AGENDA

1. WELCOME / APOLOGIES

2. MINUTES OF THE PREVIOUS MEETING
   • Minutes of meeting held on 17 October 2012

3. BUSINESS ARISING FROM THE MINUTES
   3.1 See action list
      (refer to Minutes of previous meeting)

4. REPORTS
   4.1 Provost
      No report at this meeting - Prof Sachs will be overseas.
   4.2 Chair
   4.3 Reports from the Offices:
      4.3.1 First Year Experience (Justin Dutch)
      o Academic Literacy
         (Ms Tessa Green, Manager of Learning Skills),
      o UniWiSE and Online Mentoring
         (Dr Rebekah Wegener, Manager of the Transition Program)
      4.3.2 Macquarie City Campus (Nathan Asher)
      4.3.3 Learning and Teaching Centre (Ian Solomonides)
      4.3.4 Centre for Open Education Report (Andrew Burrell)
      4.3.5 PACE Report (Lindie Clark)
      4.3.6 Library Report (Grazyna Tydda)

5. GENERAL BUSINESS
   5.1 Policies/Procedures:
      5.1.1 Recognition of Prior Learning Policy - Project Brief
         - for noting and discussion
      5.1.2 Disruption to Studies Policy (Dominic Verity)
         - for discussion
5.2 AQF Addendum (Julie Fitness)
   Carried over from meeting held on 17 October 2012
   - for discussion

5.3 Pilot of electronic submission and assessment of assignments
   (Sherman Young)
   To be tabled

5.4 Report from meeting of the Academic Senate
   (meeting held on 2 October 2012)
   Pages 82 - 84

5.5 2013 Schedule of Meetings of the Senate Learning and Teaching
     Committee— for noting
     • Review starting time (10:00am instead of 9:30am?)
       – for consideration
     Pages 85 - 86

6. OTHER BUSINESS
Minutes of the meeting of the Senate Learning and Teaching Committee held on 17 October 2012 at 9.30am Room 498, Level 4, Building C5C

Present:  
Professor Dominic Verity  
Ms Nathan Asher  
Mr Andrew Burrell  
Dr Michael Cavanagh  
Ms Lindie Clark  
Dr Justin Dutch  
Ms Sonia Jeffares  
Ms Bronwyn Kosman  
Professor Nick Mansfield  
Ms Barb McLean  
Dr Mitch Parsell  
Professor Judyth Sachs  
A/Professor Ian Solomonides  
Ms Grazyna Tydda  
A/Professor Leigh Wood  
A/Prof Sherman Young

In Attendance:  
Ms Rajee Grewal  
Ms Hayley Harris  
Ms Zoe Williams

Apologies:  
Ms Deidre Anderson  
A/Professor Kelsie Dadd  
Professor Julie Fitness  
Dr Ian Jamie  
Dr Peter Keegan  
Professor Gail Whiteford

1. APOLOGIES AND WELCOME

The Chair welcomed all to the penultimate meeting of the Committee for 2012 and thanked Ms Kosman for her many significant contributions to the Committee over the years. The Provost, Prof Sachs also took the opportunity to acknowledge Ms Kosman’s dedication and many contributions to building a robust University policy framework.

The Committee noted apologies from Ms Deidre Anderson, A/Professor Kelsie Dadd, Professor Julie Fitness, Dr Ian Jamie, Dr Peter Keegan and Professor Gail Whiteford.

2. MINUTES OF THE PREVIOUS MEETING

The Committee RESOLVED to approve the minutes of the meeting held on 5 September 2012 as a true and accurate record.
3. **BUSINESS ARISING FROM THE MINUTES**

**Student Code of Conduct – Progress**

Mr Luttrell, the University Counsel, provided a progress update to the Committee on the Student Code of Conduct:

- The Code of Conduct is being drafted in conjunction with the re-drafting of Rules governing disciplinary matters. This also has to be done in tandem with related Policy changes.
- External help has been engaged, in the form of a former General Counsel at Southern Cross University, to benchmark against other Universities, both in Australia and abroad.
- Some of the main topical issues that will be taken into account are social media policies, consideration of freedom of expression and the University’s jurisdiction in this context. Other considerations will be online courses, placements for PACE, etc.
- As the disciplinary rule framework and associated changes to Rules are envisaged to take a significantly longer period of time, it is planned to draft the Code of Conduct and have that approved as an interim measure. It is expected that the draft Code of Conduct will be presented for approval to the University Council at its meeting on 5 December, with a view to having it ready for release early next year. The Disciplinary Rule framework will probably be ready by mid next year, at which time the Code of Conduct will be revised in line with the new Rules.

**From the meeting held on 17 October 2012**

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr Parsell to identify who in Linguistics has the skills to conduct the testing and devise diagnostic tools for English Language Proficiency and advise Prof Sachs.</td>
<td>M Parsell</td>
<td>ASAP</td>
<td></td>
</tr>
<tr>
<td>2. Suggestions for <em>internal</em> Macquarie University projects for next year to be forwarded to Prof Sachs.</td>
<td>Committee Members</td>
<td>End November 2012</td>
<td></td>
</tr>
<tr>
<td>3. Academic Honesty Procedure:</td>
<td>D Verity</td>
<td>Year end 2012</td>
<td></td>
</tr>
<tr>
<td>There was a consensus that more off-line discussion is needed to deliberate on detailed logistics. Further discussion with Faculties and the Deputy Registrar.</td>
<td>D Verity/J Wylie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure alignment with DVCSR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Grade Appeal Procedure: It was agreed that the Chair would organise a meeting with the Associate Deans to draft Faculty Guidelines to ensure consistency.</td>
<td>D Verity</td>
<td>Year end 2012</td>
<td></td>
</tr>
<tr>
<td>5. Meeting with student nominees for SLTC</td>
<td>D Verity</td>
<td>November SLTC meeting</td>
<td></td>
</tr>
<tr>
<td>Identify a nominee to represent Research students</td>
<td>N Mansfield</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Complaints about new teaching spaces (for example EMC building)</td>
<td>D Verity and I Solomonides</td>
<td>November SLTC meeting</td>
<td></td>
</tr>
</tbody>
</table>
### Items in progress/pending From previous meetings

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Status as at 17 October</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Convene working party to further review and refine Recognition on Prior Learning Policy. Issue of nested Masters degrees (MMgt / MBA) to be discussed with MGSM.</td>
<td>D Verity</td>
<td>Oct 2012</td>
<td>A Status Review meeting regarding RPL was held on 16 October. The Chair provided an update under Item 1.2. White paper in preparation for November SLTC.</td>
</tr>
<tr>
<td>8. Online LEU working party to reconvene as per next steps detailed in minutes of 13 June 2012</td>
<td>D Verity/ As agreed</td>
<td>md Jan 2013</td>
<td>Completed. Report of WP held on 22 August to be presented by Cathy Rytmeister at meeting on 5 September.. Actions agreed and in progress – report at meeting on 23 January 2013.</td>
</tr>
<tr>
<td>9. Update on the Code of Conduct and timing for implementation be provided for the next meeting. SLTC to request that in light of increased risks, both physical and non-physical, the review and approval of the draft Code of Conduct be expedited. The Chair to follow up with the University Counsel.</td>
<td>D Verity</td>
<td>Oct 2012</td>
<td>The University Counsel, Mr Luttrell, provided an update, as outlined above. Draft Code of Conduct to be completed by year end 2012.</td>
</tr>
<tr>
<td>10. Establish working party to discuss development of guidelines for supporting students part way through a subject who become incarcerated (or otherwise unable to attend campus).</td>
<td>A Burrell</td>
<td>TBD</td>
<td>Andrew Burrell and Jonathan Wylie to discuss.</td>
</tr>
<tr>
<td>11. Update on iLearn</td>
<td>I Solomonides</td>
<td>17 Oct 2012</td>
<td>A/Prof Solomonides tabled a report on implementation of i-Learn (ATTACHMENT 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mid 2013</td>
<td></td>
</tr>
<tr>
<td>12. Process for setting the standards for LEU and AUSSE data and monitoring to be discussed at a future meeting</td>
<td>D Verity</td>
<td>Mid 2013</td>
<td></td>
</tr>
<tr>
<td>13. Review the terms of reference of each of the Faculty Learning and Teaching Committees and submit to the next meeting for approval</td>
<td>D Verity</td>
<td>Year end 2012</td>
<td>In progress.</td>
</tr>
<tr>
<td>14. Report on pilot of electronic submission and assessment of assignments later in the year.</td>
<td>S Young</td>
<td>SLTC Nov 2012</td>
<td>Full report from Associate Deans at the next meeting</td>
</tr>
<tr>
<td>15. On line provision of unit readers - refer the proposal to the Library Committee and seek a report at the end of the year on progress</td>
<td>M Brodie</td>
<td>Early 2013</td>
<td></td>
</tr>
</tbody>
</table>
Items completed/closed

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Status as at 17 October</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Meeting to be held with marketing to further communicate and ensure people are reminded that the UNITS system is to be used University-wide from Semester 2.</td>
<td>N/A</td>
<td>N/A</td>
<td>No action required, as this matter referred to Semester 2.</td>
</tr>
<tr>
<td>17. Provide further information on breakdown of student by target equity groups and if any information is available on intended programs of study of students.</td>
<td>A Burrell</td>
<td>ASAP</td>
<td>Completed. Andrew Burrell to provide to post on SLTC wiki.</td>
</tr>
<tr>
<td>18. Update on the Code of Conduct and timing for implementation be provided for the next meeting. SLTC to request that in light of increased risks, both physical and non physical, the review and approval of the draft Code of Conduct be expedited. The Chair to follow up with the University Counsel.</td>
<td>D Verity</td>
<td>Oct 2012</td>
<td>The University Counsel, Mr Luttrell, provided an update, as discussed above. Draft Code of Conduct to be completed by year end 2012.</td>
</tr>
</tbody>
</table>
| 20. Draft Final Examination Procedure:  
  - Clarification on procedures if fire alarms went off during examination.  
  - Revise instructions with regard to storage and transmission of soft copies of exam papers | D Verity | Year end 2012 | |

1. REPORTS

1.1 Provost’s Report

The Provost provided a report on the following:

- Advisory Committee for TEQSA: Work is still in progress to eliminate duplication in threshold standards. Equity is emerging as an important element in the national discourse. Finalising the standards is proving to be a bit more difficult than had been initially anticipated.

