor Oral Update  
8 Questions on Notice  
9.1 Academic Standards and Quality Committee  
9.2 Senate Learning & Teaching Committee  
10.1 Student Code of Conduct  
10.2 Review of Academic Rules  
10.3 Review of Undergraduate and Postgraduate rules  
10.4 Review of Academic Senate Rules

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

3. **MINUTES OF MEETING HELD 6 AUGUST 2013**

**Resolution 13/239**  
*That the minutes of the meeting held on 6 August 2013 be signed as a true and correct record.*

4. **BUSINESS ARISING FROM THE MINUTES**

4.1 Academic Senate items requiring action  

There were no additional updates provided in relation to these action items.

4. **CONSIDERATION OF UNSTARRED ITEMS**

**Resolution 13/240**  
*That the items not starred for discussion be noted and, where appropriate, be adopted as recommended.*

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

5. **CONSIDERATION OF CONFIDENTIAL ITEMS**

The minutes of the University Discipline Committee held on 13 August 2013 were tabled.

6. **CHAIR ORAL UPDATE**

The Chair updated the Academic Senate on his involvement in the recent Open Universities Australia (OUA) teleconference and on the ongoing discussions in relation to a number of key aspects of the University’s academic interaction with the OUA. These include the introduction of an OUA mandated Quality Assurance Framework and of new OUA standards in regard to the use of collaborative and interactive digital technologies.
The Chair also provided comment on the recently released review of TEQSA’s regulatory processes and noted that recommendations had been provided to the Minister strongly endorsing the need for a reduction in red tape and a concomitant decrease in the reporting burdens placed upon Universities.

The Chair drew the meeting’s attention to the large quantity of outstanding Academic Senate items that would require completion by the end of 2013 and foreshadowed that the 1 October 2013 meeting of Academic Senate would have a lengthy agenda.

He went on to provide a brief update on nature of these items, including Recognition of Prior Learning (RPL) and the Disruptions to Study policies. He also reported that the Unit approvals “task-and-finish” group had made significant progress in developing a framework under which Faculties could be authorized to undertake the approval of new and revised Units of Study. This group is due to report back to the 22nd October 2013 meeting of ASQC, with a view to approving this authorization at the 12th November 2013 Academic Senate meeting.

The Chair also reminded members that a similar process was underway to establish Quality Assurance protocols to regulate the ratification of Unit results at Faculty level. He pointed out that if the new delegations framework is approved by University Council at its December meeting then all Unit results approvals will be made at Faculty level from Session 3 2013. However, Academic Senate will retain responsibility for establishing appropriate review and approval processes and for monitoring their implementation.

Academic Senate noted the update.

7. VICE-CHANCELLOR ORAL UPDATE

The Vice-Chancellor advised Academic Senate that he was reflecting upon the anniversary of his commencement with the University to the day. One of the key achievements to date is the deep and broad engagement to develop the Strategic Framework which would position the University to capitalise on its considerable resources.

The Vice-Chancellor advised Academic Senate that the Strategic Framework was approved by the University Council at its meeting of August 22. The Strategic Framework would inform some aspects of University business immediately, such as procurements and the budget panning cycle. The Vice-Chancellor confirmed that the University would move towards a three-year budget cycle to plan for large-scale capital expenditure and operating expenses. To encourage collegiacy all major initiatives will require co-sponsorship by a member of the executive and a co-sponsor. The Vice-Chancellor advised that this is a deliberate tactic to dismantle the silos which exist and encourage strategic engagement internally.

The Vice-Chancellor confirmed that that Deputy-Vice Chancellor (Research) was de-developing the Research Plan to re-fresh and re-align the plan with the Strategic Framework. In addition, the Deputy Vice-Chancellor (Provost) is reviewing the Learning and Teaching Plan, which in part, will encourage the cross-over between research and learning and teaching. The Vice Chancellor advised that Academic Senate, the Executive Deans and Associate Deans Learning and Teaching will be heavily involved in an annual event to inform and communicate ideas on campus planning.

The Vice-Chancellor advised that capital resources and the built form of campus were a strategic priority. The Vice-Chancellor provided members of Senate with a detailed brief on the planned audit of facilities and the identified need for an alignment between expenditure on capital works and rehabilitation of existing built resources. The Campus Plan will deliver
a more fulsome and strategic approach to the totality of the University’s built environment in contrast to the reactive approach to date. The Research and Learning and Teaching Plans will inform the priority of spend and deferred maintenance which will place the University on a good trajectory to be more orderly in its approach to its built form in the future. The Vice-Chancellor will be hosting a Town Hall in November to engage further with the University community regarding the Campus Plan.

The Vice-Chancellor advised Academic Senate that the process of soliciting Expressions of Interest from other education providers to transition the Chiropractic program is nearing completion and further details would be communicated once available.

The Vice-Chancellor updated Academic Senate on progress in finalising executive appointments. After an international search offers have been made for the Deputy Vice-Chancellor (International) and Pro Vice-Chancellor (Learning and Teaching).

The Vice-Chancellor reported to Senate that he had launched a review of the management of staff and student grievances and would report on progress of the review to Academic Senate.

The Vice-Chancellor invited questions from members of Senate. Associate Professor David Coutts questioned three-year rolling budgets and identified risks associated with a failure to limit carry-over processes. The Vice-Chancellor responded to confirm that while three-year budgets would assist strategic planning, particularly in the CAPEX and IT areas, a process to annualise acquittal of budgets would be implemented. This process would address financial risk to the institution.

There were no additional questions and Academic Senate thanked the Vice-Chancellor for his update.

8. **QUESTIONS ON NOTICE**

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

Nil received.

9. **REPORTS FROM STANDING COMMITTEES**

9.1 **Academic Standards and Quality Committee (ASQC)**

Academic Senate noted the report of the meeting of 13 August 2013. The Chair of Senate noted that Item 11.2 Repackaging the Non-Award Pathways for 2014 had been discussed with the Acting Chair of Academic Standards and Quality Committee off-line regarding the requirement for Senate approval for an amendment to an admission pathway.

**Resolution 13/241**

*That the Academic Senate approves the associated changes to the Non-Award Pathways articulation arrangements.*

**UNDERGRADUATE PROGRAMS**

2013 Academic Program

**Urgent Changes to the Schedule of Units**
Resolution 13/242

That Academic Senate approves the following urgent changes with immediate effect:

Faculty of Arts

MMCS132 Performing Lives

The Faculty requested that the prerequisite of 12cp be removed.

Faculty of Science

CBMS333 Functional Proteomics

The Faculty requested that the prerequisite be changed from “CBMS332” to “39cp including CBMS224”. It was noted that the Department would need to enter waivers for the 6 students currently enrolled before the change is processed.

CBMS780 The Research Experience

The Faculty requested to amend the prerequisite from “Admission to MRes” to “Admission to MRes AND completion (P grade or above) or 16cp in 700 level units”. It was noted that the Department would need to enter waivers for the 14 students currently enrolled before the change is processed.

Late Amendment to the Schedule of Programs

Resolution 13/243

That Academic Senate approves the following late amendment with immediate effect.

Faculty of Human Sciences

Graduate Diploma of Speech and Communication (SOCO02GD)

The Faculty has requested that LING390 be added as an alternate to SPH311.

2014 Academic Program

Academic Late Changes to the Schedule of Units

Resolution 13/244

That the Academic Senate approves the following late changes with effect from 1 January 2014:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Request</th>
<th>Existing Entry</th>
<th>Revised Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLT110</td>
<td>Change to name</td>
<td>Text, Image, Culture</td>
<td>Living Culture</td>
</tr>
<tr>
<td>Text, Image,</td>
<td></td>
<td>(OUA)</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>Change to name</td>
<td>Vision, Visuality, and</td>
<td>Seeing Culture: Vision, Visuality and the Senses</td>
</tr>
<tr>
<td>CLT120</td>
<td></td>
<td>Everyday Life (OUA)</td>
<td></td>
</tr>
<tr>
<td>Vision,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuality,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Everyday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life (OUA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Change to</td>
<td>Requirement</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ENG360</td>
<td>Shakespeare (OUA)</td>
<td>Change to unit name</td>
<td>Shakespeare and the Renaissance</td>
</tr>
<tr>
<td>JPS311</td>
<td>Advanced Spoken Japanese</td>
<td>Change to corequisite</td>
<td>JPS301 or JPS303</td>
</tr>
<tr>
<td>JPS313</td>
<td>Advanced Japanese Translation and Writing Workshop</td>
<td>Change to corequisite</td>
<td>JPS302 or JPS304</td>
</tr>
<tr>
<td>LAW550</td>
<td>Litigation</td>
<td>Change to prerequisite</td>
<td>12cp in LAW or LAWS units at 300 level and admission prior to 2014 to LLB or BAppFinLLB or BALLB or BA-MediaLLB or BA-PsychLLB or BBALLB or BComLLB or BCom-ProfAccgLLB or BEnvlLB or BITLLB or BlIntStudLLB or BScLLB or BSocScLLB)</td>
</tr>
<tr>
<td>LAW551</td>
<td>Professional and Community Engagement</td>
<td>Change to prerequisite</td>
<td>12cp in LAW units at 300 level (P) and permission of Executive Dean of Faculty</td>
</tr>
<tr>
<td>LAW599</td>
<td>Legal Governance and Professional Leadership</td>
<td>Change to prerequisite</td>
<td>(39cp including 12cp in LAW or LAWS units at 300 level) and permission of Executive Dean of Faculty</td>
</tr>
<tr>
<td>LAWS552</td>
<td>International Participation and Community Engagement</td>
<td>Change to prerequisite</td>
<td>12cp in LAW units at 300 level (P) and permission of Executive Dean of Faculty</td>
</tr>
<tr>
<td>LAW555</td>
<td>Remedies, Reparations and Restitution</td>
<td>Change to prerequisite</td>
<td>12cp in LAW or LAWS units at 300 level</td>
</tr>
<tr>
<td>LAW561</td>
<td>Advanced Legal Research Project</td>
<td>Change to prerequisite</td>
<td>[12cp in LAW units at 200 level(P)] and [12cp in LAW units at 300 level(P)] and [9cp in LAW units at 400 or 500 level(P)] and [GPA in LAW units of 3.20]</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Change</td>
<td>Requisites</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------</td>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LAW564</td>
<td>Advanced Legal Research Project</td>
<td>Change to prerequisite</td>
<td>[12cp(P) in LAW units at 200 level] and [12cp(P) in LAW units at 300 level] and [6cp(P) in LAW units at 400 or 500 level] and [GPA in LAW units of 3.25] and permission of Executive Dean of Faculty</td>
</tr>
<tr>
<td>LAWS398</td>
<td>Civil and Criminal Procedure</td>
<td>Change to prerequisite</td>
<td>36cp including 12cp in LAW or LAWS units at 200 level</td>
</tr>
</tbody>
</table>
| LAWS399     | Evidence                           | Change to prerequisite, corequisite and offering (Please see note below table). | - No prerequisite  
- Corequisite: LAWS398  
-S1 Day, S1 Ext | - corequisite be deleted  
- LAWS393 be added as a prerequisite  
- unit is rested in 2014 |
| LAWS448     | Animal Law                         | Change to prerequisite | 6cp from units at 300 level including LAW316 and permission of Executive Dean of Faculty | 48cp in LAW or LAWS units including (LAWS216 or LAWS316) and Permission of Executive Dean of Faculty |
| MAS210      | Non-Fiction Writing: Travel Writing| Change to prerequisite | MMCS115                                                                   | 12cp                                                                  |
| MAS211      | Non Fiction Writing: Music and Arts Journalism | Change to prerequisite | 15cp including MMCS115                                                   | 15cp                                                                  |
| MUS325      | Advanced Musicianship               | Change to unit name | Advanced Musicianship                                                     | Musical Literacies                                                    |

**Faculty of Business and Economics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Change to unit title and prerequisite.</th>
<th>Requisites</th>
<th>Fee</th>
</tr>
</thead>
</table>
| AFIN100     | Introductory Corporate Finance     |                                       | - Introductory Corporate Finance  
- HSC Mathematics Extension 1 or ECON131 | - Introduction to Finance  
- Remove the prerequisites                                                   |
| BBA320      | Asian Business Environment         | Change to prerequisite                 | 39cp including (ECON110 or ECON111 or BBA103)                            | 27cp including [(ECON110 or ECON111) and (6cp at 200 level in units offered by the Faculty of Business and Economics)] |

**Faculty of Human Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Change to name</th>
<th>Requisites</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING390</td>
<td>Phonology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Change of Unit Codes and Names

Resolution 13/245

That the Academic Senate approves the change of unit codes and names as listed below, with effect from 1 January 2014:

<table>
<thead>
<tr>
<th>Current Details</th>
<th>Future Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHST490 Ancient History Honours</td>
<td>AHIS490 Ancient History Honours</td>
</tr>
<tr>
<td>AHST495 Ancient History Honours</td>
<td>AHIS495 Ancient History Honours</td>
</tr>
<tr>
<td>EDU120 Education: The Social and Historical Context (OUA)</td>
<td>EDUX120 Education: The Social and Historical Context (OUA)</td>
</tr>
<tr>
<td>LST210 Writing in English (OUA)</td>
<td>LSTX210 Writing in English (OUA)</td>
</tr>
<tr>
<td>PLT370 Australian Public Policy (OUA)</td>
<td>PLX270 Australian Public Policy (OUA)</td>
</tr>
<tr>
<td>SGY120 Sociology of Everyday Life (OUA)</td>
<td>SGYX120 Sociology of Everyday Life (OUA)</td>
</tr>
</tbody>
</table>

Late Changes to the Schedule of Programs

Resolution 13/246

That Academic Senate approves that the general and specific requirements for all double and single LLB awards be amended as noted below, with effect from 1 January 2014:

Faculty of Arts

Bachelor of Arts - Psychology with the degree of Bachelor of Laws (ARTS27)
Bachelor of Arts with the degree of Bachelor of Laws (ARTS28)
Bachelor of Business Administration with the degree of Bachelor of Laws (BBAD17)
Bachelor of Commerce - Professional Accounting with the degree of Bachelor of Laws (COMM10)
Bachelor of Commerce with the degree of Bachelor of Laws (COMM11)
Bachelor of International Studies with the degree of Bachelor of Laws (INST04)
Bachelor of Information Technology with the degree of Bachelor of Laws (INTE06)
Bachelor of Laws (LAWW02)
Bachelor of Psychology (Honours) with the degree of Bachelor of Laws (PLSA01)
Bachelor of Science with the degree of Bachelor of Laws (SCIE11)
Bachelor of Social Science with the degree of Bachelor of Laws (SOSC04)
Bachelor of Environment with the degree of Bachelor of Laws - Environmental Management (ENVI09)
Bachelor of Environment with the degree of Bachelor of Laws - Environmental Science (ENVI10)

The Faculty has requested that the minimum requirements for all single and double LLB awards (listed above) be changed.

Previous requirement: “Required xxcp from LAW or LAWS or LAWZ units at 400 or 500 level” under the Additional Requirements.
Proposed New Requirement: “Minimum number of credit points from units with a LAW, LAWS or LAWZ prefix at 400 or 500 level – 24cp” under the General Requirements.

The Faculty requested that a typographical error be corrected in the general requirements for the Bachelor of Laws to change the second “LAWS’ to “LAWZ”. It was also requested that the specific requirements listing the LAW/LAWS/LAWZ PACE units should be removed from all double LLB awards and replaced with the general requirement “Completion of a designated Participation unit with a LAW, LAWS or LAWS prefix”.

Bachelor of Business Leadership and Commerce (BBusLeadBCom)

Resolution 13/247
That Academic Senate approves the following program structure, with effect from 1 January 2014:

The Faculty provided the program structure for the new Bachelor of Business Leadership and Commerce (BBusLeadBCom) which was recommended for approval by Academic Senate on 5 March 2013.

Units to be Deleted 2014

Resolution 13/248
That Academic Senate approves the deletion of the following units, with effect from 31 December 2013:

Faculty of Arts
AHIS348 Advanced Study in Ancient History
MHIS348 Women Making History

Faculty of Business and Economics
ECON396 European Union Economics

Faculty of Science
FOSC289 Science Internship I
FOSC299 Science Internship II

New Units 2014

Resolution 13/249
That Academic Senate approves the introduction of the following units, with effect from 1 January 2014:

ANTX207 Psychological Anthropology (OUA)
ENGL720 Nineteenth Century Literature
ENGL721 Australian Women’s Writing
ENGL722 Narrative: Theory and Method
ENGL723 Australian Children’s Fiction
ENGL724 Text, Image, Screen
ENGL726 Romanticism to Postmodernism: Developments in Children’s Literature
ENGL733 Textual Analysis
PLTX107 Thinking Politically (OUA)
LING700 Advanced Topics in Grammar, Meaning and Discourse

Resolution 13/250
That the Academic Senate approves the introduction of the unit LING700 Advanced Topics in Grammar, Meaning and Discourse with effect from 1 January 2014.

New Transfer Rules to the Teacher Education Programs 2014

Resolution 13/251
That the Academic Senate approves that the transfer criteria for the undergraduate teacher education programs and the automatic transfers be amended as proposed, with effect from 1 January 2014:

In response to NSW government requirements in regards to access to Teacher Education Programs the Faculty of Human Sciences has requested to modify course transfer requirements into the teacher education programs. The Committee noted that the Subcommittee had agreed to recommend the stricter transfer criteria as well as the automatic transfers.

Majors

Resolution 13/252
That the Academic Senate approves that the size of majors for the Bachelor of Engineering be standardised at 54 credit points based on the following discussion:

The Committee noted the CRIT II paper as endorsed by Academic Senate at their 12 July meeting.

The Committee noted recommendation 2 in the paper asks ASQC to develop guidelines for majors:

2. All other Bachelor degrees that are structured on majors shall each have a single standard size to which all majors in that degree will conform.

2.1. Academic Senate will determine the number of credit points that comprise all majors in each named Bachelor degree on the recommendation of ASQC.

The Committee commented that with the exception of the Bachelor of Engineering, all degrees structured on majors have qualifying majors that are also available in the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce and so the sizes of those majors will be standardised at 24 credit points, with 36 credit points in exceptional cases as in the CRITII paper.

POSTGRADUATE PROGRAMS

2013 Academic Program

Late Amendments to Programs of Study
Resolution 13/253
That the Academic Senate approves the following late amendments with immediate effect:

Faculty of Arts

CRW11S Creative Writing Specialisation
The Faculty proposed that JPS824 Manga, Anime and the Representation of Youth Cultures be added to the third 12cp option set in the CRW11S Creative Writing specialisation in the Master of Arts.

POL12S, POL22S Policing Specialisation
The Faculty proposed that PICT806 Strategic Policing be added to the 12cp option set in POL12S Policing specialisation in the Master of Policing, Intelligence and Counter Terrorism, and to the 8cp option set in POL22S Policing specialisation in the Postgraduate Diploma of Policing, Intelligence and Counter Terrorism.

Faculty of Science

ENM11S Environmental Management Specialisation
The Faculty proposed that GSE811 Coastal Management be added as an alternate unit to GSE823 Corporate Environmental Management in ENM11S Environmental Management Specialisation in the Master of Environment.

Late Amendment to Programs

Resolution 13/254
That Academic Senate approves the following amendment with effect from 1 January 2014:

Faculty of Arts

Revised PICT Programs for 2014 (OUA)
The Faculty proposed to amend the PICT programs offered by OUA to reflect the same structure as the PICT programs offered by Macquarie.

Late Changes to the Schedule of Units: Academic

Resolution 13/255
That the Academic Senate approves the following late changes with effect from 1 January 2014:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO834</td>
<td>Creative Media Research Project</td>
<td>Change of Unit Name</td>
<td>Creative Media Research Project</td>
<td>Media Research Project</td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>Change of Unit Name</td>
<td>Change of Prerequisite</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>MECO830</td>
<td>Entrepreneurship and Collaboration for Creative Media</td>
<td>Change of Unit Name</td>
<td>Entrepreneurship and Collaboration for Creative Media</td>
<td>Creative Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change of prerequisite</td>
<td>Admission to MPASR or PGDipPASR or PGCertPASR or MAppAnth or PGDipAppAnth or PGCertAppAnth</td>
<td>Add or admission to MSocEntre or PGCertSocEntre</td>
</tr>
<tr>
<td>SOC810</td>
<td>Developing Social Policy</td>
<td>Change of prerequisite</td>
<td>Admission to MPASR or PGDipPASR or PGCertPASR or MPP or PGDipPP or PGCertPP</td>
<td>Add or admission to MSocEntre or PGCertSocEntre</td>
</tr>
<tr>
<td>SOC825</td>
<td>Activism and Policy Design</td>
<td>Change of prerequisite</td>
<td>Admission to MPASR or PGDipPASR or PGCertPASR or MAppAnth or PGDipAppAnth or PGCertAppAnth</td>
<td>Add or admission to MSocEntre or PGCertSocEntre</td>
</tr>
<tr>
<td>SOC831</td>
<td>Qualitative Methods</td>
<td>Change of prerequisite</td>
<td>Admission to MPASR or PGDipPASR or PGCertPASR</td>
<td>Add or admission to MSocEntre or PGCertSocEntre</td>
</tr>
<tr>
<td>SOC863</td>
<td>Social Care and Human Services</td>
<td>Change of prerequisite</td>
<td>Admission to MPASR or PGDipPASR or PGCertPASR or MAppAnth or PGDipAppAnth or PGCertAppAnth</td>
<td>Add or admission to MSocEntre or PGCertSocEntre</td>
</tr>
<tr>
<td>POL827</td>
<td>Public Policy and International Law</td>
<td>Change of prerequisite</td>
<td>Admission to MPP or PGDipPP or PGCertPP or MPASR or PGDipPASR or MAppAnth or PGDipAppAnth or PGCertAppAnth or MIntRel or MDevCult or PGDipDevCult</td>
<td>Add or admission to MSocEntre or PGCertSocEntre</td>
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</table>

**Faculty of Business and Economics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Change to Prerequisite</th>
<th>ECFS874</th>
<th>ECFS868</th>
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<tbody>
<tr>
<td>AFCP865</td>
<td>Credit and Lending Decisions</td>
<td>Change to Prerequisite</td>
<td>ECFS874</td>
<td>ECFS868</td>
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**Faculty of Human Sciences**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<th>Co taught with PSYS805</th>
<th>No Co-taught association</th>
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</thead>
<tbody>
<tr>
<td>PSYP905</td>
<td>Narrative Approaches</td>
<td>Remove co-taught association</td>
<td>Co taught with PSYS805</td>
<td>No Co-taught association</td>
</tr>
</tbody>
</table>
Change of Grading Scheme

Resolution 13/256
That Academic Senate approves that the grading scheme for the units listed below be changed from ‘Graded’ to ‘Pass/Fail’, with effect from 1 January 2014:

Faculty of Human Sciences

PSYN816 - Supervised Internship II
PSYN817 - Supervised Internship III
PSYN818 - Supervised Internship IV
PSYN849 - Supervised Practical Placement I
PSYN850 - Supervised Practical Placement II
PSYN851 - Supervised Practical Placement III
PSYN852 - Supervised Practical Placement IV
PSYN856 - Supervised Practical Placement V
PSY950 - Supervised Practical Placement I
PSY956 - Supervised Practical Placement I
PSY957 - Supervised Practical Placement II
PSY958 - Supervised Practical Placement III
PSY959 - Supervised Practical Placement IV
PSY981 - Supervised Practical Placement V
PSYO931 - Supervised Placement II
PSYO932 - Supervised Placement III
PSYO933 - Supervised Placement IV
PSYO951 - Supervised Practical Placement I
PSYO952 - Supervised Practical Placement II
PSYO953 - Supervised Practical Placement III
PSYO954 - Supervised Practical Placement IV
PSYO975 - Supervised Practical Placement V
PSYS842 - Supervised Practical Placement
PSYP909 - Supervised Practical Placement
PSYN857 - Professional Practice 1
PSYN858 - Professional Practice 2
PSYN859 - Professional Practice 3
PSYN860 - Professional Practice 4
PSYO941 - Professional Practice
PSY933 - Research Proposal
PSYO944 - Research Proposal
PSYN825 - Research Proposal
PSYS837 - Research Project I

Revised Award Title

Resolution 13/257
That Academic Senate notes the following change that the existing award title be rescinded and replaced with Doctor of Clinical Practice ClinPrac) as the new title, with effect from 1 January 2014:

Faculty of Human Sciences

Master of International Clinical Practice (MIntClinPrac)
The Australian School of Advanced Medicine proposed that the existing award title be rescinded and replaced with Doctor of Clinical Practice (DClinPrac) as the new title, with effect from 1 January 2014.

The Committee noted that due to urgency of timing this item was recommended directly to Academic Senate on 6 August 2013, with the approval of the Chair.

Revised IELTS Requirements

Resolution 13/258
That the Academic Senate approves the following change to IELTS requirements for admission to the Postgraduate Diploma of Translating and Interpreting from 1 January 2014:

Faculty of Human Sciences

Postgraduate Diploma of Translating and Interpreting (PGDipTransInter)

The Faculty proposed that the English proficiency requirements for admission to the Postgraduate Diploma of Translating and Interpreting be reduced to the Macquarie University minimum with an overall IELTS score of 6.5 with a minimum of 6.0 in the sub-skills.

Revised Offerings

Resolution 13/259
That Academic Senate approves the following amended offerings with effect from 1 January 2014:

Postgraduate Certificate of Advanced Surgery (PGCertASurg)

The Australian School of Advanced Medicine proposed amending the offering of this program from Session 1 and Session 2 to SM1-SM12.

Revised Admission Requirements

Resolution 13/260
That the Academic Senate approves the following amendments with effect from 1 January 2014:

Doctor of Advanced Surgery (DAdvSurg)
Master of Advanced Surgery (MASurg)
Master of Advanced Medicine (MAMed)
Master of Medical Practice (MMedPrac)
Doctor of Advanced Medicine (DAdvMed)
Postgraduate Certificate of Advanced Surgery (PGCertASurg)

The Australian School of Advanced Medicine requested that the following sentence be added to the admission requirements for the programs listed above: “Fellowship in relevant specialist College or significant experience in an associated area”.

Revised Programs

Resolution 13/261
That Academic Senate approves the following amendments with effect from 1 January 2014:
MGSM

Master of Social Entrepreneurship (MSocEntre)

MGSM proposed the following changes to the program structure:

(i) Addition of GSE828 to the 4cp option set including ANTH801 and SOC831

(ii) Addition of the following units in the 20cp option set:

- GSE844 Environmental Management Practice
- HGEO809 Globalisation and Sustainable Development
- LAW850 Sustainable Corporate Governance and Financing
- LAW852 Trade and Environment Law
- LAW855 Environmental Law and Sustainable Development
- LAW860 International Environmental Law

(iii) Addition of the following unit in the 8cp option set:

MGSM950 Report 1

The Subcommittee discussed the name of the following unit and resolved to suggest that the MGSM consider renaming the unit to provide further clarity.

Postgraduate Certificate of Social Entrepreneurship (PGCertSocEntre)

MGSM requested that the total required credit points for the PGCertSocEntre be increased from 12cp to 16cp by including a 4cp interdisciplinary option set.

Units to be Deleted 2014

Resolution 13/262

That the Academic Senate approves the deletion of the following units with effect from 1 January 2014:

Faculty of Science

- BIOL818 Research Project in Biology
- BIOL883 Biology of Australian Vertebrates

Proposal to Discontinue Specialisations 2014

That the Academic Senate approves the discontinuance of the following specialisations with effect from 1 January 2014:

- Modern History (MA) MOH11S
- Modern History (PGDip) MHS21S
- Modern History (PGCert) MOH31S

New Award 2014

Resolution 13/263

That Academic Senate recommends to Council the approval of the introduction of the Postgraduate Certificate of Clinical Leadership (PGCertClinLship) with effect from 1 January 2014:

Postgraduate Certificate of Clinical Leadership (PGCertClinLship)
The Committee noted that the Sub-Committee had discussed the proposed award and advised that the proposed structure would not be AQF compliant after 2014 and therefore it was recommended that the requirements be increased to 16 credit points. The Acting Chair reported that staff of the Australian School of Advanced Medicine had since confirmed that the proposed structure would remain at 12 credit points for 2013.

The Committee noted that the proposed award would be an articulation pathway to Master degrees at the Australian School of Advanced Medicine only in circumstances when the candidate meets the full admission requirements.

New Units 2014

Resolution 13/264

That Academic Senate approves the introduction of the following units with effect from 31 December 2013:

- ECED824 Early Childhood Development Research and Practice
- ECED826 Leading and Managing Early Childhood Settings
- TRAN894 Legal Translation and Interpreting
- TRAN895 Medical Translation and Interpreting

9.3 Senate Learning and Teaching Committee (SLTC)

Report of Meeting of 5 August 2013

Academic Senate noted the report of the meeting of 5 August 2013.

10. GENERAL BUSINESS

10.1 Student Code of Conduct

The Chair invited the University General Counsel Mr Paul Luttrell to provide background to the process undertaken to develop the Student Code of Conduct over the past twelve months.

Members discussed the section of the Student Code of Conduct referring to group responsibility and student organizations. Mr Hendry suggested that the capacity for students to manage and control peers involved in student groups was overestimated. The General Counsel accepted feedback that the current section is too broadly worded.

Professor George questioned the jurisdiction of the proposed Code in relation to Alcohol and Drugs, and expressed concern that it did not geographically limit the applicability of this clause to activities that take place on University premises or property. The General Counsel advised that the references to Drugs and Alcohol related misconduct were also intended to address behavior within residential colleges and at external sporting activities.

The General Counsel undertook to reexamine these sections of the draft Code and to undertake some redrafting to address the concerns raised by members.

The Senate was advised that the Student Code of Conduct is to be submitted to the 17 October 2013 Council meeting for approval. It is proposed for the Student Code of Conduct to come into effect at the start of 2014.

The Chair indicated that he would be speaking in favour of the Student Code of Conduct at the 17 October 2013 Council meeting.
Resolution 13/265
That the Academic Senates notes the contents of the Student Code of Conduct and suggests consideration be given to incorporating the amendments suggested.

Mr Paul Luttrell departed the meeting at the conclusion of the discussion of the Student Code of Conduct.

10.2 Review of Academic Rules

The Chair spoke to the overall review of the University’s Rules currently being undertaken by external consultant Emeritus Professor Jane Morrison and to the established timeframes for completion. In particular, he noted that the University currently has 26 sets of rules covering a wide range of governance, academic and administrative functions. These involve a great deal of repetition and inconsistency, many have become quite dated and some even address external legislative requirements that are no longer in operation. The mandate of this project is to update and rationalize this rule set, eliminate repetition, ensure consistency and address contemporary regulatory requirements. It has also been tasked with transporting as much content as possible from the rules framework and into University policy.

The Chair explained that the current plan was to replace the existing rules with a suite of Academic rules comprising 5 primary rule sets in the areas of Student Misconduct and Discipline, Academic Senate, Faculty Governance, Coursework Degrees, Higher Degree Research Degrees and Higher Doctoral Degrees. It also envisaged that other rule sets in the areas of Academic Costume and Fees would be deleted and replaced by policy whereas rule sets in the areas of Courses and Degrees, Macquarie University Foundation Program and Enrolment of Students would be deleted entirely, as these are either redundant or outdated.

10.3 Review of Undergraduate and Postgraduate Rules

The Chair spoke to his paper and outlined the main proposed amendments to the current Undergraduate and Postgraduate Rules. Specifically he explained that the intention was to combine all of the rules relating to coursework degrees into a single Coursework Rule and to construct a single rule set to govern HDR degrees. Finally these would be supplemented by a rule set governing the award of Higher Doctoral Degrees.

Members debated some outstanding issues in regard to the formulation of the Coursework Rule. In particular, the primary topic discussed was the suggestion that the “third time Unit failure” rule might be strengthened to prevent enrolment after the third unsuccessful attempt at a Unit of Study. Under current arrangements this rule is interpreted simply as mandating that students must seek Academic approval for every enrolment from the third onwards. The consensus of the meeting was that it would be better to ensure that appropriate services were put in place to support students who had made multiple attempts at a Unit of Study rather than penalizing them by preventing them from progressing. Ultimately the meeting concluded that Academic Senate should revisit the question of a “Students at Academic Risk” policy. This would provide a much clearer governance framework to encourage, support and regulate interventions designed to support students who experience academic difficulties.

Resolution 13/266
That the draft of proposed consolidated Rule is to be discussed at the 1 October 2013 Academic Senate meeting.

Mr Jonathan Wylie departed the meeting at 11:00 am.
10.4 Review of Academic Senate Rules

The Chair spoke to his paper and presented the current draft of the proposed Academic Senate Rules to the meeting. He outlined the key proposals for amendment in the areas of electoral processes and electorates, eligibility requirements, Chair and Deputy chair elections, co-option provisions and term limits for elected members. He drew the meeting’s attention to the fact that this draft rule includes specific clauses detailing Academic Senate’s authority in regard to the approval of academic policy (in research and teaching), the establishment and disestablishment of degree programs and on its powers to ask for and take action on reports on academic matters from Faculties and the MGSM. He also highlighted those proposed clauses that spoke to Academic Senate’s advisory role in regard to the Vice-Chancellor and the University Council. He pointed out that these provisions were in themselves a major innovation, as a clear statement of Academic Senates powers and responsibilities in these areas had not been included in previous versions of the Academic Senate rule.

The meeting discussed the proposed changes to the electoral processes and recommended two amendments to the draft. The first of these maintains the limit on the number of consecutive two-year terms that an elected member can serve, but expands that limit to three terms. The second reinstates the requirement for Faculty representation to be drawn from different departments.

The following proposed timeline was considered; that the draft of the revised Academic Senate Rules is be provided for discussion at the next Academic Senate meeting, noting the recommended changes arising from the discussion, to be held on 1 October 2013, with a view to the final revised Rules to be presented to 12 November 2013 Academic Senate meeting for recommendation to Council. The Chair welcomed any additional comments from the Academic Senate regarding the Rules.