- Australian Government Office of Learning and Teaching (OLT) Awards: speaking in her capacity as the Chair of the OLT’s Standing Committee on Awards, the Provost highlighted the fact that the number of applications for such awards had diminished significantly across the sector. Prof Sachs surmised that perhaps this trend might be an indication of saturation effects or an artefact of proliferation in award sub-categories. In comparison funded research projects seem to be doing well. These may be perceived as being a more effective mechanism for adding value to the sector, which may be enticing academics to pursue OLT research grants in preference to teaching awards.

- Some projects that could be considered for 2013:  
  - Given the remarkable success of Session 3, we might maintain momentum by challenging convention and making MQ a lighthouse for pedagogical excellence in the delivery of condensed mode courses. Prof Gabbott is leading a project on this topic, on the Provost’s behalf.
  - A project on the design and deployment of Massive Open Online Courses (MOOCs) with OUA – understanding emerging models of pedagogy in this space.
  - Student Experience: an improvement in student retention of 2% would have a significant impact on student experience. Work in this area is being conducted the Deputy Vice Chancellor (Students) and Registrar’s office
o English Language Quality: The Provost had had a conversation with the CEO of the Australian Council for Educational Research and there could be an opportunity for Macquarie University to collaborate with ACER and the Australian Government Learning and Teaching Office to develop tools to diagnose language problems early. The Provost asked if the Department of Linguistics would be able to develop a test, with remedies and demonstrable key measures

**Action:** Dr Parsell to identify who in Linguistics has the skills to conduct the testing and devise diagnostic tools and advise Prof Sachs

- Other suggestions for *internal* Macquarie University projects for next year to be forwarded to Prof Sachs.

**Action:** Committee members

### 1.2 Chair’s Report

The Chair updated the Committee on the following:

- **Recognition of Prior Learning:** A meeting had been held on 16 October to review progress to date, under the aegis of the Coursework Admissions Committee, and to assess next steps.

  At that meeting Prof Verity agreed to work with Mrs. Hayley Harris of the Governance Services unit to revisit the draft policy, to revise its language to bring it in line with that of the AQF and to prepare a white paper on outstanding matters for the next SLTC meeting on 28 November 2012.

  Prof Verity asked members to raise any issues they felt needed to be investigated as part of this review. Matters discussed included:

  - Nested MMgt / MBA programs, as per AQUA audit, the Chair confirmed that these were to be discussed with MGSM.

    **Action:** Prof Verity and Prof Fitness

  - The status of existing articulation agreements and the impact that a new RPL policy would have upon those that do not meet the requirement of the maximum 50% RPL. It was noted that there are certain International agreements in place that fall into this category. Prof Verity reported that a review of these was underway, but that it would take a little time to complete since the University did not have a consolidated repository in which all of these agreements were kept.

  - People, Planet and Participation units. These add greatly to the distinctiveness of Macquarie degrees and they may require special handling under the RPL policy.

  - MRes issues – the Chair suggested that the Dean of Higher Degree Research, Prof Mansfield, should be part of the RPL Working Party.

  The Chair would also be liaising with the Deputy Registrar’s Office in regard to the process of building an operational process to support the implementation of the RPL policy.

- **Disruptions Policy:** A follow up meeting of the Working Party to be held on 25 October. Progress would be reported at the next SLTC meeting

### 1.3 Reports from the Faculties

**Faculty of Arts**

A/Prof Young congratulated the Teaching Awards 2012 winners in the Faculty of Arts. The Committee noted the report.
Faculty of Business and Economics

A/Prof Wood highlighted a general weakness in communication skills that had been identified as a result of Learning and Teaching Student Surveys; as a result, this area would be accorded special focus in program planning. The Committee noted the report.

Faculty of Human Sciences

Dr Parsell also congratulated the Teaching Awards 2012 winners in the Faculty of Human Sciences. The Committee noted the report.

Faculty of Science

A/Prof Dadd had conveyed her apologies for the meeting. The Committee noted the report in her absence.

5. GENERAL BUSINESS

5.1 Policies and Procedures

5.1.1 Academic Honesty Procedure

ATTACHMENT 2

Members discussed the Procedure and Schedule of Penalties documents and agreed to endorse them in the principle, subject to minor amendment. It was noted that the Schedule of Penalties had also been considered by the University Discipline Committee and had been approved at its 11th September meeting.

It was noted that the Procedure document requires Faculties to make an annual report of all cases that have been upheld by its Discipline Committee to the Senate Learning and Teaching Committee. It was observed that the University Discipline Committee has also requested trend reports. These could be commissioned by SLTC, as part of its reporting process, although further discussion is required to ascertain the practicalities involved.

Some discussion was also held in regard to processes to ensure that Discipline committees would operate in a manner that ensured consistent decision making from one Faculty to the next. In particular, the University Discipline Committee was keen to ensure that the triaging and referral of case to it followed a common set of ground rules.

It was agreed that SLTC would formulate a common Terms of Reference under which the Discipline Committees of all Faculties would operate.

Action: Prof Verity

The Provost also suggested that consultation with the Deputy Vice Chancellor (Students) and Registrar would be key to ensuring consistency in all matters pertaining to Academic Honesty and Student Appeals.

Action: Chair to discuss with Ms Anderson and Mr Wylie

Other issues raised:

- Clarification is required if the Executive Deans should be chairing their respective Faculty Discipline Committees, as they are also ex-officio members of the University Discipline Committee.
Timeline for reporting of cases to be minimised – agreed that all disciplinary matters that needed to be escalated would be referred to the University Discipline Committee within 10 working days of the allegation being reported to the Executive Dean.

There was a consensus that more off-line discussion is needed to deliberate on detailed logistics.

**Action:** Prof Verity

The Committee RESOLVED TO APPROVE the Academic Honesty Procedure and Schedule of Penalties, subject to review and sign off by the University Policy Reference Group.

The committee also discussed the review of the Academic Honesty Policy, which had been undertaken by a working group chaired by Prof Verity. It was noted that the working group had recommended a minor review at this stage. They felt that a more thorough review would only be appropriate once the Student Code of Conduct had been introduced, the Academic Honesty Rules had been redrafted and the University had seen the new Academic Honesty Procedure in operation. Prof Verity also foreshadowed a move to a broader Academic Integrity policy, which would take longer to consult upon and draft. It was decided that the amended Academic Honesty policy would be referred to Senate for approval but that it would be made subject to an early review date of July 2013.

The Committee RESOLVED TO RECOMMEND the Academic Honesty Policy, subject to review and sign off by the University Policy Reference Group.

*Paul Luttrell left the meeting at 10:15am*

### 5.1.2 Proposed Grade Appeal Procedure

Pursuant to agreement at the last meeting, an updated document incorporating feedback received was considered and the main changes discussed.

It was agreed that the Chair would organise a meeting with the Associate Deans to draft Faculty Guidelines that would ensure process consistency between faculties.

**Action:** Prof Verity

The Committee RESOLVED TO RECOMMEND the Grade Appeal Procedure, subject to review and sign off by the University Policy Reference Group.

### 5.1.3 Draft Final Examination Procedure

This builds on earlier drafts to outline clear guidelines at University level on Final Examination Procedure.

The committee asked for further clarification of two points, these being:

- Procedures to be followed in the event of fire alarms going off during examination.
- Secure handling of examination papers held or transmitted as electronic media.

The Chair undertook to discuss these matters with the Deputy Registrar and to update the procedure accordingly.

**Action:** Prof Verity

The Committee RESOLVED TO RECOMMEND the Final Examination Procedure, subject to the clarification of the wording regarding fire alarm procedures and secure handling of
examination by the Chair and the Deputy Registrar, and review and sign off by the University Policy Reference Group.

*Prof Sachs left the meeting at 11.06am*

### 5.2 Student Representation on the SLTC

Two nominations had been received for student representation on the Senate Learning and Teaching Committee for the Post Graduate Coursework and Undergraduate cohorts. The Chair proposed that he would meet with the nominees to discuss the responsibilities they would shoulder as Members of the committee and to confirm that they were happy to accept their nominations.

**Action:** Prof Verity

The Chair reminded the committee that its Terms of Reference also called for a representative of the HDR student cohort. No such nomination had been received from the student representatives on Senate. The Chair suggested that the Dean of Higher Degree Research might be the most appropriate person to make this nomination.

**Action:** Prof Mansfield

*A/Prof Solomonides informed the committee that one UK institution had released a draft Student Engagement Agenda that advocates much wider student involvement in University governance processes. A/Prof Solomonides will circulate a copy to Members for information.***

**Action:** A/Prof Solomonides

### 5.3 AQF Addendum

Discussion on the AQF Addendum was adjourned to the next meeting.

### 5.4 Report from meeting of Academic Senate

The Committee noted the report of meeting of the Academic Senate held on 4 September 2012.

### 5.5 Report on Engagement with the Australian Office for Learning and Teaching Activities

Ms McLean informed Members that the website had been updated to incorporate more reporting of OLT grant and award processes. Successful applications had been posted and it was suggested that it might also be of great value to post unsuccessful applications, as these could be utilised by Associate Deans to mentor staff. Ms McLean also requested that applications for OLT grants to be channelled through her as it would help to keep the information on the website current and also help to direct monies received for successful applications.

*Prof Mansfield left at 11.28am*

### 6. OTHER BUSINESS

#### 6.1 New Teaching Spaces

A/Prof Young alerted the Committee to complaints that had been received about some of the new teaching spaces. For example, lecturers in the EMC2 building had reported having to deliver lectures with their backs to students due to the layout of the audio-visual set up in
those rooms. He also reminded the committee of the many problems that students and lecturers had experienced when trying to use wireless network in teaching spaces throughout the campus. He asked the Committee to consider ways in which it might be able to bring its influence to bear in addressing such issues with Facilities Management and Informatics.

The Chair agreed to determine how SLTC might work more effectively with the Learning and Teaching Spaces Committee to address these issues.

**Action:** Prof Verity

7. **DATE OF NEXT MEETING**

The next meeting of the Senate Learning and Teaching Committee will be held on Wednesday, 28 November 2012 at 9:30am.

Agenda Items are due by Friday, 16 November 2012.

There being no further business, the meeting concluded at 11.40am.

**Professor Dominic Verity**

Chair
Technical stream

iLearn (Moodle)

We are approaching the end of the implementation of iLearn with the transition from project phase at the end of the year.

Currently, the iLearn technical team are focusing on the upgrade to Moodle 2.3 which is scheduled to go into production around 3 December. This involves identifying the tools, features, enhancements and other configurations to be included in the upgrade, as well as extensive testing to ensure a smooth transition for users.

The iLearn team has completed over 400 updates since inception including bug fixes, performance improvements or enhancements.

A “Tools Report” is being made available which gives a breakdown of how many of which features are being used (e.g. forums, contact details, Echo 360, links to URLs).

In Session 2, 2012 there are 1505 active teaching units in iLearn, including Session 2 and full year units, OUA SP3, MGSM Term 4, City Campus Term 2, Conveyancing Program for COE - Session 2, Applied Finance Centre and SIBT. 958 units went live on day one of Session 2. The total number of units handled over 12 months is around 3220. The total number of units, elements, templates etc. created is around 10,000, this includes sandboxes, templates, showcases, community units as well as the mainstream units.

Echo

There are 662 active Echo units as of September 2012.

There are ongoing issues with students experiencing playback drop-out of recordings. The issues are related to the Macquarie network infrastructure (firewall configuration) managed by Informatics. Drop-out rates for students have significantly improved to around a 10% drop out compared with 50% a month ago. Our normal standard is <0.5%.

Collaborating with the Faculty of Arts in a trial of the desktop capture software in Echo, aimed at improving the student experience with listening and viewing lecture recordings. Some issues with the desktop software running on Windows machines.

Equella (iShare)

An Equella administrator has now been appointed with plans to initiate Equella in Session 1 2013.

Video storage and delivery continues to be a concern with colleagues using Echo 360 to serve video. We will be trialling Kaltura open source video platform in due course.

iTeach
In its final stages of development with most outstanding issues resolved. Informatics plan a handover from project to implementation on the 30th October. Residual issues are related to interoperability with AMIS and these may yet take some time to resolve.

Web-Collaboration

A pilot of Blackboard Collaborate is planned from session 1 2013

Change Stream

All Faculties have made considerable progress in achieving the target of an iLearn site for all coursework units and a discussion paper on minimum standards for online units for 2013 is under development.

Evidence of Transformation of units is currently being collected, including reports on uptake of wider range of tools and changes in question types in support consultations and training sessions. In order to build enable growth, sustainability and scalability need to be designed into units.

While considerable progress has been made, the focus for Faculty teams is shifting toward embedding iLearn into academic practice to maintain the momentum into next year and beyond, including post-project strategies for collecting and disseminating feedback and requests and the development of resources and checklists to enhance the faculties’ online presence. This includes promoting the effective use of iTeach and UNITS.

A report for the iLearn Steering Committee is under development, with full details of session 2 progress.

In preparation for Session2 there were 42 workshops, and 264 staff attended. 463 staff attended drop in clinics. On line, there are now 82 self-service quick guides and 24 FAQ sheets.

iLearn Student and Staff Experience Survey

As part of the evaluation strategy, staff and student surveys were delivered during Session 1. Results are still being analysed but highlights so far which are being used to inform future developments are summarised:

The recent Student iLearn Experience Survey received 712 responses from student users across the system with 79.3% from undergraduate and 20.7% postgraduate. A total of 36.7% of undergraduate students were in their first year thus had no experience of the previous Blackboard LMS at MQ.

All teaching staff were invited to participate in a survey about their experiences of iLearn and 242 responses were received.

The percentages below are the levels of agreement with regards to specific iLearn functions assisting with organisation of learning and engagement with learning.

<table>
<thead>
<tr>
<th>iLearn Functions: Top 5</th>
<th>Staff</th>
<th>Students</th>
<th>iLearn Functions: Bottom 5</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements</td>
<td>82.8%</td>
<td>73.6%</td>
<td>Calendar</td>
<td>34.3%</td>
<td>28.6%</td>
</tr>
</tbody>
</table>
All of the “top 5” iLearn functions are valued by students and staff because they have the capacity to provide efficiency in either communication, delivery of content and feedback. All of the “top 5” and “bottom 5” iLearn functions were almost the same for staff and students, although the top 5 were placed in a different order and Blogs was also in the bottom 5 in the students survey at 25.8%. A majority of staff surveyed indicated they were very satisfied with the levels of support from the iLearn support team. The open-ended responses denoted high praise for the iLearn support team and the assistance they have offered to unit convenors, lecturers and tutors during the first implementation phase. In general, staff satisfaction levels with iLearn were lower than students’ satisfaction levels.

The most common ongoing iLearn technical issue for staff was the system’s initial slowness and how it impacted on the everyday teaching experience. There was also a high representation of neutral/mixed feelings in relation to satisfaction with the performance of iTeach, Echo360 and OneHelp support.

The feedback gathered so far is invaluable for the iLearn project team on which to base the planning and development of iLearn for future use by students and staff. The team is continually working towards improved performance times and recent upgrades have focused on this. Aside from improvements to Echo360 and the discussion forums, improvements will focus on improvements in the calendar to increase its functionality. Student comments regarding ‘standard’ availability of functionality relates to the faculty minimum standards across all units and have been included for discussion in future faculty meetings.

Whilst many users seem confident in the technology, or at least its potential following a few tweaks and fixes we are now starting to see more issues emerge around what might be termed human management issues. These range from dead links and URLs to more complex issues of acceptable/appropriate use by both students and staff.
## Academic Dishonesty – Schedule of Penalties

**Purpose**
To detail the minimum penalty to be imposed on a coursework student for proven breaches of the Academic Honesty Policy.

**Schedule**
Once a breach has been proven, the student’s prior history is reviewed to determine the appropriate penalty to be imposed according to the following penalty table.

The table specifies only the minimum penalties to be applied under certain specific circumstances. Faculty Discipline Committees may determine that a higher level of penalty than the minimum given here is appropriate in specific cases.

<table>
<thead>
<tr>
<th>Level</th>
<th>Penalty</th>
<th>Where one of the conditions listed below is met, the penalty for that level is the minimum to be applied.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One of:</td>
<td>Previous level 1 breach. Final examination breach not otherwise escalated to Level 4. Cases of copying and</td>
</tr>
<tr>
<td></td>
<td>• reduced mark for the assessment task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• required resubmission with reduced maximum mark</td>
<td></td>
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<tr>
<td></td>
<td>• issuance of a caution.</td>
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</tr>
<tr>
<td>2</td>
<td>Fail for assessment task (with mark of zero).</td>
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</tbody>
</table>
plagiarism in which more that 50% of the content of a assessment submission is not the work of the student.

3  Fail for unit (with mark of zero).
   • Previous level 2 breach
   • Suborning or organising others into a breach of Policy

4  Referral to the University Discipline Committee.
   • Previous level 3 or 4 breach.
   • Buying or selling any component of an assessment task
   • Fraud, such as identity fraud in examinations.
   • Threatening or violent behaviour.

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<table>
<thead>
<tr>
<th>Contact Officer</th>
<th>Associate Dean, Learning and Teaching, Faculty of Human Science</th>
</tr>
</thead>
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<td>Draft – 17 October 2012</td>
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<td>Date of Commencement</td>
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<td>Academic Honesty <a href="www.mq.edu.au/policy">Policy</a></td>
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ITEM 4.3

Attached are Reports from the Offices.
Macquarie City Campus
Report of Activities
November 2012

Nathan Asher
MQC Campus Director & Principal
November 2012
1. Examinations

MQC has a targeted anti-cheating campaign leading up to all final examinations with a poster campaign, social media messaging, awareness-raising from Student Services in classes as well as further reinforcement in classes by lecturers of the consequences of cheating. At the pre University Foundation level anti-cheating is reinforced throughout the program. Note also: MQC uses the same exam Invigilators as the main Macquarie Campus.

This study period showed a slight reduction in alleged cases of cheating in final examinations compared with the previous Session with 3 incidents reported (4 and 8 in the two previous Sessions), all at the undergraduate level. Each of these cases has been referred to the Macquarie University Discipline Committee. There were no instances of cheating in Postgraduate (still continuing) or Foundation final examinations this Session. There were a further two cases of alleged cheating in mid-Session examinations, again at the undergraduate level.

We continue to hold an MQC Examinations staff “wash-up” meeting which determines the effectiveness of anti-cheating campaigns and makes suggestions for improvements for each upcoming Session. Most cases of cheating take the form of unauthorised notes in the examination room.

2. Academic performance

Performance and benchmarking is still being collated for Session 2, and will be available next report.

3. Academic Reviews

Plagiarism

There were 7 cases identified of alleged plagiarism from 8 students (compared with 16; 8; 13 in the previous Sessions). Of the 7 students 2 were Foundation, 3 undergraduate and 2 Masters were students.

Special consideration:

There were a total 84 applications for supplementary examinations in the final examination for Session 2 (note Masters still continuing). This is up from 73 in the previous session. 76 of the 84 requests were granted.

There is an upward trend in the number of applications (previous Sessions 73; 46; 52; 46) when compared with previous Sessions. This could be explained by increases in student numbers at MQC.

Grade Appeals:

The Grade Appeal process continues to run in line with the Macquarie University’s 3-stage grade appeal process.

23 undergraduate students initiated the Grade Review process by consulting with their Lecturer for an exam paper review (down from 46 the previous Session) with 6 Foundations students requesting reviews. Masters examinations are still in progress.
Only 1 Grade Review has progressed to the appeals process and is ongoing.

**Unit Management and Evaluations of Teaching**

Unit management and evaluations are still being collated for Session 2, and will be available next report.

4. **Academic Achievements**

**Dr Afroza Begum**, MQC Law Lecturer has been published in a journal (A* ranked) which is now available on Taylor & Francis Online at: [http://www.tandfonline.com/doi/abs/10.1080/00856401.2012.699885](http://www.tandfonline.com/doi/abs/10.1080/00856401.2012.699885). Also, another article on Australian Corporations Law has been accepted for publication in the Journal of Financial Crime (UK).

**Nazila Razi**, MQC Accounting Lecturer and PhD candidate has had an article published in the Journal of Accounting Business and Management. The article titled *Human Capital and Performance Management in High Performing Service Industry: A Case of the Impact of an Acquisition* is a joint study with Professor Elizabeth More. This is Nazila’s second published article this year. Congratulations Nazila.