Resolution 13/267

That the draft of the proposed new Academic Senate Rules incorporating the recommended changes is to be discussed at the 1 October 2013 Academic Senate meeting.

10.5 Vice-Chancellor’s Commendations

The Senate noted the Vice-Chancellor’s commendations for Master Coursework candidates.

Resolution 13/268

That the Vice-Chancellor’s Commendations are awarded to the 3 Master coursework graduands as reported in the agenda.

10.6 Undergraduate and Postgraduate Students Qualified for an Award

Resolution 13/269

That the candidates in the report have satisfied the requirement for the awards stated in the submission.

10.7 Results of Academic Appeals

The Senate noted the outcome of the fifteen Session 1 Academic Appeals against exclusion from enrolment considered by the Academic Appeals Committee.
10.8 Saving Clause Cases

**Resolution 13/270**
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 42426464 to satisfy degree requirements for Bachelor of Arts majoring in Media, Culture and Communication, completing 1cp less than is specified at 300 level, provided all other degree requirements are met.

**Resolution 13/271**
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 42496195 to satisfy degree requirements for Bachelor of Arts- Media, without completing 18cp at 300 level and 38cp at 200 level or above, provided all other degree requirements are met.

**Resolution 13/272**
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 41791789 to satisfy degree requirements for Bachelor of Commerce without fulfilling the minimum requirements at 200 level, provided all other degree requirements are met.

**Resolution 13/273**
That in accordance with Rule 14 of Degree of Master by Coursework Rule, the Saving Clause be invoked to allow the student identified as 40302687 to graduate with a Master of Museum Studies completing at least 34 credit points instead of 36 credit points of study, provided all other degree requirements are met.

**Resolution 13/274**
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to allow the student identified as 41467701 to graduate with a Bachelor of Science/Bachelor of Arts in Museum Studies and Heritage, having completed only nine credit points instead of ten credit points of the GGE15 coherent studies, provided all other degree requirements are met.

11. OTHER BUSINESS

11.1 Professor Janet Greeley provided an oral update regarding the current status of the CRIT II transition in line with AQF requirements. Professor Greeley indicated that a Wiki page, draft documents including templates were currently in development.

The Chair confirmed that Macquarie University is currently in line to achieve the established timeframe goal of 2015.

There being no further business the meeting was declared closed at 11.23 am.

Professor D Verity
Chair
ITEM 4.1: ACADEMIC SENATE ITEMS REQUIRING ACTION

For information.
### Academic Senate items requiring action as at 1 October 2013

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/02/13</td>
<td>2.2</td>
<td>Executive Dean of Science to confer with elected members from the Faculty and forward a nomination for the casual vacancy resulting from the election of the Chair. Academic Senate to consider and vote on nominee to fill this casual vacancy at its meeting scheduled for 5 March 2013.</td>
<td>Completed</td>
</tr>
<tr>
<td>14/02/13</td>
<td>5.1</td>
<td>The Chair to approach Academic Senate members to form a Working Group to develop a white paper on the feasibility of reducing the duration of the mid-semester break and report back to the 30 April 2013 meeting.</td>
<td>Completed</td>
</tr>
<tr>
<td>14/02/13</td>
<td>5.2</td>
<td>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.)</td>
<td>Clarification required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>05/03/13</td>
<td>9.2</td>
<td>Feedback provided by Senate to be forwarded to the Dean of the Higher Degree Research for inclusion in the revision of the HDR Examinations Policy and Procedure. (Related Resolution 13/66 That the resolution presented by the HDRAC does not meet remit of this Appeals Committee as delegated by Academic Senate)</td>
<td>Completed</td>
</tr>
<tr>
<td>05/03/13</td>
<td>10.6</td>
<td>Publication of 2014 Academic Year Plan and MQ Announcement announcing publication.</td>
<td>Completed</td>
</tr>
<tr>
<td>04/06/13</td>
<td>9.2</td>
<td>That the correspondence sent to supervisors by the HDRO be revised to clarify the need to maintain confidentiality of the examiner’s reports until the examiner’s reports had been considered by PESC and an outcome determined. Responsible Officer: Professor Nick Mansfield.</td>
<td>Completed</td>
</tr>
<tr>
<td>04/06/13</td>
<td>9.3</td>
<td>That the Chair approves the recommendations relating to Completion of Requirements and Vice-Chancellor’s Commendations of the HRDC meeting of 31 May 2014. Responsible Officer: Professor Verity, Chair, Academic Senate.</td>
<td>Completed</td>
</tr>
<tr>
<td>04/06/13</td>
<td>10.2</td>
<td>Marketing to be involved in the development of a communication plan regarding the changes to the undergraduate curriculum envisaged in the CRIT process. Responsible Officer: Professor Greeley, Chair of CRIT.</td>
<td>In progress</td>
</tr>
<tr>
<td>Date</td>
<td>Action Number</td>
<td>Description</td>
<td>Status</td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>04/06/13</td>
<td>10.3</td>
<td>Expressions of Interest sought for participation on the Working Party. The Chair to draft Terms of Reference and circulate to members: Responsible Officers: The Chair and members of Academic Senate. (Related resolution 13/170 - That Academic Senate establish a working party to consider the design of a new quality assurance process by which it might discharge its responsibilities in regard to the ratification of unit results and the qualification of students for awards. For the Working Party to recommend on threshold standards to govern the preparation and consideration of results in Faculties and in regard to the principles and processes to be applied in Academic Senate’s post hoc reviews of these processes.)</td>
<td>In progress</td>
</tr>
<tr>
<td>04/06/13</td>
<td>10.4</td>
<td>University Discipline Committee - Academic Misconduct Penalties</td>
<td>In progress</td>
</tr>
<tr>
<td>12/07/13</td>
<td>13.4</td>
<td>Action: The Executive Dean and the elected representatives of the FOHS consult and nominate an appropriate member of staff to be co-opted to Senate: Responsible Officer Executive Dean</td>
<td>Completed</td>
</tr>
<tr>
<td>12/07/13</td>
<td>13.5</td>
<td>Action: The Executive Dean and the elected representatives of the FOA consult and nominate an appropriate member of staff to be co-opted to Senate: Responsible Officer Executive Dean</td>
<td>Completed</td>
</tr>
<tr>
<td>12/07/13</td>
<td>13.5</td>
<td>Action: Consideration be given to amending the current Academic Senate rule 3.(2)(ii) to identify the appropriate process for the selection of co-opted Faculty members to fill vacancies arising from vacations of office.</td>
<td>In progress</td>
</tr>
<tr>
<td>12/07/13</td>
<td>13.6</td>
<td>Senate Learning and Teaching Committee (SLTC) Terms of Reference (TOR) The Chair advised that the annual review of the Senate Learning and Teaching Committee Terms of Reference was scheduled. The Chair advised that A/Professor Ian Solomonides had agreed to Chair of the Working Party. The other members of Academic Senate to make up the Working Party will be advised at the next meeting of Senate. Action: Chair of Academic Senate to consult with A/Professor Solomonides in determining the membership of the working party.</td>
<td>In progress</td>
</tr>
<tr>
<td>12/07/13</td>
<td>13.7</td>
<td>Action: That the University develops a policy regarding posthumous awards. Responsible Officer, Chair Academic Senate Related Resolution 13/215</td>
<td>To be commenced</td>
</tr>
<tr>
<td>06/08/13</td>
<td>6</td>
<td>Action: That a task and finish group is established to determine what is required to implement the approval/re-approval of Units of Study at Faculty level. This is to be comprised of the Associate Deans Curriculum Standards and Quality and other experienced members of the University community. The task/finish group is to report back to the 1 October 2013 Academic Senate meeting.</td>
<td>To be commenced</td>
</tr>
<tr>
<td>06/08/13</td>
<td>9.3</td>
<td>Action: To determine if the first Macquarie University student to be awarded a joint PhD has had the Joint PhD comment included in their testamur and Australian Higher Education Graduation Statement. (Related Resolution 13/229 - That Academic Senate supports the recommendation to Council of the approval of the following wording be included in the testamur and approves the following wording to be included in Australian Higher Education Graduation Statement (AHEGS) of PhD candidates who have completed their PhD under a joint PhD program agreement*: “This degree was supervised under a Joint PhD agreement between Macquarie University and [University XXX]”)</td>
<td>Confirmed by Graduations Unit, this student graduated week beginning 23/09/13</td>
</tr>
</tbody>
</table>
ITEM 9.1: ACADEMIC STANDARDS AND QUALITY COMMITTEE

Report of the Academic Standards and Quality Committee held on 10 September 2013 will be circulated separately.

For approval.
1. **APOLOGIES/WELCOME**

Apologies were received from Dr Michael Cavanagh, Dr Ian Jamie, Dr Rod Lane, A/Professor Ian Solomonides, Professor Anne Ross-Smith, Professor Judyth Sachs, Ms JoAnne Sparks, A/Professor Max Tania and Professor Gail Whiteford.

The Chair welcomed A/Professor Lawrence Ang and members of the Senate Learning and Teaching Committee, who had been invited to partake in discussions on Items under Any Other Business.
2. **MINUTES OF MEETING HELD ON 13 AUGUST 2013**

The minutes of the meeting held on 13 August 2013 were approved with the following amendments (notated in bold and italicised text):

**Item 5.5: Proposal to Add a Unit to the Schedule of Participation Unit 2014**

**Page 8:**

**Faculty of Arts - ICOM202 International Communication Campaigns:**
The Sub-Committee was very supportive of the proposal and agreed to provide support in principle. The Sub-Committee requested that:
- A new unit proposal be submitted through Webforms as ICOZ202 to deliver the Participation stream.
- Demonstrate *how if* the learning outcomes *are will be* differentiated between the participation version and the capstone/normal version of the unit (ie, the *whether any* additional learning outcome that *will* differentiate that participation version of the unit).

**Item 6.2: New Award 2014**

**Page 12:**

**Postgraduate Certificate of Clinical Leadership (PGCertClinLship):**

The Acting Chair reported that staff of the Australian School of Advanced Medical had since confirmed that the proposed structure would remain at 12 credit points for 2013 2014.

**Page 13:**

**Postgraduate Certificate of Clinical Leadership (PGCertClinLship):**

Correction required in the resolution – addition of the text “RECOMMENDS TO COUNCIL:
The Committee **RECOMMENDS THAT ACADEMIC SENATE RECOMMENDS TO COUNCIL** the introduction of the Postgraduate Certificate of Clinical Leadership (PGCertClinLship) with effect from 1 January 2014.

3. **BUSINESS ARISING FROM THE MINUTES**

3.1 **Report to Academic Senate**

The Committee noted that Academic Senate at its meeting on Tuesday, 3 September 2013 approved the recommendations from the ASQC meeting held on Tuesday, 13 August 2013.

3.2 **Individual Student Cases - Revised Faculty Report**

A revised Faculty Summary Report of Individual Cases was resubmitted by the Faculty of Arts, as per the Committee’s request at the meeting held on 13 August 2013.
3.3 Repackaging the Non-Award Pathways

It was noted that the Non-Award Pathways document at the last meeting on 13 August 2013 did not include a recommendation to the Academic Senate for approval. The proposal changes the current pathway arrangements for Non-Award programs, the Non-Award pathway being an admission to the University. The Chair briefed the Committee that the Chair of Academic Senate spoke to this matter at the 3 September 2013 Academic Senate meeting and resolved to approve the changes.

A/Professor Donald joined the meeting at 10.10am

4. INDIVIDUAL STUDENT CASES

4.1 Faculty Reports

The Committee noted Individual Case Reports had been received from the Faculty of Arts, Faculty of Business and Economics and the Science and the Faculty of Human Sciences.

The Chair highlighted that the Secretariat had requested revised reports from the Faculty of Arts and the Faculty of Business and Economics, as the submissions did not contain the adequate level of detail.

5. REPORT OF THE UNDERGRADUATE SUB-COMMITTEE

The Committee reviewed the minutes of the Undergraduate Sub-Committee meeting held on 27 August 2013. The Agenda and the associated papers for the Sub-Committee’s meeting can be found for review by members on the ASQC web site at: http://senate.mq.edu.au/apc/sub_committees.html

5.1 2011 and 2012 ACADEMIC PROGRAM

*Bachelor of Arts with the degree of Bachelor of Education (Primary) (ARTS12)*

The Faculty requested that the general requirement “Minimum number of credit points at 300 level of above – 39” be deleted. *(Attachment 1)*

The Committee **RECOMMENDS TO ACADEMIC SENATE** that the general requirements for the Bachelor of Arts with the degree of Bachelor of Education (Primary) be amended as noted above, with retrospective effect from 2011.

5.2 2013 ACADEMIC PROGRAM

2013 Urgent Changes to the Schedule of Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Request</th>
<th>Existing Entry</th>
<th>Revised Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOBE301</td>
<td>Special Interest</td>
<td>Change to NCCW</td>
<td>FOAR301, FOAR302, FOBE302, FOHS301, FOHS302, FOSC301, FOSC302</td>
</tr>
<tr>
<td>FOBE302</td>
<td>Special Interest</td>
<td>Change to NCCW</td>
<td>FOAR301, FOAR302, FOBE301, FOHS301, FOHS302, FOSC301, FOSC302</td>
</tr>
</tbody>
</table>
The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above late urgent amendments to the units listed with immediate effect.

2013 Late Amendment to Programs

Diploma of Languages – Russian (RUSN03)

The Faculty has requested that RSN290 Communication in Russian be added to the program structure.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves that RSN290 Communication in Russian be added to the program structure for the Diploma of Languages – Russian, with immediate effect.

Establishment of Transfer Arrangement to BPsysch(Hons)

The Faculty requested to establish transfer opportunities for students enrolled in either the BA – Psychology, BSc – Psychology or Psychology combined/ double degrees (inclusive of the BA or BSc Psychology), to transfer to the BPsysch(Hons) or double/ combined degree inclusive of Psychology (Honours). The Faculty also requests an exemption from the transfer policy and suggests an alternative proposal.

The Subcommittee discussed the proposal and a number of issues were identified, including the need to align with Macquarie’s internal transfer policy. The Sub-Committee requested that Ms Jemima Morley liaise with the Department of Psychology to amend the proposal and resubmit it for consideration.

5.3 2014 ACADEMIC PROGRAM

2014 Academic Late Changes to the Schedule of Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Request</th>
<th>Existing Entry</th>
<th>Revised Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty of Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAW488</td>
<td>Change to prerequisites</td>
<td>6cp in LAW units at 300 level (P) and permission of Executive Dean of Faculty</td>
<td>48cp in LAW or LAWS units and permission of Executive Dean of Faculty</td>
</tr>
<tr>
<td>PHIL230</td>
<td>Change to prerequisites</td>
<td>None</td>
<td>12cp or admission to GDipArts</td>
</tr>
<tr>
<td>Course Code</td>
<td>Change to</td>
<td>Prerequisites</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>FOBE301</td>
<td>NCCW</td>
<td>FOAR301, FOAR302, FOBE302, FOHS301, FOHS302, FOCS301, FOCS302</td>
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</tr>
<tr>
<td>FOBE302</td>
<td>NCCW</td>
<td>FOAR301, FOAR302, FOBE301, FOHS301, FOHS302, FOCS301, FOCS302, AFAS300</td>
<td></td>
</tr>
</tbody>
</table>

**Faculty of Human Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Change to</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHP424</td>
<td>prerequisites</td>
<td>(ECHP421 or ECHP422) or admission to GDipECTeach or GDipEarlyChildhood or GCertTeach(8-12)</td>
</tr>
<tr>
<td>PSY342</td>
<td>prerequisites</td>
<td>6cp at 200 level including (PSY237(P) or PSY247(P))</td>
</tr>
<tr>
<td>PSY349</td>
<td>prerequisites</td>
<td>18cp in PSY units at 200 level including (PSY222(P) or PSY248(P))</td>
</tr>
<tr>
<td>PSY351</td>
<td>prerequisites</td>
<td>(Admission to BPysch(Hons) or GPA of 2.5) and (PSY222(P) or PSY248(P)) and PSY234(P) and PSY235(P) and PSY236(P) and (PSY237(P) or PSY246(P) and PSY247(P)) and (PSY245(P) or PSY332(P) or PSYC332))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Change to</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC108</td>
<td>Add Quota</td>
<td>No quota for Session 1 Day</td>
</tr>
<tr>
<td>EDUC362</td>
<td>Add Quota</td>
<td>No quota for Session 1 Day</td>
</tr>
<tr>
<td>Current Details</td>
<td>Future Details</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>SGY120 Sociology of Everyday Life (OUA)</td>
<td>SGYX120 Sociology of Everyday Life (OUA)</td>
<td></td>
</tr>
</tbody>
</table>

It was noted that the unit changes to support the Engineering program changes would be accepted ahead of the program changes. Once the unit changes have been processed the Curriculum and Planning team will provide copies of the updated program structures to the Faculty of Science so that they can proceed with submitting amendments to the program structures. The Program Changes are being awaited.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the late changes to the 2014 schedule of units as noted above, with effect from 1 January 2014.

**Change of Unit Code**

**The Faculty of Arts**

<table>
<thead>
<tr>
<th>Current Details</th>
<th>Future Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGY120 Sociology of Everyday Life (OUA)</td>
<td>SGYX120 Sociology of Everyday Life (OUA)</td>
</tr>
</tbody>
</table>

The Subcommittee suggested that the unit code be changed (in addition to the prefix) as it is too similar to the previous code and may suggest that the unit is equivalent and retains its People status.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that the unit code SGY120 Sociology of Everyday Life (OUA) be changed to SGYX120 Sociology of Everyday Life (OUA) as noted above, with effect from 1 January 2014.
Units to be Deleted 2014

*The Faculty of Business and Economics*

FOHS289 Human Sciences Internship 1  
FOHS299 Human Sciences Internship 2

*The Faculty of Human Sciences*

EDUC404 Research Project 1  
EDUC405 Research Project 2  
TEP451 Drama in the Secondary School 1  
TEP444 Information and Communication Technologies in the Secondary School 1

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that the units listed above be deleted from the schedule of units, with effect from 31 December 2013.

Changes to Co-Taught Units 2014

The faculties have provided a list of new and amended requests for co-taught units for 2014.

<table>
<thead>
<tr>
<th>Type</th>
<th>Unit 1</th>
<th>Unit 1 Name</th>
<th>Unit 2</th>
<th>Unit 2 Name</th>
<th>Faculty</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>APPL742</td>
<td>Advanced Topics in Teaching English for Academic Purposes</td>
<td>APPL942</td>
<td>Teaching English for Academic Purposes</td>
<td>Faculty of Human Sciences</td>
<td>Submitted for approval</td>
</tr>
<tr>
<td>New</td>
<td>ECED731</td>
<td>Pedagogical Approaches to Early Childhood Curriculum</td>
<td>ECED831</td>
<td>Pedagogical Approaches to Early Childhood Curriculum</td>
<td>Faculty of Human Sciences</td>
<td>Submitted for approval</td>
</tr>
<tr>
<td>New</td>
<td>ECED732</td>
<td>Contemporary Approaches to Infant and Toddler Theory and Practice</td>
<td>ECED832</td>
<td>Contemporary Approaches to Infant and Toddler Theory and Practice</td>
<td>Faculty of Human Sciences</td>
<td>Submitted for approval</td>
</tr>
<tr>
<td>New</td>
<td>ECED733</td>
<td>Child Development in Context</td>
<td>ECED833</td>
<td>Child Development in Context</td>
<td>Faculty of Human Sciences</td>
<td>Submitted for approval</td>
</tr>
<tr>
<td>New</td>
<td>SOC810</td>
<td>Developing Social Policy</td>
<td>SOCI704</td>
<td>Advanced Policy Research I</td>
<td>Faculty of Arts</td>
<td>Submitted for approval</td>
</tr>
<tr>
<td>Remove</td>
<td>LAW575</td>
<td>Advanced Topics in Environmental Law</td>
<td>LAW853</td>
<td>Comparative Environmental Law</td>
<td>Faculty of Arts</td>
<td>Remove co-taught association</td>
</tr>
<tr>
<td>Remove</td>
<td>LAW592</td>
<td>Issues in Heritage Conservation</td>
<td>LAW859</td>
<td>Heritage Law and Policy</td>
<td>Faculty of Arts</td>
<td>Remove co-taught association</td>
</tr>
<tr>
<td>Remove</td>
<td>PSYP905</td>
<td>Narrative Approaches</td>
<td>PSYS805</td>
<td>Narrative Approaches to Social Health</td>
<td>Faculty of Human Sciences</td>
<td>Remove co-taught association</td>
</tr>
</tbody>
</table>

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the co-teaching new requests and amendments as noted above, with effect from 1 January 2014.
Proposal to Add a Unit to the Schedule of Participation Units 2014

The Faculty of Arts

ICOM202 International Communication Campaigns

The Subcommittee referred to the ASQC UG Subcommittee taskforce meeting regarding LAW448 Animal Law ‘Participation stream’ proposal held on 16 July 2012 discussed at the 28 August UG Subcommittee meeting. Therefore, in line with established policy, the Sub-Committee advised that the participation stream for ICOM202 will have to be delivered through a new unit to be named ICOZ202 which would contain the same prerequisites as ICOM202 with the an additional ‘and permission of the executive Dean’ requirement.

The Sub-Committee was very supportive of the proposal and agreed to provide support in principle. The Sub-Committee requested that (amendments agreed are notated in bold and italicised text):

- A new unit proposal be submitted through Webforms as ICOZ202 to deliver the Participation stream.
- Demonstrate how if the learning outcomes are will be differentiated between the participation version and the capstone/normal version of the unit (ie, the whether any additional learning outcome that will differentiate that participation version of the unit).
- Provide an amended Participation proposal to clarify the overall student workload distribution for the Experience/ Project as it is currently listed as 20 hours, however the minimum requirements is 30 hours.

INTS306 International Studies PACE In-Country Unit

The Subcommittee did not recommend this request. The amendments to the new unit INST306 are still pending and cannot yet be assessed. In addition the Subcommittee did not consider the previous concerns raised to have been properly addressed. It was requested that in relation to INTS306 being a participation unit further clarification is requested as to the benefits to the partner organisation both for the current partner and for future partners. The committee noted that the information provided needs to be more detailed. It was additionally noted that the reference to students becoming ‘more wholesome human beings’ in the learning outcomes should be removed.

2014 Draft Schedule of OUA Units

The Centre of Open Education submitted the 2014 OUA Schedule of Units for review and approval. (Attachment 2)

The Subcommittee raised the following queries and requests further information as outlined below.

- Why is the OUA unit being offered in 2014 when the MQ equivalent unit has been discontinued form 31 December 2013?
  - OUA units being offered without an MQ equivalent in 2014 - CLT340, HST210, HST260
- Why is there a difference in level between the OUA unit and the equivalent MQ unit?
  - HST225, HST245, HST255 – The MQ equivalent is 300 level unit.
  - HST330 – The MQ equivalent is a 200 level unit.
  - PSY130 – The MQ equivalent is a 300 level unit.
  - ECEX824 – The MQ equivalent is a 600 level unit.
• Why do these OUA units not have a MQ equivalent unit?
  o HST265, HST335, HST350
• Why does the OUA unit HST310 have a different title to the MQ equivalent unit?
• The new unit proposals for MSMX202 and PICX845 have not yet been submitted so they cannot be recommended.
• It should be noted that the MQ equivalent unit codes for the following OUA units have changed (the unit level remains the same).
  o PHI230, SGY220, SGY240, SOC322, SOC329, GEN312, SOC315, SOC325

The Committee **RECOMMENDS TO ACADEMIC SENATE** the approval of the schedule of OUA units for 2014 with effect from 1 January 2014, excluding the units listed above that require clarification.

**Action:** In relation to the units that require clarification, Mr Ward Lee explained that some discontinued units are being rested and in fact some units were currently being taught. It was agreed that Mr Lee would address the issues that require clarification; the Chair of this Committee, A/Professor Coutts, would review and sign off on behalf of the Academic Standards and Quality Committee and forward to the Chair of Academic Senate, Professor Verity, for approval.

2014 Late Changes to the Schedule of Programs and Majors

*The Faculty of Arts*

**Contemporary Vocal Studies (Pedagogy)(CON11M)**

The Faculty has requested that the Contemporary Vocal Studies Major (Graduate Certificate of Arts) be offered for admission in 2015 instead of 2014.

The Committee **RECOMMENDS TO ACADEMIC SENATE** that the admission date (year) for the Contemporary Vocal Studies major be changed to 2015.

*Philosophy (PHL01)*

The Faculty has requested that the prefix “PHIL” be added to the “PHL” prefix options within the major.

The Committee **RECOMMENDS TO ACADEMIC SENATE** that the Philosophy Major be amended to include the “PHIL” prefix alongside the “PHL” prefix, with effect from 1 January 2014.

*The Faculty of Human Sciences*

**Graduate Diploma of Speech and Communication (SPCO02GD)**

The Faculty has requested that the required unit SPH311 be removed from the program of study and replaced with LING390.

The Committee **RECOMMENDS TO ACADEMIC SENATE** that the Graduate Diploma of Speech and Communication be amended, as noted above, with effect from 1 January 2014.
The Subcommittee previously (30 July 2013) considered the program structure for the new Bachelor of Business Leadership and Commerce which was recommended for approval by the Academic Senate on 5 March 2013. The Subcommittee queried when the new units listed within the program structure would be submitted through the Webforms system for implementation. It was also requested that, if it is the intention of the Department to not allow transfers into this course for 2014, then it should be clearly stated on all documentation/advertising.

The Faculty have responded and advised that they are planning to stagger the creation of the new units over the next 2 years. The Faculty proposes to submit for consideration all new 200 level units in 2014 and all 300/400 level units in 2015. In addition, the Faculty has advised that they will ensure that information regarding no transfers into the course for 2014 will be made clear in all advertising documentation.

For Noting

5.4 Criteria for Approval of Majors and Minors Including Distinctiveness and Double Majors

Following the CRIT II Senate Resolution Paper from the meeting held on 12 July 2013, the ASQC was required to develop a document, for approval by Academic Senate, describing the criteria that will be applied to the development and approval of Majors and Minors.

A revised extract from the ASQC minutes of the meeting held on 13 August 2013 was considered, where some discussion was originally undertaken by the ASQC and referred back the Sub-Committee for further consideration.

The Sub-Committee suggested that the text at 1(ii) be amended to “where interdisciplinary study requires the student to study a range of disciplines at each level above 100 level that cannot be replaced by a major and separate minor”. (Attachment 3)

The Sub-Committee discussed issues regarding double majors and proposed a set of principles (Attachment 4). The Committee revisited the main issues and it was agreed to make the following change in bullet one:

- Learning outcomes from the basis of judging distinctiveness between two degrees programs or between two majors/specialisations.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves that the criteria for approval of majors and minors, developed at the ASQC meeting of 13 August 2013, be amended as noted in the preceding two paragraphs above.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the principles regarding distinctiveness and double majors, as articulated in Attachments 3 and 4 to these minutes.

5.5 Guiding Principles for Award Structures

The Committee noted the submitted guiding principles for Award structures, designed to assist Faculties and Committees when considering submissions. The revised submission (incorporating the Members’ comments) was reviewed by the Committee and it was agreed to make further changes as summarised below.

The Chair informed the Committee that subsequent to the meeting of the Undergraduate Sub-Committee on 27th August 2013, it had been agreed by Members of that Committee
via email that, in alignment with other discussions that had taken place, the following would be rescinded, as it is at odds with the intent of the revisions agreed:

**Double Majors in four year degrees** *(Academic Senate meeting 3rd August 2010, Resolution 10/158)*

Each major must contain

- Minimum of 33 distinct credit points overall, including at least 12 distinct credit points at 300 level or above

400 level Capstone unit

- When completing more than one major, and at least one major is in a four-year program, the major in the four-year program must include a minimum of 33 distinct credit points overall and 12 distinct credit points at 300 level or above.

- An approved major cannot be listed as a qualifying major in both a three-year and a four-year program.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** rescinds the above resolution in relation to the Guiding Principles for Award Structures and replaces it with the following:

Double majors in four year degrees are **additive in terms of credit points**; i.e., a double major where each major is 24 credit points requires the completion of 48 credit points; combining a 36 and a 24 credit point major requires the completion of 60 credit points.

The one exception to the above would be BEng degrees, in which a double major would comprise of 54 points.

An additional change, agreed by the Committee related to Minors:

**Minors** *(Academic Senate meeting 17th November 2009, Resolution 09/186)*

A minor will comprise a total of 12 distinct credit points taken from an approved major, including 6 distinct points at 200 level.

For clarity it was agreed to add amend the wording to 200 level or **above**.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the following change in the Guiding Principles for Award Structures:

A minor will comprise a total of 12 distinct credit points taken from an approved major, including 6 distinct points at 200 level or **above**.

6. REPORT OF THE POSTGRADUATE SUB-COMMITTEE

The Committee reviewed the Minutes of the Postgraduate Sub-Committee meeting held on 29 August 2013. The agenda and associated papers for the Sub-Committee’s meeting can be found for review by members on the ASQC web site at: [http://senate.mq.edu.au/apc/sub_committees.html](http://senate.mq.edu.au/apc/sub_committees.html)

6.1 2014 Academic Program

Late Changes to the Schedule of Units: Academic

<table>
<thead>
<tr>
<th>Unit Code and Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH800</td>
<td>Change to prerequisite</td>
<td>Admission to MAppAnth or PGDipAppAnth or</td>
<td>Admission to MAppAnth or PGDipAppAnth or MDevCult</td>
</tr>
</tbody>
</table>

Page 37
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Change to</th>
<th>Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH801</td>
<td>Research Methods in Anthropology</td>
<td>Change to prerequisite</td>
<td>Admission to MAppAnth or PGDipAppAnth or MDevCult or PGDipDevCult or PGCertDevCult or 4cp in ANTH units at 800 level</td>
</tr>
<tr>
<td>ANTH815</td>
<td>Development Theory and Practice</td>
<td>Change to prerequisite</td>
<td>Admission to MAppAnth or PGDipAppAnth or MDevCult or PGDipDevCult or PGCertDevCult or 4cp in ANTH units at 800 level</td>
</tr>
<tr>
<td>ANTH816</td>
<td>Culture, Health and Disease</td>
<td>Change to prerequisite</td>
<td>Admission to MAppAnth or PGDipAppAnth or MDevCult or PGDipDevCult or PGCertDevCult or MSocEntre or PGCertSocEntre or 4cp in ANTH units at 800 level</td>
</tr>
<tr>
<td>ANTH821</td>
<td>Indigenous Interests and Identities</td>
<td>Change to prerequisite</td>
<td>Admission to MAppAnth or PGDipAppAnth or MDevCult or PGDipDevCult or PGCertDevCult or MSocEntre or PGCertSocEntre or 4cp in ANTH units at 800 level</td>
</tr>
<tr>
<td>ANTH831</td>
<td>Culture, Commodities and Consumption: Anthropological Approaches to Economic Life</td>
<td>Change to prerequisite</td>
<td>Admission to MAppAnth or PGDipAppAnth or MDevCult or PGDipDevCult or PGCertDevCult or MSocEntre or PGCertSocEntre or 4cp in ANTH units at 800 level</td>
</tr>
<tr>
<td>ECJS843</td>
<td>The Jews of Palestine from the Maccabees to Bar Kochba</td>
<td>Change to unit name</td>
<td>The Jews from the Maccabees to Bar Kochba</td>
</tr>
<tr>
<td>LAW850</td>
<td>Sustainable Corporate Governance and Financing</td>
<td>Change to prerequisite</td>
<td>Admission to MEnvLaw or PGCertEnvLaw or PGDipEnvLaw or MIntEnvLaw or PGCertIntEnvLaw or PGDipIntEnvLaw or MIntTrdeComLaw or PGCertIntTrdeComLaw or PGDipIntTrdeComLaw or MIntRel or MIntRelMIntTrdeComLaw or LLM in (Environmental Law or International Environmental Law) or 42cp in LAW units at 400 or 500 level (or admission to JD and 32cp in LAW units at 800 level)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Admission to MEnvLaw or PGCertEnvLaw or PGDipEnvLaw or MIntEnvLaw or PGCertIntEnvLaw or PGDipIntEnvLaw or MIntTrdeComLaw or PGCertIntTrdeComLaw or PGDipIntTrdeComLaw or MIntRel or MIntRelMIntTrdeComLaw or LLM in (Environmental Law or International Environmental Law) or MSocEntre or PGCertSocEntre or 42cp in LAW units at 400 or 500 level (or admission to JD and 32cp in LAW units at 800 level)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Change to prerequisite</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
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<tr>
<td>LAW852</td>
<td>Trade and Environment Law</td>
<td>Change to prerequisite</td>
<td>Admission to MEnvLaw or PGCertEnvLaw or PGDipEnvLaw or MIntEnvLaw or PGCertIntEnvLaw or PGDiplntEnvLaw or MIntTrdeComLaw or PGCertIntTrdeComLaw or PGDiplntTrdeComLaw or MIntRelMintTrdeComLaw or LLM in (Environmental Law or International Environmental Law) or 42cp in LAW units at 400 or 500 level or (admission to JD and 32cp in LAW units at 800 level)</td>
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<tr>
<td>LAW855</td>
<td>Environmental Law and Sustainable Development</td>
<td>Change to prerequisite</td>
<td>Admission to MEnvLaw or PGCertEnvLaw or PGDipEnvLaw or MIntEnvLaw or PGCertIntEnvLaw or PGDiplntEnvLaw or PGCertIntTrdeComLaw or LLM in Environmental Law or 42cp in LAW units at 400 or 500 level or (admission to JD and 32cp in LAW units at 800 level)</td>
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<tr>
<td>LAW860</td>
<td>International Environmental Law</td>
<td>Change to prerequisite</td>
<td>Admission to MEnvLaw or PGCertEnvLaw or PGDipEnvLaw or MIntEnvLaw or PGCertIntEnvLaw or PGDiplntEnvLaw or PGCertIntTrdeComLaw or LLM in Environmental Law or 42cp in LAW units at 400 or 500 level or (admission to JD and 32cp in LAW units at 800 level)</td>
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<tr>
<td>PICT806</td>
<td>Strategic Policing</td>
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<td>Strategic Policing</td>
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<td>PICT808</td>
<td>Cyberterrorism</td>
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<tr>
<td>PICT813</td>
<td>Intelligence Analysis: Concepts and Application</td>
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<td>Intelligence Analysis: Concepts and Application</td>
</tr>
<tr>
<td>PICT814</td>
<td>Intelligence and National Security</td>
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<td>Intelligence and National Security</td>
</tr>
<tr>
<td>PICT840</td>
<td>Cybercrime</td>
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<td>Cybercrime</td>
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</tbody>
</table>

Page 39
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Change to prerequisite</th>
<th>Equivalent Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PICT842</td>
<td>Protecting Society: Public Policing/ Private Security</td>
<td></td>
<td>Protecting Society: Public Policing/ Private Security</td>
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<tr>
<td>PICT843</td>
<td>Comparative Policing</td>
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<td>Comparative Policing</td>
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<tr>
<td>PICT844</td>
<td>Advanced Intelligence Analysis</td>
<td></td>
<td>Advanced Intelligence Analysis</td>
</tr>
<tr>
<td>PICT845</td>
<td>Intelligence Product and Decision Making</td>
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<td>Intelligence Product and Decision Making</td>
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</tbody>
</table>

**Faculty of Business and Economics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Change to prerequisite</th>
<th>Equivalent Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCG903</td>
<td>Global Strategy and Leadership</td>
<td>Change to prerequisite</td>
<td>ACCG926 or ACCG855 or admission to MAdvProfAcc</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>ACCG907, ACCG908 and ACCG913</td>
</tr>
<tr>
<td>AFCP861</td>
<td>Corporation Financial Strategy</td>
<td>Change to prerequisite</td>
<td>ECFS866 and (ECFS850 or ECFS877 or ECFS880 or ECFS886 or ECFS991)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Admission to MAppFin or PGCertAppFin) and ECFS866 and (ECFS850 or ECFS877 or ECFS880 or ECFS886 or ECFS991)</td>
</tr>
<tr>
<td>AFCP866</td>
<td>Risk in Financial Institutions</td>
<td>Change to prerequisite</td>
<td>ECFS867 and ECFS865</td>
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<td>(Admission to MAppFin or PGCertAppFin) and ECFS867 and ECFS865</td>
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<tr>
<td>AFCP856</td>
<td>Credit and Lending Decisions</td>
<td>Change to prerequisite</td>
<td>ECFS868</td>
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<td>(Admission to MAppFin or PGCertAppFin) and ECFS868</td>
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<tr>
<td>AFCP859</td>
<td>Advanced Valuation for Corporate Finance</td>
<td>Change to prerequisite</td>
<td>ECFS866</td>
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<td>(Admission to MAppFin or PGCertAppFin) and ECFS866</td>
</tr>
<tr>
<td>AFCP860</td>
<td>Applied Business Valuation</td>
<td>Change to prerequisite</td>
<td>ECFS866</td>
</tr>
<tr>
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<td>(Admission to MAppFin or PGCertAppFin) and ECFS866</td>
</tr>
<tr>
<td>AFCP862</td>
<td>Managing Shareholder Value</td>
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<td>ECFS866 and AFCP859</td>
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**Higher Degree Research Office**

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The Committee **RECOMMENDS TO ACADEMIC SENATE** the approval of the late change requests to the Schedule of Units, as noted above, with effect from 1 January 2014.

**Proposal to Delete Units**

ECED604 Leading and Managing Early Childhood Services  
ECED605 Early Childhood Development – Research Practice

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that the units listed above be deleted from the Schedule of Units, with effect from 31 December 2013.

**Proposal to Discontinue Specialisation**

Modern History (HIS11S)

The Committee **RECOMMENDS TO ACADEMIC SENATE** that the Modern History specialisation be discontinued, with effect from 31 December 2013.

**Late Amendment to Programs**

*The Faculty of Arts*

Master of International Public Diplomacy  
Master of Creative Media  
Master of Future Journalism

The Faculty has requested that the programs listed above be amended so that they comply with AQF requirements.

The Sub-Committee agreed with the request to extend the program to 48 credit points to be AQF compliant however it was requested that a final study pattern be submitted at a later date in the correct format so that the program structure can be considered against AQF.

The Committee **RECOMMENDS TO ACADEMIC SENATE** that the programs listed above be offered as 48 cp points and 18 months duration, with effect from 1 January 2014, (and that amended program structures for AQF compliance be submitted for consideration at a later date).

*Master of Arts (ARTS11M)*

The Faculty has requested that:
• Under the General Requirements, delete the requirement “Minimum number of credit points at 800 level or above designated as Arts – 28”.
• Under the Specific Requirements, delete the requirement “32cp at 800 level or above”.

Postgraduate Diploma of Arts (Arts 21D)

The Faculty has requested that:

• Under the General Requirements, delete the requirement “Minimum number of credit points at 800 level or above designated as Arts – 20”.
• Under the Specific requirements, delete the requirement “either 24cp at 800 level or above”.
• Remove the Modern History (MOH21S) specialisation from the list of specialisations for the award.

The Committee RECOMMENDS TO ACADEMIC SENATE that the Master of Arts and the Postgraduate Diploma of Arts be amended as noted above, with effect from 1 January 2014.

Proposal to Discontinue Awards

Master of Social Health and Counselling

Postgraduate Diploma of Social Health and Counselling

Postgraduate Certificate of Social Health and Counselling

There have been offers for 2014 admissions made for these Awards which will be honoured. Therefore the Awards cannot be discontinued for 2014. The discontinuance of these Awards will be reviewed for AQF in 2015.

7. ANY OTHER BUSINESS

7.1 Recognition of Prior Learning Schedule

The Chair of Academic Senate, Professor Verity and Ms Harris, Quality Assurance and Compliance Manager, provided the background to the work that had thus far been undertaken to predominantly address how RPL can be granted and how it will be assessed and how this is articulated in the Policy, Procedure and Schedule.

The Committee noted that it is anticipated that the RPL Policy will be presented for approval at the 1st October 2013 meeting. The Chair, A/Professor Coutts, highlighted that this policy embraced two major philosophical changes, the first pertaining to the recognition of informal and non-formal learning and the second being a departure from placing limitations on the maximum amount of credit permitted on the basis of completed awards.

An in-depth discussion ensued and the key points are précised below:

Undergraduate:

People, Planet and PACE are distinct components of a Macquarie University award; however they don’t necessarily have to have been taken here.

• Simplification of the Schedule will be achieved by not ‘protecting’ these units.
• ASQC will need to develop clear guidelines for assessing RPL for PP&P
• RPL Policy and Procedure should enable the granting of “Unspecified Credit” with a PPP classification.
  o The concept of taking the P&P units from different Faculties would be satisfied as these are coming from different institutions.

300 level and above: Exemptions will be permitted up to a maximum of 6cp.
• Kevin Baird noted that Accounting have seven core units at 300 level. With the need for students to undertake PP&P, and a Capstone (at MQU), it would be limiting this cohort’s ability to receive credit if no 300-level was allowed.
• Study Aboard students can complete 50% of their 300-level unit requirements at other institutions.

Postgraduate:
• Capstone /Professional-practice unit should be protected
  o Demonstrates program learning outcomes achievement at MQU.
• Research Methodology/Research Independent are distinct components of an MQU award, however they don’t necessarily have to have been taken here.
  o Outstanding Question: Can/should students be able to be granted “Unspecified Credit” with an Independent Research/Research Methodology Classification?
    NB: If so, ASQC/Senate to develop clear guidelines for assessing Recognition of Prior Learning for Research Methodology/Independent Research (criteria) in conjunction with the Senate Postgraduate Structure Statement document.
• Further discussion required regarding 50% 'make up'
  Should the minimum 50% at MQU consist of units at 800/900 level?

The outstanding issues presented as targeted questions for determination by the Senate Learning and Teaching Committee, Academic Standards and Quality Committee and other key internal stakeholders were addressed and the following agreed:

Questions
1. Minimum Requirements at Macquarie University:
  1.1. Extract from RPL Policy (Draft): ‘The minimum amounts for various award types are outlined in the Schedule of Minimum Requirements at Macquarie University…Amendments to the Schedule of Minimum Requirements at Macquarie University are approved by the Academic Standards and Quality Committee (ASQC).’
  1.2. Past discussion/decisions:
    1.2.1. There was general agreement that the minimum amounts should be dependent on the duration of the program and represented in the Schedule as follows:
    <3yr program: 50%
    3yr program = 1yr FTE (8 units)
    4yr program = 1.5yrs FTE (12 units)
    5yr program = 2yrs FTE (16 units) 
    Will remain
    1.2.1.1. There was unanimous agreement that undergraduate students should not receive an exemption for Capstone Units. The Capstone Unit was seen as a component of a Macquarie award which contributes to distinctiveness.
    Will remain

1.3. Outstanding Questions:
  1.3.1. Are there any other components of our awards which contribute to distinctiveness and, as a result, should be ‘protected’ by not allowing the granting of exemptions? In particular:
    1.3.1.1. People Units?
    No
1.3.1.2. Planet Units?  
No

1.3.1.3. PACE Units?  
No

1.3.1.4. 300-lvl and above? (UG Programs)  
Maximum of 6cp

1.3.1.5. Research Methodology Units? (PG Programs from 2015)  
No

1.3.1.6. Independent Research Units? (PG Programs from 2015)  
No

1.3.1.7. Capstone Units? (PG Programs from 2015)  
Yes

1.3.1.8. Any other components?  
Further discussion required regarding 50% Postgraduate minimum requirements (that is, should these be at 8/900 level)

NB: A meeting to discuss these is scheduled for Tuesday, 17 September

7.2 Transition of Unit Approvals to Faculties

The Chair of the Academic Senate, Professor Verity, updated the Committee on the current status of the Academic Standards and Quality Committee (ASQC) review that Academic Senate and confirmed that Academic Senate, at its 6th August 2013 meeting, had resolved in principle that Faculty Standards and Quality Committees (FSQCs) should be authorised to undertake the approval and re-approval of individual Units of Study to enable ASQC to focus primarily on higher level degree/programs and major/specialisation issues. This question was being considered separately from that of the broader constitution of ASQC and a group comprising of the Associate Deans Standards and Quality of the Faculties and other key stakeholders were currently considering practicalities of this transition and formulating a set of quality assurance protocols to govern the process.

In relation to queries, the Professor Verity confirmed that the two primary aspects that were being addressed:

a) Reporting Requirements. It was clarified that ASQC would have an overarching compliance and monitoring role.

The Chair, A/Professor Coutts, highlighted the fundamental role of Quality Assurance checks in the new process and drew the Committee Members’ attention to the paper addressing this (Pages 122-124 of the Agenda).

b) Mediation processes when there is an overlap of unit content between Faculties.

One of the other key considerations would be complete transparency, so that Faculties are cognisant of developments and also able to share learnings.

A/Professor Young commented that this would be much more easily facilitated than data on Individual Student cases, as information on individual Units is accessible online.

A/Professor Coutts further emphasised that there would be a clear pre-approval process in place to address inter-Faculty issues, with a provision for staff to be able to attend other Faculty Standards and Quality Committee meetings.

The Chair highlighted the various types of units, as outlined in the discussion paper and in particular, MGSM still has to be finalised as it does not have a Faculty Board. Ms Jeffares clarified that SIBT falls under the umbrella of the Academic Advisory Committee, chaired by the Provost and hence there would be consultation with the relevant Faculty Board in relation to MQU units offered by SIBT, rather than approval by the Faculty Boards.

The timeline for implementation of the new process was anticipated to be in place in the very near future with very clear guidelines established to align with the deadline for 2015 offerings, which at this stage is tentatively the end May 2014.

A/Professor Wood surmised that the guidelines need to be in alignment with the
Assessment Policy and Learning and Teaching guidelines. There was a consensus that the all Guidelines should be included in one comprehensive guide for consistency and ease of reference across the board.

**Action:** The Chair requested that operational issues relating to Co-Taught Units and other issues arising from the Faculty Guidelines be discussed with her off-line, so that any further clarifications/input could be sent in a consolidated format to Ms Harris.

Upon the Chair’s suggestion it was **RESOLVED** that input or further amendments be forwarded to Ms Harris for consolidation.

### 7.3 Recommendation of new alternate Member of ASQC from the Faculty of Business and Economics

A/Professor Lawrence Ang was nominated FBE’s alternate member for a two-year term commencing August 2013 in place of the former alternate member, Ms Jana Bowden-Everson, who is currently on maternity leave and has resigned from this position.

The Committee **RESOLVED** to approve the nomination of Professor Lawrence Ang as the Faculty of Business and Economics new alternate member for a two-year term commencing August 2013.

### 7.4 Program Specification Guidelines

The Program Specification template and Guidelines was presented to Committee for consideration and it was noted that as it was still a work in progress, the Committee was only required to approval in principle due to the tight timeline. Adjustments could still be proposed and incorporated.

The following points were highlighted:

- Program Learning Outcomes have to be with clearly defined. A/Professor Wood circulated copies of the booklet ‘How to Align Assessment - Learning through a program approach’ that FBE had produced and pointed to Page 19 as an example of how Program Objectives were stated clearly and aligned with Graduate Capabilities and Program Goals. It was acknowledged that it is critical to get this right, which also serves to demonstrate sustainable learning outcomes to TEQSA.
- A/Professor Hitchens suggested the use of the term ‘assessable’ in place of ‘measureable’

The Committee **RESOLVED** that ASQC supports the development of an online Program Specification form in principle.

A/Professor Sherman Young departed the meeting at 11.58am
Dr Ayse Bilgin departed the meeting at 12.01pm

### 7.5 Current Status – ASQC Working Parties

It was agreed to defer this Item to the next meeting to be held on Tuesday, 22nd October 2013.

### 7.6 Review of Academic Rules

Professor Verity reported that the University has engaged Emeritus Professor Jane Morrison to review the University’s Rules. Academic Senate formed a Reference Group to meet with E/Professor Morrison and discuss the proposed changes to the rules. The Reference Group was chaired by the Chair of Senate and involved staff from across Faculties and members of ASQC.
The tabled paper (*Attachment 5*) detailing the scope of the rule review, which was presented to the 3rd September 2013 Academic Senate Meeting, was circulated to ASQC for information.

### 7.7 Undergraduate and Postgraduate Degree Rule

As an adjunct to the Review of the Academic Rules, Professor Verity elaborated on the proposed changes to the Undergraduate and Postgraduate Rules of the second tabled paper (*Attachment 6*) and outlined that the rationale for this review was to remove idiosyncrasies and inconsistencies which appear to be a vestige of inconsistent review and revision processes. A significant volume of contextual material would be moved into the Learning and Teaching Policy framework and it would affect existing Policies, as well require the creation of new Policies, a notable such area is that of Academic Appeals. It was highlighted that RPL would become an exceedingly important area.

It was anticipated that the current Academic Rules would be rationalised into 5 Rule sets, in the areas of Misconduct and Discipline, Academic Senate, Faculty Governance, Coursework Degrees, Higher Degree Research Degrees and Higher Doctoral Degrees. This would also see the promotion of the Handbook to the status of a legislative schedule to the Rules.

Members discussed the information outlined in the *Points for Discussion* section and highlighted the following:

- The Rules governing time limiting for completion to be tightened up. Specification of standard unduly long time periods, established relative to the standard program duration. Suggested unduly long time limits:
  - 10 and 12 years for 3 and 4 year Bachelor degrees respectively.
  - A/Professor Coutts remarked that reference to 5 year degrees should also be made – it was agreed this oversight would be rectified.
- Minimum rate of progress for Bachelor degrees to be adopted from the current Bachelor Degree Rule, which states that *minimum rate of progress is considered to be unsatisfactory at the end of an academic year if the student has attempted at least 36 credit points after 1 January 2006 with an overall Grade Point Average (GPA) of less than 1.00, and in the year under consideration has a GPA of less than 1.00*
  - Ms Spinks queried if the specification of 36 credit points is this too limiting? Professor Verity responded that more consideration would be given to this.
- **3rd Time Enrolment Rule:** There were varied views expressed about the 3rd Time Unit Enrolment Rule, in that some members advocated abolition, others retention but the guidelines to be made more stringent.
  - It was observed that this Rule more effective strategies be adopted to identify students at academic risk. There was a consensus that the resurrection of the Students at Academic Risk Policy would be one of the effective approaches.
  - Consideration of the impact on international students: Ms Jeffares commented that due consideration needed to be accorded to the ESOS Act and the implications of any changes for international students.

In concluding the discussion, Professor Verity reiterated that the final revised Rule will be presented to the 1st October 2013 meeting for recommendation to Council, but there could be further iterations, to allow refinements in the future, as and when required.
7.8 Acknowledgement of contributions to the Academic Standards and Quality Committee – Fiona Courtis

The Chair requested Ms Fiona Courtis' significant contributions to the Academic Standards and Quality Committee and its Sub-Committees over the past few years be formally acknowledged. Her in-depth knowledge of the Postgraduate Coursework area in particular had added immense value.

8. NEXT MEETING

The Committee noted that the next meeting is scheduled for Tuesday, 22 October 2013 commencing at 10:00am in the Senate Room, Level 3, Lincoln Building.

There being no further business the meeting was declared closed at 12.04pm.

Associate Professor Pamela Coutts
Chair
Re: Request to modify award requirements (BABEd (Primary))

The restructuring of the School of Education's Primary Teacher Education involves moving two 300-Level Methodology Units (TEP381 and TEP319) to the second year of the student's four-year program.

In February it was decided to change the codes of these units to EDTE251 and EDTE252. As a consequence, the award requirement that students complete at least 39-credit points at 300-Level or above is problematic. The School of Education requests that the requirement be deleted and the general degree requirements be applied (i.e. delete the line: 'Minimum number of credit points at 300 level or above 39'). This request applies to students enrolled in the 2011 and 2012 versions of the BABEd(Primary).

Dr Grant Kleeman  
Director, Teacher Education Program

Prof. Lori Lockyer  
Head, School of Education

Dr Rod Lane  
Undergraduate Coordinator

Janet Greeley  
Executive Dean  
Faculty of Human Sciences

18-8-13

Recommended FCQC 13/08/13

mq.edu.au
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- Change of unit code
- Change of both unit title and code
CRITERIA FOR APPROVAL OF MAJORS AND MINORS

Following the CRIT II Senate Resolution Paper from the meeting held on 12 July 2013, ASQC shall develop a document, for approval by Academic Senate, describing the criteria that shall be applied to the development and approval of Majors and Minors. Below is an extract from the ASQC minutes of the meeting held on 13 August 2013 where some discussion was undertaken and is now referred back to the Sub-Committee for further consideration before being recommended back to ASQC and Academic Senate for approval.

1. **Articulate the conditions under which extended majors will be approved.**

   The Committee discussed the following conditions under which extended majors (36cp) will be approved in exceptional circumstances:
   - (i) where completion of a major in one discipline (e.g. Physics) requires substantial underpinning studies in a second discipline (e.g Mathematics);
   - (ii) where interdisciplinary study is needed across a range of disciplines that cannot be replaced by a major and a separate minor;
   - (iii) where accreditation requirements are involved.

2. **Describe how the distinctiveness of majors and minors will be assessed.**

   Following discussion about a range of issues the Committee concluded that the distinctiveness of majors and minors will be assessed on the basis of:
   - (i) learning outcomes at the major level;
   - (ii) the requirements, including total credit points, needed to complete the major.

   The Committee went on to discuss the issue around the definition of double majors. It was noted that the current Schedule of Majors, Part 1 states that:

   "3. To qualify for more than one major a candidate must:
   (a) complete all the requirements for each major and, in doing so,
   (b) complete a minimum of 24 distinct credit points (including 12 distinct credit points at 300 level to 500 level) identified as belonging to each major, where ‘distinct credit points’ means the credit points are not counted towards qualifying for any other majors or minors for the purposes of this subclause."

   The Committee agreed that from the above statement a double major is defined as a minimum of a total of 48 credit points that requires satisfactory completion of requirements from each of the majors and it was recognised that overlap of units is permitted under this structure. The Committee suggested that with the standardisation of the size of majors, potential confusion over interpretation and application of the above rule will be reduced. The Committee also agreed that ambiguity may be further removed through appropriate workshops organised for academic advisors.

   The Committee referred the matter to the Undergraduate Subcommittee to consider the above recommendations further and formulate a document describing the criteria that
shall be applied to the development and approval of Majors and Minors, to be recommended by ASQC for approval by Academic Senate.

3. Specify the standards to be applied to the development and expression of program level learning outcomes and associated commentary.

4. Provide annotated templates and exemplars to support the development of majors and minors in Departments and Faculties.

The Committee considered a draft program specification template and the associated guidance document in relation to points 4.3 and 4.3 above. Professor Verity advised that the template and the document had been jointly developed by Associate Professor Ian Solomonides and himself which were presented to CRITII at their recent meeting. Professor Verity stated that the template, applicable to both undergraduate and postgraduate coursework programs, had been designed with the aim of articulating the overall objectives of the program and the program level learning outcomes. Further the template is intended as both:

- a single source of truth for both current and prospective students that articulates program objectives, learning outcomes and requirements; and
- a facilitator to the approval process of both undergraduate and postgraduate coursework programs; and in particular serving as a facilitator to the approval process of postgraduate coursework programs against AQF accreditation requirements.

Members queried whether the “Program Structure” and the “Link to handbook entry” sections overlap and suggested that only one or the other section may be required. Professor Verity will review this suggestion further.

The Acting Chair asked members to forward feedback regarding the draft program specification template and the associated guidance document to Professor Verity and Associate Professor Solomonides within the next fortnight, before the next CRITII meeting.
Issues regarding double majors: Paper for discussion at ASQC Undergraduate Subcommittee, Tuesday August 27.

There was preliminary discussion of issues surrounding distinctiveness and double majors at the ASQC on 14 August 2013 where it was clear that there was a range of viewpoints.

This brief paper proposes some principles, namely that:

- Learning outcomes form the basis of **judging distinctiveness** between two degrees or between two majors/specialisations.

- Distinctiveness between **two named degrees in related areas is expected to be substantial** as indicated by differences across a number of learning outcomes.

- Majors as far as possible will be **sets of unique units, especially at 300-level**.

- There can be units included in more than one major, but where this is the case, there should be **several options sets as part of each major**.

- In any **double major**, all **required units** in each of the component majors must be satisfactorily completed.

- Double majors are **additive in terms of credit points**; i.e. a double major where each major is 24 credit points requires the completion of 48 credit points; combining a 36 and a 24 credit point major requires the completion of 60 credit points.

Notes:

1. To allow students to take out a double major based only on distinctiveness of learning outcomes, we run the risk of having a very inequitable situation, depending on the closeness of the disciplines and distinctiveness of the majors. For example, each of the current Politics and Modern History majors, which would surely have distinct learning outcomes at program (major) level, currently allows students to include 9 cp of units with the other prefix. This would allow a double major in 39 cps. In comparison, a double major in Ancient and modern History would require 48 cps.

2. If we soften the current requirement which essentially makes students replace ‘like’ with ‘like’ (e.g. a 200 level unit with another 200 level) to just accumulating 48 credit points from the two majors, the checking will be very clear and two steps.
   a. check the set of required units and
   b. check the total is 48.

3. From a systems perspective, this solution is able to be implemented; the system cannot check learning outcomes.
Review of Academic Rules

Background
In April 2013, the University Council approved a project proposed by the Vice-Chancellor to develop a framework for the University that specifies delegations of authority. As the delegations policy and framework neared conclusion in July 2013, a review of policies and rules commenced, in the context of the delegations framework, so that adjustments could be made to bring delegations, rules and policies into alignment.

The delegations project has triggered a far more extensive review of the rules than had originally been envisaged for calendar year 2013. This has taken a holistic and systematic approach to the review of the rules and, as such, it stands in contrast to the somewhat piecemeal approach that has characterised most previous reviews. These have generally sought only to respond to and reflect more minor institutional changes and, as a result, the current rule-set has not adapted well to some of the more major environmental, administrative, academic and executive changes of the past decade.

In July 2013 a project was established, under the leadership of Emeritus Professor Jane Morrison, to benchmark the current rule-set against those of comparable institutions, to identify any common trends and to re-draft Macquarie’s rules accordingly. This benchmarking has revealed that many Australian universities have substantially revised their rules in recent years and that, in many cases, this has resulted in a reduction in the number of rules and in the replacement of rules with policies where this is practical.

Revised Rule Structure
The University currently has 26 sets of rules covering a wide range of governance, academic and administrative functions. Some of these provide a source of authority while others serve a broader informative purpose. Advice from the Office of General Counsel has confirmed that only low levels of apparent risk attached to moving some of the content that is currently treated in the rules out of the legislative framework and into policy. There are some matters, however, that the University would ad must retain within this regulatory framework. In moving some matters out of the category of rule, it is not intended that the meaningful content of the rule be discarded. Rather, in most cases, where a rule is proving a source of information and continues to remain relevant, the content of the rule would be preserved but would not be bound by a requirement for the approval of Council.

Consultation is progressing with key internal stakeholders and governance structures to progress the proposed changes for implementation in 2014. Outlined below are the proposed arrangements to streamline the current rules and deliver a consistent and coherent framework.

Academic Costume
Description: This rule provides a schedule of styles and colours for robes, gowns, caps and hoods associated with each degree, diploma or fellowship of the University.
Consideration: Delete and replace with policy and schedule
The University should create a policy on academic costume to replace the current rule. The policy would provide information on approval, continuity and the appropriate situation in which academic costumes may be worn. The policy would also address the circumstances under which a choice of costume applied. A schedule to the policy would list the descriptions in relation to each category of award.

Academic Senate
Description: These rules contain functions, composition and procedures of Academic Senate. There is also a By-law that further describes advisory functions of Academic Senate.
Consideration: Revise and retain this rule
A revised rule should retain the composition and procedures of Academic Senate but, in line with most other Australian universities, this rule should be expanded to describe the general and specific functions of Academic Senate. In revising these rules, some inconsistencies would be addressed and other amendments proposed.

Courses and Degree
Description: These rules provide a partial description of the powers of Council in relation to courses of study, enrolment of students and academic structures. They also contain a partial listing of degrees of the University.
Consideration: Delete as redundant
These rules repeat powers of Council set out in the Act or identified by Council as reserved powers, or in some cases, as delegations of the Vice-Chancellor. The partial listing of awards in this rule may be misleading.

Fees
Description: This rule describes the types of fees set by the University, including continuing education, student services, non-award, late fees and charges for international and domestic students. The rule also deals with extensions for payment and failure to meet liabilities.
Consideration: Delete and replace with policy
This is an area that many universities across the sector have moved from a rule to a policy. The policy would describe the University’s obligations in relation to fees and in all cases would clarify the basis on which fees are charged and the purpose and approval process for the fee.

Macquarie University Foundation Program
Description: This rule provides a partial statement of matters relevant to this foundation program.
Consideration: Delete
It is not necessary for there to be a rule for the establishment of this, or any program. The conditions for the award of qualifications and agreement about the direct admission to MQU of students with such qualifications are embodied in contracts with the third party providers of the programs.

Enrolment of Students
Description: This rule deals with the determination of quotas for the entry of students to awards, courses, groups of courses and units of study and the basis on which candidates are to be selected.
Consideration: Delete
This rule addressed the enrolment planning and reporting processes of the Commonwealth government that are not longer in operation.

Student Misconduct and Discipline
Description: These rules deal with all aspects of student misconduct and discipline, including definitions, decision processes, responsibilities of the University, responsibilities of students, establishment of a Discipline Committee and its procedures, and the appeal process.
Consideration: Revise and retain this rule
This rule is currently under revision by the Legal Office of the University. Student misconduct and discipline are retained within the legislative framework in nearly all universities in Australia.

Undergraduate and Postgraduate Degree Rules
Description: There is currently a separate rule for each undergraduate and postgraduate award offered by the University. The rules refer to admissions, enrolment, duration of study, programs of study and their requirements, course transfer and recognition of credit, conferral of awards, withdrawal, exclusion and termination.


Consideration: Revise and retain these rules
There is much commonality among the degree rules, particularly among the coursework degrees, and also among the higher degree research degrees. The rules for the higher doctorates are a separate category. There is much sense in combining the rules for awards where there is a great amount of duplication, creating a General Coursework Rule and a Higher Degree Research Rule. There would also be a Higher Doctorate Rule. In the process of combining these rules, many existing errors and inconsistencies would be addressed.

RECOMMENDATION
For discussion at the 3 September Academic Senate meeting. The final revised Academic rule set will be presented to the 1 October Academic Senate meeting for recommendation to Council.

Proposed by
Professor Dominic Verity
Chair of Academic Senate
Undergraduate and Postgraduate Degree Rule

Description: There is currently a separate rule for each undergraduate and postgraduate award offered by the University. The rules refer to admissions, enrolment, duration of study, programs of study and their requirements, course transfer and recognition of credit, conferral of awards, withdrawal, exclusion and termination.

Consideration: Revise and retain these rules
The existing degree rule-sets are subject to significant commonality and repetition. At the same time, each individual degree rule demonstrates its own idiosyncrasies, which appear to have arisen from a process of inconsistent review and revision. In some places rules that apply to closely related degree classes are incompatible or inconsistent with each other and in others they are entirely absent for a given degree. These repeated rule-sets have now become difficult to maintain and interpret.

We can identify three quite distinct classes of degree rules, these being those that apply to the Coursework degrees (both Undergraduate and Postgraduate), the Higher Degree Research degrees and the Higher Doctoral degree. The rules governing the degrees within each of these classes demonstrate enough commonality to allow for their consolidation into a single rule, which would be accompanied by schedules to document any material differences between individual degrees. In the process of combining these rules, many existing errors and inconsistencies would be addressed.

Impact on other rules and policies:
A significant volume of contextual material would be moved into the learning and teaching policy framework. Policies affected will include the Recognition of Prior Learning, Assessment, Final Examination, Grade Appeal, Assessment, Disruptions to Study and Unit Guide policies. The review has also identified a couple of areas which would require the creation of new policies, a notable such area is that of Academic Appeals.

Points for Discussion
The primary points of interest or substantial change are listed below. Some of these relate to questions and points of clarification that have been referred to Academic Senate for discussion and resolution.

- The consolidation of the existing Undergraduate and Postgraduate Coursework degree rules into a single rule.
- The promotion of the handbook to the status of a legislative schedule to the rules. This would become the source of truth for the following schedules referred to in the draft rule:
  - Degrees, Diplomas and Certificates,
  - Programs of Study - Majors, Minors (UG) and Specialisations (PG),
  - Units of Study,
  - Policies referred to from the rules.
- The term “Program of Study” to be defined as being a minimal sequence of required study which would enable a student to qualify for a degree. This would include both the general requirements of a specific degree and the specific requirements of a qualifying major or specialisation. This is different to the definition given in the current glossary, but is consistent with the common usage of this term in the work of CRIT II, in the Postgraduate Degree Structure Statement of Academic Senate, and in the AQF.
- The Recognition of Prior Learning Policy will become a key schedule to the Coursework rule. It will regulate all questions of equivalence for admission, credit for previous study, qualification currency, credit caps and RPL assessment processes.
• Current provisions covering transition arrangements, which we introduced in the curriculum renewal process, would be moved into a schedule. This will allow for more flexible handling of future transition requirements without amendment to the Coursework rule.

• Introduction of a rule to define an absence from enrolment and to specify that after an absence students may only enrol in a program which is current at the time of re-enrolment.

• OUA and other programs delivered in cooperation with 3rd party providers also to be governed by the consolidated Coursework rule.

• The rules governing time limits for completion to be tightened up. Specification of standard unduly long time periods, established relative to the standard program duration. Suggested unduly long time limits:
  - 10 and 12 years for 3 and 4 year Bachelor degrees respectively.
  - 10 years for extended Masters degrees.
  - 7 years for Masters degrees.
  - 7 years for Associate degrees.
  - 4 years for Graduate Certificates and Graduate Diplomas

• Minimum rates of progress for Bachelor degrees to be adopted from the current Bachelor degree rule, which states that
  minimum rate of progress is considered to be unsatisfactory at the end of an academic year if the student has attempted at least 36 credit points after 1 January 2006 with an overall Grade Point Average (GPA) of less than 1.00, and in the year under consideration has a GPA of less than 1.00.

Recommendation: that Academic Senate ask ASQC to formulate a schedule of minimum rates of progress for other degree type, which would be presented for approval at the 1 October meeting of Academic Senate.

• Under its current interpretation the 3rd time Unit enrolment rule does not place an absolute cap in the number of time a student may enrol in the same units. Common practice is only that approval must be given from the 3rd enrolment onwards. The Academic Senate reference group suggested that this should be revised to place a firm limit of 3 enrolments in the same Unit, while maintaining the requirement that 3rd time enrolment must gain approval.

RECOMMENDATION
For discussion at the 3 September Academic Senate meeting. The final revised rule will be presented to the 1 October Academic Senate meeting for recommendation to Council.

Proposed by
Professor Dominic Verity
Chair of Academic Senate
ITEM 9.2: HIGHER DEGREES RESEARCH COMMITTEE

Report of the Higher Degrees Research Committee held on 6 September 2013.

For approval.
MACQUARIE UNIVERSITY

REPORT OF THE HIGHER DEGREE RESEARCH COMMITTEE

A meeting of the Higher Degree Research Committee was held on Friday 6 September 2013 at 9:00am in the Academic Senate Room, Lincoln Building

A. MATTERS FOR INFORMATION

Prof Pretorius welcomed Kathy Vozella, Luke Williams and Jason Elias and Dr Noah Bassil to the HDRC.