**Nicole Laskey**, MQC Marketing Lecturer and PhD candidate had a paper accepted into the Product Development Management Association in the U.S. (the premier conference for innovation). Titled: "How too much teamwork and internal communication kills innovation: Integrating skunk works and innovative individuals for sustainable radical innovation".

5. **Student Experience**

**Student Support**

Of particular note is: via tremendous support from Campus Wellbeing, a Counsellor from that office is now placed at MQC one day per week. Previously if we had to refer a student on to a qualified counsellor, the student would have to make the trip to the Main Campus. Now, unless urgent, Macquarie students studying at MQC can now make appointments to see the Counsellor at the City Campus. It is a tremendous boost to the support we can offer students and we are very grateful to Campus Well Being and Macquarie University, in particular Steve Bailey.

**Student Activities**

MQC hosted a very successful workshop with CPA Australia. The workshop focused on gaining employment post University as well as promoting CPA. Preparation for post University employment is an area our students rate as very high in their University experience. Over 50 students attended.

MQC is trialling an entrepreneur workshop series for students. The voluntary workshops are designed to enhance students University learning and help prepare them for life after University. It does not matter what discipline students are studying, the workshops are designed for those students who may be considering opening their own business or investing in start-up businesses in the future. Presenters have included people of the calibre of Peter Davison, venture capital seed funder of the hugely successful PayPal. If successful
they will add to MQC’s already successful internships as a way of preparing students (those who want it) for life after their studies. The feedback from students so far is positive and there have been a small number of students studying on the main Campus attend.

6. Campus Developments & Challenges

MQC hosted a one day workshop for the Faculty of Science, Climate Futures at Macquarie – Priorities to Support Biodiversity Persistence Under Predicted Climate Scenarios

NOTE: MQC regularly hosts and subject to room availability is always happy to host at no cost, meetings, conferences, seminars and workshops for all areas of Macquarie University.

General Manager Navitas NSW Andrew Dawkins and Campus Director & Principal Nathan Asher attended a University Academic Senate meeting to present a paper on the establishment, performance and future direction of MQC.

The MQC Campus Director and MQC Academic Manager attended the October Macquarie University Academic Standards & Quality Committee (ASQC). The purpose was to seek approval for improvements to the Foundation course and add an additional “Media” Unit to the Foundation program. The Media Unit is aimed at Australian students where we are seeing interest and demand for the Foundation program.

MQC recently reached five years of operation. Student numbers have grown each year since commencement. Diversity of offerings is one of MQC’s major challenges although we have expanded with introducing the Master of International Trade & Commerce Law and now providing Macquarie with a pre University Foundation program. We are very grateful being largely welcomed into the MQC community but there are still challenges. We know we have to continually review and enhance what we do to ensure consistency of delivery and improve our standing as a Campus of Macquarie. It is however gratifying to receive positive feedback. Below is written feedback recently received from one of our Lecturers:

- “I have taught in many universities - and this is the best teaching experience I have had. Extraordinarily, efficient and responsive guidance and administrative support, excellent systems, and very helpful and supportive staff from the top to the front desk. It should be a model for other universities - who talk about responsiveness and commerciality- but have the most inefficient and unresponsive bureaucracies...”
Learning and Teaching Centre: SLTC Report, November 2012

Learning and Teaching Week was held from 17 – 21 September, with the theme: Expanding Horizons. The week included sessions on:

- Innovation, creativity and student engagement
- What should be the 'Macquarie difference'?
- Students as change agents
- Widening participation
- Embedding quality in university learning and teaching
- MOOCs
- Learning analytics
- Academic literacies

The week also encompassed the first Australasian Conference of Undergraduate Research (ACUR) with 65 student presentations, a similar number of posters form students of all many disciplines across Australia and over 250 delegates. Papers judged to be the best will be published in a Special Issue of MQ Matrix (Macquarie University's Undergraduate Research Journal).

Recordings are available of the keynote speakers, Mr Richard Buckland, UNSW; Dr Darian Rossiter OUA; Dr Ben Jensen, the Grattan Institute; Professor Belinda Tynan, USQ; Dr Simon Buckingham-Shum, Open University, UK; and the ever popular #Minute thesis Competition: http://staff.mq.edu.au/teaching/workshops_programs/expanding_horizons/program/

Academic Development Group.

Professional Learning

Planning for the 2013 professional learning program is under way, with input being sought from Faculty teams and Associate Deans. A new initiative that is being jointly developed with the Associate Deans is a Program for Unit Convenors which will be run face-to-face with the intention of then developing an online offering. The Tutor Induction Program, which has proven to be very popular with FBE and sessional staff, will be further refined for 2013. LTC is eager to extend the reach of these programs and is working with Associate Deans to explore ways of recognising staff for their participation.

FILT will have a fully online offering in 2013 which is being jointly developed with Open Universities Australia. A modular approach is planned, with completion of 3 modules being required for a Certificate of completion. The same articulation arrangements for progression to the Postgraduate Certificate in Higher Education will be in place. This is an exciting development which now means Macquarie staff can choose one of three delivery modes: block mode at the beginning of each semester, continuous mode run throughout the semester, and fully online.

Postgraduate Program in Higher Education

The Postgraduate Higher Education Program (including Graduate Certificate/Graduate Diploma/Masters) has recently been the focus of marketing activities as a joint initiative of the Learning and Teaching Centre and the School of Education. A new brochure and poster have been produced. In early October, a national targeted mail-out to around 250 RTOs and other providers in...
the Higher Education Sector was undertaken to encourage enrolments external to the University, with the aim of increasing unit enrolment numbers for 2013. This work was undertaken prior to

iLearn Evaluation – Semester 2

As part of the comprehensive evaluation being undertaken on the implementation of iLearn, both students and staff have been surveyed both semesters. Summaries of findings from Semester 1 are available on http://www.mq.edu.au/iLearn/

The Semester 2 surveys are currently being analysed, but initial findings are encouraging. A comparison of Semester 1 and 2 results shows an overall increase in satisfaction levels. For staff:

- Satisfaction with iLearn for providing access to unit content has increased by 11.2%, with 70.4% of staff being satisfied/very satisfied.
- Satisfaction with iLearn as a support for organising teaching has increased by 12.3%, with 68.8% of staff being satisfied/very satisfied.
- 78.1% of staff agreed /strongly agreed that they were confident in using iLearn - an increase of 6.2%
- 87.9% of staff agreed /strongly agreed that they would like to utilise iLearn tools to enhance their teaching in the future - an increase of 19.5%.

The student satisfaction levels, in general, were also higher in Semester 2.

- Satisfaction with iLearn for enabling access to unit information and content has increased from 76.9% being satisfied/highly satisfied to 83.7%
- 71% agreed that the way iLearn is used enhanced their learning experience – an increase of 9.4%
- 69% agreed/strongly agreed that they would recommend MQ’s use of iLearn as an example of good practice to other universities - an increase of 7.6%.

These positive results in such a short time are a testament to the collegiality, hard work and effort of teaching staff and the iLearn development and support teams. Further statistical analysis is underway to determine differences between faculties and cohorts, as well as an analysis of the open-ended questions.

- An issue raised at the last SLTC was the use and uptake of LEU and LET surveys via TEDS (item 5.4 in minutes). With TEQSA now seeking reporting at the unit level, the ability to provide robust data at that level is increasingly imperative. TEDS now offers a powerful and efficient survey service, but engagement with the system requires further substantial effort and engagement at the Faculty and Department levels.

Educational Design and Development Group

Faculty Partnership Program

Work continues on the 14 Faculty Partnership Program projects being developed in Session 2, 2012. The 2nd and 3rd quarterly progress reports have been sent to the Executive Deans, Associate Deans and academic leads. All project teams now have an agreed project brief and are well into the development phase.
The development of skills and processes around video production is highlighted as a significant area for capacity building for all staff involved with the Program and will help contribute to a series of future development activities around this emerging area.

The Program is seeking continual improvement and has moved from using OnePlan for Project Management, to the MQ wiki. This is proving useful and has made reporting simpler. Some preliminary evaluation of the program has taken place and after consultation with the Associate Deans, some minor improvements have been made to the program guidelines. A call for the next round of projects to be worked on during the first half of 2013 has been sent out. Details can be seen here. http://staff.mq.edu.au/teaching/projects/fpp_overview/

Building Capacity in Online Learning and Teaching

- **Partnering with COE**: The LTC is collaborating with COE to provide workshop support for departments that are starting to offer their units through OUA. Fiona Nicolson, Sherrie Love and Amanda Parker (LTC team) have been working with Ward Lee and Carlos Dominguez to provide workshops that cover: OUA processes and staffing; Designing an engaging online learning environment; Using video to create content; Online Assessment; Using social media to engage students. The inaugural workshop was held for IEC and it was very well received with positive feedback from attendees.

- **Discovering iLearn: pilot for regional and remote students**: Recently Elaine Huber was successful in acquiring HEPP funding for $12,000 and will partner with Rebekah Wegner from the Transition Program in one component of this project. The aim of the project is to create an iLearn development area for regional and remote students to experiment, play and learn in a safe environment, to explore the full functionality of the tools required to actively participate in online learning. An online platform will be created to train student mentors who will oversee the space and offer just-in-time support. The development of the unit will be informed by a literature review of best practice, particularly with reference to regional and remote students and will utilise universal design components to ensure good accessibility. The use of this unit will be evaluated to inform improvements to its design and further expand to service all students.

**Session 3**

- **Unit Guide Repository (UNITS)**: This project is currently focusing on adding functionality to UNITS so that it caters for postgraduate UNITS. This should be available from mid-December. Session 3 units are currently being entered into the system by unit convenors.

- **Resources**: A working party from the LTC has been working with convenors in the Faculties and with Tanya Kysa from COE. to develop a set of resources for staff who are planning to compress their curriculum and offer a unit in session 3. The resources include a set of videos showcasing what others have done, a set of example units in iLearn showing how these S3 units have been set up, a series of FAQs and a literature review and annotated bibliography on compressed curriculum. Resources are located here:
  
  http://staff.mq.edu.au/teaching/curriculum_development/session3/

- **iLearn Units**: Session 3 units became available to activate in iTeach and develop in iLearn during September and October. Staff convening a Session 3 unit have been notified by email - iLearn Liaison Officers can assist with queries around this area: http://mq.edu.au/iLearn/contacts.htm

**iLearn Update**

- **Upgrade**: In December, iLearn will be upgraded to Moodle 2.3 (we currently use version 2.1). Members of the group worked with the technical team and Netspot to consider configuration
settings. A series of training sessions for the technical, support and design and development teams will be held at the end of November. This will enable them to become familiar with new features and to work on the upgrade to the resources suite.