Prof Dominic Verity updated the committee on the recent meeting for NSW Chair of the Academic Senate. Master of Research program was the centre of discussion. Other universities are interested in introducing similar programs.

Prof Pretorius invited the Marketing team to give a presentation on 2014 Master of Research marketing plan. Kathy, Luke and Jason gave a comprehensive 2014 marketing plan for Master of Research program. The marketing plan mainly focused on domestic marketing through workshops, print and social media. The feedback from the committee members was very positive. Marketing team will work with HDRO on implementation of the marketing plan. The Chair thanked the Marketing team for their presentation.

Prof Pretorius advised members that on 24 September, the DVCR will give a university wide presentation on research. Prof Pretorius also briefed members on the current development of the new research framework. The new research framework will be part of VC’s “Our University: A Framing of Future” strategic plan. Consultation process will be in place; it will engage with the research community through events such as university wide presentations.

Prof Mansfield tabled the report on Master of Research review. The report is based on several focus groups conducted for MRes students, meeting with all Executives Deans and Associate Deans, and other stakeholders. The feedback from MRes students in general has been very positive especially in regards to cohort experiences and the structure of the program. Students are also regarding themselves as research students. There are some issues such as the research communication subject, units in some faculties that are co-taught with undergraduates, and inconsistent supporting structures among faculties. Prof Mansfield mentioned that the research communication unit has been re-developed. Prof Verity indicated that he will investigate this issue through the Senate. Prof Mansfield encouraged all faculties to put proper supporting structures in place like Faculty of Arts.

Dr Ren Yi provided updated current commencement and completion statistics to the Committee. Both commencement and completion are ahead of 2013 targets, showing significant increase from 2012. Prof Pretorius congratulated all involved.

Dr Ren Yi also tabled the HDR Out of Time Procedure for approval. HDR Out of Time Policy was in place in 2012, this procedure reflects the policy. The Committee approved the Procedure.

Dr Ren Yi also updated the members on E-form Project, Electronic Examination Project and the E-application Capex application process.

Dr Ren Yi tabled the updated 2014 MQRES scholarship condition of award for members’ approval. The Committee approved the condition of the award for 2014.

B. MATTERS FOR RECOMMENDATION

(1) HDR RULES UPDATE

Dr Ren Yi tabled the updated HDR Rule for the committee’s approval. The three major changes for this update are 1) updating the 2014 PhD admission rules to include the Master of Research, 2) all professional degrees (such as DBA, Doctor of Applied Linguistics etc) which are no longer under offer will be taken out of the Rules, and 3) separating the Higher Doctor Degrees from PhD’s. HDRO will
also take the opportunity to conduct an audit on the current rules, policies, procedures and HDR
guide.

RECOMMENDED
HDRC Members approved the updated HDR Rules and recommended to the Senate.

(2) COMPLETION OF REQUIREMENT

ALI, FAIZA MGSM PHD
Principal Supervisor: Dr Carmel Herington
Associate Supervisor: -
Adjunct Supervisor: R Kramar
Thesis submitted for examination: 7 March 2013
Thesis title: Prospects for equal employment opportunity for women in Pakistani organisations
Award Recommended: Doctor of Philosophy

ATTARD, CATHERINE FOS PHD
Acting Principal Supervisor: Professor Lesley Hughes
Principal Supervisor: Associate Professor Luciano Beheregaray (until 15/4/2009)
Associate Supervisor: -
Adjunct Supervisor: L Moller
Thesis submitted for examination: 13 February 2013
Thesis title: Genetic diversity, structure and historical demography of blue whales (Balaenoptera
Musculus) in the Southern Hemisphere
Award Recommended: Doctor of Philosophy

AYER, KAVITA FOA PHD
Principal Supervisor: Associate Professor Thomas Hillard
Associate Supervisor: Professor Alanna Nobbs
Thesis submitted for examination: 21 June 2012
Thesis title: Measuring Worth: Articulations of Poverty and Identity in the Late Roman Republic
Award Recommended: Doctor of Philosophy

BONNER, GERALD MICHAEL FOS PHD(J)
Principal Supervisor: Dr Helen Pask
Associate Supervisor: Associate Professor Richard Mildren
Adjunct Supervisor: Alan J Kemp
Thesis submitted for examination: 11 June 2013
Thesis title: Thermal and Spectral Effects in Intracavity Raman Lasers
Award Recommended: Joint degree of Doctor of Philosophy of Macquarie University and the
University of Strathclyde

BUCHANAN, JUNE FOBE PHD
Principal Supervisor: Professor Gregory Elliott
Associate Supervisor: -
Adjunct Supervisor: K Tann, L Johnson
Thesis submitted for examination: 2 December 2011 Resubmitted: 16 April 2013
Thesis title: Corporate social responsibility in the marketing of electronic gaming machines
Award Recommended: Doctor of Philosophy

CHANG, TAT SEAN MGSM DBA
Principal Supervisor: Associate Professor Donald Ross
Associate Supervisor: -
Thesis submitted for examination: 6 May 2013
Thesis title: Debt covenants and credit spread valuation: The special case of Chinese global bonds
Award Recommended: Doctor of Business Administration
CHEN, XIAOYAN  FOHS  PHD
Principal Supervisor:  Dr Canzhong Wu
Associate Supervisor:  -
Adjunct Supervisor:  C M I M Matthiessen
Thesis submitted for examination:  28 August 2012
Award Recommended:  Doctor of Philosophy

CHIU, YAO-CHING  FOHS  PHD
Principal Supervisor:  Associate Professor Anina Rich
Associate Supervisor:  Dr Matthew Finkbeiner, Dr Paul Sowman
Thesis submitted for examination:  29 April 2013
Thesis title:  An investigation into the role of conceptual knowledge in cross-modality interaction
Award Recommended:  Doctor of Philosophy

CRAM, ANDREW THOMAS  FOHS  PHD
Principal Supervisor:  Professor John Hedberg
Associate Supervisor:  Associate Professor Veronica Gosper
Thesis submitted for examination:  25 March 2013
Thesis title:  Ethical decision-making in virtual worlds
Award Recommended:  Doctor of Philosophy

CUI, YULING  FOBE  PHD
Principal Supervisor:  Associate Professor Massimiliano Tani Bertuol
Associate Supervisor:  Dr Daehoon Nahm
Thesis submitted for examination:  2 May 2013
Thesis title:  Essays on Rural-Urban Migration in Modern China
Award Recommended:  Doctor of Philosophy

CURSON, SHEILA  FOHS  PHD
Principal Supervisor:  Associate Professor Pamela Coutts
Associate Supervisor:  Professor George Cooney
Thesis title:  A Very Moral Minority – An Investigation of the Influence of Rudolf Steiner’s Esoteric Weltanschauung (worldview) on the Purpose and Principles of Waldorf Education
Award Recommended:  Doctor of Philosophy

DAMIANI, GABRIELA LOPES  FOBE  PHD
Principal Supervisor:  Dr Vicki Baard
Associate Supervisor:  Associate Professor Maria Dyball
Thesis submitted for examination:  15 March 2013
Thesis title:  The accreditation process for Australian residential aged care homes: An institutional theory and quality perspective
Award Recommended:  Doctor of Philosophy

DHAMANI, IMRAN  FOHS  PHD
Principal Supervisor:  Dr Mridula Sharma
Associate Supervisor:  Dr Robert Mannell
Adjunct Supervisor:  S Calile, S Purdy
Thesis submitted for examination:  27 March 2013
Thesis title:  Auditory processing, attention and memory in school aged children with listening difficulties in noise
Award Recommended:  Doctor of Philosophy
DO, ANH DUC FOA PHD
Principal Supervisor: Dr Qin Guo
Associate Supervisor: Dr Sripan Rattikalchalakorn
Adjunct Supervisor: T Nguyen
Thesis submitted for examination: 5 September 2012
Award Recommended: Doctor of Philosophy

FAGERSTAM, EMILIA ANNA FOHS PHD
Principal Supervisor: Dr Katherine Stewart
Associate Supervisor: -
Thesis submitted for examination: 12 November 2012
Thesis title: Space and Place: Perspectives on outdoor teaching and learning
Award Recommended: Doctor of Philosophy

GENSKE, FELIX FOS PHD
Principal Supervisor: Professor Simon Turner
Associate Supervisor: Dr Bruce Schaefer
Adjunct Supervisor: C Beier
Thesis submitted for examination: 20 August 2012
Thesis title: Assessing the heterogeneous source of the Azores mantle plume
Award Recommended: Doctor of Philosophy

HUANG, WANPING FOHS DPSYCH
Principal Supervisor: Dr Jennifer Batchelor
Associate Supervisor: Dr Susanne Meares,
Adjunct Supervisor: A Walker
Thesis submitted for examination: 1 February 2013
Thesis title: The role of cognitive reserve in predicting neuropsychological outcome in traumatic brain injury
Award Recommended: Doctor of Psychology

HUMPHRIES, DAVID FOS PHD
Principal Supervisor: Dr Simon Griffith
Associate Supervisor: Dr Amanda Ridley
Adjunct Supervisor: M Bell
Thesis submitted for examination: 14 June 2013
Thesis title: The mechanisms and function of social recognition in the cooperatively breeding Southern pied babbler, Turdoides bicolor
Award Recommended: Doctor of Philosophy

KIM, AGNES SEO YOUN FOHS DPSYCH
Principal Supervisor: Associate Professor Julie Fitness
Associate Supervisor: Dr Trevor Case
Thesis submitted for examination: 7 May 2013
Thesis title: Mate trade-offs: The impact of physical disabilities on preferences in the mating market
Award Recommended: Doctor of Psychology

LI, YUNXIA FOA PHD
Principal Supervisor: Associate Professor Christopher Lyttleton
Associate Supervisor: Associate Professor Gregory Downey
Thesis submitted for examination: 11 March 2013
Thesis title: From poppy planters to rubber growers: An ethnographic account of cross-border supply chain capitalism in North West Lao
Award Recommended: Doctor of Philosophy
MBUI, JOSEPH MAINA  FOS  PHD
Principal Supervisor:  Dr Joshua Madin
Associate Supervisor:  Associate Professor James Kohen, Associate Professor Ian Goodwin
Adjunct Supervisor:  T McClanahan
Thesis submitted for examination:  9 April 2013
Thesis title:  Understanding and predicting disturbances on coral reefs at multiple spatial scales
Award Recommended:  Doctor of Philosophy

POLITO, VINCENT JAMES  FOHS  PHD
Principal Supervisor:  Associate Professor Amanda Barnier
Associate Supervisor:  Associate Professor Robyn Langdon, Professor Max Coltheart, Dr Rochelle Cox
Adjunct Supervisor:  E Woody
Thesis submitted for examination:  1 March 2013
Thesis title:  Sense of agency and hypnosis
Award Recommended:  Doctor of Philosophy

RANDALL, SARAH  FOS  PHD
Principal Supervisor:  Associate Professor Mark Molloy
Associate Supervisor:  Professor Nicolle Packer
Thesis submitted for examination:  10 April 2013
Thesis title:  Plasma protein biomarkers of chemotherapy response in colorectal cancer
Award Recommended:  Doctor of Philosophy

SINCLAIR, NEIL CAMERON  FOA  MPHIL
Principal Supervisor:  Associate Professor Boyo Ockinga
Associate Supervisor:  -
Proposed Thesis Submission Date:  13 February 2013
Thesis title:  The development and decline of provincial rule from the Old to the Middle Kingdom: An analysis of the tombs and titles of the senior officials of Upper Egypt
Award Recommended:  Master of Philosophy

VAIRA-LUCERO, MATIAS IGNACIO  FOBE  PHD
Principal Supervisor:  Associate Professor Massimiliano Tani Bertuol
Associate Supervisor:  Dr Daehoon Nahm
Thesis submitted for examination:  26 March 2013
Thesis title:  Empirical essays on migrants' saving behaviour and remitting behaviour, and labour market performance
Award Recommended:  Doctor of Philosophy

WANG, JIHONG  FOHS  PHD
Principal Supervisor:  Associate Professor Jemina Napier
Associate Supervisor:  Ms Helen Slatyer
Thesis submitted for examination:  19 February 2013
Thesis title:  Working memory and signed language interpreting
Award Recommended:  Doctor of Philosophy

ZAEEMDAR, SARA  MGSM  PHD
Principal Supervisor:  Professor Richard Badham
Associate Supervisor:  -
Adjunct Supervisor:  R Westwood, B Czarniawska
Thesis submitted for examination:  28 February 2013
Thesis title:  Training by Theatre, Seeking Authenticity: A Study of the Everyday Dramas of Training and Development in Australian Organisations
Award Recommended:  Doctor of Philosophy
(3) NOMINATION OF VICE-CHANCELLOR’S COMMENDATION

YOU, YUYI  FOHS PHD
Principal Supervisor:  Dr Stuart Graham
Associate Supervisor:  Dr Johnson Thie, Dr Vivek Gupta
Thesis submitted for examination:  5 June 2013
Thesis title:  Optic Neuropathies: Characteristic Features and Mechanisms of Neuronal Loss

On 6 September 2013, the Higher Degree Research Committee recommended that Yuyi You’s PhD thesis be awarded subject to completion of corrections.

The following comments were received from the examiners:

“I would firstly like to congratulate Mr You on an outstanding thesis… I thoroughly enjoyed reading the manuscript. It is very well written and a pleasure to read. The candidate clearly has a profound understanding of the background literature and has made valuable contributions to the neuroscience arena. I particularly like the impressive bringing together of electrophysiology and pathology, and the broad scope of the studies performed. The thesis is well developed and takes the reader through an interesting journey of methodological creativity and refinement, electrophysiology, pathology, molecular biology and neuroprotection.

I liked the development of the “mini rat Ganzfeld” and the focus on refining methodology. I wasn’t aware that the EEG created such background noise for the VEP. The EEG-adjusted VEP is an important refinement. It is difficult to find anything in this thesis to critique. I couldn’t find a single typo and the grammar is first class… I very much look forward to seeing further research from Mr You.”

“The candidate is to be congratulated on the thesis which is a remarkable piece of work spanning electrophysiology, anatomy, histology and molecular biology. The core focus on optic neuropathies is attached in visual function (chapters 1-3), but also important and novel basic observations (chapters 4, 5) and potential therapies to treat the degenerative conditions. The technical aspects are outstanding and I congratulate the candidate on his productivity. The research presented in this thesis makes an important and novel contribution to science and is relevant to both basic and clinical sciences.”

“This multidisciplinary work on structural, electrophysiological and molecular changes in Models of optic neuropathies, is original, and novel. The body of work is important in improving the diagnosis and treatment of optic neuropathies, one of the major causes of blindness.

Using preclinical animal models of optic nerve injury, the candidate has successfully improved the use of VEP as a biomarker with a combination of various ingenious approaches ranging from the design of the stimulus, the location and type of signal detectors, the choice of various VEP components(waves) and their parameters (latency and amplitude), and to signal processing…. The choice and the implementation of the preclinical models with well-defined optic nerve pathology (demyelination vs. axonal loss) are elegant, and allow the pathological validation of the various VEP signal changes in in vivo experiments. The implementation of these findings will improve the biomarkers in preclinical research for screening of new drugs to treat optic neuropathies. In addition, some of the findings can be readily validated in clinical electrophysiological assessment of patients with optic neuropathies, and in clinical trials to assess novel treatments.

In my judgement, the results of this body of work are novel and original, and are important to improve vision health.”

Taking into account the examiners reports and the above comments, the committee noted that the thesis was of exceptional merit.

RECOMMENDED
That Yuyi You’s PhD thesis entitled “Optic Neuropathies: Characteristic Features and Mechanisms of Neuronal Loss” be awarded a Vice-Chancellor’s Commendation.
ITEM 9.3: SENATE LEARNING AND TEACHING COMMITTEE

Report of the special meeting of the Senate Learning and Teaching Committee held on 18 September 2013.

For noting.
The special meeting of the Senate Learning and Teaching Committee was held as an integral part of the University’s Learning and Teaching Week activities. The meeting was co-hosted by SLTC and LTC and attended by Committee members and other members of the University community, who registered via the LTC website.

Ms Suzi Hewlett (General Manager, Office for Learning and Teaching - Higher Education Division), one of the keynote speakers at the Learning and Teaching Week program, delivered a presentation on Office of Learning and Teaching (OLT) - Strategic Priorities: Past, Present and Future.

Overview of the Presentation:

The Office for Learning and Teaching (OLT) work to ensure that quality learning and teaching remains an area of high importance and continuous improvement in the sector. How the OLT works collaboratively with institutions and its Strategic Advisory Committee to identify, champion and commission projects of strategic importance in higher education. OLT-commissioned projects to address strategic priorities including the professionalisation of the academic workforce and academic integrity, which have yielded great interest and discussion so far. This year, the OLT will commission projects to explore the latest developments in learning analytics and technology enhanced learning. The commissioned projects encourage discussion and raise questions about current practices and how they might be improved or revised.

Reflections on the incoming Coalition Government’s Seven Principles for Higher Education

- Stability
- Protecting the Academic Standing of Universities
- Expanding the International Market
- The new Colombo Plan – more undergraduates studying in the Asia Pacific region
- Ensuring research is world class and well-targeted
- Reducing regulatory influences
- Assisting universities take advantage of growth in online learning

Establishment of the Office for Learning and Teaching (OLT) in November 2011

- The OLT has funding of $58.9 million over four years for the Promotion of Excellence in Learning and Teaching in Higher Education Programs.
- The primary goal of OLT to promote and support change in higher education institutions for the enhancement of learning and teaching through sustainable quality improvement.

Macquarie University’s strong relationship with OLT since 2006 and Grants, Citations and Fellowships Awarded

- 19 Grants - 3 million
- 51 Citations and Teaching Awards, including the prestigious Prime Minister’s Award in 2008
- 4 Fellowships

On 17 September Citations for Outstanding Contributions to Student Learning winners were announced and there were 3 recipients from Macquarie University.
Snapshot of the Strategic Advisory Committee and its role

- Macquarie University is represented by the Provost, Professor Judyth Sachs

Strategic Priorities

$1.5 million spent each year on strategic initiatives.

Eight key strategic focus areas of broad national and international interest have been identified. English Language Support, Globalisation and Student Experience are the main areas of focus in 2014:

- Academic Integrity: Partnering with international institutions in promoting academic integrity, encompassing the ever increasing complexities posed by the digital revolution.
- Professionalisation of the Academic workforce: Preparing academics for the new era and what constitutes effective teaching. Framework and coherent benchmarks to address effectiveness in higher education for 2020 and beyond has been designed and is currently being tested.
- Learning Analytics: Implications about individual student outcomes but also far reaching perceptions of educators about learning, teaching and assessment. Ground breaking work being done by Stanford University in this area.
- E-learning: Technology offering vastly increased possibilities and nature of value-added experience.
- Graduate Employability: To ensure graduates are equipped with necessary skills to meet the needs of employers and the economy
  - Reference to the effectiveness of Macquarie University’s People/Planet/Participation
  - Projects in Humanities, Visual Performing Arts, Life Sciences and Computer Science to enhance employability of graduates in these disciplines
- English Language Support: Australian Universities have increasingly diverse student populations. Important role academics can play in this field cannot be overstated as English Language Proficiency is central not only to academic success, but also to subsequent success in the workplace and engagement with the broader society.
- Globalisation: The incoming Government’s Colombo Plan demonstrates the importance of this area by placing strong emphasis on the high mobility of Australian students embarking on overseas student experiences and pledging financial support for students studying in the Asia Pacific region.
- Student Experience: Providing a 21st century student value-add experience. Enhancement of student support services, expansion of focus outside learning and teaching, based on identification of students’ real needs. Recognition that Student Experience has a high co-relation between retention and attainment rates of students.

Academic Secondment Program in the OLT

Current and Upcoming Projects:

- Influence Factor: understanding outcomes from Australian learning and teaching grants
  - Ms Tilly Hinton, University of Sunshine Coast
- Leadership in support of the establishment of a Change Academy in Australia
  - Based on the UK model, which involved working with 100 institutions – plan to trial this approach in Australia
  - Professor Patrick Crookes, University of Wollongong
- Teaching-focused academic appointments in Australian universities: recognition, specialisation, or stratification?
  - Professor Belinda Probert, former Deputy Vice-Chancellor, La Trobe University
Suzi Hewlett, General Manager, Office for Learning and Teaching, Higher Education Division

Suzi Hewlett has worked for the Australian Public Service for 14 years with much of that time spent within the tertiary education groups, primarily in vocational education and training, and more recently as the General Manager of the Office for Learning and Teaching within the Higher Education Division of the Department of Industry, Innovation, Climate Change, Science, Research, and Tertiary Education. Prior to this role she was the Chief Operating Officer for the Building the Education Revolution Taskforce, which was established to receive, investigate and respond to complaints about the national school building programme.

Before joining the public service Suzi spent four years in the Pacific, based in Fiji at the University of the South Pacific, and the Solomon Islands College of Higher Education in Honiara, providing technical advice and assisting governments and non-government organisations in the Pacific island countries in the development and implementation of youth and women’s policies, programmes and projects, particularly human resource development and economic empowerment.
ITEM 10.1: RECOGNITION OF PRIOR LEARNING (RPL) POLICY

Recognition of Prior Learning (RPL) Policy

Following recent sign-off by the University Policy Reference Group, the Recognition of Prior Learning (RPL) Policy is presented to Academic Senate for approval.

The following documents have also been included in the agenda to provide contextual information:

- UPRG Policy Checklist, and
- RPL Schedule of Minimum Requirements at Macquarie University (DRAFT).

The RPL Schedule of Minimum Requirements at Macquarie University has been drafted following discussion at the September joint meeting of ASQC and SLTC, and will be presented to SLTC on 28 October for approval.

The following amendment to the Academic Senate Program Structure Statement: Postgraduate Coursework Programs document is also presented for approval to ensure alignment with the final form of the RPL Policy:

A 32 credit point graduate diploma program:
- Is an AQF level 8 qualification;
- Is typically for students entering with
  - an AQF level 7 undergraduate degree in a non-cognate discipline (or equivalent qualifications and/or professional experience under RPL policy);
- When offered to students holding a cognate undergraduate degree, programs of this duration may also allow those individuals to refresh or expand undergraduate knowledge;
- Will comprise 32 credit points (8 units) at 600 level or above, where at least 16 credit points (4 units) are at 800 level or above; and
- Will have a volume of learning of 1.0 Full Time Equivalent Years (1200 hours).

A 16 credit point graduate diploma program:
- Is an AQF level 8 qualification;
- Is for students entering with
  - an AQF level 7 undergraduate degree in a cognate discipline, or
  - an AQF level 8 graduate certificate in a cognate discipline, or
  - an AQF level 8 graduate diploma or honours degree in a non-cognate discipline (or equivalent qualifications and/or professional experience under RPL policy);
- Will comprise 16 credit points (4 units) at 800 level or above; and
- Will have a volume of learning of 0.5 Full Time Equivalent Years (600 hours).
The application of RPL may result in a 16cp is program is a variant of the 32cp graduate diploma whose volume of learning is justified through the granting of 16cp of RPL for the foundation/600-level component. This credit can be granted on the basis of cognate level 7 studies or equivalent. The program documentation for such programs must detail the conditions that apply to the assessment and granting of this RPL. Under the RPL policy, no further RPL credit may be granted towards the completion of this program.

For discussion and approval
### POLICY

**Recognition of Prior Learning Policy**

**Purpose**
To provide a framework for Macquarie University to apply a consistent, equitable and transparent approach to the Recognition of Prior Learning for the purposes of admission and/or credit transfer.

**Overview**
The University acknowledges that learning can take place outside of the formal education system, and that recognising formal, informal and non-formal learning supports an individual’s lifelong learning goals.

The overarching principle of this policy is to preserve the integrity and distinctiveness of Macquarie University awards while facilitating a student’s access to admission and credit transfer based on learning already undertaken.

Within this principle, the University also aims to:
- support mobility between institutions, and progression through levels of qualifications
- support an individual’s lifelong learning goals by recognising prior learning and experiences
- ensure consistency and transparency in the offering of admission and granting of credit transfer, and
- establish a framework for credit transfer arrangements in formal articulation agreements between the University and other institutions.

This Policy complies with the requirements of the Australian Qualifications Framework (AQF) and the Tertiary Education Quality and Standards Agency (TEQSA).

### DEFINITIONS

**Articulation:** a process that enables students to progress from a completed Award to another Award with predetermined admission and/or Credit arrangements. Articulation is formalised by an approved institutional agreement.

**Award:** the qualification resulting from successful completion of a specific Program of Study.

**Block Credit:** credit granted towards entire stages or components of a Program of Study.¹

**Credit:** the value assigned for the recognition of equivalence in

¹ AQF Glossary of Terminology
content and learning outcomes between different types of learning and/or Awards. Credit may reduce the volume of learning required to achieve a qualification.

**Credit Transfer:** a process that provides students with consistent Credit outcomes for units, components or entire stages of a Program of Study based on identified equivalence in content and learning outcomes.

**Formal Learning:** learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification.²

**Informal Learning:** learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, Informal Learning is not organised or externally structured in terms of objectives, time or learning support.³

**Learning Outcomes:** the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.⁴

**Level:** the level of an Award reflects the relative complexity and/or depth of its program Learning Outcomes, and is expressed according to the various AQF levels.⁵ The level at which a unit is taught indicates the amount of prior knowledge required to study it successfully.

**Nested Award:** a set of Macquarie University Awards approved by Academic Senate that forms stages within the highest Award, where each stage may operate as an entry and/or exit point. Nested Awards are designed to allow full Credit Transfer between the Macquarie University awards.

**Non-formal Learning:** learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.⁶

**Prior Learning:** learning that is formal, informal and/or non-formal and which is evidenced, current and relevant, and has taken place:
- outside of Macquarie University, or
- within a completed Macquarie University award.

**Program of Study:** the combination of units and components that must be satisfactorily completed to qualify for a Macquarie University Award.

**Recognition of Prior Learning (RPL):** a process that involves assessment of an individual's relevant Prior Learning (including formal,
informal and non-formal learning) to determine eligibility for admission to an Award and/or the granting of Credit.

**Specified Credit**: Credit granted towards specific units or components of a Program of Study.

**Unspecified Credit**: Credit granted towards elective components or components at a particular level of a Program of Study. Unspecified Credit may be granted with, or without, subject area designation. Unspecified Credit may be granted with, or without, PACE, People or Planet unit classification.

**Volume of Learning**: a measure which identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a Program of Study. Volume of Learning is expressed in equivalent full-time years.

### Scope

This policy applies to all coursework Awards offered by Macquarie University.

This policy governs all Articulation Agreements of the University.

### Policy

The University will establish a transparent, equitable and evidence-based process for the assessment and determination of Prior Learning.

The University may, at its discretion, set additional requirements for the Recognition of Prior Learning, including testing, interviews and portfolio submission.

The University reserves the right to charge a service fee.

The assessment of Prior Learning for the purposes of admission and/or credit transfer will be evidence-based, equitable and academically defensible. The precise nature of the evidence-based assessment may vary from discipline to discipline and assessments will be made on the merit of each individual case.

**ADMISSION**

The University assesses all applications for admission according to the Admission (Coursework) Policy.

The University will assess Prior Learning to determine eligibility for admission to an Award, provided the Prior Learning is current and relevant to the admission requirements of the Award.

**Currency**

Prior Learning that has been attained within twelve years of the date of application for admission will generally be considered current.

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7 AQF Glossary of Terminology
Any changes to this timeframe for an Award or group of Awards will be determined by Academic Senate and recorded in the Schedule of Currency Exceptions.

Relevancy
Prior Learning will be considered relevant where:
- there is evidence to demonstrate that the applicant has achieved a standard of learning comparable to the admission requirements of the Award
- the applicant can demonstrate competency and readiness for tertiary studies, and
- there is a direct relationship to the admission requirements of the Award.

CREDIT TRANSFER
The University will assess Prior Learning for the purpose of granting Credit towards an Award, provided the Prior Learning is current and relevant to the Learning Outcomes of the Award.

Types Of Credit
Block Credit, where the applicant’s Prior Learning is assessed as meeting the stated Learning Outcomes for a whole stage or component of their Program of Study. Block Credit may be used towards satisfying specific requirements, including entire stages, of a Program of Study. Block Credit would usually reduce the required Volume of Learning for a Program of Study.

Unspecified Credit without designation, where the applicant’s Prior Learning is assessed as being at an appropriate level and standard for an elective component of their Program of Study. Unspecified Credit can be used towards satisfying the elective component and general requirements of a Program of Study.

Unspecified Credit with designation, where the applicant’s Prior Learning is assessed as being at an appropriate level and standard for a component of their Program of Study, and equivalent to a recognised subject area offered by the University. Unspecified Credit may be used towards satisfying the elective component and general requirements of a Program of Study. Designation may be in the form of subject area designation and/or classification as a PACE, People or Planet unit.

Specified Credit, where the applicant’s Prior Learning is assessed as meeting the stated Learning Outcomes for a unit, units or component of their Program of Study. Specified Credit may be used towards satisfying the specific requirements, including required units, of a Program of Study.

Where possible, Specified Credit or Unspecified Credit with designation will be granted.

Currency
Prior Learning that has been attained within twelve years of the date of
application for credit will generally be considered current.

Any changes to this timeframe for an entire Award or a specific unit will be determined by Academic Senate and recorded in the Schedule of Currency Exceptions.

Relevancy
Prior Learning will be considered relevant for the granting of:

Block Credit where there is evidence that:
• the applicant has achieved a quality and standard of learning equivalent to tertiary studies
• the Prior Learning is of an appropriate Level
• the applicant can demonstrate the attainment of the Learning Outcomes of a whole stage of the Program of Study, and
• the Prior Learning is assessed as equivalent in discipline content, depth and breadth.

Unspecified Credit without designation at a particular level where there is evidence to demonstrate that:
• the applicant has achieved a quality and standard of learning equivalent to tertiary studies, and
• the Prior Learning is of an appropriate Level.

Unspecified Credit with designation at a particular Level where there is evidence to demonstrate that:
• the applicant has achieved a quality and standard of learning equivalent to tertiary studies
• the Prior Learning is of an appropriate Level, and
• for subject area designation, the Prior Learning is equivalent to a recognised area of study offered by the University, or
• for PACE, People or Planet unit designation, the Prior Learning is equivalent to the classification criteria for Macquarie University PACE, People or Planet units.

Specified Credit where there is evidence to demonstrate that:
• the applicant has achieved a quality and standard of learning equivalent to tertiary studies
• the Prior Learning is of an appropriate Level
• the applicant can demonstrate the attainment of the Learning Outcomes of a specific unit or units, and
• the Prior Learning is assessed as equivalent in discipline content, depth and breadth.

Minimum Requirements At Macquarie University
The maximum Credit Transfer allowed towards Awards will be determined by the requirement that the student complete a minimum amount of the Award at Macquarie University, where:
• the amount is unique to the Award, having not been used towards another Award, and
• the amount is made up of units or components undertaken as
part of the student’s enrolment at Macquarie University.

The minimum amounts for various Award types are outlined in the Schedule of Minimum Requirements at Macquarie University which is a schedule to this policy.

Amendments to the Schedule of Minimum Requirements at Macquarie University are approved by the Academic Standards and Quality Committee (ASQC).

Limits on maximum Credit as set out above do not apply to approved Macquarie University Nested Awards.

QUALITY ASSURANCE
The University will safeguard the quality of its awards by ensuring that:

- the assessment of Prior Learning for admission to an Award is evidence-based and questions the applicant’s competency and readiness for tertiary study
- the assessment of Prior Learning for Credit Transfer is evidence-based, and ensures that the learning outcomes have been met
- Credit granted on the basis of learning completed outside of Macquarie University is not recorded with a grade, and does not contribute to any grade point average (GPA)
- Credit on the basis of prior Formal Learning is only granted for completed units where the final grade is a Pass, or equivalent grade, and higher
- Credit granted by another institution on the basis of Prior Learning is not transferable to Macquarie University
- standards for the assessment of Prior Learning are regularly reviewed and monitored by the Academic Standards and Quality Committee (ASQC), and
- decisions are reviewed and monitored by the Faculty Standards and Quality Committee (FSQC).

APPEAL
A student may appeal a decision regarding the assessment of Prior Learning for the purpose of admission and/or credit transfer.

Grounds for an appeal are limited to procedural error or breach of procedural fairness.

Appeals will be managed through the Academic Appeals Committee, and are to be made in accordance with the Academic Appeals Policy.

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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<th>Chair, Academic Senate</th>
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</table>
| **Related Documents** | Academic Appeals Policy  
Admission (Coursework) Policy  
Schedule of Minimum Requirements at Macquarie University  
External:  
AQF Pathways Policy  
TEQSA Higher Education Standards Framework (Threshold Standards) |
| **Policies/Rules Superseded by this Policy** | Credit for Previous Studies: All previous policies, practices, booklets and websites. |
| **Keywords** | Recognition of prior learning, credit, credit for previous studies |
Complete Sections 1-5 and send together with the Word version of the draft Policy/Procedure/Schedule to policy@mq.edu.au. A Checklist is not required for a Guideline.

1. **NAME OF POLICY / PROCEDURE / SCHEDULE**
   
   One Checklist can be used for all documents.

   | Recognition of Prior Learning Policy |

2. **Macquarie Memory File No.**

3. **CONTACT OFFICER**
   
   Indicate who can be contacted regarding this submission.

   | Name: Prof. Dominic Verity | Ext: 9522 |
   | Position and Section: Chair, Academic Senate |

   | Name: Ms Hayley Harris | Ext: 1126 |
   | Position and Section: Quality Assurance and Compliance Manager, Governance Services |

4. **CONSULTATION**

   a) Describe the consultation undertaken, including the dates and names of all relevant committee, staff and student meetings where the submission was considered.