- **Resources:** LTC now has a suite of over 90 quick guides and an FAQ system that holds more than 200 articles that support staff and students using iLearn. Training and Support materials are dynamic i.e. changing to reflect system modifications and changes to business process that the system supports. As such these materials are reviewed and reworked as part of the change process. Most recently, the Jun/Jul upgrade of iLearn required changes to existing quick guides and development of additional guides as well as changes and additions to the FAQ system. A further 35 quick guides have been identified to require changes after the next major upgrade in December.

- **Training:** iLearn training moved from the ‘designing and setting up’ phase into the ‘assessment’ phase as the session progressed. Workshops held these past two months include quizzes, assessment types and assignment submission. In addition, a large number of staff attended the Turnitin (plagiarism) and Grademark (online marking) workshops.

- **iLearn Exchange:** The iLearn Exchange is a new monthly gathering for staff to share what has been working well in iLearn. Each month will be on a new theme and is an opportunity for all staff to make suggestions about improvements and to share good ideas. The theme for October was 'Communications' and discussion focused around the Forum and Dialogue tools and looked at some future improvements in both of these areas. The November meeting discussed the iLearn theme and the need to ‘refresh’ the current Look and feel to keep it up-to-date. The iLearn Exchange meetings are held in E6A 116 (convenor: Elaine Huber)

- **Example units:** The series of 34 example units that were developed in 2011 to introduce staff to the new learning management system were recently evaluated. Results indicated that whilst these units were found useful at that time, it is unlikely that staff would return to them as they all now have some familiarity of the system and ideas on how to use the tools. The original example units have now been archived (though can still be accessed) and a new smaller set is being developed. There are four new example units, one from each faculty plus four of the original units, which will be refreshed, demonstrating lessons learned from running the units during Session 1. Details available here: [http://www.mq.edu.au/iLearn/exemplars/index.php](http://www.mq.edu.au/iLearn/exemplars/index.php)

- **Improvements to iLearn**
  There have been a number of improvements made in the last few months, including:
  - Horizontal scroll bar has been added to the Glossary and Quiz for large images in response to cases where large images were being added, causing the editing button to be cut off.
  - Improved display of overridden grades with feedback in assignment view.
  - Dialogue tool: help text for the question marks fixed.
  - Quiz: Popup alert removed in a secure quiz.
  - Release session lock when backup/import/restore process begins. This means that you can continue working in iLearn in a different tab while the process runs.
  - Allowing files to be linked in the summary of a Turnitin Assignment.
  - General performance improvement.

**FLexible Learning at Macquarie (FLaMe)**

The FLaMe Program ran in the second week of the mid-session break and was delivered to staff in a blended format. Eight Participants from Arts, Human Sciences and Business and Economics completed the program. Outcomes of the program included identification of the basic principles in creating a high-quality blended learning experience and strategies and techniques to infuse student-student and teacher-student interaction and engagement.
**Academic Integrity**
The Academic Integrity Interest Group, led by the LTC in collaboration with Learning Skills Unit, has recently launched a new online module for staff. This module is a brief, self-paced unit.

The aim of module is to enhance awareness of Macquarie policies and good practice around Academic Integrity. The module has the following learning outcomes:

- Explain your understanding of Academic Honesty
- Locate and name relevant MQ policy documents and resources
- Differentiate between the different types of plagiarism and academic honesty scenarios
- Reflect on alternative approaches to assessment that may prevent academic honesty issues from arising
- Identify appropriate steps to manage a suspected breach of the Academic Honesty policy

For further information or to self-enrol into this unit:
http://www.mq.edu.au/ltc/LTCWorkshops/WorkshopDetails.php?WorkshopID=2820

A series of resources on Academic Integrity is also now available on the LTC website:
http://staff.mq.edu.au/teaching/teaching_development/academic_integrity/

**HR Staff Induction - LTC Group recommendations**
Members from the EDD group recently contributed to the LTC working party on the HR led Staff Induction process. Contributions to the following sections were made: Learning Technologies, Teaching @ Macquarie University, Supervising Postgraduate Students and the Teaching Evaluation for Development Service (TEDS). The information provided included links to a list of learning technologies, services, workshops, training and online resources, together with a brief description of the kind of support provided by each resource or service and how learning technologies such as iLearn are used for teaching at Macquarie University.

**Media Skills Workshop**
The Media Workshop Series has been compiled as a response to the changing requirements of teaching delivery at Macquarie. It is an area that has been highlighted as one of significance with multiple requests for training in media for teaching purposes coming from different areas of the university. This development is in line with the university’s commitment to building capacity within faculties and will provide a solution to the lack of a single training facility in this area. The development team is currently designing the curriculum for a Workshop Series to be run in S1, 2013 that will provide the theory and practical skills required for production of media such as videos and sound for teaching purposes for both academic and professional staff at Macquarie University (Contact Tom Kerr).

**Grants and other projects**
Members of the Educational Design and Development Group have been engaged in a variety of grants and other projects

- **Learning Analytics (Learning Genome project) [ISP Grant]**: This project aims at utilising learning and teaching data to provide customised learning pathways for our students, and also looks at how provide diagnostic tools might be provided to improve student engagement. Initial results from the statistical analysis have been shown at Learning and Teaching Week and at the Load Planning Strategy Group (LPSG).
• **Massive Open Online Courses (MOOC) [ISP Grant]:** The aim of this project is to produce a scoping study outlining the key logistical, design, marketing, business development, finance and legal issues surrounding the implementation of Massive Open Online Courses at Macquarie. The project disseminated the initial MOOC unit designs at the Learning Technologies Research Cluster.

• **Technology register [Competitive Grant]:** The project aims to design and trial a beta version of the Learning Technologies Register, which can then be fully integrated into UNITS at a later date. The tool used for the Technologies Register has been tested by the EDDG group and is currently being trialed by academics.

**Learning Systems and Services**

- There are **3220 teaching units** delivered through iLearn, **1505** of these being active iTeach units.
- All Faculties have made considerable progress in achieving an iLearn site for all coursework units and are currently checking **compliance with minimum standards** for online units.
- **Transformation** of units has taken place in many cases and the faculty teams have worked with many convenors on using different tools in their units. As an example, increased uptake of online marking with Turnitin/Grademark with its 'all-in-one/simple design' approach, has encouraged many conversations about academic honesty in units, using rubrics for assessment, more consistent marking across large tutor groups as well as evaluations of statistics output from this system.
- The focus for faculty teams is shifting toward **embedding iLearn into academic practice** to maintain the momentum into next year and beyond, and the development of Style Guides and checklists to enhance the Faculties’ online presence.
- The flexibility and additional functionality offered by iLearn has led to a considerable increase in the platform to deliver **‘non-teaching’** units. For example, almost 1000 units are currently used as showcases for examples of good practice, sandboxes for experimenting with functionality and community groups such as departmental sites or student clubs. These sites provide great opportunities for those new to iLearn to familiarise themselves and help blur some of the traditional boundaries between formal and informal learning.
- In order to manage the ongoing requests for enhancements, a new group called the **Operational Reference Group** has been established to prioritise requests for change or enhancement. It comprises Change and Technical team members and representatives from Faculties.
- Start of Session 2, 2012 saw **958** units go online in iLearn on day 1 – with **614** units having assistance from the iLearn Team.
- **42** Training workshops were held in the June-August period, with many more held throughout S1, 2012.
- There were **264** attendances at these training workshops
- Self-help resources available to academics are:
  - **82** Quick Guides
  - **24** Fact and Information Sheets
  - **34** Example units
  - **300+** technical changes made to iLearn to either remedy or improve performance and usability
- **Drop-in Clinic:** The Drop-in Clinic wraps up for another start of session, and we can safely say it was another big success! We were able to help so many staff with all the different technologies they need to use in their teaching, including iLearn, iTeach, Units and Echo so they were able to feel confident going into the start of their session. **Total staff visits:** 463
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<td>3084 Staff</td>
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- We are now beginning the decommissioning process for Blackboard and there will be no staff or student access after 30th November. Backups will still be available but this is a lengthy and costly process and costs will be passed on to Departments. More information at [http://www.mq.edu.au/iLearn/ilearn_eol.htm](http://www.mq.edu.au/iLearn/ilearn_eol.htm) and in a Macquarie Announcement to follow.

**Macquarie University Accessibility Services (MQAS)**

- MQAS has been given a tour of the Australian Hearing Hub and shown their new premises, which will be on the ground floor, on the right after the main entrance.
- MQAS has applied for a $600,000, AusAid Grant to assist and guide Indonesian University’s in providing access for students with disabilities. Both the Indonesian and Australian Governments support this application. MQAS will be applying for two other AusAid grants for 2013.
• MQAS held talks with Microsoft, who are interested in providing hardware and technical expertise for the OLT Grant funded ‘Impact of Accessible eBooks On Learning Outcomes Of Indigenous Students’ project.
• The ‘eBooks for Indigenous Students’ project is in development with Batchelor Institute and Charles Darwin University. This project is funded by an OLT Innovation and Development Grant. Learning materials will be self-contained and delivered, on hand held devices, to Indigenous students in remote communities. The project will run in semester/session one in 2013. MQAS is also developing content for Warawara students, to be delivered on iPads, in the first session of 2013. This project is funded by OLT grant, with iPads funded through an internal Student Equity Participation Grant.
• MQAS met with Seth Bravin from IBM America on 8 October. Seth is a key player in IBM’s Human Ability and Accessibility Center and last year testified before US Senate, about higher education and employment for people who are deaf and hard of hearing. Seth was impressed with Macquarie University’s new Australian Hearing Hub.
• Sharon Kerr attended the Liberated Learning Consortium’s annual meeting from 15-19 October, in Boston, USA. Guests from leading US, Canadian, European and Australian universities participated. Major LLC industry partners IBM and Nuance were also present. The LLC sees Macquarie University as being a key player in the consortium, with its development of an automated lecture, speech to text conversion engine using Nuance technology.
• While in the USA Sharon Kerr also visited three universities who are global leaders in researching Deafness and hearing impairment. This included NTID, Rochester, Gallaudet University, Washington DC, and NCOD, CSU Los Angeles.
• MQAS received an official, international delegation in November from the University of Brawijaya. Sharon and Andrew were later flown to Indonesia by the Australian Embassy in Jakarta and presented seminars on inclusive curriculum design and catering for the needs of students with a disability. These seminars were sponsored by the Indonesian Government and attended by over 200 delegates. The Indonesian Government and Australian Embassy publicly declared their ongoing involvement in this initiative. Further grant opportunities will be explored under the guidance of the Australian Embassy.
• MQAS has successfully tendered for and won its first project for developing accessible content including multimedia and game functionality for the University of Western Sydney (tender prepared by Michael Grant). This is to develop a module based on wellbeing that will be delivered to all students. Value of the project $60,000 to be delivered in January.
• Dean Groom was keynote speaker at the Games for Change conference at RMIT on the 14th November 2012.
• Dr Andreja Starcic (Ljubljana) has commenced her 3 month engagement with MQAS conducting research on disability and PACE/practicum methodology

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**Academic and Administrative Support Services Group**

**Attendances by Staff at Professional Development Workshops for year to present date**

<table>
<thead>
<tr>
<th>Prof. Female</th>
<th>Prof. Male</th>
<th>Academic Female</th>
<th>Academic Male</th>
<th>Other classification Female</th>
<th>Other classification Male</th>
<th>External</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>372</td>
<td>151</td>
<td>1066</td>
<td>851</td>
<td>502</td>
<td>3332</td>
<td>158</td>
<td>3432</td>
</tr>
</tbody>
</table>
• **LTC staff** gave invaluable support for the running of the five days of Learning and Teaching Week, providing a streamlined operation which ensured that events ran smoothly and participating speakers and staff were well looked after.

• **Delivering Excellence**: a number of staff in the Centre were interviewed during September/October as part of the administrative stream of the 'Delivering Excellence' project. The interviewer, Ms Shannon Darby, a process engineer, tracked number and variety of tasks carried out by individual staff members, as well as the volume and frequency of them. No feedback has yet been received.

• **Finance**: 2013 budget has been submitted, requesting only a 2.6% increase in operating allocation for LTC. After budget submission, an extensive financial/outcomes report for the whole iLearn Project was requested by the Chief Financial Officer and submitted to him in early November.

• **TEDS**: Peak period for processing of surveys has arrived.

**Conferences and Publications***


Dr Mauricio Marrone (LTC) and Deborah Richards (Computer Science) - paper accepted for the ACIS (Australian Conference on Information Systems). ’A Theory of Change Framework for Developing Cross-Faculty Programs: An Information Systems Perspective’ talks about creating a new major from existing units of two different faculties.

**Ascilite 2012 Conference**: Six EDD staff have had papers accepted at this year’s Ascilite conference in Wellington, New Zealand.

- Fiona Nicolson: “Using Online Environments to provoke student enquiry”
- Elaine Huber and Scarlet An: “Leading by Example: The start of a journey towards transformation of teaching practice in the online space”.
- Tom Kerr: “Finding a voice: learning pronunciation in a second language using dedicated speech technology”.
- Mauricio Marrone: “Designing an online Activity for Collaborative Language Learning:
- Natalie Spence: “A Brave New World: introducing the planets online”
- Sherrie Love is organizing a display booth to promote the Ascilite 2013 Conference to be held at Macquarie University next year.
A. Staffing

The budget for staffing resources in 2013 has been increased slightly to align with increased demand for support services. Savings continue to be made in Course Delivery Services by moving the focus away from hard copy materials to online and electronic material distribution and receipt. Processes continue to be refined and the recent Delivering Excellence functional audit highlighted the efficiency of COE staff in processing a high amount of transactional and support tasks on behalf of students and academics with a relatively small compliment of people.

B. Distance Education Online Working Party update

The working party has been deliberating all year and this effort is now been reviewed and collated. A green paper is being prepared to capture all of the input and discussion received from members over this time with a view to engaging the wider academic community. The resultant paper will go to the Provost Strategy Group early in the new year for review and then to the SLTC for discussion and input. A schedule for engagement with the white paper will be published early in the new year.

Note that all current information is available at the WIKI site address below:

https://wiki.mq.edu.au/display/DEOnlineWorkingParty/Welcome

C. CSP numbers for OUA BA SP4

As at the 19 Nov. 2012, 241 students have enrolled in the CSP OUA BA.

D. Highlights from Interaction Statistics for period ending October 2012

**Academic Services Support (Non-award, Session 3, Front Counter)**
(Manager- Tanya Kysa x9497, COE Student Experience- Pepi Weinrauch x7466)

<table>
<thead>
<tr>
<th>Program Enquiry</th>
<th>Student Type</th>
<th>Staff Type</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>S3 Current</td>
<td>Academic</td>
<td>8957</td>
</tr>
<tr>
<td></td>
<td>Future</td>
<td></td>
<td>6087</td>
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<tr>
<td></td>
<td>Past</td>
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<td></td>
<td></td>
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<td>218</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic</td>
<td>1701</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7612</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year</td>
<td>15044</td>
</tr>
</tbody>
</table>

As an average of the past three months, 47% of open Tracker cases through the general enquiry channel are closed within 24 hours

**Off-campus Learning Support (formerly called OUA, Distance Education & Conveyancing)**
(Manager – Ward Lee x9274)

Out of a total of 12,416 support interactions over the past eight months 24% were staff support and 76% were student support. OUA remains the highest number of student unit enrolments and therefore has the highest number of support interactions.

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUA</td>
<td>44%</td>
</tr>
<tr>
<td>DE</td>
<td>24%</td>
</tr>
<tr>
<td>Conveyancing</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Course Delivery Services (Manager- Lynn Negus x6828)**

- **Assignment Processing**
  - 20,515
- **Material Despatch (Hardcopy Materials and returned assignments)**
  - 62,785
- **ECHO360 Audio/Video editing, master creation and duplication**
  - 233 unit masters created per week
  - 1,209 CD/DVD duplicated and dispatched per week
PACE REPORT AGAINST TOP 8 PRIORITIES FOR 2012-12

PURPOSE:

The purpose of this report is to update the Committee on progress against the PACE Top 8 Priorities for the period August to November 2012

1. PACE operations and approval protocols integrated into key governance structures at MQ, and all PACE activities better integrated into the University’s policies, planning and resources infrastructure
   - FBE: Strategy document prepared for 2013 Participation Unit accreditations (to be implemented for 2014 academic year). The next major area for focus is Accounting and Corporate Governance. The target number of additional students to have participation as a compulsory component of their major (and thus degree) is approximately 1,500 -2,000, depending on student enrolments in 2014.
   - The PACE Ethics Protocol Working Party has been working on a PACE Indigenous Ethics Protocol which should be ready for submission to the HREC in early 2013. In addition, there has been interest from other areas of the University (i.e. MRes) in employing aspects of the PACE Ethical Practice Module and such expansions will continue to be explored.
   - Timetabling: The ADP of FoS has been working with MQ Timetabling in an attempt to better integrate the scheduling needs of 3 of the Faculty Participation Units (FOAR300, FOHS300, and FOSC300) in 2013, due to not falling under Departmental structures and the timetabling system requiring manual entry for units which do not conform to traditional timetables.
   - Disability Action Plan: PACE is represented on the DAP Reference Group, which had its inaugural meeting on 7 September.

2. Resource base and frameworks secured to ensure the ongoing sustainability of the PACE initiative in 2013 and beyond, particularly in terms of staffing, general expenditures, funding models and revenue streams
   - Staffing. All selection processes/extensions of contracts for existing PACE positions/staff for the period 2013-15 (as approved by the VC) are expected to be completed by the time of the SLTC meeting, with the exception of the ADP in Human Sciences (currently advertised externally) and the PACE role in the LTC (to be re-advertised internally as a full-time position). Work is also underway, in consultation with relevant staff, to define the PDs for the small number of new positions approved for 2013. These new positions were approved by the VC to reflect the very sizeable increase in the number of students participating in the program next year.
   - 2013 Budget. The PACE budget bid for 2013 was considered by the Executive in the Budget Round meetings in October.
   - Capex update. 2 of the 3 CAPEX proposals lodged for 2013 are still under consideration in the budget process, although both have been refined in scope and cost in light of the constrained resource environment. The third bid (eApplication for Participation units) has been withdrawn.
   - PACE Workload Project. The Pilot phase of the project has been completed in respect of a selection of Participation Units running in Session 2. The primary purpose of this phase of the study was to test the data collection instrument. The instrument has since been streamlined and is about to be deployed in respect of Participation units running in Session 1 2013. This represents the first phase of the Full Study, which will run over 2013-14.
3. **All required processes, protocols, systems and tools developed to enable PACE to operate effectively and efficiently across the University**
   - **Risk Assessment Workshop.** This workshop was held on 14 November, targeting Unit Convenors and other staff involved in Participation units running in Session 1 2013.
   - **Legal agreement and WHS review.** In the light of Session 2 experiences, and in conjunction with the Legal and WHS Units, we have been reviewing the PACE legal agreement and the Risk Assessment Forms (and Handbook) with a view to putting more streamlined procedures in place. The streamlining has now been completed in respect of the Risk Assessment/WHS forms, and the streamlined Legal Agreement will be finalised in time for use in 2013.
   - **Business Process and IT review.** A review of the PACE business processes and IT solution has been completed in order to assess how well these processes are working, in light of the need to support the efficient and effective delivery of the PACE program as it expands.