   The development of this policy has been undertaken with a focus on wide and meaningful consultation. This has included regular meetings of the Working Party, facilitated discussion with the Sub-Committees of Academic Senate (SLTC and ASQC) during the development phase, open feedback channels with members of SLTC in the refinement phase, the hosting of an RPL Forum via a Reserved Meeting of SLTC, and targeted consultation with other impacted stakeholders across the University community:

   - **Working Party** [Chair of Academic Senate/SLTC, Associate Deans (L&T), Associate Deans (S&Q), MGSM representative (David McGrath), Macquarie International representative (Kate Roth), Coursework Studies representative (Suzanne Kelly), SIBT representative (Sonia Jeffares)] : 16 Oct 2012, 12 Feb 2013, 14 May 2013, 3 June 2013
   - **RPL Wiki Page established:** Dec 2012
   - **Senate Learning and Teaching Committee (SLTC):**
     - 28 Nov 2012 Meeting: Issues Paper (Stage One) presented for discussion
     - 19 Dec 2012 – 17 Jan 2013: RPL Policy (First Draft) & Issues Paper (Stage Two) circulated to SLTC members for feedback
     - 18 Feb 2013 Meeting: RPL Policy (Second Draft) & Issues Paper (Stage Two) tabled for discussion. RPL Policy (Second Draft) approved ‘in principle’
     - 18 Mar 2013 Meeting: RPL Policy & Procedure update
     - 15 April 2013 Meeting: RPL Forum (see below)
   - **Reserve/Special Meeting of SLTC (Recognition of Prior Learning Forum):**
     - Invitation extended to members of SLTC and all Heads of Department. Forum
focused on the development of the RPL Policy, including ‘in principle’ approved version, implementation implications, legislative requirements and the benefits of such a policy (through a key speaker from Griffith University – where RPL has already been implemented): 15 April 2013.

- **Other Impacted Stakeholders:**
  - Macquarie City Campus (Nathan Asher and Merilyn Hughes-Narborough): 7 Dec 2012
  - MGSM (David McGrath): 18 Dec 2012, invited to attend following meetings of the Working Party
  - SBSS & Coursework Studies Section (Suzanne Kelly): 18 Feb 2013
  - PACE Unit (Lindie Clarke): 22 Feb 2013
  - MQ Open Universities Australia (Andrew Burrell and Ward Lee): 8 August 2013
  - SIBT (Via the Working Party)
  - Macquarie International (Via the Working Party)

b) *Indicate how the expected impact of implementation (on resources, workloads, budget and time) has been considered.*

The impact on resources, workloads, budget and time is currently being assessed as part of the development of the RPL Procedure.

5. **COMMUNICATION AND IMPLEMENTATION PLAN**

*Indicate how the submission will be communicated to allow for implementation. Note that an MQ Announcement and publishing on Policy Central are assumed; information about additional communication strategies must be provided.*

It is envisaged that the policy will not be made publicly-available until the procedures, schedule and guidelines have been developed and finalised. The elements of the policy cannot be actioned until these documents are also in place.

The approval of the policy at an earlier stage is sought to provide staff with a stable position on RPL so that they may use this in their design of programs for 2015. The RPL Policy is critical to the revision and design of AQF-compliant programs (required from 1 Jan 2015 onwards).

Communication will align with the above approach:

- **Stage One:** Communicated to the relevant internal stakeholders (academic and professional staff) via email.
- **Stage Two:** Communication strategy to be developed in consultation with the Marketing Team and student groups to publicly announce the policy & procedure (MQ Announcement, Website etc.)
## Purpose

To outline the minimum requirements a student must undertake at Macquarie University in order to qualify with a Macquarie University award.

The stated minimum requirements prescribe the maximum amounts of credit transfer possible through RPL.

## Schedule

### UNDERGRADUATE AWARDS

<table>
<thead>
<tr>
<th>Award Length</th>
<th>Minimum requirement</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 full-time years in duration.</td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the award at Macquarie University.</td>
<td></td>
</tr>
<tr>
<td>Three full-time years in duration.</td>
<td>Student must complete a minimum of the equivalent of 1 full-time year of the award at Macquarie University.</td>
<td>Student must complete 8 units (24 credit points) of the award at Macquarie University.</td>
</tr>
<tr>
<td>Four full-time years in duration.</td>
<td>Student must complete a minimum of the equivalent of 1.5 full-time years of the award at Macquarie University.</td>
<td>Student must complete 12 units (36 credit points) of the award at Macquarie University.</td>
</tr>
<tr>
<td>Five full-time years in duration.</td>
<td>Student must complete a minimum of the equivalent of 2 full-time years of the award at Macquarie University.</td>
<td>Student must complete 16 units (48 credit points) of the award at Macquarie University.</td>
</tr>
</tbody>
</table>

In all cases, where an undergraduate award has a Capstone requirement, the student must complete these units at Macquarie University.

In all cases, the student must complete a majority of the higher-level units of the award at Macquarie University. To ensure this, credit transfer for units at 300 level or above will only be permitted up to a maximum of 6 credit points (2 units).
## POSTGRADUATE AWARDS

<table>
<thead>
<tr>
<th>Award Type</th>
<th>Minimum Requirement</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Certificate</strong></td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the award at Macquarie University.</td>
<td>Student must complete 2 units (8 credit points) of the award at Macquarie University.</td>
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<tr>
<td><strong>Graduate Diploma</strong></td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the award at Macquarie University.</td>
<td>Student must complete 4 units (16 credit points) of the award at Macquarie University.</td>
</tr>
<tr>
<td><strong>Masters Degree</strong></td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the award at Macquarie University.</td>
<td>Student must complete 4 units (16 credit points) of the award at Macquarie University.</td>
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<tr>
<td>(Coursework) of 1 full-time year in duration.</td>
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<tr>
<td><strong>Masters Degree</strong></td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the award at Macquarie University.</td>
<td>Student must complete 6 units (24 credit points) of the award at Macquarie University.</td>
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<tr>
<td>(Coursework) of 1.5 full-time years in duration.</td>
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<tr>
<td><strong>Masters Degree</strong></td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the award at Macquarie University.</td>
<td>Student must complete 8 units (32 credit points) of the award at Macquarie University.</td>
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<tr>
<td>(Coursework) of 2 full-time years in duration.</td>
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<tr>
<td><strong>Masters Degree</strong></td>
<td>Student must complete a minimum of the equivalent of 50 per cent of the award at Macquarie University.</td>
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<td>(Extended)</td>
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The minimum requirements for **all other coursework postgraduate award types** will be approved on a case-by-case basis and recorded as an exception below.

In all cases, where a postgraduate award has a Capstone or Professional-Practice requirement, the student must complete these units at Macquarie University.

In all cases, the student must complete a majority of the higher-level units of the award at Macquarie University. To ensure this, the minimum requirements of the award at Macquarie University must consist of units at 800 and/or 900 level.
EXCEPTIONS
The following exceptions have been approved by Academic Senate:
  • No exceptions currently approved.

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<td>Recognition of prior learning, credit, credit transfer, credit for previous studies, minimum requirements at Macquarie University</td>
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<td>Policy Authorisation</td>
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ITEM 10.2: REVIEW OF DEGREE RULES

Review of Degree Rules paper

10.2.1 Review of General Coursework Rule

10.2.2 Review of Postgraduate Research Rules

10.2.3 Review of the Higher Doctoral Degrees Rule

Drafts for discussion and in principle endorsement by Academic Senate.
Review of the Degree Rules

Background
The review of the University’s rules uncovered significant commonality, repetition and inconsistency. A key recommendation of the review was the consolidation of the existing Undergraduate and Postgraduate Coursework degree rules into a single General Coursework Rule and the consolidation of existing Postgraduate Research degree rules into a single Higher Degree Research Rule.

Further background to this review process may be found in my reports to and in the minutes of the 3 September meeting of Academic Senate.

General Coursework Rule
A reference group of members of Academic Senate, its Sub-Committees and staff involved in the application of rules reviewed and provided feedback on the draft General Coursework Rule. The reference group included:

- Professor Dominic Verity, Chair of Academic Senate
- A/Professor Sherman Young, Associate Dean Learning and Teaching, Arts
- A/Professor Pamela Coutts, Associate Dean Quality and Curriculum, Human Sciences
- A/Professor Leigh Wood, Associate Dean Learning and Teaching, Business and Economics
- Dr Wylie Bradford, Faculty elected member, Business and Economics
- Professor Simon George, Faculty elected member, Faculty of Science
- Professor Tony Cousins, Chair Grading Appeals Committee, Faculty of Arts
- Dr Grant Kleeman, School of Education
- Mr George Tomossy, ASQC member, School of Law
- Professor Tony Cousins, Chair, Grading Appeals Committee
- Representatives from the Deputy-Registrar’s Office

The draft rule incorporates feedback from the Academic Senate meeting of 3 September 2013.

There are a number of issues still to be resolved in this draft:
- The draft articulates minimum rates of progress for Bachelors degrees, but corresponding rates have not yet been agreed for the other degree classes. ASQC will recommend appropriate minimum rates of progress for other qualifications.
- With the retirement of the one-year Honours degree, the terms of award of the University Medal need to be revised. The Chair of Academic Senate and Dean of Higher Degree Research will meet to develop recommendations relating to the University Medal.
- Admission criteria have not been specified for Associate Degrees. Currently the University has only approved one Associate Degree and this has never admitted any students. Academic Senate should determine whether the University will maintain this AQF Level 6 award class and, if it does, what entry requirements and rules should apply to it.

Higher Degree Research Rule
The review of the Higher Degree Research Rule was co-ordinated by the Director Research Training and International Research Partnerships and addresses inconsistencies in the previous suite of research degree rules. The draft rule was reviewed by the Associate Deans (Research) and was presented to the Higher Degrees Research Committee on 6 September. The draft rule presented here incorporates feedback from that meeting.
Higher Doctoral Degrees Rule
The Higher Doctoral Degrees Rule has not been subject to any changes in content or substance. The revision achieves consistency with the suite of draft rules in regard to language and format.

Certain aspects of the existing rules will be transferred to exiting or newly constructed policies, and that process will be subject to oversight by SLTC. Once University Council has approved the revised rules discussed above, these policies will be brought to Academic Senate for (re)approval.

RECOMMENDATION
For discussion and endorsement in principle at the 1 October Academic Senate meeting. The final version of the General Coursework Rule, Higher Degree Research Rule, and Higher Doctoral Degree Rule, formatted in accordance with the template approved by the General Counsel, will be presented to the 12 November Academic Senate meeting for recommendation to Council.

Proposed by
Professor Dominic Verity
Chair of Academic Senate
# General Coursework Rule

<table>
<thead>
<tr>
<th>#</th>
<th>Heading</th>
<th>MQU Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General</td>
<td>BD1, AssocD1</td>
</tr>
<tr>
<td></td>
<td>Definitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• MQU Rules – are part of the legislative framework of the University. There are rules in relation to Academic Senate, Faculties, Student Misconduct and Discipline, Higher Doctorates, Higher Degree Research and a General Coursework Rule. The MQU Handbook contains a link to the Rules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• MQU Policies – are statements about the University’s intentions in different areas. Students are required to agree to abide by MQU policies at enrolment in accepting the MQU Student Code of Conduct. Policies that govern aspects of student life are listed in the MQU Handbook with a link to Policy Central. Policies referred to in the Rules can be accessed from the MQU Handbook.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• MQU Handbook – is a digital inclusion and organisation of information for students, including schedules and listings of degrees and diplomas, majors and minors and units in relation to undergraduate, graduate, research training and postgraduate study, as well as other information to assist students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Award or Award Course – means a program of study leading to the award of a degree, diploma or certificate accredited by MQU</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Distance education – means a program exclusively existing of external units.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exit Award – means an approved lesser award that a student may elect to qualify with provided the requirements of the exit award have been met. Some exit awards are exit qualifications only and are not offered for admission. A Schedule of Degrees that may be Exit Awards is included in the MQU Handbook.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• External mode – means a mode of offering which indicates that classes and learning activities are undertaken off campus. Supplementary on-campus sessions may be required</td>
<td></td>
</tr>
</tbody>
</table>

Comment [ZW1]: Academic Glossary to be updated with Academic Senate resolutions of 12 July and 3 September 2013 relating to definitions
- **Degree** – means the major qualification awarded by a university. It is awarded either for successful work at undergraduate (bachelor degree) or postgraduate (higher degree) level, or as an honorary recognition (honorary degree) of achievement. A Schedule of Degrees open for admission is listed in the MQU Handbook.

- **Unit** – program of study is made up of a number of units (sometimes informally called subjects), each worth a fixed number of credit points - a Schedule of Units is listed in the MQU handbook by code, time of offering, designation, faculty, department and type.

- **Program of Study** – means the minimal sequence of required study which would enable a student to qualify for a degree, including both the general requirements of a specific degree and the specific requirements of a qualifying major or specialisation where applicable.

- **Major** – means a structured sequence of undergraduate units which is approved by the University.

- **Qualifying Major** – means a group of required units of study within a program of study for an undergraduate degree. Degrees that allow a choice of the particular subject area to be studied (such as the Bachelor of Arts, the Bachelor of Science and the Bachelor of Commerce) require the completion of a major. A Schedule of Majors is included in the MQU Handbook.

- **Minor** – means a structured group of units which is approved by the University. All minors must contain at least 6 credit points of study at 200 level or above.

- **Specialisation** – means structured set of postgraduate units which is approved by the University. A Schedule of Specialisations is included in the MQU Handbook.

- **Prerequisites** – means a statement of the required knowledge or conditions that must be satisfied before enrolment in a particular unit of study is permitted. Prerequisites are listed in the schedule of undergraduate units and schedule of postgraduate units in the handbook.

- **Co-requisites** – means a unit of study which has to be completed prior to or concurrently with another. Co-requisites (if any) are included in the Schedule of Units in the MQU Handbook.

- **Full-time student** – means a candidate who is enrolled in units in an academic year which comprise at least 0.75 of an Equivalent Full-Time Study Load for the award for which they are admitted.
- Part-time student – means a candidate who is enrolled in units in an academic year which comprise less than 0.75 of an Equivalent Full Time Student Load for the award for which they are admitted.
- External student – means a candidate whose total enrolment is in units which are classified external.
- Year – means a calendar year.

1.2 Application of Rule
This General Coursework Rule applies to all undergraduate and postgraduate coursework awards.

1.3 Publication of Schedules
The MQU Handbook, revised and published annually, contains Schedules of:
- Degrees, Diplomas, Certificates
- Majors, Programs and Specialisations
- Units
- References to relevant Rules and Policies
- Content of Policies referred to in Rules
- Other information to assist students

2.1 A candidate who has met the criteria for admission shall be admitted to an award course and assigned to a Faculty or the MGSM for enrolment as a full time, part time or distance education student.

2.2 Concurrent bachelor degrees
A candidate may undertake concurrent enrolment in and concurrent completion of two programs of study to qualify for two of the bachelor degrees listed in the Schedule of Bachelor Degrees included in the MQU Handbook. Completion of the two programs of study will qualify the candidate for each of the two degrees.

2.3 Criteria for admission
To be admitted to candidature for any coursework degree of the University, the candidate

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1.2</td>
<td>Application of Rule</td>
</tr>
<tr>
<td>1.3</td>
<td>Publication of Schedules</td>
</tr>
<tr>
<td>2.1</td>
<td>Admission</td>
</tr>
<tr>
<td>2.2</td>
<td>Concurrent bachelor degrees</td>
</tr>
<tr>
<td>2.3</td>
<td>Criteria for admission</td>
</tr>
</tbody>
</table>
must meet the following requirements as well as any additional requirements referred to in Rule 3.4 or set out in the schedules of degrees, diplomas and certificates included in the MQU Handbook.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Requirements for applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees</td>
<td>1. Shall hold an Australian Year 12, or equivalent; or 2. Shall hold equivalent qualifications as governed by the Recognition of Prior Learning Policy.</td>
</tr>
<tr>
<td>Bachelor of Psychology (Honours)</td>
<td>1. Shall hold an Australian Year 12, or equivalent; or 2. Shall hold equivalent qualifications as governed by the Recognition of Prior Learning Policy. (to be confirmed)</td>
</tr>
<tr>
<td>Diploma</td>
<td>1. Shall be admitted to an award leading to a degree at MQU; or 2. Shall have qualified for admission to a degree at MQU; or 3. Shall hold equivalent qualifications as governed by the Recognition of Prior Learning Policy.</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>1. Shall have qualified for admission to a degree of Bachelor at MQU; or 2. Shall hold equivalent qualifications as governed by the Recognition of Prior Learning Policy.</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>1. Shall have qualified for admission to a degree of Bachelor at MQU; or 2. Shall hold equivalent qualifications from another tertiary institution; or 3. Shall hold equivalent qualifications as governed by the Recognition of Prior Learning Policy.</td>
</tr>
<tr>
<td>Associate Degree</td>
<td></td>
</tr>
<tr>
<td>Master by Coursework</td>
<td>1. Shall have qualified for a degree of Bachelor at MQU; or 2. Shall hold equivalent qualifications as governed by the Recognition of Prior Learning Policy.</td>
</tr>
</tbody>
</table>

MC2.1, PGDip2.1, PGCert2.1

Comment [ZW2]: Confirmation required if the Associate Degree is available in 2014 (not available in 2013)

Comment [DV3]: Are we going to want to introduce other Associate Degrees? If we aren’t and if the existing Assoc Degree is never going to be offered then maybe we should remove this reference from the rule.
<table>
<thead>
<tr>
<th>Postgraduate Diploma</th>
<th>1. Shall have qualified for a degree of Bachelor at MQU; or 2. Shall hold equivalent qualifications as governed by the Recognition of Prior Learning Policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>1. Shall have qualified for admission to a degree of Bachelor at MQU; or 2. Shall hold equivalent qualifications as governed by the Recognition of Prior Learning Policy.</td>
</tr>
</tbody>
</table>

### 3 Credit Recognition

#### 3.1 Credit for previous study is governed by the Recognition of Prior Learning Policy.

| BD16 MC2.8-2.12, Grad Cert3, Grad Dip3, AssocD6&15, PGDip2.8-2.19, PGCert2.8-2.10 |

### 4 Enrolment

#### 4.1 Program of study

A candidate shall enroll in a program of study and complete units to satisfy the requirements of that program of study.

| BD5.1,Dip1.2,G Cert1.2, GDip1.2, AssocD2.4 |

#### 4.2 Variation of enrolment

A candidate may vary their enrolment within a program of study, according to the published procedures for adding or withdrawing from units.

| MC4.2b |

#### 4.3 Transfer between award courses is governed by the Policy on Course Transfer and related Procedure

| BD5.4-5.7 |

#### 4.4 Cross-institutional enrolment is governed by the Policy on Cross-Institutional Enrolment

| BD5.8 |
4.5 **Re-enrolment after a period of exclusion**
A student excluded from enrolment may apply to re-enrol after the expiration of the period of exclusion in accordance with published procedures.


4.6 **Enrolment in a unit for the third time**
A candidate who has twice had a grade of Fail recorded for a unit may not enroll again in that unit, except with the prior permission of the Executive Dean of the Faculty in which the unit is offered.

BD15, GDip9, AssocD14

4.7 **Legislative requirements**
Where a program of study requires students to undertake professional experience and practical training that may involve direct contact with children under the age of eighteen, and/or requires students to undertake professional experience and practical training in NSW public health facilities, the following conditions will apply:

1. All students admitted to these courses will be required to complete certain declarations and have certain personal information checked by government authorities;
2. Eligibility for commencement and continuing participation in these courses is determined on the basis of information obtained through these checks;
3. The provision of inaccurate or unsatisfactory information or refusal to undergo these checks can result in withdrawal of an offer of admission to that course and/or cancellation of enrolment in that course.

4.8 **Professional experience requirements**
Where a program of study requires students to undertake practical professional experience:

1. The University and the provider of the professional experience opportunity may appoint a suitably qualified supervisor who is external to the University to supervise a student’s practical professional experience;
2. While undertaking practical professional experience, a student may be summarily excluded from participating in such activities for a specified period of time.
3. If a student is assessed as not ready to proceed with, or unsuitable to continue the required professional experience, it may be determined that the student is unable to...
complete the program requirements.

4. Such a determination will only be made following a procedure set out in the Policy and Procedures on Practical Placements.

<table>
<thead>
<tr>
<th>5</th>
<th>Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Disruption to study is governed by the Policy on Disruption to Study</td>
</tr>
<tr>
<td>5.2</td>
<td>Time limits for completion - Period of Currency</td>
</tr>
<tr>
<td></td>
<td>A candidate who is taking an unduly long time to complete a program of study may be excluded from further enrolment. An unduly long period of time is considered to be:</td>
</tr>
<tr>
<td></td>
<td>• 10 and 12 years for 3 and 4 year Bachelor degrees respectively</td>
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<tr>
<td></td>
<td>• 10 years for extended Masters degrees</td>
</tr>
<tr>
<td></td>
<td>• 7 years for Masters degrees</td>
</tr>
<tr>
<td></td>
<td>• 7 years for Associate degrees</td>
</tr>
<tr>
<td></td>
<td>• 4 years for Graduate Certificates and Graduate Diplomas</td>
</tr>
<tr>
<td>5.3</td>
<td>Minimum rate of progress is considered to be:</td>
</tr>
<tr>
<td></td>
<td>For students enrolled in a Bachelors degree minimum rate of progress is considered to be unsatisfactory at the end of an academic year if the student has attempted at least 36 credit points after 1 January 2006 with an overall Grade Point Average (GPA) of less than 1.00, and in the year under consideration has a GPA of less than 1.00.</td>
</tr>
<tr>
<td>5.4</td>
<td>Withdrawal</td>
</tr>
<tr>
<td></td>
<td>A candidate may withdraw from a unit in accordance with the Withdrawal and Discontinuance (Coursework) Policy.</td>
</tr>
<tr>
<td>5.5</td>
<td>Discontinuance</td>
</tr>
<tr>
<td></td>
<td>A candidate may be deemed to have discontinued all the units in a program of study if the candidate fails to enroll by the published date for withdrawal or if the candidate withdraws from all units prior to the census date</td>
</tr>
<tr>
<td>5.5</td>
<td>A student reenrolling after a period of non-enrolment will apply the General Coursework Rule of the year of re-enrolment.</td>
</tr>
</tbody>
</table>
5.6 Exclusion, Show Cause and Termination of candidature

A postgraduate candidate who does not meet the requirements pursuant to Rules 6.2 or 6.3 may show cause to the Executive Dean as to why candidature should not be terminated.

A candidate may be excluded from enrolment in cases where-
- The candidate has taken an unduly long time to complete a program of study as set out in Rule 6.2;
- The candidate has failed to meet the required minimum rate of progress in a program of study as set out in Rule 6.3;
- The candidate has failed a unit of study on two previous occasions as set out in Rule 5.6;
- The candidate has failed to meet the conditions of a legislative requirement set out in Rule 5.7;
- The candidate has failed to meet the professional experience requirements set out in Rule 5.8.
- A postgraduate candidate who has not shown cause why candidature should not be terminated;
- A postgraduate candidate has shown cause why candidature should not be terminated and the Executive Dean confirms termination and exclusion.

5.7 Deeming

The Executive Dean of the Faculty may declare that a candidate has completed the specified prescribed unit where other work completed by the candidate is deemed to be equivalent to the prescribed unit.

6 Assessment

6.1 Assessment is governed by the Assessment Policy

6.2 Examinations are governed by the Final Examinations Policy BD8

6.3 Grades are governed by the Grading Policy BD9

7 Awards and Graduation
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Eligibility to graduate</td>
<td>BD5.7a, MC3.2d-e, GradD5.7b, GradCert5.7b, AssocD5.1,OU1.3 MC4.4</td>
</tr>
<tr>
<td></td>
<td>Candidates must satisfy all the requirements for specialisations or majors in programs of study and other requirements as specified for that program.</td>
<td></td>
</tr>
<tr>
<td>7.2</td>
<td>Exit Award</td>
<td>BD2; Assoc Deg2.1-2.3OU1.2</td>
</tr>
<tr>
<td></td>
<td>The University shall offer certain exit awards as defined in Rule 1.1 and as are scheduled in the MQU Handbook. A student may elect to qualify with an exit award provided the requirements of the exit award have been met.</td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>Conferral of award by Council</td>
<td>BD18</td>
</tr>
<tr>
<td></td>
<td>- No award may be conferred more than once for the same program so study on the same candidate A candidate admitted to a combined or double degree can elect to have each of the degrees conferred separately.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A candidate admitted to a Bachelor of Laws or Bachelor of Education combined degree program cannot elect to have the Bachelor of Laws or Bachelor of Education degree conferred first, unless that candidate has completed an approved undergraduate degree.</td>
<td></td>
</tr>
<tr>
<td>7.4</td>
<td>University Medal</td>
<td>BD9.5</td>
</tr>
<tr>
<td>8</td>
<td>Review and appeals</td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Review of grades</td>
<td>BD14, GCert9, GDip10.3,10.4, 10.6</td>
</tr>
<tr>
<td></td>
<td>A request by a candidate for review of a grade is governed by the Grade Appeal Policy</td>
<td></td>
</tr>
<tr>
<td>8.2</td>
<td>Appeals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appeals against exclusion, re-enrolment, discontinuation, enrolment in a unit for the third time and termination of candidature are governed by the Appeals Policy</td>
<td></td>
</tr>
</tbody>
</table>

Comment [ZW7]: Rule to be developed by Chair of Senate and Dean HDR
### Higher Degree Research Rule

<table>
<thead>
<tr>
<th>#</th>
<th>Heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>General</td>
</tr>
<tr>
<td>1.1</td>
<td>Interpretation and definitions</td>
</tr>
<tr>
<td></td>
<td>• The acronym HDR means Higher Degree Research</td>
</tr>
<tr>
<td></td>
<td>• MQU Rules - are part of the legislative framework of the University. There are rules in relation to Academic Senate, Faculties, Student Misconduct, Higher Doctorates, Higher Degree Research and a General Coursework Rule. The Higher Degree Research Handbook and Guide for Candidates and Supervisors contains a link to the Rules.</td>
</tr>
<tr>
<td></td>
<td>• MQU Policies – are statements about the University’s intentions and requirements in different areas. Students are required to agree to abide by MQU policies at enrolment in accepting the MQU Student Code of Conduct. Policies that govern aspects of student life are listed in the Higher Degree Research Handbook and Guide for Candidates and Supervisors with a link to Policy Central. Policies referred to in the Rules are included in full in the Guide.</td>
</tr>
<tr>
<td></td>
<td>• MQU Higher Degree Research Handbook and Guide for Candidates and Supervisors - a digital presentation and organization of information for students, including schedules and listings of degrees, policies, rules and other information to assist higher degree research students.</td>
</tr>
<tr>
<td></td>
<td>• Higher Degree Research Committee means the Higher Degree Research Committee of the Academic Senate</td>
</tr>
<tr>
<td></td>
<td>• Reference to Faculties will include Macquarie School of Management (MGSM)</td>
</tr>
<tr>
<td></td>
<td>• Full-time HDR candidates are expected to commit, on average, a minimum of forty hours per week to their research study program. Part-time HDR candidates must be able to spend on average throughout the year at least twenty hours per week on a program of research and advanced study.</td>
</tr>
<tr>
<td>1.2</td>
<td>Higher Degree Research Rule applies to all Doctoral, Joint Research and Master by Research Awards</td>
</tr>
<tr>
<td>1.3</td>
<td>MQU Higher Degree Research Handbook and Guide for Candidates and Supervisors, updated periodically, contains Schedules of doctoral, joint research and master by research degrees</td>
</tr>
<tr>
<td>1.4</td>
<td>Prior to admitting an applicant to a joint research degree, an agreement for a joint degree with the partner University must be approved by University Academic Senate and the equivalent approval authority of the partner University.</td>
</tr>
<tr>
<td>2.0</td>
<td>Admission</td>
</tr>
<tr>
<td>2.1</td>
<td>Criteria for admission</td>
</tr>
<tr>
<td></td>
<td>To be admitted to candidature for any HDR degree of the University, the candidate must meet the following requirements as well as any additional requirements referred to in Rule 2.2 or set out in the schedule of HDR degrees included in the Macquarie University Higher Degree Research Handbook and Guide for Candidates and Supervisors.</td>
</tr>
<tr>
<td>Degree</td>
<td>Requirements for admission</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| Doctoral Degree | An applicant shall have qualified for the award of:  
1. A Master of Research (MRes) with at least 75% in second year; or  
2. A Master of Philosophy; or  
3. A two-year Master’s degree from another institution with major research component (at least 50% thesis, approx. 20,000 words) at Distinction level (75% or greater); or  
        shall hold, from another tertiary institution, a qualification approved by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the applicant seeks to be registered, or Dean of the MGSM, as equivalent to the requirements set out in paragraphs 1 to 3 above. |
| Doctor of Philosophy combined with the Master of Clinical Psychology, the Master of Clinical Neuropsychology or the Master of Organisational Psychology | A qualification for admission to the Doctoral Degree and be accepted for admission to candidature to one of these Master degrees:  
- Master of Clinical Psychology  
- Master of Clinical Neuropsychology  
- Master of Organisational Psychology |
| Joint Research Degree - Doctor of Philosophy | An applicant shall have qualified for admission to:  
candidature for a Doctor of Philosophy or equivalent degree in the partner University, and shall have qualified the award of:  
1. Master of Research (MRes) with at least 75% in second year of the MRes; or  
2. A Master of Philosophy; or  
3. A two-year Master’s degree from another institution with major research component (at least 50% thesis, approx. 20,000 words) at Distinction level (75% or greater); or  
        shall hold, from another tertiary institution, a qualification approved by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty (Dean of MGSM) in which the applicant seeks to be registered, as equivalent to the requirements set out above. |
| **Master of Philosophy** | An applicant shall have qualified for the award of:
1. Master of Research (MRes) with at least 65% in second year of the MRes; or
2. A two-year Master’s degree from another institution with major research component (at least 50% thesis, approx. 20,000 words) at Credit level (65% or greater); or
   Shall hold from another tertiary institution, qualifications approved by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the applicant seeks to be registered, or the Dean of the MGSM as equivalent, to the requirements set out above. |
| **Master of Research** | An applicant:
1. Shall have qualified for the award of a Bachelor or higher degree with a credit average (at least 65 per cent) in their final year of study or the highest level of study beyond the Bachelor degree.
2. Some disciplines may have additional admission requirements such as a portfolio of work or a higher level of performance in an appropriate area or areas of study considered by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the course is offered, or Dean of MGSM, to be accepted for the specific degree of Master of Research; or
3. Shall hold qualifications approved by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the applicant seeks to be registered, or Dean of MGSM, as equivalent to the requirements set out above; or
4. Shall have satisfied requirements for the Bachelor of Philosophy offered by Macquarie University and be eligible to progress to the Master of Research |

2.2 **Additional requirements**
   Higher Degree Research Committee, or in the case of Masters candidates, the Executive Dean may impose other work or examination for admission as it determines, including facility in a language other than English.

2.3 **The Higher Degree Research Committee** shall, on the recommendation of the Executive Dean of the Faculty in which the candidate is registered (Dean of MGSM) approve the enrolment in the award.

2.4 **Admission in special cases**
   In exceptional cases an applicant may be admitted if the applicant submits evidence of academic and professional attainments and demonstrates in an appropriate discipline or disciplines a capacity for research deemed by the Higher Degree Research Committee to be acceptable for the purpose of proceeding to the degree.
### Type of candidature
A candidate must be admitted to a Faculty or MGSM by the Executive Dean or Dean of MGSM for enrolment as a full-time or part-time student, based on an assessment of the extent of the candidate’s commitments other than those related to the program of study.

### Adequacy of resources
Prior to admission, the Executive Dean of the Faculty in which the candidate is to be registered or Dean of MGSM shall be satisfied that adequate supervision and facilities are available.

### Transfer of candidature
The transfer of candidature between research degrees is governed by the HDR Course Transfer Policy.

### Credit recognition
Credit for previous study is governed by the Recognition of Prior Learning Policy.

### Course requirements

| 3.1 | Candidates are required to check for program requirements specific to the award in the Macquarie University Higher Degree Research Handbook and Guide for Candidates and Supervisors |
| 3.2 | A program of study for HDR candidates shall include the submission of a thesis embodying the results of the candidate’s work, of which at least half shall have been completed whilst a candidate for a research degree in Macquarie University. |
| 3.3 | In special cases, the Higher Degree Research Committee may approve work done jointly with other persons, provided the committee is satisfied as to the candidate’s part in the conjoint research. |

### Place of Research

| 4.1 | A candidate shall pursue an approved program of advanced study and research by supervised study within the University or outside the University as governed by HDR Off-site Research Policy |
| 4.2 | A candidate for a joint research degree will be required to conduct research at MQU and the partner university |

### Supervision and review of progress

| 5.1 | Supervision and review of progress are governed by the Higher Degree Research Supervision Policy |
| 5.2 | At least once a year (twice a year in the case of a joint research degree candidate) and at any other time considered desirable, the Principal Supervisor shall present a report on the candidate’s work to the Executive Dean of the Faculty in which the candidate is registered (or Dean of MGSM and in the case of a joint research degree, the partner university). Such reports should be documented in the Annual Progress Report (APR). |

### Period of Candidature

<p>| 6.1 | Degree | Minimum period of candidature | Maximum period of candidature |
| 6.1.1 | Doctor of Philosophy | 2 years; If less than 2 years in special cases, HDRC approval required | 3 years full-time or 6 years part-time |
| 6.1.2 | Joint /Cotutelle Doctoral degree | As specified in the institutional agreement | As specified in the institutional agreement |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>Duration</th>
<th>Full-time or Equivalent Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Doctoral/Master program</td>
<td>3 years</td>
<td>3 years full-time or equivalent part-time</td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>1 year;</td>
<td>2 years full-time or equivalent part-time</td>
</tr>
<tr>
<td>If less than 1 year in special cases, HDRC approval required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Research</td>
<td>2 years full-time or equivalent part-time</td>
<td>2 years full-time or equivalent part-time</td>
</tr>
</tbody>
</table>

Candidature for Doctor of Philosophy and Master of Philosophy beyond the maximum period of candidature will be considered and approved in accordance with the Out-of-time Policy.