4. **Sufficient partnerships established, developed and maintained to deliver the quality and quantity of Participation activities required to meet the learning needs of our students and serve the mission/goals of our partner organisations**
   - **Over 300 partnerships in place** with a variety of local, national and international organisations across the private, public and non-government sectors.
   - Following recent presentations to local school Principals in a range of forums, discussions are underway to develop PACE projects in 7 high schools and 2 primary schools in the Northern Sydney region. Many Principals have expressed strong interest in hosting PACE students from a range of different Faculties. This represents an opportunity to strengthen our level of local community engagement, build relationships with potential students, and provide stimulating and relatively low-risk placement opportunities for our existing students.
   - **Repeated success in the Deloites innovation challenge.** Macquarie has again been successful in the Deloitte FASTRACK Innovation Challenge with a second win in the inter university competition in just two years. Our undergraduate students participate in an entrepreneurship program whilst enrolled in the Participation unit *Student Leadership in Community Engagement* (FOBE300) and compete against post graduate students from other Australian universities. Ten teams of 3-4 Macquarie students are paired with a mentor and coach within Deloitte. They are required to develop a $50 million business innovation idea with their final proposal presented to directors and senior partners at Deloitte. Whilst all teams were highly commended for their contributions this session, the Macquarie team Mac-10 won the challenge with their idea ‘Delight Fit’ which offers a revolutionary clothes fitting device using leading edge technology. Judges commented that it is a highly innovative concept for online retailers to enhance their customer’s experience. Team Mac-10 won the Deloitte FASTRACK Innovation Challenge winner's title and also $5,000 in prize money. Other groups’ ideas included scanners for distribution of medications in hospitals, a device and phone application for managing allergies to food, and high-tech goggles for swimming training to monitor progress and fitness.
   - **FoS PACE Partner Event:** The Provost and Executive Dean of Science will host this event on 20 November, involving over two dozen representatives from both existing and potential partner organisations.
   - **‘Across Country’ Indigenous Education Program** (Tiwi Islands). This is a student-led, joint project between Macquarie University, Knox Grammar School, and the Nguiu Community in the Tiwi Islands. One primary education pre-service teacher and one secondary education pre-service teacher in their final year of study will together spend 4 weeks on prac in the Tiwi schools during February 2013. Competitive selection of the students is nearing finalisation. Assuming the pilot works well in February, Tiwi is keen to host 2 more students in Session 2. It is hoped that the project will establish a sustainable relationship between all parties that will grow and continue for a number of years.
5. **Clear articulation of how PACE operates, and how key stakeholders (students, partners, staff) can contribute to, engage with, and benefit from the initiative**

- **Open Day 2012.** PACE had a strong presence at Open Day this year, with tents in the Central Courtyard and FBE area in the Campus Hub; two PACE lectures were delivered, attracting about 80 participants.

- **Marketing PACE to Future Students.** The Marketing Unit has been proactive in promoting PACE as a key differentiator in the Macquarie experience. The Future Students page on the MQ website now includes more content on PACE; and this year the Student Development Day was refocused on the PACE program, with 5 Participation Unit convenors running workshop sessions modelled on their units for Year 11 students. A Macquarie PACE prize has also been established to recognise school students who have demonstrated excellence in participation in their community. The Prize is currently being trialled with 10 schools in the area and winners will receive a plaque and a Co-Op book voucher at their school presentation night.

- **Professor Judyth Sachs Participation prizes.** We are currently working with the Scholarships and Prizes Unit to finalise the selection criteria for these prizes, which will be awarded for the first time in respect of the 2012 academic year. One prize will be awarded in each faculty (at the Faculty Prize Night, or similar event) and winners will receive $1,000 and a certificate. Criteria will be based on the quality and value of the contribution made by the student to the partner organisation, the personal/professional value of the Participation activity to the student, and the learning outcomes achieved. For the 2012 awards the scheme will be based on student nomination (unit convenors will be encouraged to ‘nudge’ particularly deserving students to apply). In future years partner nomination of deserving students could also be incorporated.

- **Honourable Mention for Community Engagement at B-HERT Awards.** Drs Kate Lloyd, Sandie Suchet-Pearson (Dept Env & Geog), and Sarah Wright (NewcastleU) won an Honourable Mention for Outstanding Achievement in the ‘Best Community Engagement Collaboration’ category of the prestigious 2012 Business-Higher Education Round Table Awards. This was for their collaborative partnership with Indigenous co-researchers from Bawaka Cultural Experiences (BCE) in North East Arnhem Land. The research partnership aims to enhance BCE’s capacity to share knowledge and in doing so facilitates Indigenous self-determination and autonomy. By bringing together art, research and culture, the collaboration co-researched and co-authored an innovative book on weaving in 2008, and are currently co-authoring their second book on the patterns of belonging that underpin Yolngu relationships at Bawaka. For more on the collaboration, see the video made for the Macquarie 2011 Research Awards where the team won the award for Excellence in External Research Partnership.


6. **Academically rigorous Participation units and activities developed and delivered that strengthen graduate capabilities and maximise student learning through engagement**

- **Evaluation of new curriculum modules.** Pilot evaluation data on the Ethical Practice in PACE module, the Reflection module, and the Social inclusion module, has been documented and analysis is underway. This data is being used in a number of presentations and academic papers for 2012. A new Careers module has also been completed.

- **PACE presence at L&T Week 2012.** PACE was well represented at L&T Week, with 14 presentations.

- **Unit outlines of 2012 Participation units in FoS and FoA are currently being audited in order to understand how information in the accreditation nominations has translated into that presented to students.** This information will be used to create a Participation Unit Convenor’s guide in 2013 aimed at ensuring consistency between accreditation and practice.
7. New knowledge generated and disseminated through rigorous research on, and evaluation of, PACE

- PACE presence at ACEN: Macquarie was well represented at the ACEN Conference in Geelong this year, with 10 papers accepted, and most presentations drawing significant crowds. Presentations on ‘Choosing Ethical Partners’, the ‘Typology of Participation Activities’, and on the Technologies and Business Processes underpinning the successful delivery of the large Psychology capstone unit this year, were particularly well received.

- PACE Research & Evaluation Framework: Development of this framework is currently underway, with a high-level document expected to be completed by January 2013.

- See also update on the PACE Workload project above

8. Expanded number of appropriate opportunities for students (and staff) to engage in PACE through:

- Accreditation of Participation units
- Staged introduction of Participation as a general requirement in certain degree programs
- PACE International projects
- Investigation of the feasibility of Participation “streams” in units
- PACE for Staff

- Enrolments in Participation Units totalled some 1,550 for 2012, the first official year of the program.

- Unit accreditations. A total of 51 accredited Participation Units have now been accredited, 22 of which will run for the first time (as PACE units) in 2013, including the first ‘PACE stream’, LAWZ448 Animal Law. From next year, Participation will be a core requirement in 40 degrees and 23 majors. We are on track to exceed our target of embedding Participation in degrees accounting for 40% of new enrolments in 2013 (likely to be 47%, or some 3,900 students).

- PACE International projects –The 13th tranche of PACE International students will commence their Summer projects from late December. 36 students will participate in 4 projects in Cambodia, the Philippines, Vietnam and Peru; about one-quarter of the students will be doing so as part of an academic unit of study. The 4 Law students on the Cambodia project will support local community organisations with human rights advocacy, legal aid services and legal research. The 5 students on the Philippines project will work with Bahay Tuluyan on youth empowerment projects with street children. The Vietnam project will have 10 students working with Know One, Teach One (KOTO) to support at-risk street youth through life skills and livelihood initiatives. 17 students will also participate in the project with Peru’s Challenge where they will assist with construction activities and conduct classes for indigenous school children. By the end of Intake 13, a total of 94 students will have completed a PACE International project in 2012.
1. Library’s support for research

**MRes Degree Program Collaboration**

The Library continued collaboration with Professor Nick Mansfield, Dean Higher Degree Research, to plan and develop Library services and programs required to support the new Masters Research. Outcomes so far:

- **All MRes students will be enrolled as postgraduates** to ensure consistent access to services throughout the two years of studies
- The Library is finalising, working together with the Convenor of Research Communication Unit, **three products to teach Academic Information skills** . The products will be embedded in the iLearn and the aim is to teach students how to chose and evaluate sources of information and to provide information about copyright.

2. Service Review progress report

**Service Review implementation**

The restructure of Library Services Department commenced in line with Service Review Report recommendations. The recommendations included:

- **Client orientation**: through implementation of **three client oriented teams** and through two new positions with responsibilities for client oriented Collections and for Partnership building to understand changing needs and expectations of our clients and to ensure strategic relationships building on campus and with other stakeholders.
- **Research support**: through implementation of four Discipline Groups to match four Faculties organisation and through implementation of senior roles (Discipline Group Leaders) to lead teams of Research Librarians (previously referred to as ‘liaison librarians’) and Service Librarians.
- **Learning and Teaching support**: through implementation of new role: Library Services Manager, who will concentrate on service provision in the Library and virtually.
- **Online services orientation**: through embedding information literacy skills training in iLearn and other online platforms.

3. Service improvements, News

**Session 3 services (from Monday 1 December 2012 to Sunday 24 February 2013)**

**Opening hours for session 3:**
- Monday to Friday 8am-8pm,
- Saturdays 10am-6pm
- Sundays closed

(Public Holiday, Australia Day, Monday 28 January 10am-6pm)

**Library will be closed** for Christmas/New Year break from 22 December, 2012 to 1 January 2013, inclusive.
**News/ new services**

Trial of lending serials to postgraduates and academics has been implemented. A second after-hours returns bin has been installed to help with busy periods. The Library has “gone quiet” for the October and November pre-exam period but continues to experience issues and MQ students ‘compete’ for spaces with the local high school students. Issue of noise is the most frequently commented issue in our feedback for this period.

**Use of collections and services – move to online environment**

The statistics for January to September show a cumulative increase of 4% in physical visits and 17% in website visits from the corresponding period in 2011. Our summary statistics continue to show a continuing move to the electronic environment during this period:

- eBooks are accounting for a higher percentage of new items added
- eReserve usage increased by 21%
- virtual services inquiries increased by 26%
- there was a decrease in items requested from other libraries

*****

**August 2012**

1. **Service Review. Progress report**

   In January 2012 the Library commenced its service review. The main impetus for the review was to align the organizational structure implemented in 2010 and 2011 with the philosophy of client centred service provision.

   **Progress:**
   - environmental scan completed
   - staff consultation completed with 154 staff directly involved
   - client research completed: interviews with 9 Deans, 6 Focus Groups conducted with: Undergraduates (2 groups), postgraduates (2 groups), academics, non-Deans (1 group) and SiBT (1 group). **Appendix 1 – main themes from the Client Research**
   - Proposed Service Strategies agreed, proposed structure to deliver on the agreed strategies currently being discussed with staff
   - **Main direction for the services:** move **service delivery into the online environment**, including via iLearn, continue to deliver and further develop **in-depth research services**, including support for academics preparing grants, mentoring for postgraduates. Continue to deliver **mix of service options in the physical Library based on client needs and expectations**.