6.2 In exceptional circumstances, leave of absence of up to twelve months may be granted by the Higher Degree Research Committee.

7.0 Thesis requirements, examination of thesis and lodgement

7.1 All matters to do with a thesis, including submission and examination are governed by the HDR Thesis Preparation, Submission and Examination Policy.

7.2 In exceptional circumstances where thesis submission has been delayed and the student is no longer enrolled, the Executive Dean of the faculty (Dean of MGSM) may authorise a period of enrolment suitable for the thesis to be submitted within two years of withdrawal.

8.0 Awards and Graduation

8.1 Conferral of Award by Council
Any of the degrees referred to in the Schedule of Higher Degrees by Research may be conferred by the Council on a candidate who has complied with the requirements of these rules to the satisfaction of the Academic Senate.

8.2 The candidate for a joint research degree will be eligible for the award of a Macquarie University joint research degree on satisfying the requirements of both universities. The award testamur, or equivalent will normally contain the crests of each university.

8.3 The Bachelor of Philosophy is an approved Exit Award for the Master of Research. A candidate who wishes to discontinue study in the Master of Research may elect to qualify with the Bachelor or Philosophy provided the requirements of the Exit Award have been met.

8.4 The Higher Degree Research Committee may advise Academic Senate that, as a result of outstanding academic performance, the Master of Research may be awarded ‘With Distinction’.

9.0 Discontinuation and Exclusion

9.1 If a student discontinues studies the student is required to apply for re-admission. The Executive Dean of the Faculty in which the candidate seeks to register (Dean of MGSM) shall determine such application and may specify conditions for enrolment.
| 9.2 | If in the opinion of the Executive Dean (Dean of MGSM), the candidate’s work is unsatisfactory, the Executive Dean (Dean) shall advise the candidate of the reasons and shall ask the candidate to show cause why candidature should not be terminated. |
| 9.3 | Any show cause submission shall be considered by the Executive Dean of the Faculty (Dean of MGSM) or by a committee of the Faculty/MGSM. The Executive Dean of the Faculty (Dean of MGSM) may confirm the termination of candidature or permit the candidate to re-enrol and may impose conditions upon such re-enrolment. |
| 9.4 | If the candidate does not show cause, or the Executive Dean of the Faculty (Dean of MGSM) confirms the termination of candidature, the Executive Dean/Dean shall report accordingly to the Deputy Vice-Chancellor (Research) who shall advise the candidate of termination. The advice to the candidate shall include the reasons for such decision. |
| 9.5 | A candidate so excluded may appeal to the Higher Degree Research Committee. The Committee may dismiss the appeal or permit the candidate to re-enrol and may impose conditions upon such re-enrolment. |
| 9.6 | The partner university will be advised of steps relating to termination of candidature by a candidate enrolled in a joint research degree. |
## Higher Doctoral Degree Rule

<table>
<thead>
<tr>
<th>#</th>
<th>Heading</th>
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<tbody>
<tr>
<td>1.0</td>
<td>General</td>
</tr>
<tr>
<td>1.1</td>
<td>The Higher Doctoral Degree Rules apply to the following degrees:</td>
</tr>
<tr>
<td></td>
<td>• Doctor of Laws (LLD)</td>
</tr>
<tr>
<td></td>
<td>• Doctor of Letters (DLitt)</td>
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<tr>
<td></td>
<td>• Doctor of Science (DSc)</td>
</tr>
<tr>
<td></td>
<td>• Doctor of Medicine (DMed)</td>
</tr>
<tr>
<td>1.2</td>
<td>Council may confer one of the degrees referred to in Rule 1.1 on a candidate who has, to the satisfaction of the Academic Senate, made an original contribution or contributions of distinguished merit adding to the knowledge and understanding of any branch of learning with which the University is concerned.</td>
</tr>
<tr>
<td>2.0</td>
<td>Eligibility</td>
</tr>
<tr>
<td>2.1</td>
<td>A candidate for a higher doctoral degree shall</td>
</tr>
<tr>
<td></td>
<td>• Hold a degree of Macquarie University; or</td>
</tr>
<tr>
<td></td>
<td>• Shall have been a member of the academic staff of the University for a period of at least twelve months; and</td>
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<tr>
<td></td>
<td>• Shall have held the first degree for at least eight years prior to making application for the degree of Doctor.</td>
</tr>
<tr>
<td>2.2</td>
<td>A candidate for the degree of Doctor of Medicine shall hold the degree of Bachelor of Medicine, or its equivalent.</td>
</tr>
<tr>
<td>3.0</td>
<td>Application</td>
</tr>
<tr>
<td>3.1</td>
<td>A candidate for a higher doctoral degree shall forward to the Deputy Vice-Chancellor (Research) an application together with four copies of the published work which the candidate wishes to have examined.</td>
</tr>
<tr>
<td>3.2</td>
<td>The publications submitted</td>
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<tr>
<td></td>
<td>• Shall have been published at least one year before submission;</td>
</tr>
<tr>
<td></td>
<td>• Shall be a record of original research or critical inquiry undertaken by the candidate, shall state the sources from which the information was derived and the extent to which the candidate has used the work of others; and</td>
</tr>
<tr>
<td></td>
<td>• May record work carried out conjointly, whether published in the candidate’s sole name or under conjoint authorship. In such cases, the candidate shall state the extent to which they were responsible for the initiation, conduct and direction of such conjoint research or enquiry.</td>
</tr>
</tbody>
</table>
3.3 Where the principal publications, as distinct from supporting papers, incorporate work previously submitted for a degree in this or any other university, the candidate shall clearly indicate which portion of the publications was so submitted.

3.4 A candidate may submit additional work, published or unpublished, in support of the application.

4.0 Examination

4.1 The Executive Dean of the relevant Faculty shall forward the application to the Higher Doctoral Degrees Committee with a recommendation as to whether the published work is prima facie worthy of examination for the degree and if so, a recommendation for the appointment of examiners.

4.2 The Higher Doctoral Degrees Committee shall recommend to Academic Senate whether the published work is prima facie worthy of examination and, if so, shall recommend the appointment of at least three examiners not less than two of whom shall be external examiners.

4.3 The Academic Senate shall consider the recommendations and if so resolved, proceed with the appointment of examiners.

4.4 Each examiner shall recommend, on the basis of the published work, whether the candidate is regarded as a recognised authority, commanding international recognition in the branch of learning and to have contributed significantly to the advancement of learning by extensive original contributions to the field with evidence of innovative work.

5.0 Higher Doctoral Degrees Committee of Academic Senate

5.1 The Higher Doctoral Degrees Committee shall consist of such persons as the Academic Senate may nominate and determine from time to time.

5.2 Decisions of the Higher Doctoral Degrees Committee shall be determined by a majority of those members present and voting.

5.3 The Higher Doctoral Degrees Committee shall consider the reports of the examiners and formulate a recommendation for Academic Senate.
ITEM 10.3: REVIEW OF ACADEMIC SENATE RULES

For discussion and endorsement in principle by Academic Senate.
Academic Senate Rules

Background
As reported at the 1 September Academic Senate meeting, the Academic Senate Rules have been revised as part of the review of University Rules. A reference group of Academic Senate members informed the revision of the draft rules. The reference group comprised:

- Professor Dominic Verity, Chair of Academic Senate
- Professor Nick Mansfield, Dean, Higher Degrees Research, Ex-Officio Member
- Associate Professor Sherman Young, Associate Dean, Learning and teaching, Faculty of Arts and Deputy-Chair of Academic Senate
- Dr Rod Yager, Faculty Elected Member, Faculty of Science
- Dr Wylie Bradford, Faculty Elected Member, Faculty of Business and Economics

Overview of Changes
The revised rules preserve the current composition and procedures of Academic Senate, with some minor amendments. The significant changes to the Academic Senate rules include:

- the inclusion of the Chair and the Deputy Chair as ex-officio members
- articulation of the general and specific functions of Academic Senate
- the introduction of a non-Faculty electorate, to enfranchise academic staff employed in non-Faculty units, such as PACE, the Learning and Teaching Centre and the Social Inclusion Office
- a clause to allow for the co-option of members where an election fails to fill all positions and

To improve succession planning and continuity, the limitation on consecutive terms for Faculty elected representatives has been extended to from two to three two-year terms. The current limitation on consecutive terms for the Chair and Deputy Chair has also been extended to from two to three two-year terms to align with this change.

In addition, the draft rule proposes changes to the timeframes for elections to deliver continuity and develop an informed electorate. The draft rule proposes to conduct elections for Faculty elected representatives biennially in January and elections for the Chair and Deputy Chair to take place in July biennially. This change allows members eighteen months’ experience as a member of Senate prior to participating in the election of the Chair and Deputy Chair. The Chair and Deputy Chair would take up office at the beginning of July for a term which would extend for 2 calendar years to the end of the first June in the subsequent Academic Senate term. The Chair and Deputy Chair would remain ex-officio members of Academic Senate for the first 6 months of a subsequent term while elections for those roles take place.

RECOMMENDATION
For discussion and endorsement in principle at the 1 October Academic Senate meeting. The final version of the Academic Senate rule, presented in accordance with the format approved by the General Counsel, will be presented to the 12 November Academic Senate meeting for recommendation to Council.

Proposed by
Deidre Anderson
Deputy Vice-Chancellor (Students and Registrar)
## Academic Senate Rule

<table>
<thead>
<tr>
<th>#</th>
<th>Heading</th>
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</thead>
<tbody>
<tr>
<td>1.0</td>
<td>General</td>
</tr>
<tr>
<td>1.1</td>
<td>The Academic Senate is the principal academic body in the University and, subject to the By-law and to any resolution of the Council, will have such powers and duties as may be delegated to it by the Council.</td>
</tr>
<tr>
<td>2.0</td>
<td>Composition</td>
</tr>
<tr>
<td>2.1</td>
<td>The Academic Senate comprises:</td>
</tr>
<tr>
<td>i.</td>
<td>the Vice-Chancellor</td>
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<tr>
<td>ii.</td>
<td>the Chair of Academic Senate</td>
</tr>
<tr>
<td>iii.</td>
<td>the Deputy Chair of Academic Senate</td>
</tr>
<tr>
<td>iv.</td>
<td>the Deputy Vice-Chancellors and the Pro Vice-Chancellors</td>
</tr>
<tr>
<td>v.</td>
<td>the Executive Deans of Faculties</td>
</tr>
<tr>
<td>vi.</td>
<td>the Dean of Higher Degree Research</td>
</tr>
<tr>
<td>vii.</td>
<td>the Dean, Macquarie Graduate School of Management</td>
</tr>
<tr>
<td>viii.</td>
<td>the Director of Learning and Teaching Centre</td>
</tr>
<tr>
<td>ix.</td>
<td>the Head of Department of Indigenous Studies</td>
</tr>
<tr>
<td>x.</td>
<td>the University Librarian</td>
</tr>
<tr>
<td>xi.</td>
<td>four members from each Faculty elected by and from the academic staff of the Faculty in accordance with Schedule 1 of the By-law, and</td>
</tr>
<tr>
<td>xii.</td>
<td>one member from the Macquarie Graduate School of Management and one member from the non-Faculty electorate by and from the academic staff of those electorates in accordance with Schedule 1 of the By-law provided that:</td>
</tr>
<tr>
<td>a)</td>
<td>only members of the academic staff who are full-time or part-time continuing, or fixed term for three or more years and with fractional appointment of 50 per cent and above are eligible to participate in the election and to be elected</td>
</tr>
<tr>
<td>b)</td>
<td>of the members elected from each Faculty electorate at least one must be a Head of Department or a Professor</td>
</tr>
<tr>
<td>c)</td>
<td>the members elected from each Faculty electorate shall be from different departments</td>
</tr>
</tbody>
</table>
xiii. student members from Faculty electorates, elected annually in accordance with Schedule 1 of the By-law under the following categories:
   a) one student member from each electorate enrolled in an undergraduate program
   b) one student member enrolled in a postgraduate coursework program, and
   c) one student member enrolled in a postgraduate higher degree research program
xiv. up to four additional members appointed by resolution of Academic Senate

<table>
<thead>
<tr>
<th>3.0</th>
<th>Elections (Procedures for elections in Schedule 1 of MQU By-law)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>The elections to Academic Senate will be held biennially in January and the term of office of a member elected at any such election will commence immediately following the declaration of the election outcome and expire two years thereafter.</td>
</tr>
<tr>
<td>3.2</td>
<td>A member who is an ex-officio member of Academic Senate is ineligible for election and if a member elected takes up an ex-officio position, the place occupied by that member will thereupon become vacant.</td>
</tr>
<tr>
<td>3.3</td>
<td>Elected members to Academic Senate are eligible to be elected to three consecutive terms of office.</td>
</tr>
<tr>
<td>3.4</td>
<td>When a vacancy occurs in the office of a member of the Academic Senate due to the failure of an electorate to elect a member to the eligible positions, the Academic Senate shall co-opt to membership a member of the continuing academic staff or student from that electorate, as the case may be.</td>
</tr>
<tr>
<td>3.5</td>
<td>1) Where a casual vacancy occurs in the office of an elected member of the Academic Senate the remaining members of the Academic Senate shall proceed to fill the vacancy by co-opting to membership a member of the continuing academic staff or a student member from that electorate, as the case maybe.</td>
</tr>
<tr>
<td></td>
<td>2) A member of the Academic Senate will be deemed to have vacated office if that member:</td>
</tr>
<tr>
<td></td>
<td>a) dies;</td>
</tr>
<tr>
<td></td>
<td>b) resigns that office by notice in writing;</td>
</tr>
<tr>
<td></td>
<td>c) resigns from the University;</td>
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<tr>
<td></td>
<td>d) proceeds on leave of absence for a period exceeding nine months;</td>
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<tr>
<td></td>
<td>e) is absent without leave of the Academic Senate from three consecutive meetings of the Academic Senate; or</td>
</tr>
<tr>
<td></td>
<td>f) in the case of an elected student member, ceases to be a student.</td>
</tr>
<tr>
<td></td>
<td>3) Where an elected member of the Academic Senate proceeds on leave of absence from the University for a period exceeding three months but less than nine months, the Academic Senate will co-opt a member of the continuing academic staff or a student from that electorate, as the case shall be, to fill the vacancy for the period of absence but not beyond the expiry of the term of office on Academic Senate of the member proceeding on leave; and the member on leave, at the conclusion of that period of leave, will resume membership of Academic Senate for the balance of the term of office.</td>
</tr>
<tr>
<td></td>
<td>4) Where a person other than a member of the Academic Senate is appointed to act in the position of an ex-officio...</td>
</tr>
</tbody>
</table>
member of Academic Senate, that person shall for the purposes of these rules become a member of the Academic Senate during the period of such appointment.

5) Where an elected member of the Academic Senate is appointed to an ex officio role, the members of the Academic Senate shall co-opt to membership a member of the continuing academic staff from that Faculty during the period of appointment.

3.6 The members of the Academic Senate will elect from the members of Academic Senate:
1) Any elected full-time academic staff member at level D or E to be Chair of the Academic Senate, and
2) Any elected academic staff member to be Deputy Chair of Academic Senate, to hold office for the ensuing biennium.

3.6A The elections will be held biennially in July and the term of office of a member elected at any such an election will commence on the first day of August next following the member’s election and expire two years thereafter.

3.7 The Chair and Deputy Chair of Academic Senate are eligible to be elected to three consecutive terms of office.

3.8 A casual vacancy in the office of either the Chair or Deputy Chair of the Academic Senate shall be filled by members electing one of their number to be Chair or Deputy Chair as the case may be, who must hold office for the residue of the term of office of the Chair or Deputy Chair whose place that person has filled. Any period served in filling such a casual vacancy does not preclude a person from serving a full three terms in that position if elected at a biennial election.

4.0 Proceedings

4.1 The Registrar of the University, or nominee, is Secretary to the Academic Senate.

4.2 The number of members who constitute a quorum must be half the membership plus one.

4.3 All questions which come before the Academic Senate shall be decided by the majority of the members present and voting at the meeting and the member presiding at the meeting will have a deliberative vote and, in the case of an equality of votes, a casting vote.

4.4 The Academic Senate may determine its own procedures.

4.5 The Academic Senate may request that other persons attend meetings of Academic Senate.

4.6 The Academic Senate may establish committees to assist it in connection with the exercise of any of its functions.

5.0 General Functions of Academic Senate

5.1 Advise Council and the Vice-Chancellor on academic matters and related activities of the University.

5.2 Advise Council and the Vice-Chancellor about measures to safeguard the academic freedom of the University.

5.3 Advise Council and the Vice-Chancellor on academic standards and quality, and on teaching effectiveness at the University.

5.4 Advise the Council and Vice-Chancellor on the academic priorities of the University.

5.5 Provide a forum to facilitate information flow and debate within the University and between the senior executive officers of the University and the wider academic community.
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<tbody>
<tr>
<td><strong>5.6</strong></td>
<td>Consider and report on matters referred to it by the Council or by the Vice-Chancellor</td>
</tr>
<tr>
<td><strong>5.7</strong></td>
<td>Undertake such other functions as specified in Council resolutions</td>
</tr>
<tr>
<td><strong>6.0</strong></td>
<td>Specific functions of Academic Senate</td>
</tr>
<tr>
<td><strong>6.1</strong></td>
<td>Approve policies on academic matters.</td>
</tr>
<tr>
<td><strong>6.2</strong></td>
<td>Approve the establishment, dis-establishment or changes to a degree, diploma, certificate of other award course, including approve programs of study, majors and award rules and academic requirements to be offered by MQU or through a third party provider.</td>
</tr>
<tr>
<td><strong>6.3</strong></td>
<td>Request, consider and take action on reports from Faculties</td>
</tr>
<tr>
<td><strong>6.4</strong></td>
<td>Perform the duties of a Faculty for all units not relating to any Faculty or the MGSM.</td>
</tr>
<tr>
<td><strong>6.5</strong></td>
<td>Dispense with or suspend any requirements of or prescription of the General Coursework Rule or the Higher Degree Research Rule in any exceptional student case in which it may deem it appropriate to do so.</td>
</tr>
</tbody>
</table>
ITEM 10.4: REVIEW OF FACULTY RULE

To be circulated separately

For discussion.
Revised Faculty Rule

Background
As previously noted by Executive, a review of University rules and policy is being undertaken to ensure an alignment between delegations, rules and policies. The review has taken a holistic approach to address inconsistencies, overlap and opportunities for consolidation and is informed by benchmarking across the sector.

Issue
As part of the review the current Faculty Rule was identified as requiring significant revision. This was in part due to the current Faculty Rule being prescriptive, lacking flexibility to reflect the different needs of individual Faculties and onerous and resource-intensive requirements for the election of student representatives.

The revised rule supports the separation of corporate and academic governance and executive management, while maintaining flexibility for Faculties to manage and administer arrangements in a way that addresses their individual circumstances. The revised rule clearly articulates the role and function of Faculty Boards including the reporting relationship between Faculty Boards and Academic Senate. In doing so, the revised Faculty Rule supports the University’s compliance with Higher Education Provider Standards relating to academic governance.

The Deputy Vice-Chancellor (Provost) and Executive Deans have been consulted in the drafting of the revised Faculty Rule and endorse the proposed amendments.

Recommendation
For discussion and endorsement in principal at the 1 October Academic Senate meeting. The final version of the General Coursework Rule and Postgraduate Research Rule, presented in accordance with the format approved by the General Counsel, will be presented to the 12 November Academic Senate meeting for recommendation to Council.

Submitted by:
Deidre Anderson
Deputy Vice-Chancellor (Students and Registrar)
**Academic Structures Rule**

<table>
<thead>
<tr>
<th>#</th>
<th>Heading</th>
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<tbody>
<tr>
<td>1.0</td>
<td><strong>Academic structures</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>There shall be such Faculties within the University as the Council establishes.</td>
</tr>
<tr>
<td>1.2</td>
<td>There shall be such schools, departments and other academic organisational units within the University as the Vice-Chancellor establishes.</td>
</tr>
<tr>
<td>2.0</td>
<td><strong>Heads</strong></td>
</tr>
<tr>
<td>2.1</td>
<td>The positions of Executive Dean, Dean, Head of Department and other head positions shall be appointed by such procedures and for such terms of office as the Vice-Chancellor determines.</td>
</tr>
<tr>
<td>2.2</td>
<td>The Executive Dean of Faculty shall supervise and be responsible for exercising and discharging such academic and administrative powers, authorities, duties and functions set out in section 6.0 and as may be assigned from time to time by the Vice-Chancellor.</td>
</tr>
<tr>
<td>3.0</td>
<td><strong>Composition of Faculties</strong></td>
</tr>
<tr>
<td>3.1</td>
<td>A Faculty shall comprise:</td>
</tr>
<tr>
<td></td>
<td>1. the Executive Dean of the Faculty</td>
</tr>
<tr>
<td></td>
<td>2. the Academic staff of the Faculty</td>
</tr>
<tr>
<td></td>
<td>3. the Professional staff of the Faculty</td>
</tr>
<tr>
<td>4.0</td>
<td><strong>Faculty Boards</strong></td>
</tr>
<tr>
<td>4.1</td>
<td>Each Faculty shall establish a Faculty Board that may carry out the functions of the Faculty set out in section 6.0 and other functions as may be assigned from time to time by the Vice-Chancellor.</td>
</tr>
<tr>
<td>4.2</td>
<td>Faculty Boards shall comprise:</td>
</tr>
<tr>
<td></td>
<td>• the Executive Dean of the Faculty</td>
</tr>
<tr>
<td></td>
<td>• Heads of Departments and Schools of the Faculty or their nominee;</td>
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<td></td>
<td>• Associate Deans</td>
</tr>
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<td></td>
<td>• Relevant Professional staff</td>
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<td></td>
<td>• Other persons as determined by the Faculty</td>
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<tr>
<td>4.3</td>
<td>Faculty Boards shall be chaired by the Executive Dean.</td>
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</tbody>
</table>
### 5.0 Procedures of Faculties

#### 5.1 Each Faculty shall devise its own procedures, with the proviso that these include
- A mechanism to determine the representation of academic staff of the Faculty on Faculty Board;
- A mechanism to determine the representation of professional staff of the Faculty on Faculty Board;
- A mechanism to determine the representation of students of the Faculty, including at least one higher degree research student;
- A mechanism for the selection of other persons to serve on Faculty Board;
- A mechanism for the filling of vacancies on Faculty Board;
- A mechanism that invites the participation of all members of Faculty at a meeting or forum of Faculty at least once in each year;
- A mechanism to establish sub committees that ensures the ability of Faculty to carry out the functions set out in section 6.0.

#### 5.2 The mechanisms and procedures established by each Faculty shall be reported to the DVC Provost (for approval).

#### 5.3 Each Faculty Board shall meet at least five times each year

#### 5.4 The Executive Dean is authorised to take actions on behalf of the Faculty Board where exceptional circumstances require Faculty business to be conducted between meetings of Faculty Boards. Such actions must be reported to the next meeting of the Faculty Board.

#### 5.5 The Chair of Faculty Board is responsible for the timely circulation of the agenda and minutes of meetings of Faculty Board to all members of the Faculty and Faculty Board

### 6.0 Functions of Faculties

#### 6.1 Undertake the teaching, scholarship, research, research training and other academic functions of the Faculty

#### 6.2 Formulate recommendations to Academic Senate with respect to courses, programs, majors and units, including minimum requirements for admission to programs of study of the Faculty

#### 6.3 Take appropriate actions with respect to the implementation of policies, reports and resolutions of Academic Senate

#### 6.4 Determine the final grades for students enrolled in units for which the Faculty has responsibility

#### 6.5 Take appropriate actions to ensure continuous improvement in the quality of teaching and research within the Faculty

#### 6.6 Produce an annual report to Academic Senate on the proceedings of the Faculty

#### 6.7 Advise Academic Senate on the strategic academic direction of the Faculty

#### 6.8 Take appropriate actions with respect to any other academic matter referred to it by the Academic Senate, Vice-
<table>
<thead>
<tr>
<th>Chancellor or the Executive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.0 Macquarie Graduate School of Management (MGSM)</strong></td>
</tr>
<tr>
<td>7.1 MGSM shall establish a School Board</td>
</tr>
<tr>
<td>7.2 The MGSM School Board shall comprise</td>
</tr>
<tr>
<td>• Dean of MGSM</td>
</tr>
<tr>
<td>• Relevant Academic Staff</td>
</tr>
<tr>
<td>• Relevant Professional staff</td>
</tr>
<tr>
<td>• Other persons as determined by the MGSM</td>
</tr>
<tr>
<td>7.3 The MGSM School Board shall devise its own procedures, with the proviso that these include</td>
</tr>
<tr>
<td>• A mechanism to determine the representation of academic staff of MGSM on the School Board;</td>
</tr>
<tr>
<td>• A mechanism to determine the representation of professional staff of MGSM on the School Board;</td>
</tr>
<tr>
<td>• A mechanism to determine the representation of students of MGSM, including at least one higher degree research student, on the School Board;</td>
</tr>
<tr>
<td>• A mechanism that invites the participation of all members of MGSM at a meeting or forum at least once in each year;</td>
</tr>
<tr>
<td>• A mechanism that allows a special meeting of MGSM to be called by a specified number of members of MGSM academic staff</td>
</tr>
<tr>
<td>7.4 The mechanisms and procedures established by the MGSM School Board shall be reported to the DVC Provost (for approval).</td>
</tr>
<tr>
<td>7.5 The Dean of MGSM is responsible for the timely circulation of the agenda and minutes of meetings of the MGSM School Board to all academic staff of MGSM and members of the School Board.</td>
</tr>
<tr>
<td>7.6 The MGSM shall carry out the functions specified in section 6.0.</td>
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</tbody>
</table>
ITEM 10.5: DRAFT STUDENT MISCONDUCT RULE

Early draft for consultation with Academic Senate.

For discussion
Macquarie University (Student Misconduct) Rule 2013

Made under the 

*Macquarie University By-Law 2005*

The Council of Macquarie University has approved the following Rule for the purposes of the *Macquarie University By-Law 2005*.

This Rule:

(a) takes effect on and from the date on which it is published by the University; and

(b) replaces and supersedes any rules, resolutions, policies or procedures in connection with student misconduct in existence at the time this Rule comes into force.

Council Secretary

Dated:
Macquarie University (Student Misconduct) Rule 2013

PART 1 - PRELIMINARY

1. Introduction and objectives

This Rule defines the actions that constitute Student Misconduct and sets out the processes and procedures for dealing with allegations of Student Misconduct made about Macquarie University students. This Rule also describes the penalties that will apply where allegations of Student Misconduct are proven and rights of Appeal.

2. Application of this Rule

(1) This Rule applies to any alleged or proven Misconduct by a person who, at the time of that alleged or proven misconduct, was enrolled as a student of the University and its controlled entities across all campuses, locations and modes of delivery (on campus, online or by distance), regardless of whether they subsequently cease to be enrolled.

(2) This Rule should be read in conjunction with the University's Student Code of Conduct (“the Student Code”) as set out in Schedule 2 to this Rule, the University's Responsible Conduct of Research Policy (“the Research Code”) and the University's Academic Honesty Policy.

(3) Nothing in this Rule precludes the University from initiating legal action against a Student or former Student in connection with an allegation of misconduct.

3. Implementation

This Rule repeals and replaces any existing rules, resolutions or other instruments of the University dealing with Allegations of Misconduct against Students.

4. Definitions

(1) In this Rule, the following words have these meanings when commencing with a capital letter in the text:

Accused Student refers to the Student accused with an Allegation;

Allegation means an allegation of Student Misconduct;

Allegation Notice means a written notice which contains an allegation of misconduct which the University gives to an Accused Student to commence Student Misconduct Committee proceedings under Part 5 of this Rule;

Appeal means an appeal made under Part 8 Appeals of this Rule;

Appeals Committee means the Appeals Committee of the Council of Macquarie University established pursuant to Part 8 of this Rule;

Award means degree, diploma or certificate of the University;

Chair means the person appointed as Chair of the Student Misconduct Committee or the Appeals Committee;

Complainant means any person who submits an Allegation of Misconduct;
Committee means (as the case may be) the Student Misconduct Committee or the Appeals Committee;

Council means the Council of Macquarie University;

Decision Maker means a person with the authority to act under this Rule as a decision maker or panel member as the case may be:

(a) in relation to a decision to suspend a Student under Part 4, Rule 26, the person appointed in accordance with that Part;

(b) in relation to a decision in respect of an Allegation of Academic Misconduct dealt with under Part 3, the person referred to in Rule 21(3);

(c) in relation to a decision in respect of an Allegation of Non-Academic Misconduct dealt with under Part 3, the person referred to in Rule 21(4);

(d) in relation to a decision in respect of an Allegation of Research Misconduct dealt with under Part 3, the person referred to in Rule 21(5);

(e) in relation to an Allegation involving both Academic and Non-Academic Misconduct dealt with under Part 3, the person referred to in Rule 21(6);

(f) in relation to a hearing the Student Misconduct Committee dealt with under Part 6; or

(g) in relation to an Appeal, the Appeals Committee dealt with under Part 8.

and includes any person acting in any of the above positions;

Misconduct means Academic, Research or Non-Academic Misconduct as set out in Schedule 1 of this Rule;

Notice to Show Cause means a written notice to the Accused Student which outlines the Allegation as well as further action that may be taken under this Rule and potential penalties and an opportunity for the Accused Student to explain his or her conduct in writing within 10 days so that a determination can be made as to whether or not an Allegation Notice will be issued by the Decision Maker.

Premises means any:

(a) structure, building, aircraft, vehicle or vessel; or

(b) land or place (whether or not it is enclosed, built on or covered by water);

Property includes real, personal, intellectual and shared property in any form;

Rescission means the act of invalidating the conferral of a degree;

Student includes:

(a) a person who is enrolled in or auditing a program or a unit of study provided by the University;

(b) a person who is enrolled in a program or a unit of study at or offered by an affiliated educational institution which is approved as an award program or a unit of study by the University;
(c) a person who has accepted an offer of admission to the University but who has not yet enrolled in any program or unit of study;

(d) a student of another educational institution who is authorised by the University to be on or to have access to or use of University property;

(e) a person who was a student at the time of any alleged misconduct;

(f) a person who became enrolled as a student after having done so by misleading or dishonest means;

(g) any person who has been suspended or excluded from a program or unit of study at the University;

(h) a member of a student organisation;

(i) a person who is on leave of absence from or who has deferred enrolment in a program or unit of study offered by the University or by an affiliated educational institution which is approved as an award program or unit of study by the University;

(j) any person residing for any period at any college including persons who are not enrolled as a student at the University;

(k) any person who undertakes any academic exercise on University premises or which is part of a program or unit of study provided, supervised or assessed by the University; or

**Student Misconduct Committee** means the committee established pursuant to Part 6, Rule 32;

**Support Person** means a person who is there to provide support to a Student during the hearing of any Allegation or an Appeal. The support person may not be a person who was involved in, associated with, or alleged to have been involved in or associated with the misconduct alleged in the allegation notice; or a qualified legal practitioner unless permitted by the Chair of the relevant committee;

**Suspension** or **suspend** means the suspension of a student’s enrolment and the withdrawal of all rights and privileges as a student of the University, including the right to enter University Premises or the right to re-enrol for a specified period of time as the end of which the student’s enrolment is reinstated, unless otherwise advised;

**University** means:

(a) Macquarie University;

(b) its controlled entities;

(c) any affiliated institution;

(d) any college; and

(e) any educational institution located on University premises;

**University activities** means the activities of the University, any student organisation or any member of the University community including:
(a) teaching, study and research at the University;
(b) the conduct of any academic exercise;
(c) recreational, commercial, disciplinary, commercial or ceremonial activities of the University or the University community;
(d) any clinical, professional or practical work, research, workshops, camps or field or vocational placements and any other activities arranged, sponsored, controlled or supervised by the University whether or not it is part of a program or unit of study at the University;
(e) the provision by the University of services to the general community;
(f) the use or enjoyment of any University property by any person authorised by the University; and
(g) the management or administration of the University;

University community means collectively the:

(a) councillors, officers and staff of the University;
(b) students;
(c) student organisations;
(d) tenants and licensees of University premises and their officers and staff; and
(e) persons conducting business or other authorised activities upon University premises;
University premises includes:

(a) any premises owned, operated, supervised, occupied or controlled by the University or in which it has an interest including premises of which the University is the landlord;

(b) any premises on which University activities take place; and

(c) any college premises;

University property means any facility, resource or property which is:

(a) owned by the University or in which the University has an interest or right;

(b) in the custody or control of the University;

(c) provided by the University; or

(d) on University premises,

and includes any University premises.

(2) In this Rule, unless the contrary intention appears:

(a) A word or term commencing with a capital letter and not defined in Sub Rule (1) has the same meaning attributed to that term in the Macquarie University Act 1989 or the Macquarie University By-Law 2005;

(b) a reference to an office or position of the University includes any person acting in that office or position;

(c) the mention of anything after the word “include” or any derivative of it does not limit the nature or class of things included; and

(d) a reference to anything includes part of it.

PART 2 - PROCEDURAL ISSUES

5. Rights and responsibilities of Students

(1) For the purposes of this Rule, all Students are entitled to procedural fairness in the handling of an allegation of Misconduct including any hearing or Appeal.

(2) Procedural fairness includes, but is not limited to:

(a) the Accused Student being presumed innocent unless and until guilt is admitted or is determined;

(b) the Accused Student being informed of the Allegation and having access to all relevant particulars, copies of evidence, submissions and information about the Allegation;

(c) the Accused Student being given a reasonable opportunity to respond to an Allegation and be heard before a determination is made in relation to an Allegation;

(d) the Accused Student being given an opportunity to correct factual information, explaining mitigating circumstances and make a submission in relation to the Allegation and any penalty imposed;
(e) the Accused Student may have a Support Person present at the hearing of an Allegation to assist the student in his or her cases, provided that the Support Person is not involved in, associated with, or alleged to be involved in the Allegation;

(f) the Accused Student being given sufficient and reasonable notice of the Allegation made against them. Allegations may be amended at any time before their determination, provided that the Accused Student has received notice;

(g) if an Accused Student has been found guilty of a previous Misconduct offence this knowledge will not be taken into consideration when determining guilt relating to the current Allegation, however knowledge that an Accused Student has been found guilty of a past misconduct offence will be taken into account when determining the penalty to be imposed;

(h) the Accused Student being allowed to be present at any hearing or Appeal in which any evidence or submission is given or made in relation to the Allegation or, if the Allegation is to be determined without a hearing, being given a reasonable opportunity to respond to any evidence or submission;

(i) the process of inquiry, investigation and determination will be conducted without bias or a conflict of interest;

(j) the Accused Student will have a right of appeal in accordance with this Rule;

(k) the Decision-Maker basing his or her decision on the evidence before him or her at the time that the decision is made in relation to an Allegation; and

(l) the Decision-Maker notifies the Accused Student of the outcome and giving a statement of reasons for his or her decision.

(3) A Student appearing before or present at the hearing of an Allegation or an Appeal must:

(a) act fairly and honestly;

(b) conduct themselves in an orderly and proper manner at all times;

(c) not unreasonably disrupt the hearing of an Allegation or an Appeal. If a Student unreasonably disrupts any hearing of an Allegation or an appeal, then he or she may be subject to further disciplinary action under this Rule and/or be required to leave the hearing or Appeal and the hearing will continue and be decided in the absence of the Student.

6. Conflicts of interest or bias

(1) A Decision-Maker shall be disqualified from making a decision or exercising any other power under this Rule if there is any actual or perceived bias or conflict of interest. A conflict of interest includes, but is not limited to:

(a) any personal relationship between the Decision-Maker and the Accused Student concerned, or any other person who gives evidence in respect of the Allegation;

(b) if the Decision-Maker is himself or herself a person who is a witness to, or is called to give evidence in respect of, an Allegation.

(2) If a Decision Maker or member of the Student Misconduct Committee has a conflict of interest or it appears that person may be biased, then the Vice-Chancellor must appoint another person to replace that Responsible Officer or member.

(3) If a member of the Appeals Committee has a conflict of interest or it appears that person may be biased, then the Chancellor must appoint another member of Council to replace that member on the Appeals Committee.
7. **Standard of Proof**

The standard of proof used in determining Misconduct matters is whether the Decision-Maker, after evaluating and considering the Allegation and evidence presented, believes on the balance of probabilities it is more likely than not that the Allegation against the Accused Student has been made.

8. **Notice**

(1) Any notice to a student for the purposes of this Rule, is sufficient if it is in writing and is:

   (a) given to the Student in person;
   
   (b) posted by registered or express post to the student at the address shown on the student’s enrolment record as his or her address on the date of delivery;
   
   (c) emailed to the Student’s allocated University email account
   
   (d) delivered by courier to the address shown on the Student’s enrolment record.

(2) A notice is deemed to have been received if:

   (a) sent by registered or express post within Australia on the third working day after it was sent;
   
   (b) sent by registered or express post outside Australia, on the seventh day after it was sent;
   
   (c) sent by electronic mail, 24 hours after the time it was sent.

9. **Administrative Support**

A person or committee exercising any power or function under this Rule may use such administrative and professional assistance and support as is reasonable to facilitate the exercise of such powers and functions.

10. **Timelines**

Timelines referred to in this Rule are provided as a guideline only and, may be varied at the discretion of the Vice-Chancellor where there are practical reasons requiring a variation for the purposes of procedural fairness.

11. **Reporting**

(1) Nothing in this Rule, precludes the University from instituting civil or criminal proceedings against a Student in respect of Misconduct.

(2) The University may contact the police or any other external agency or professional bodies to report the Allegation as it deems appropriate.

(3) The police or any other external agency may take action on the Allegation separate from this Rule.

(4) The University may delay its own proceedings under this Rule until such time as the police, and/or courts or external agencies have completed their investigations and proceedings.

12. **Misconduct Register**

(1) The Registrar must keep a record of:

   (a) All matters where a Student is found guilty of Misconduct made under this Rule; and
(b) all penalties or not imposed under this Rule,

this register will be known as the University's Student Misconduct Register.

(2) The University Student Misconduct Register must contain the Student's name and details of the Allegation and any penalty imposed.

(3) The University Student Misconduct Register will not form part of the Student's permanent academic record nor shall it be referred to on the student's academic transcript. Penalties of grade adjustment or exclusion will appear on a Student's academic transcript.

(4) Access to the University Student Misconduct Register shall be restricted and monitored by the Deputy Vice-Chancellor (Students and Registrar) and available only to the Vice-Chancellor, Chief Operating Officer, General Counsel and/or their delegates.

13. Record Keeping and Confidentiality

(1) The misconduct investigation and all information and/or documents in relation to the Allegation including the University Student Misconduct Register, are considered confidential, details of which will normally not be disclosed to other persons other than:

(a) for authorised or lawful purposes as required by law;

(b) where there is risk of harm to a person or persons;

(c) where there is public interest or duty to disclose information to a professional accreditation board or association or a duty to report under legislation.

(2) All information, files and documents in relation to an Allegation will be collected, retained and disposed of in accordance with the University's records management policy, the University's privacy policy, the Privacy and Personal Information Protection Act 1998 and the State Records Act 1998.

(3) The nominee to exercise the powers and perform the functions of the Vice-Chancellor under these Rules. must provide a quarterly report to the Council which summarises misconduct cases. Reports are also held by the Student Misconduct Committee and the Appeals Committee to ensure consistency in the penalties imposed. Summarised reports where parties cannot be identified may also be provided to faculties, schools or other University units and departments to facilitate process improvement.

14. Admission of Misconduct

(1) A Student may admit an act of Misconduct at any time.

(2) When a Student admits an act of Misconduct:

(a) any enquiry undertaken by a relevant Decision-Maker in relation to that Misconduct may cease; and

(b) the Student Misconduct Committee will determine the penalty in accordance with these Rules.

15. Misconduct and Award Rescission

If a Student has been granted an Award and is found guilty of Academic Misconduct and as consequence of that Academic Misconduct, the Student fails the course, the Award shall be rescinded. The Student's name shall be removed from the Register of Graduates and the Student will be required to return the testamur and original transcript to the University.
16. Misconduct and Undischarged Penalties

(1) While any penalty imposed in accordance with this Rule remains outstanding, unfulfilled or unpaid, or while a Student is suspended or excluded, the Student must not, without the prior written consent of the Vice-Chancellor:

(a) enrol;

(b) receive any results;

(c) graduate or receive an Award or any certificate stating that the Student is qualified to graduate or receive an Award in the University;

(d) receive a certificate of academic record.

17. Forfeiture of Fees

No fees paid by a Student are refundable or repayable to a Student, by reason of the Student being suspended, excluded or expelled from the University and/or if the Student’s enrolment is cancelled under this Rule.

18. Exclusion

Where a student is permanently excluded from the University as a penalty for Misconduct, the exclusion status is recorded on the student’s record including the academic transcript.

19. Student’s right to representation

(1) A Student may be accompanied and assisted by a Support Person but not represented by one other person at a hearing before the Student Misconduct Committee.

(2) A Student may be accompanied and assisted or represented by one other person, who may be legally qualified at an Appeal before an Appeals Committee.

(3) Where a Student is legally represented pursuant to sub rule 19 (2), the University may also be legally represented by one other person.

20. Resumption of Disciplinary Process

(1) Where a:

(a) Student graduates, withdraws from a course, or otherwise ceases their enrolment at the University; and

(b) Misconduct proceedings have not been finalised in accordance with the Rule; and

(c) The Student enrols at the University at a future time,

the University may, in its absolute discretion, commence, continue or conclude the student disciplinary process under this Rule, including the enforcement of any penalty imposed under this Rule, in respect of the outstanding report of Misconduct.

21. Nominees

The Vice-Chancellor may appoint, in writing, a nominee to exercise the powers and perform the functions of the Vice-Chancellor under these Rules.
PART 3 - CONSEQUENCES OF MISCONDUCT

22. Reporting an Allegation of Misconduct

(1) Any student, employee, other member of the University or an external person with a direct involvement with the University can make a written allegation of Misconduct to a Decision-Maker if he or she reasonably suspects Misconduct on the part of a Student.

(2) An allegation of Misconduct must be made to the relevant Decision-Maker as soon as reasonably possible after the alleged Misconduct takes place, preferably within 48 hours. If that person to whom the allegation is made is not a Decision-Maker, then that person must refer that Allegation to the Chief Operating Officer within 24 hours of receiving that Allegation.

(3) The Decision-Maker for Academic Misconduct matters is the relevant Head of Department as the case may be.

(4) The Decision-Maker for Non Academic Misconduct Matters is the Deputy Registrar.

(5) The Decision-Maker for Research Misconduct Matters is the Director, Research Training and International Research Training Partnerships.

(6) The Decision-Maker for allegations involving both Academic and Non-Academic Misconduct is the Chief Operating Officer.

(7) An anonymous allegation of Misconduct may not be investigated, unless the Vice-Chancellor determines that an investigation is warranted.

(8) If the Chief Operating Officer receives an allegation under Part 3, Sub Rules 21(2),(6) he or she must:

   (a) proceed to deal with the allegation in accordance with this Rule himself or herself; or

   (b) direct the notification to the appropriate Decision Maker.

(9) Frivolous or vexatious allegations of Misconduct will not proceed beyond preliminary investigation. Students making vexatious complaints may be subject to an allegation of Misconduct under this Rule.

23. Dealing with Allegations in the first instance

(1) If a Decision-Maker receives a notification under Part 3, Rule 21, he or she must within 10 days from receiving the notification:

   (a) obtain further details of the Allegation and make such other preliminary inquiries as he or she believes necessary and appropriate;

   (b) must determine whether to issue the Student with a Notice to Show Cause in relation to the Allegation with advice that failure to respond within 5 days may result in confirmation of the Allegation and imposition of a penalty by the Student Misconduct Committee;

   (c) determine whether there are reasonable grounds for believing that the Student has engaged in Misconduct;

   (d) determine whether there are no reasonable grounds for believing that the Student has engaged in Misconduct;

   (e) determine whether the Allegation actually relates to possible Misconduct and if not, dismiss the allegation and take no further action;
If a Decision-Maker determines under sub rule 22 (1) (b) and (c) that there are reasonable grounds for believing that a Student has engaged in Misconduct, the Decision-Maker must:

(a) determine whether or not an agreed outcome can be reached and the Allegation can be disposed of administratively by mutual consent of the parties involved, regard must be had to the seriousness of the Allegation; or

(b) refer the Allegation directly to the Manager, Grievance and Discipline with a recommendation that an Allegation Notice be issued and the Allegation be referred to the Student Misconduct Committee for hearing and determination.

If a Decision-Maker determines under sub rule 22 (1) (b) and (d) that there are no reasonable grounds for believing that a Student has engaged in Misconduct, the Decision-Maker must dismiss the Allegation and take no further action if the allegation is deemed to be unfounded or the allegation is trivial, vexatious or not made in good faith.

When a Decision-Maker conducts a preliminary inquiry in accordance with this Rule 22, the Decision-Maker is bound by the rules of natural justice and is not bound by the rules of evidence.

The Decision-Maker has all the functions and powers conferred on him or her by or under this Rule, including the power to:

(a) make preliminary inquiries and inform him or herself in any manner thought fit;

(b) determine his or her own procedure;

(c) do all things necessary for or in connection with the carrying out of his or her functions.

24. Reaching an Agreed Outcome by Mutual Consent

(1) Subject to sub rule 22(2)(a), an Allegation can be disposed of administratively by mutual consent of the parties involved, on a basis acceptable to the Decision-Maker.

(2) The agreed outcome shall be put in writing and be signed by all parties involved.

(3) Where an agreed outcome is made, such disposition shall be final and there shall be no subsequent proceedings, unless there is a breach of the agreed outcome on the part of the Accused Student against whom the Allegation was made.

(4) A copy of the agreed outcome shall be placed on the Accused Student’s confidential file.

25. Notifying the Student of the Determination

(1) A Decision-Maker must, within 7 days of determining an Allegation under Part 3, Rule 22, notify the Accused Student of his or her determination. The written notice must specify:

(a) whether the Allegation is dismissed or established;

(b) whether or not it has been referred to the Student Misconduct Committee;

(c) whether or not there was an agreed outcome; and

(d) a statement of reasons for that determination.

PART 4 - INTERIM SUSPENSION IN URGENT CIRCUMSTANCES
26. **When can A Student be Suspended**

(1) A Decision Maker may immediately suspend or restrict a Student on an interim basis:

(a) Where a student’s actions, statements or behaviour seriously disrupts or impedes an examination, lecture, seminar, tutorial or other activity or event of the University and it is reasonable in the circumstances to suspend the Student;

(b) To ensure the Student’s own physical or emotional safety and wellbeing;

(c) If the Student poses an ongoing threat of disruption of, or interference with, the operations of the University; and/or

(d) There is an imminent and/or serious threat of Misconduct by the Student and it is reasonable in the circumstances to suspend a Student to:

(i) prevent that Misconduct from occurring;

(ii) protect the University or the whole or a part of University Premises;

(iii) protect the health, safety and welfare of the Student or other persons;

(iv) ensure the proper functioning of the University any University activity

(2) Subject to Part 4, sub Rule 25(1), depending upon what is reasonable in the circumstances and in the judgement of the Decision Maker, a Student may be immediately suspended, denied access or restricted from:

(a) all or any part of the University;

(b) from using any services of the University;

(c) all or any other University activities or privileges for which the student might otherwise be eligible;

(d) or as Decision Maker may determine to be appropriate;

(e) from access to the University’s facilities and/or University Premises;

(f) Attending any classes, meetings or any other University activity;

(g) Contacting, approaching a Student or member of staff.

27. **Who Can Suspend a Student**

(1) A decision to suspend a Student for up to 14 days may only be made by the following Decision Makers:

(a) The Vice-Chancellor;

(b) a Deputy Vice-Chancellor;

(c) the Registrar;

(d) the Chief Operating Officer;

(e) a Dean;

(f) Provost;
28. **Procedure for Suspending a Student**

(1) Where a Decision Maker decides to suspend or restrict a Student under this Rule, he or she must notify the Student, orally and in writing as soon as possible and within 24 hours after the decision to suspend or restrict the Student is made.

(2) The Decision Maker must tell the Student:

   (a) that the Student is suspended or restricted in accordance with this Rule;
   
   (b) the details of the suspension or restriction and reasons as to why the suspension is being imposed;
   
   (c) the duration and scope of the suspension.

(3) A Decision Maker (other than the Vice-Chancellor) must notify the Vice-Chancellor within 24 hours of any decision to impose a suspension or restriction under this Rule.

29. **Allowance for any academic disadvantage**

   If:

   (1) a Student is suspended under this Rule for a period exceeding 24 hours; and
   
   (2) no subsequent action for dealing with the Misconduct for which the Student was suspended is taken within a reasonable time after that suspension occurred; or
   
   (3) the Student is, in relation to that Misconduct, found to be not guilty of that Misconduct in accordance with this Rule,

   the University must make reasonable allowance such as special consideration for any academic disadvantage suffered by that Student.

**PART 5 - ALLEGATIONS OF MISCONDUCT: REFERRAL TO THE STUDENT MISCONDUCT COMMITTEE**

30. **Notification of a hearing - Issuance of an Allegation Notice**

   (1) If an Allegation is referred to the Student Misconduct Discipline Committee under Part 3, sub rule 22(2)(b), the Deputy Vice-Chancellor (Students and Registrar) or his or her nominee must within 10 days of the date the Allegation was brought to his or her attention:

      (a) advise the Complainant that the Allegation and supporting material will be made available to the Student Misconduct Committee and to the Accused Student;
      
      (b) issue the Accused Student with an Allegation Notice as set out under Part 5, Rule 30 to enable the Student to understand the Allegation, and to properly respond to it;
      
      (c) Advise the Accused Student in writing that the Allegation has been referred to the Student Misconduct Committee for hearing and determination;
(d) provide the Allegation Notice, all documents and evidence in relation to the Allegation to the Secretary of the Student Misconduct Committee, and any other relevant documentation.

31. **Allegation Notice**

(1) An Allegation Notice must:

   (a) include a detailed description of the Allegation as the case may be;

   (b) include a copy of all documentation and evidence containing the substantive material in relation to the Allegation;

   (c) offer the Accused Student an opportunity:

      (i) to provide in writing an explanation or submission or evidence in response to the Allegation; and/or

      (ii) inviting the Student to attend the Student Misconduct Committee hearing;

   (e) specify the date, time and location of the hearing of the Student Misconduct Committee;

   (f) notify the Accused Student of any immediate or temporary suspension or restrictions that have been imposed;

   (g) ask the Accused Student whether he or she wishes to admit the Allegation and if so to make a submission with regard to any penalty that might be imposed or any mitigating circumstances that the Student feels should be taken into account.

   (h) notify the Accused Student that he or she has the opportunity to be accompanied by a Support Person in accordance with Part 2, Sub Rules 5(2) and 5(19) of this Rule and to advise accordingly;

   (i) notify the Accused Student that the hearing may proceed in the Student’s absence if the Student does not attend the hearing;

   (j) notify the Accused Student, that he or she may:

      (i) appear in person;

      (ii) call, examine and cross examine witnesses;

      (iii) make oral or written statements;

   (k) notify the Student of their rights in the hearing process, as listed under Part 2 and Part 6, rule 33 of this Rule.

   (l) advise the Student that he or she has 5 days from the date of delivery of the Allegation Notice to respond in writing to the Manager, Student Discipline and Grievances.

**PART 6 - STUDENT MISCONDUCT COMMITTEE**

32. **Student Misconduct Panel**

(1) The Student Misconduct Panel is comprised of a panel of University people to participate in the Student Misconduct Committee as described in this Rule.

(2) The Student Misconduct Committee shall consistent of members from the Student Misconduct Panel.
(3) The Vice-Chancellor may appoint additional people to the Student Misconduct Panel at any time he or she deems appropriate.

(4) The Vice-Chancellor will appoint the following people to the Student Misconduct Panel for a term of 2 years:

(a) Deputy Vice-Chancellor and Provost;
(b) Executive Deans;
(c) Deputy Vice-Chancellor (Research);
(d) University Librarian;
(e) 10 Academic Staff members of the University nominated by the Deputy Vice-Chancellors;
(f) 10 Professional Staff members of the University nominated by the Deputy Vice-Chancellors;
(g) Up to 10 enrolled students, nominated by the relevant Dean.

(5) All members appointed to the Student Misconduct Panel must undertake and complete the University’s training on Student Misconduct Committee hearings and sign a confidentiality and privacy agreement.

33. Student Misconduct Committee

(1) The Student Misconduct Committee shall consist of the following persons drawn from the Student Misconduct Panel as appointed by the Vice-Chancellor in relation to the nature of the Allegation:

(a) for Academic Misconduct matters, the Student Misconduct Committee must include one student member and one academic staff member;
(b) for Non Academic Misconduct matters, the Student Misconduct Committee must include one student member and one non-academic staff member;
(c) for Research Misconduct Matters, the Student Misconduct Committee must include a research student member, one academic staff member and one professional staff member who is familiar with the Australian Code for the Responsible Conduct of Research;
(d) Student members of the Student Misconduct Committee must not be members of staff of the University.

(2) A quorum for the Student Misconduct Committee is three (3) members, one of whom must be a Student and one of whom must be the Chair.

(3) People who have had an involvement with the Allegation may not serve as members of the relevant Student Misconduct Committee.

(4) The Chair of the Student Misconduct Committee for the following types of Misconduct matters will be as follows:

(a) Non Academic Misconduct, Deputy Vice-Chancellor and Provost;
(b) Academic Misconduct, Deputy Vice-Chancellor and Provost;
(c) Research Misconduct, Deputy Vice-Chancellor (Research);
(d) Both Academic and Non Academic matters, Deputy Vice-Chancellor and Provost.
If, in a particular case, a member of the Student Misconduct Committee is absent, declines to sit or should be disqualified from hearing and deciding the Allegation because of any conflict of interest, the Vice-Chancellor may appoint a person another member of the Student Misconduct Panel for the purpose of dealing with that case.

The Vice-Chancellor must designate a person (who may or may not be a legal practitioner) to present evidence or submissions about the Allegation at the Student Misconduct Committee hearing under this Rule. That person at the hearing may:

(a) question any witness;
(b) present any witnesses and any evidence;
(c) address the Chair or make submissions about any issue before them.

34. Hearing and deciding Allegations

(1) The Student Misconduct Committee, must in accordance with this Rule, proceed as soon as practicable to hear and decide an Allegation.

(2) The Student Misconduct Committee shall have all the functions and powers conferred on it by or under this Rule, including the power to:

(a) make enquires and inform itself in any manner thought fit;
(b) determine its own procedure;
(c) dismiss the Allegation;
(d) make a finding that the Allegation is proved, is so:
   (i) decide that no penalty should be imposed; or
   (ii) impose one or more penalties in accordance with Part 7 of these Rules;
(e) Do all things necessary for or in connection with the carrying out of its functions.

(3) When conducting a hearing, the Student Misconduct Committee:

(a) is not bound by the rules of evidence or any other legal forms;
(b) must act fairly in all the circumstances, having regard to the requirements of natural justice;
(c) must allow the complainant and the Accused Student, the opportunity to be accompanied by a Support Person in accordance with Part 2 of this Rule;
(d) give each party the opportunity to state their case and to respond to Allegations and any relevant evidence;
(e) may follow any procedure it considers appropriate.

(4) In a Student Misconduct Committee hearing involving more than one Accused Student, the Chair, in his or her discretion, may permit the Student Misconduct Committee hearing concerning each Accused Student to be conducted either separately or jointly.

(5) The Chair of the Student Misconduct Committee shall decide:

(a) The manner and order of proceedings for any hearing;
(b) Any points of order or interpretation that may arise;
(c) Whether any objection to a question should be upheld or overruled;
(d) Who may be present during any part of the hearing;
(e) Whether any pertinent records, exhibits and written statements may be accepted as information by consideration by the Appeals Committee.

(6) All procedural questions are subject to the final decision of the Chair.

(7) Any decision of the Student Misconduct Committee shall be decided at least by a majority of the Student Misconduct Committee.

(8) In the event of a deadlock, the Chair has a deliberative and casting vote.

(9) There shall be a single verbatim record of the hearing of the Student Misconduct Committee by the University. Deliberations shall not be recorded. The records shall be the property of the University.

(10) If an Accused Student, with notice, does not appear before the Student Misconduct Committee hearing, the information in support of the Allegations shall be presented and considered even if the Accused Student is not present.

(11) The Student Misconduct Committee may accommodate concerns for the personal safety, wellbeing, and/or fears of confrontation of the Complainant, Accused Student, and/or other witnesses during the hearing by providing separate facilities, but using a visual screen, and/or by permitting participation by telephone, closed circuit television, video-conferencing, Skype, audio, written statement, or as other means where and as determined in the sole judgment of the Chair to be appropriate.

(12) The Student Misconduct Committee must within 7 days of any decision being made, provide:

(a) a written notice to the Accused Student of:

   (i) the terms of the decision;

   (ii) reasons for their decision;

   (iii) any penalty imposed; and

   (iv) the right to Appeal under Part 8 of this Rule (with a copy of the Rule enclosed);

(b) A copy of the notice to the Registrar and to the Complainant.

35. Secretary

(1) The Deputy Vice-Chancellor (Students and Registrar) must act as Secretary and provide administrative support to the Student Misconduct Committee and to the Appeals Committee.

(2) The Secretary may, for an on behalf of the Student Misconduct Committee or from the Appeals Committee (as the case may be), issue notices or other communications as and when directed by the relevant committee.

(3) The Secretary does not vote.
Part 7- PENALTIES

36. **Determining a Penalty**

(1) In determining an appropriate penalty or order, the Student Misconduct Committee or Appeals Committee, must have regard to the following:

(a) that the penalty or order is reasonable, having regard to the seriousness of the Misconduct;
(b) the Student’s disciplinary record;
(c) the length of tertiary experience;
(d) the impact of the Misconduct on other people;
(e) whether there are any mitigating circumstances
(f) the nature, severity and extent of the Misconduct;
(g) takes into account any temporary suspension already imposed on the Student under Part [].
(h) deterrence of future misconduct, which may be by the Student or others;
(i) rehabilitation of the Student, so that the Student does not engage in Misconduct in the future;
(j) protection of the University community or University Premises;
(k) any personal circumstances of the Student;
(l) any loss, damage or harm caused by the Student’s Misconduct to the University or to any other person;
(m) any previous findings of Misconduct against the Student,

36. **Penalties or orders that may be Imposed.**

(1) Any one or more of the following penalties or orders may be imposed by the Student Misconduct Committee on a Student:

(a) a record of guilt on the student’s record with no further penalty imposed;
(b) a requirement to make restitution to the University or a person who has suffered loss as consequence of the Misconduct;
(c) written warning;
(d) a written reprimand;
(e) a written caution;
(f) the award of a result of fail for a unit of study;
(g) expulsion from the University;
(h) prohibition, exclusion and suspension for a specified period of time from:
   (i) entering University premises;
(ii) any part or all of University premises;
(iii) attending any classes, meetings or other University activities;
(iv) using any facilities or services of the University.
(i) A fine payable up to $1500 within a specified period of time;
(j) Require the student to apologise in writing to any person;
(k) Terminate the student’s research candidature;
(l) Impose a suspension or exclusion with or without conditions;
(m) A direction to attend counselling and/or other University pastoral care and/or teaching and learning services for a specified period;
(n) Compensation payable up to amount of $1000;
(o) Loss of privileges for a designated period of time;
(p) Revocation of admission to or a degree awarded from the University;
(q) Withholding a degree;
(r) The award of a mark of zero or a reduced mark for an assessment item of a unit of study;
(s) Remedial action such as counselling;
(t) Remedial action such as training on proper academic conventions and techniques;
(u) Allowing the Student to re-attempt the assessment item;
(v) Disallow work, mark or research;
(w) Any other penalty or order considered reasonable and appropriate by the SMC.

PART 8 - APPEALS

37. Lodging An Appeal

(1) A Student may lodge an appeal with Appeals Committee against a determination made by the Student Misconduct Committee under the following grounds:

(a) That there is evidence that there has been a breach of procedural fairness; and/or

(b) That fresh relevant evidence has become available to the Student which was not available or not known to the Student at the time of the hearing or considering of the determination.

(2) An appeal must be lodged by the Student to the Secretary of the Appeals Committee in writing within ten (10) working days from the date of the official notification of the determination of the Student Misconduct Committee.

(3) A notice given by a Student under this Rule 37, must set out the relevant grounds and full particulars and evidence of the Appeal.
(4) If a Student lodges an Appeal, the operation of a penalty imposed under Part 7 Rule 36 is suspended (except a decision to suspend a Student under Part 4) pending the outcome or withdrawal of the Appeal.

38. Composition

(1) There shall be an Appeals Panel, appointed by resolution of Council.

(2) The Appeals Panel shall comprise:

(a) The Chancellor of the University;
(b) Two (2) external members of the Council who are not members of the staff or a student of the University;
(c) Two (2) postgraduate research students of the University;
(d) Two (2) undergraduate students of the University;
(e) Six (6) persons appointed to represent the teaching, research and administrative functions of the University;

(3) A member of the Appeals Panel holds office for two (2) years and is eligible for reappointment.

(4) All members appointed to Appeals Panel must undertake and complete the University’s training on Student Misconduct Committee hearings and sign a confidentiality and privacy agreement.

39. Appeals Committee

(1) The Vice-Chancellor must appoint an Appeals Committee to hear and determine an appeal within 10 days from receipt by the Secretary referred to in Part 7, sub rule 37 (2) of an appeal.

(2) The Appeals Committee must consist of 4 members of the Appeals Panel including:

(a) The Chancellor, who will also serve as Chair of the Appeals Committee;
(b) One (1) external member of Council;
(c) One (1) student member from the appropriate category in relation to the type of Misconduct;
(d) One (1) member representing the teaching, research our administrative function of the University;

(3) If a member of the Appeals Committee is unwilling or unable for any reason to hear a particular appeal by a Student, or the Chancellor determines after consultation with the Vice-Chancellor that in the particular circumstances of the Appeal it would be inappropriate for a member to sit, then the Vice-Chancellor must appoint a substitute member qualified under Sub Rule 38, to hear that Appeal. No person who was previously involved or associated with the current matter either as a witness, a member of the Student Misconduct Committee or otherwise, may be a member of the Appeals Committee.

40. Appeals Procedure

(1) The Appeals Committee must:

(a) Fix a date, time and place for the hearing of the Appeal; and
(b) Give no less than seven (7) days written notice of the hearing to the Student and provide the Student with copies of the substantive material upon which the Appeals Committee intends to rely on and advise the Student;

(c) notify the Student, that at the hearing of the Appeal he or she may:
   (i) appear in person;
   (ii) make oral or written statements;
   (iii) question any witness

(d) notify the Student that if he or she does not attend the Appeal or make oral or written statements, then the Appeals Committee will determine the Appeal in his or her absence;

(e) notify the Student that he or she has the opportunity to be accompanied by a Support Person in accordance with Part 2, sub rules 5(2) and 19 of this Rule and to advise accordingly.

(2) The Appeals Committee shall have all the functions and powers conferred on it by or under this Rule, including the power to:

(a) Make enquiries and inform itself in any manner thought fit;

(b) Determine its own procedure in the way the Chair decides;

(c) Do all things necessary for or in connection with the carrying out of its functions.

(3) The Appeals Committee is not bound by any rules of evidence.

(4) The quorum of the Appeals Committee is three (3).

(5) The Chair shall decide:

(a) The manner and order of proceedings for any hearing;

(b) Any points of order or interpretation that may arise;

(c) Whether any objection to a question should be upheld or overruled;

(d) Who may be present during any part of the hearing;

(e) Whether any pertinent records, exhibits and written statements may be accepted as information by consideration by the Appeals Committee.

(6) All procedural questions are subject to the final decision of the Chair.

(7) Any decision of the Appeals Committee shall be decided at least by a majority of the Appeals Committee.

(8) In the event of a deadlock, the Chair has a deliberative and casting vote.
41. Appeals Outcome

(1) After consideration of an Appeal, the Appeals Committee has the following options:

(a) Refer the matter back to the original Decision Maker for further inquiry and determination;

(b) Affirm the decision of the Student Misconduct Committee;

(c) Dismiss the Appeal against the finding that the Student has committed an act of Misconduct but determine that the penalty should be reduced to a lesser one;

(d) Uphold the Appeal against a finding that the Student has committed an act of Misconduct, in which case any penalty imposed shall be nullified;

(e) Dismiss the Appeal;

(f) Vary the decision and/or penalty of the Student Misconduct Committee;

(g) Set aside the decision of the Student Misconduct Committee and make a fresh decision and/or penalty; or

(d) Set aside the decision.

(2) The Appeals Committee must within 7 days of any decision being made provide:

(a) a written notice to the Student, of:

   (i) the terms of the decision; and

   (ii) reasons for their decision;

(b) a copy of the notice to the Registrar and to the Vice-Chancellor.

(3) A decision of the Appeals Committee is final and conclusive.

PART 9 - MISCELLANEOUS PROVISIONS

42. Transitional Provisions

(1) Any proceedings for Misconduct that have commenced but not completed before the commencement of this Rule must be completed as if the previous version of this Rule had not been replaced.

(2) For the purposes of Sub Rule 42(1), a Misconduct process begins at the time a report of Misconduct is made and is completed at the time that all Appeals have been heard and all Appeal rights have been exhausted.

(3) Notwithstanding Sub Rule 42(1), a Decision Maker may exercise any of his or her powers under Part 4 of this Rule in relation to a Student who is the subject of a report of Misconduct being managed under Sub Rule 42(1).

43. Sunset and review provisions

(1) Unless it is repealed sooner, and subject to Sub Rule 43(2), this Rule shall cease to have effect on the date being five (5) years after it comes into force.
(2) The Vice-Chancellor shall, before this Rule is due to be repealed in accordance with Sub Rule 43(1), nominate a person or establish a committee or working party to review this Rule and recommend any necessary changes for consideration and approval by the Council.
Schedule 1

**Academic Misconduct** includes conduct on the part of the student that is not limited to:

(a) Cheating;

(b) Plagiarism;

(c) Collusion;

(d) conduct that seeks to gain for the student, or for any other person, any academic advantage or advancement though the improper use of University facilities, information or the intellectual property of others;

(e) disruptive behaviour in classes, lectures, library or computer laboratories on field trips, practicum, or other off campus learning activities;

(f) contravening the provision of the University's academic rules, policies, procedures and/or guidelines;

(g) use of taped, recorded or videotaped lectures or tutorials or other classes that infringes another person's privacy or intellectual property rights including but not limited to publishing or distributing a recording without permission from the teacher of the unit or course; and/or

(h) any other behaviour that is inconsistent with academic standards or practices normally expected of university students, regardless of whether these are explicitly expressed in any rules, policies or guidelines of the University;

**Cheating** or **to Cheat** in assessment tasks including assignments, examinations, practicals and tests includes but is not limited to:

(a) submitting a falsified medical certificate, or falsified academic transcript or any other falsified document to gain an academic advantage;

(b) acting dishonestly in any way;

(c) attempting to read or reading another students’ work in an examination;

(d) writing an examination answer, or consulting any person or materials for an examination answer, outside of the examination room, without permission to do so;

(e) not following the directions of the examinations supervisor including seating location and movement about the examination room;

(f) violating rules governing the administration of examinations;

(g) violating any rules relating to academic of a course, degree or program;

(h) sitting the examination for another student or having another person at an examination on behalf of a student;

(i) removing an examination question paper from an examination room where this is contrary to instructions;

(j) tampering or attempting to tamper, with examination scripts, class work, grades or class records;
(k) acquiring, or attempting to acquire, possessing or distributing examination materials or information without approval from the teacher of the course or unit;

(l) improperly obtaining and using information about an examination before an examination;

(m) assisting any other student to cheat or to act dishonestly in any way;

(n) communicating in an examination, or other test, or bringing into the examination room any unauthorised materials, mechanical or electronic device including mobile phone, or any other items not authorised by the person who set the examination or the supervisor of the test;

(o) writing on the hand or any other part of the body in an examination;

(p) writing on a ruler, eraser or any other instrument in an examination;

(q) taking unauthorised materials into an examination (except those specified as authorised) including but not limited to, a mobile phone, a book, handwritten notes, a calculator and hand-held computer where these are not permitted;

(r) using or attempting to use, any material or equipment that is not specified on an examination paper for use in the examination;

(s) seeking assistance from others in order to Cheat or act dishonestly;

(t) where individual work is required, making available or receiving notes, papers or answers related to the conduct of an assessment to and/or from others, without the permission of the University to do so;

(u) copying the answers of another student in an examination or allowing another student to copy answers in an examination;

(v) colluding with other students on individual assessment items; or

(w) assisting any other student to cheat or act dishonestly;

Collusion means when two or more students, or a student and any other person(s), act together to Cheat, Plagiarise or engage in Academic Misconduct, or incite others to do so;

Plagiarism includes, without limitation:

(a) using the work, words or ideas of another person or source, whether intentionally or not and presenting or submitting it as the student’s own without acknowledgment of the original author;

(b) submitting the same or substantially the same assessment item that has already been submitted for assessment or credit at Macquarie University or elsewhere;

(c) summarising another person’s work;

(d) use of others (paid or otherwise) to conceive, research or write material submitted for assessment (ghost writing); and

(e) quotation without the use of quotation marks.

Non-Academic Misconduct includes conduct on the part of the student as set out in the Student Code as provided in Schedule 2;
Research Misconduct means an allegation in relation to the conduct on the part of a student in connection with research, if it involves all of the following:

(a) an alleged breach of the Australian Code for the Responsible Conduct of Research and the Research Code;

(b) intent and deliberation, recklessness or gross and persistent negligence; and

(c) serious consequences, such as false information on the public record, or adverse effects on research participants, animals or the environment,

Subject to the above, Research Misconduct includes any of the following on the part of a student in connection with research:

(i) fabrication, falsification, or deception in proposing, carrying out or reporting the results of research;

(ii) conduct that seriously deviates from generally accepted standards within the scientific and scholarly community for proposing, conducting or reporting research;

(iii) misleading ascription of authorship; fabrication or plagiarism of data, written outputs or results;

(iv) misleading statements or representation to obtain funding;

(v) breach of copyright;

(vi) failure to declare or manage a serious conflict of interest;

(vii) submitting false results to a supervisor, examiner or publisher;

(viii) failing to obtain the requisite ethics committee approvals before commencing or performing any research as required by the National Statement on Ethical Conduct in Research Involving Humans and the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes;

(ix) deviating from approved protocols for research involving humans, animals or gene technology;

(x) assisting, facilitating, concealing or encouraging a student to commit research misconduct;

(xi) materially damaging, sequestering, or taking any research related property of another person, without authority;

(xii) make use of any information in breach of any duty of confidentiality associated with the review of any manuscript or grant application;

(xiii) misleading attribution of authorship;

(xiv) making a false or misleading statement or representation;

Research Misconduct does not include differences in judgement, and may not include honest errors that are minor or unintentional.
Schedule 2

STUDENT CODE OF CONDUCT
ITEM 10.6: DISRUPTION TO STUDIES POLICY

For noting.
Disruption to Studies Policy

The Special Consideration Policy was scheduled for review in July 2010. A Working Group of academic and professional staff was formed in late 2010 to review the policy. After lengthy consultation, it was decided to replace that policy with one which better facilitated the timely online reporting of disruptions, involved appropriate professional staff in the determination of the severity of that disruption, ensured closer integration with the University’s wellbeing and disability processes and freed Academic decision makers to concentrate on how best to respond to well validated disruptions to study. Feedback from Associate Deans (Learning and Teaching), Student Administration Managers and Campus Wellbeing contributed to a draft Disruption to Studies Policy, which was approved in principle, by the Senate Learning and Teaching Committee in November 2012, pending the development of associated procedures.

Development of procedures to support the Disruption to Studies Policy commenced in June 2013 and the implementation of a system response to support Disruptions to Studies and the associated workflows is currently in progress. Due to the system development lead-time associated with complex workflows, which form the basis of the Disruptions to Studies procedures, there will be a staggered implementation. Stage 1 will be implemented for Session 1, 2014 and will facilitate the assessment of serious and unavoidable disruption at the Faculty Administration level, the introduction of a taxonomy of disruption developed by Campus Wellbeing and the referral of student cases to Campus Wellbeing both for support and review. Stage 1 will however require a student to submit separate applications for each assessment item affected by a disruption (as is currently the case). Stage 2 will be implemented for session 2, 2014 and will allow for one application per Disruption to Studies with the system identifying and distributing notifications for each assessment item affected across Faculties.

In developing the Disruption to Study procedures a number of policy issues were identified and resolved in consultation with internal stakeholders. However one of these remains unresolved and needs to be addressed in order to progress and finalise the Policy. Specifically, there still exists a lack of consensus on the whether a student who has encountered a serious and unavoidable disruption is required to demonstrate ‘satisfactory performance’ to date in order to be eligible to be granted special consideration. This is an exception embodied in our current policy and a benchmarking exercise against a basket of comparator institutions reveals that about half of those institutions have a similar rule to that effect. This issue is currently being worked through and it is anticipated that the Disruption to Study Policy will be presented to Academic Senate for recommendation to the December meeting of University Council.

Recommendation
For noting

Professor Dominic Verity
Chair of Academic Senate
ITEM 10.7: CABSS WORKING PARTY ON CORPORATE AND ACADEMIC GOVERNANCE

For noting.
CABSS Working Party on Corporate and Academic Governance

Corporate and Academic Governance in the New Regulatory Environment

Purpose of this Paper

On 9 March 2012 the National Conference of Chairs and Secretaries of Academic Boards and Senates established a working party “to develop a discussion paper on the relationship between corporate and academic governance. The paper is to be circulated for comment and revision, then disseminated to help inform TEQSA’s deliberations.”

Drafts of the paper were presented at the National Conferences of Chairs of Academic Boards and Senates on 15 November 2012 and 1 March 2013, and revisions were made on the basis of feedback and discussion at the conferences. The 1 March conference endorsed the final version of the paper for dissemination.

Members:

- Ben Bradley (Charles Sturt University)
- David Holloway (Murdoch University)
- Di Kelly (University of Wollongong)
- Peter McCallum (University of Sydney)
- Sally Varnham (University of Technology Sydney)
- Paul Wormell (University of Western Sydney)

This paper provides a brief analysis of the relevant sections of the Higher Education Provider Standards and Qualifications Standards, and the related TEQSA Regulatory Risk Indicators, proposes some ways in which these Standards might be clarified, identifies some possible criteria for assessing the separation of corporate and academic governance, and suggests how some criteria for effective academic governance could be identified for universities. The paper does not make recommendations about other types of higher education provider.

This paper is written from the perspective of the National Conference of Chairs of Academic Boards and Senates and addresses a particular question about the relationship between corporate and academic governance. A separate paper states the Conference’s broader position on ‘The Purpose and Function of Academic Boards and Senates’, building on the work of earlier National Conferences.

Background

The Higher Education Provider Standards (Threshold Standards), consisting of the Provider and Qualification Standards, were approved by the Minister on 22 December 2011. TEQSA took up its full powers to regulate with reference to these standards on 29 January 2012. Higher education providers, including universities, must meet these standards if they are to maintain their registration as providers. This is also a requirement for universities to retain their self-accrediting status (i.e., their capacity to approve their own courses of study.)

1 Tertiary Education Quality Standards Agency, Australia’s independent national higher education regulator.
The Higher Education Standards Panel will be reviewing the Threshold Standards during 2013, in consultation with a range of stakeholders, and any suggested revisions should be directed to the Panel.

According to the Higher Education Provider Standard 3.8:

The higher education provider’s corporate governing body protects the academic integrity and quality of the higher education provider’s higher education operations through academic governance arrangements that provide a clear and discernable separation between corporate and academic governance, including a properly constituted academic board and course advisory committees.

This is reflected in TEQSA’s Regulatory Risk Framework (risk indicators C1 and C2), noting that in this Framework “'Corporate and academic governance’ risk indicators include consideration of: the operation of corporate and academic governing bodies and processes (including the role of student organisations); and risk management practices.”

C1: Weak academic governance structure – A clear academic governance structure plays a key role in protecting the integrity of the provider’s core activities of teaching and research (where applicable to provider category). Considerations would include whether academic governance arrangements provide a clear separation between corporate and academic governance (including a properly constituted academic board and course advisory committees), support the maintenance of academic standards, and whether independent student organisations are incorporated into processes.

C2: Weak corporate governance structure / processes – Sufficient capacity for good leadership, with respect to both corporate and academic governance, is important to effective functioning as a higher education provider and managing the delivery of education outcomes. Consideration of appropriateness of qualifications and experience of senior executives, including mix of academic and corporate leadership. Governance processes include clarity of roles, responsibilities, policies and corporate processes (e.g. planning, conflict of interest, internal audit etc).

TEQSA gives a definition of academic governance in the glossary to its Regulatory Risk Framework (February 2012).

Academic governance is a subset of the overall governance of an educational organisation, and deals with the framework that regulates academic decisions and academic quality assurance within the organisation. Academic governance includes the policies, processes, definitions of roles, relationships, systems, strategies and resources that ensure academic standards and continuous improvement in academic activities, and is concerned with the integrity and quality of the core higher education activities of teaching, research and scholarship.

The Regulatory Risk Framework does not give a corresponding definition of corporate governance, but risk indicators C1, C2 and A6 (see below) are relevant, and also the following Provider Standards. There is, of course, an extensive international literature about corporate governance, a term which may be interpreted in more than one way, but in the first
instance it is appropriate to focus on the meanings that it has in the Higher Education Standards Framework.

Higher Education Provider Standard 3.1:

The higher education provider has a corporate governing body that has responsibility for oversight of all of the higher education provider’s higher education operations, including conferral of its higher education awards, and to which management is accountable.

Higher Education Provider Standard 3.3:

The higher education provider’s corporate governance arrangements demonstrate a clear distinction between governance and management responsibilities.

TEQSA Risk Indicator A6:

A6: Overseas Body Corporate – The Threshold Standards require that higher education providers have governance and management of its Australian higher education operations located in Australia. An overseas body corporate flags a need for strong governance and management arrangements to be in place.

(This relates to Higher Education Provider Standard 1.1)

All universities are required to have a corporate governing body (known variously as a council, senate, board, etc.) For the purposes of this document, we will refer to this as the university council, and the peak academic-governance body as the academic board.

Thus it is implicit in the references to governance within the Provider Standards and the risk indicators that effective university governance involves two areas of separation: between academic and corporate governance (Provider Standard 3.8) and between governance and management responsibilities (Provider Standard 3.3), implying a tripartite separation of roles, but with some shared responsibilities. In practice all Australian universities have such a tripartite governance structure, as shown in the Figure below, comprising:

- The university council, which is typically responsible for overall institutional strategy, risk management and financial oversight;
- The executive management (Vice Chancellor and other senior academic leaders and managers), who are responsible for the allocation and management of resources to meet the university’s mission;
- The academic board, which is typically responsible for academic values, standards, policies and quality assurance, and serves as a forum for debating academic and strategic issues. These roles are often specified in the relevant University Act or related by-laws.
University Governance Triangle (after Shattock (2012), Fig. 2)

Both the executive management and academic board make substantial and distinctive contributions to academic decision-making within the university, within the context of council decisions. Close collaboration and mutual respect between the three components of the structure is essential for effective overall University governance.

It appears from Standards 3.1 and 3.3 that, in the higher education context, “corporate governance” encompasses the university council and the executive management of the provider, with “a clear distinction between governance and management responsibilities”.

We recommend that the Higher Education Standards Panel be invited to clarify the Standards by explaining that the overall governance of an institution comprises its corporate governance, encompassing the corporate governing body and executive management, and its academic governance. There should be a clear distinction between the responsibilities of the different governance and management components, including a clear and discernible separation between corporate and academic governance.

The nature of this separation is the main focus of this paper.

As identified in the Threshold Standards and various University Acts, academic boards are a characteristic and distinctive feature of universities in Australia and internationally, with a history extending over 800 years, reflecting their long-standing status as self-governing communities of scholars. However, as Winchester (2007) has noted, “academic boards have evolved over time. They have origins in professorial boards and sometimes retain this element in their contemporary form. They vary in size, from very large bodies with an unspecified number of members, determined according to the constituent parts of a particular university, to smaller ones that are less representative in their composition. They are often seen as slowing decision-making, a necessary outcome of their relation to the governing council and the layers of subordinate committees with which they share the work load. They are also seen as collegial and as a forum for debate.”

The 2005 National Conference of Chairs of Academic Boards and Senates considered a draft document which was subsequently developed into a national statement of function and purpose for Australian academic boards. The Mission of an academic board is summarised as follows:
“The Board is the principal policy-making and advisory body on all matters relating to and affecting a university's teaching, research and educational programs. It is also responsible for assuring academic quality including academic freedom, academic integrity, assessment, admissions, and research conduct. The Board model of academic governance is founded upon consultation, collegiality and broad-based representation, and had its origins in the historical tradition of a university as a community of scholars.

The Board is composed primarily of academics, who are representative of the diversity of the academic diversity in the university, but includes also students and may include professional staff. It is independent of, but shares membership with, senior executive, senior management and Council. It is a representative body of colleagues engaged in the compliance and innovation processes of the university.

The Board provides an important venue for student involvement in academic decision-making.

As noted above, the Board upholds the voice and the interests of the Academy in a tripartite relationship of the Academic Board and Council; the Vice-Chancellor and Senior Executive; and the academic community. The Board has a well-defined role in governance, both as a policy making body and as an advisory body, on all academic matters, including academic activities, policies and strategic planning.

Free and open debate fosters moral authority within the academic community, and the Board provides a forum to facilitate debate and information flow on a range of educational and university sector issues, across the senior executive and the wider academic community. Boards provide cross-functional mechanisms to address and resolve complex problems that cut across academic and administrative policy.”

Different institutions strike different balances between the three domains of institutional governance, depending on their histories, enabling legislation, institutional missions, sizes and geographic constraints, academic profiles and cultures, and, inevitably, the personalities involved. As Baird (2007) has pointed out, “In Australia as elsewhere, complex internal dynamics shape the actual role played by the academic board. The extent to which the board is actively involved in policy advice depends in part on the level of trust between the board and the chief executive and senior managers, as well as the extent to which academic leaders participate on the board.” In universities, the vice-chancellor plays a particularly influential role in determining the relationship between the academic board and the executive management.

The role of an academic board has evolved over the past century, and continues to evolve in response to the changed roles of university councils and executive management, sometimes with encouragement or firm guidance from Australian University Quality Agency (AUQA) audit panels, as analysed by Baird (2007), Dooley (2007) and Winchester (2007). Winchester (2007) argued that “the rationale for academic boards is clearly as custodian of academic values and standards, and in so doing they provide the expert voice on the academic purpose of the higher education enterprise. It is now time to apply mechanisms of good governance to this clearly defined purpose”, and the “time really has come for discussion of governance to shift from council and to focus in a more rigorous way on the
role of the academic board within the overall governance system. Baird (2007) concluded that “governing bodies would do well to monitor the extent to which they are supported by an active and effective academic board working productively in concert with executive managers.”

More recently, Wormell (2012) has suggested that “in the new regulatory scheme Academic Boards and their committees are required to play substantial and distinctive roles in the management of academic aspects of regulatory risk, and institutional monitoring and assurance of academic standards, policy, quality and excellence” and “the Higher Education Threshold Standards emphasise the Boards’ legislated and traditional roles and accountabilities, echoing earlier forthright advice from AUQA”, so that “in these circumstances Boards must think clearly about their distinctive character and contributions, and their internal and external collaborations.”

It is essential that there be good communication and co-operation between the three governance domains. The 2005 National Conference of Chairs paper stated that “There should be a well-defined statement which clarifies roles and delegations of the Board, the Council and the Executive. This should establish a shared governance role; distinguish between the Board’s role in governance and the function of management; guarantee independence of the Board; ensure that it has a regular reporting relationship to Council; ensure good, evidence-based advice to the Council and Executive on academic matters; and include clear and consistent terms of reference concerning which matters are dealt with by the Board.”

Under Standard 3.8, there must be a “clear and discernable separation between corporate and academic governance”. The nature and extent of this separation will vary between institutions, but some key factors are listed below.

1. The academic board should have a well-defined role in the university’s overall governance: “There should be a well-defined statement which clarifies roles and delegations of the Board, the Council and the Executive” (National Conference of Chairs of Academic Boards and Senates, 2005).

2. This statement should be explicit about the extent to which the corporate governing body delegates its responsibilities for the oversight of the institution’s higher education operations to the academic board: for example, the accreditation and conferral of higher education awards; the development, implementation and review of academic policies relating to learning, teaching and research; the maintenance of academic standards; and academic quality assurance arrangements, encompassing systematic monitoring, review and improvement.

3. It should also state the ways in which the academic board is accountable to the corporate governing body and the management of the provider.

4. There should be a clear understanding of the extent to which the academic board is independent of the council and executive management. Key factors here include:
   a. The membership of the academic board (proportions of appointed and elected members; the degree of independence of the chair or president);
b. The extent to which the academic board shares membership with the university’s senior executive, senior management and council;

c. The extent to which the academic board has the resources, human and otherwise, to operate and meet its terms of reference. This includes appropriate workload allowances for chairs and deputy chairs, and the resources that are needed to fulfil their duties, as well as administrative support for the board and its committees, either through its own office, or another unit within the institution (e.g. an academic or committee secretariat);

d. The extent to which the academic board can make decisions that determine academic policies which affect academic quality in the institution;

e. The relationships and reporting lines between the three components of university governance, ensuring that the academic board takes proper account of institutional strategies and the implications of its decisions (e.g. in relation to staffing and infrastructure costs), while the executive management provides resources to support the implementation of academic policies, and such functions as course accreditation, the maintenance of academic standards, and quality assurance programs;

f. A clear recognition that this independence should exist in a thoroughly collaborative context, in which the academic board, vice-chancellor and other senior officers of the University are working together to achieve the goals of the University, playing complementary roles in academic leadership and decision-making.

5. The academic board should play an important role in debating, developing and implementing institutional strategy in a range of academic areas, and be able to have free and open debate about academic issues. As Dooley (2007) states, “If a Board is to operate in the traditions of a community of scholars, it should not feel itself constrained by the views of the vice-chancellor and Senior Management: no topic should be ‘off limits’. Yet most modern academics are sufficiently pragmatic and timepoor not to want to spend hours discussing something which has no chance of ever being realised. A key to good discussion at Board is to have good, practical and realisable topics for discussion, and to clearly focus the discussions towards concrete outcomes, which one hopes are not totally diametrically opposed to the chosen path of management.”

6. The academic board should be the principal policy-making and advisory body on all matters relating to and affecting a university’s teaching, research and educational programs. It should be responsible for assuring academic quality including academic freedom, academic integrity, assessment, admissions, and research conduct. It should, of course, do this in collaboration with the relevant senior officers and operational units of the institution, with a clear division of accountabilities.

7. The academic board should be able to make decisions that lie within its purview, and these decisions should carry weight within the institution. For example, the institution should make it possible for academic policies to be implemented, monitored, reviewed and improved. Typically an academic board will not have control over
in institutional resources such as staffing, budgets and infrastructure, although individual board members may exercise this through their management roles.

**Collaboration**

A complicating factor is that many aspects of “the academic integrity and quality of the higher education provider’s higher education operations” involve shared responsibilities. For example, Provider Standard 3.8 states that:

The higher education provider’s corporate and academic governance arrangements demonstrate:

- the effective development, implementation and review of policies for all aspects of the higher education provider’s academic activities including delivery of the higher education provider’s courses of study by other entities;
- the maintenance of academic standards, with appropriate mechanisms for external input, in accordance with international conventions for good academic practice; and,
- effective quality assurance arrangements for all the higher education provider’s higher education operations, encompassing systematic monitoring, review and improvement.

Addressing this standard adequately and comprehensively requires collaboration between the academic board and relevant standing committees at the university and college/faculty/school/department level; senior portfolio holders at the deputy or pro vice-chancellor level; executive deans, deans or other academic unit heads; organisational units with responsibility for collecting and evaluating data such as student-satisfaction data; input from student representatives and, of course, close collaboration with academic and professional staff across the institution.

When considering the separation of academic and corporate governance functions, it is necessary to assess the contributions that the three components of governance make to all-of-institution functions. In practice there needs to be a balance between collaboration and separation, allowing the academic board to make expert and critical recommendations and decisions on matters such as course approval (accreditation), assessment standards and criteria, standards for Higher Degree Research candidatures, and a range of other matters that intersect with financial and strategic priorities for the institution. Management and academic priorities may differ and may, at times, be in tension with one another. Managing this relationship requires good communication and diplomacy, as well as integrity and diligence in decision-making by the academic board. The role and responsibility of the academic board is, potentially, strengthened by the Higher Education Standards Framework; indeed the Standards and the TEQSA Regulatory Risk Framework have prompted institutions to look carefully at the roles and accountabilities of various parts of the organisation, and this is an opportunity for academic boards to identify more clearly the distinctive, expert and collegial contributions that they can and should make.

The exact balance between collaboration and separation may differ between universities, depending on their particular circumstances and legislation. For example, in some Australian universities, the initial proposal for a new degree is assessed by the university executive to see how well it fits with the university’s strategic plan and academic profile, what evidence
there is of student and employer demand, the intended size of the course, the resource requirements and an evidence-based business case. This is done within the overall university strategy and budgetary framework approved by the council, and major changes to the academic profile – for example, the introduction of a new discipline such as Medicine, Law or Engineering – would require explicit approval by the council. The academic board assesses the new degree for academic quality, rigour, coherence and compliance with external benchmarks and professional-accreditation requirements. Joint approval is required before a full course proposal can be developed. However, in other universities the board may be more closely involved in the strategic decisions, and give advice on the resource implications, although these will ultimately be decided by the council and/or executive.

Possible Measures of the Separation of Powers

The working party was not commissioned to identify a set of criteria for effective academic governance, useful and desirable though this might be. However, any consideration of “the relationship between corporate and academic governance”, and ways in which it might be assessed, leads to a consideration of criteria for assessing the separation of powers, which reside within a broader set of performance criteria for academic governance. In considering ways of determining the effectiveness of separation of academic governance and other governance and management functions, it is important to recognise, as noted above, that academic governance models will vary between institutions according to their mission, history, geography, size and diversity of academic disciplines. With this in mind, it is helpful to consider the type of evidence that TEQSA is seeking about the relevant Standards.

TEQSA’s Application Guide: Application for Renewal of Registration includes the following summary statement about Provider Standard 3 (“The higher education provider shows sound corporate and academic governance of its higher education operations.

The higher education provider’s corporate governing body protects the academic integrity and quality of the higher education provider’s higher education operations through academic governance arrangements that provide a clear and discernable separation between corporate and academic governance, including a properly constituted academic board and course advisory committees.

TEQSA requires a summary of reasons and evidence that demonstrates how the provider meets Provider Registration Standard 3 overall, and its components 3.1 to 3.8 inclusive. The summary must include information about “the provider’s approaches, effective implementation and outcomes relevant to the standard and its components”. The Application Guide also includes a list of evidence that is required, including the following items that relate directly to academic governance:

- the current risk management plan covering the provider’s higher education operations.
- current documentation such as policies, schedules and/or registers authorised by the governing body relating to financial, legal, academic and/or managerial delegations.
- a current chart of academic committee(s) showing structure and relationships.
- the most recent report of performance against the strategic plan’s key performance indicators, targets and/ or strategies.
• evidence supporting effectiveness of the provider’s academic governance processes, including those relating to course development, course approval, course monitoring and course review.

According to the Guide, “examples of evidence that may demonstrate that the provider meets Provider Registration Standard 3 overall, and its components 3.1 to 3.8 inclusive include:” (an edited list follows)

• reports from external or internal reviews of academic governance arrangements.
• policies, procedures, guidelines or similar relating to risk management.
• formally approved composition, statute and/or Terms of Reference for the Academic Board or similar that has responsibility for setting academic policy, and/or oversight of the maintenance of academic standards and effective quality assurance arrangements.
• confirmed minutes of recent meetings of the governing body, Academic Board, course advisory committees or similar.
• development and review processes for academic policies, and examples of implementation.
• processes used to develop and disseminate the provider’s strategic plan.
• review processes for the strategic plan and its KPIs.
• examples demonstrating how the provider’s strategic plan and associated plans (such as Teaching and Learning Plan) are used to guide decision-making.
• review processes for delegation schedules any significant risks identified in relation to meeting the standard, and mitigation strategies.

This is a thoughtful and comprehensive set of evidence, but it requires some criteria by which it can be judged, especially in relation to the effectiveness of academic governance, and the separation of academic and corporate governance.

The 2005 National Conference paper on ‘The Purpose and Function of Academic Boards and Senate’ provides a comprehensive and authoritative statement about academic boards, especially in relation to governance, maintenance of academic standards, communication within the institution, and relationships with external stakeholders. The working party considers that it would be timely to review this statement to ensure that it covers the relevant sections of the Threshold Standards, especially those that relate to the integrity and quality of the core higher education activities of teaching, research and scholarship. Winchester (2012) has recently pointed out the following key issues for academic boards: a properly constituted academic board; academic policy; academic standards; quality assurance; academic integrity; academic partnerships; research. The role of student input is also clearly recognised in the Threshold Standards.

The revised statement should include the following characteristics, which could be used as criteria for assessing the effectiveness of an academic board, especially in relation to the separation of powers.

_An effective academic board, with a clear and discernible separation between corporate and academic governance:_
1. Is properly constituted and has a clearly defined role, terms of reference and delegations that are consistent with the university’s enabling legislation; are approved by the university council; address the relevant sections of the Higher Education Standards Framework; and clearly distinguish the duties and responsibilities of the university council, executive management, and academic board.

2. Has well-defined accountabilities, with clear, direct and regular reporting and advisory lines to the university council and Vice-chancellor. In many cases the academic board is a committee of council and its chair is a council member.

3. Has clearly defined responsibilities, appropriate to its expert and collegial role, for assuring the integrity and quality of the core higher education activities of teaching, research and scholarship. These responsibilities address the relevant Higher Education Standards, including academic policy; academic standards, including course accreditation standards and qualifications standards; quality assurance; academic integrity; academic partnerships and research.

4. Makes expert and well-informed decisions that affect academic quality and standards for the university, ensuring that the board’s decisions are respected and implemented.

5. Approves academic policies, and is capable of monitoring compliance with them, and taking decisive action when it finds non-compliance.

6. Actively participates in productive relationships between the board and the university’s senior executive management committees, and relevant organisational units within the university.

7. Is supported by expert standing committees that have clearly defined roles, terms of reference, delegations and reporting lines.

8. Has a balanced membership that allows expert, collegial and well-informed consideration of academic business; this includes senior officers and academic leaders of the university, and elected staff and student members who can provide a wide range of perspectives, voices and expertise from university faculties, schools, departments and major research groupings.

9. Has a majority of members who do not hold formal management positions within the university, and is capable of making academic decisions that are independent of both the council and management, while respecting and supporting the distinctive roles and responsibilities of the vice-chancellor and other senior academic leaders. Where legislation permits, the board should have an independent elected chair and deputy chair.

10. Has staffing and other resources that allow it and its standing committees to operate and meet their terms of reference and accountabilities, including realistic workload allowances for chairs and deputy chairs, and access to the facilities that are needed to fulfill their responsibilities, including secretarial support and record-keeping for the board and its committees.
11. Sets its own agenda, within its terms of reference, and is free to debate important academic matters with appropriate input from all levels of the university community.

12. Engages in robust and productive debate that draws on the full range of expertise and perspectives that the board provides.

13. Keeps accurate and publicly available records of board and standing-committee meetings.

14. Demonstrates effective engagement in academic board business and implementation of relevant board decisions by department/school/faculty-level committees. Where these committees have formal delegations and responsibilities for academic governance, these should be defined in policy and have appropriate lines for reporting and monitoring.

15. Undertakes regular internal and external reviews, and benchmarking with other providers, and modifies its processes in response to this feedback.

Conclusions

The National Conference on 1 March 2013 agreed to the following actions.

- Recognising that the Higher Education Standards Panel will be conducting a review during 2013, recommend that the Threshold Standards should be clarified by explaining that the overall governance of an institution comprises its corporate governance, encompassing the corporate governing body and executive management, and its academic governance. There should be a clear distinction between the responsibilities of the different governance and management components, including a clear and discernible separation between corporate and academic governance.

- Review and update the 2005 National Conference paper on ‘The Purpose and Function of Academic Boards and Senate’ to ensure that it covers all relevant sections of the Threshold Standards, addressing the key issues that Winchester (2012) has identified, and incorporating the characteristics that the working party has identified. (Note: A draft paper was considered on 1 March 2013, for further revision.)

- Advise all members and TEQSA of the criteria that the National Conference has identified for the separation of corporate and academic governance.

References


Winchester, H.P.M. (2012) ’Best practice - Expectations of the role of the academic board in the changing regulatory environment’, University of Technology Sydney, 26 July 2012


Version 10 – 6 March 2013
ITEM 10.8: DRAFT 2015 ACADEMIC YEAR PLAN

For noting.
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<tr>
<th>Week</th>
<th>Monday</th>
<th>North Ryde Campus</th>
<th>City Campus</th>
<th>Public Holidays</th>
<th>NSW School Terms/Holidays</th>
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<td>School Term ends Thu 2 Apr</td>
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<tr>
<td>53</td>
<td>28-Dec</td>
<td>Reccess</td>
<td></td>
<td></td>
<td>School Term ends Thu 2 Apr</td>
</tr>
</tbody>
</table>
ITEM 10.9: TIMEFRAME FOR 2013 COUNCIL ELECTIONS

For noting.
ITEM 10.9:  2013 COUNCIL ELECTION TIMETABLE (ACADEMIC STAFF REPRESENTATIVES)

Background

On 31 December 2013 the terms of the three academic members on the Macquarie University Council will expire. In accordance with Schedule 1 of the University by-law, on Friday 20 September 2013 a notice of election to these positions and a call for nominations was made via a MQ Announcement.

The 2013 Council election timetable is as follows:

- **Nominations Open:** Friday 20 September 2013
- **Nominations Close:** Thursday 10 October 2013 at 5:00pm
- **Polls Open:** Thursday 17 October 2013 at 9:00am
- **Polls Close:** Thursday 14 November 2013 at 5:00pm
- **Winners determined and announced:** Week beginning 18 November 2013
- **Council election results ratified:** Thursday 5 December 2013 (last Council meeting of 2013)

**Recommendation:** For noting.

Professor Dominic Verity
Chair of Academic Senate
ITEM 10.10: STUDENTS QUALIFIED FOR AWARDS BY ACADEMIC SENATE
(BY UNDERGRADUATE AND POSTGRADUATE)

Circulated separately.

For approval.
ITEM 10.11: PRIZE AWARDS

For approval
MACQUARIE UNIVERSITY

Prize Awards

Recommendations for the award of prizes have been received as follows:

1. FACULTY OF HUMAN SCIENCE

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Psychology Prize</td>
<td>for the most meritorious performance in PSY 224 Psychology, Health and Well-being</td>
<td>42460557</td>
</tr>
<tr>
<td>Rod Power Prize</td>
<td>for the most meritorious performance in the unit PSY 247 Perception I</td>
<td>88228657</td>
</tr>
<tr>
<td>Department of Psychology Prize</td>
<td>for the most meritorious performance in PSY 338 Organisational Psychology</td>
<td>42444446</td>
</tr>
</tbody>
</table>

**RECOMMENDED**: that prizes be awarded to the students nominated above.

Deidre Anderson
REGISTRAR
ITEM 10.12: SAVING CLAUSE CASES – RATIFICATION OF RECOMMENDATIONS

For ratification.
ITEM 10.12: SAVING CLAUSE CASES

Faculty of Arts

RECOMMENDATION
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 42103037 to satisfy degree requirements for the Bachelor of Arts – Media, provided all other degree requirements are met.

RECOMMENDATION
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 41769449 to satisfy degree requirements for Bachelor of Arts – Media, provided all other degree requirements are met.

Faculty of Science

RECOMMENDATION
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 42144531 to satisfy the degree requirements for the Bachelor of Science without completing a People unit outside the Department of the qualifying major.

RECOMMENDATION
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 42106494 to satisfy the degree requirements for the Bachelor of Science without completing a Planet unit outside the Department of the qualifying major.

RECOMMENDATION
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to allow the student identified as 41464516 to satisfy degree requirements for a Bachelor of Arts without completing the Planet unit requirement, provided that all other degree requirements are met.