2. **Service improvements, News**

   **Mobile catalogue version**
Library now provides the catalogue in mobile version in response to client expectations and general trend in accessing services. If you open the Catalogue on a smartphone, you should be automatically re-directed to the mobile catalogue version: http://voyager.mq.edu.au/m

**QR Codes in catalogue records**
To respond to client expectations the Library has incorporated Quick Response (QR) Codes in catalogue records. These are scannable by smartphones and provide search or record information in mobile-friendly format so users can easily take it with them into the shelves. Other uses for QR codes are being considered, e.g. QR code on the door to Postgraduates room to ‘push’ automatically info to a mobile device about access, conditions of use.

**VoiceLink**
Vocera wireless communication system was purchased by the Library at the end of last year to enable effective communication amongst staff who are engaged in the client service provision in the Library. The system was implemented in February this year. Outcomes so far:
- all client service staff have been trained and use the system
- network issues at the beginning, now resolved
- started with 30% success rate and following network issues resolution – we now reached average of 80% success rate.

Library staff took part on a competition to name the system and it is now known as **VoiceLink**

Use ‘snapshot” (18/02/2012 - 20/06/2012)
- Total Calls received: 828
- Average Duration per Call: 40.64 Seconds
- Service Coordinators received : Total Calls: 284
- Rovers received: Total Calls: 226
- IT received Total Calls: 125
- First Aid received Total Calls: 9

**Roving service - pilot**
Following successful implementation of VoiceLink, a new service was introduced to support mobility of our clients on the 5 levels of the building. The Roving service enables the provision of services ‘where it is needed’ by the client. The Library staff ‘roves’ around the building to assist clients and can be called using the VoiceLink at any time.

Roving Service Pilot was implemented in April
- 16th April – 31st May, 2012, extended to 29 June
- 12:00pm–5:00pm, Monday – Friday
- 14 staff from Library Services participated
- 430 client enquiries were recorded in 23 days (original Pilot dates)
Feedback from staff and clients is very positive and the service will be rolled out as a regular feature available 7 days per week from Session 1 in 2013.

**Netbook loans, Presentation pods, digital screens**

3
• Netbook computers are now available for loan to students; more than 200 loans have been made in the first two weeks of this trial.
• Students are now able to book presentation pods on Level 1 of the Library
• Library kiosks and digital screens have been updated in response to staff and student feedback

Session 1
Very busy Session 1 with daily door count reaching over 10,000 visits on some days (May)

3. Resources
• New information resources activated for this year include: IBISWorld, Australia B2B (formerly Kompass), Essay and General Literature Index Retrospective, Middle East and Africa Database, Reaxys, SPIE Digital Library, Europa World Plus, Brill Online, and Orlando: Women’s Writing in the British Isles from the Beginnings to the Present. The Library has also purchased two new journal packages: Edinburgh Press Journals and The Lyell Collection. A number of e-book packages have been added to the collection, including Springer E-books, Project Muse E-books, Oxford Scholarship Online (2011-2012 e-book titles) and Oxford Scholarship and University Press Archive. Six new online reference works, including Mastery of Surgery, Max Planck Encyclopedia of Public International Law and Blackwell Companion to Phonology were added to the collection.
• 43 new titles were added to the Kanopy streaming video service, and viewing time was approximately 27 hours.

Grazyna Tydda
Associate University Librarian, Services
Macquarie University Library
12 November 2012
I. Client Research Project: aim, methodology

**Purpose of Client Research**
The project was designed to explore clients’ perceptions of the Library across a range of issues, principally:
- Clients’ motivation for using the Library’s services
- What clients value about the Library
- Perceived gaps in service provision

The focus of the project was on the Library’s services and not the building, facilities or opening hours.

**Approach**
The project adopted a qualitative research approach, with information being collected through a program of in-depth interviews and focus groups. Information was collected from three key groups:
- Staff at the Library;
- Academic staff (Associate Deans and teaching staff); and
- Other Library clients.

The research was also guided by the Service Review Project Group, comprising senior staff in the Library Services Department, led by Grazyna Tydda, Associate University Librarian.

**Client segmentation**
An important goal of the staff consultation process was to use the experience of Library staff to develop an initial profile of the Library’s key client groups.

There was a high level of agreement amongst staff that there are three main clusters of Library users.
- MQ Clients
- Clients who were MQ community in the past (eg. Alumni)
- Non-MQ Clients

This project concentrates on the MQ Clients - key group for service planning, development and delivery
- Academics
- Postgraduates
- Undergraduates
II. OUTCOMES

Patterns of Use
There were some key differences between groups in how they use the Library’s resources and services:
Associate Deans are more likely to access resources remotely. Their pattern of use across the year can vary if they are involved in teaching but otherwise is quite consistent.
Macquarie students at all levels use the Library remotely and on-site. During semester they are frequent users of the physical Library, visiting the Library three to four times each week.

Services and Resources Used
• All the Macquarie University client groups use the Library’s electronic and hard copy resources.
• Undergraduate students make considerable use of facilities such as photocopiers, printers, scanners and computers.
• Teaching academics and post-graduate students mentioned that they have personal research consultations with Library staff.
• Undergraduate students made broader reference to receiving assistance from Library staff.
• Post-graduate students take advantage of inter-Library loans and the opportunity to request book purchases.
• Undergraduate students use Reserve.

What do they value?
• All clients value the opportunity to talk to Library staff, either for a research consultation or for more general assistance.
• Associate Deans made specific reference to the value of having a dedicated Library officer (Liaison Librarian) as a presence in their faculty.
• Post-graduate students value the Library as a space to study and work as well as the additional research support provided such as Endnote training.
• Undergraduate students value the reserve facility and Multisearch.

What are the Gaps?
• Academics and post-graduate students made comments in relation to the collection. Specific reference was made to:
  o Access to eBooks and journal articles
  o Development of the collection to support a stronger research culture.
• More effective targeting of communication with different client groups was also raised.
• Information and training needs to be delivered at a time and via a channel that best meets the requirements and behaviours of the different client groups.

Observations
• Participants in the project raised a number of issues in the broader academic environment that could be regarded as challenges for the future for the Library:
  • The drive to develop a stronger research culture at Macquarie University
  • Developing communication strategies that align with the different preferences of client groups
  • Understanding the specialised needs of different faculties and disciplines
• The changing grants landscape that could involve greater funding from the private sector
• Demands for Library services outside normal opening hours, to meet the needs of off-campus students as well as on-campus students
• The changing nature of teaching, knowledge and learning, and the need to develop new types of research skills

III. Recommendations

1. **Build more tailored partnerships to support the University's roles of research, teaching and learning (c’td)**
   The Library should consider specific measures that align with student needs:
   Provide training courses and information sessions at the point in time when students need assistance;
   Use information channels that match student behaviour. In particular, embed information in iLearn

2. **Build and provide access to resources in support of the University’s research role**
   Collaborate directly with academic staff on research grants, to provide advice on resources that are currently available and to agree on the most efficient way to gain access to additional resources that might be required.
   Build research depth in the collection in a way that:
   • Is sensitive to the different resource needs of faculties and disciplines; and
   • Ensures consistency in addressing the collection needs of all disciplines and faculties
   • Build more tailored partnerships to support the University's roles of research, teaching and learning (c’td)
   • The Library should consider specific measures that align with student needs:
   • Provide training courses and information sessions at the point in time when students need assistance;
   • Use information channels that match student behaviour. In particular, embed information in iLearn

3. **Develop services tailored to client groups**
   Build a structure that is aligned to client needs
   Review online services and consider extending these services in ways that align with the different needs of its clients.
ITEM 5.1.1

RECOGNITION OF PRIOR LEARNING POLICY – PROJECT BRIEF

For noting and discussion
# PROJECT BRIEF: RECOGNITION OF PRIOR LEARNING (RPL) POLICY

## OVERVIEW

### PURPOSE
To revitalise the development of the Recognition of Prior Learning (RPL) Policy.  
To ensure that Macquarie University is compliant with the Tertiary Education Quality and Standards Agency requirements, specifically the Qualification Standards, by 1 January 2015.

### BACKGROUND
This project acknowledges the wealth of contribution of the Working Party, and other internal stakeholders, to date. These contributions have supported the identification of important issues for this project, including:

- 'What defines a Macquarie University award?', including considerations of 'credit caps';
- nested awards, and the impact on exit awards;
- general exemptions;
- RPL for Participation units, and
- movement from system-driven language to AQF terminology.

## DETAILS

### PROJECT OBJECTIVES

The objective of this project is to further review and refine the RPL Policy, ensuring it is 'clear, accessible and transparent,‘1 and to make certain that the University is compliant with various legislative frameworks. The objectives will be achieved through a consolidation of past decisions and feedback; through examination of legislative requirements; through the facilitation of further targeted consultation, and through the identification and resolution of critical issues along the way. The approach will also involve benchmarking of other Australian university RPL Policies, and an exploration of the TEQSA Good Practice Database2, allowing decisions to be made in light of ‘our competitors’. Furthermore, the project will recognise the way in which the Policy will shape the business processes, and as such it will operate in parallel with the drafting of procedural documents.

### EXTERNAL FRAMEWORKS

The project will be guided by the Universities obligation to comply with various external frameworks: the requirements they prescribe, and the standards and ‘spirit’ they foster. The key external frameworks which will provide the legislative context for the RPL Policy are as follows:

- Tertiary Education Quality and Standards Agency (TEQSA):
  - Tertiary Education Quality and Standards Agency Act 20113
  - Higher Education Standards Framework (Threshold Standards) 20114
- Australian Qualifications Framework (AQF):
  - Australian Qualifications Framework July 20115
  - National Principles and Operational Guidelines for Recognition of Prior Learning6
- Education Services for Overseas Students (ESOS)

### PROJECT PLAN

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<td>Project Brief</td>
<td>9 November (For review by Dom Verity &amp; Julie Fitness) 28 November 2012 (SLTC Meeting)</td>
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<td>Benchmarking</td>
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<td>Discussion Paper</td>
<td>23 November (First draft – for review) 28 November (Final)</td>
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<tr>
<td>Consultation Period</td>
<td>Schedule a weekly meeting of the Working Party:</td>
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<td>RPL Policy (First Draft – for review)</td>
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<td>RPL Policy (Second Draft – for review)</td>
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<tr>
<td>Procedural Document</td>
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For further information, the detailed RPL Project Plan is attached. (Attachment 1)
RPL POLICY PROJECT PLAN

**PROJECT BRIEF**

**DUE: COB 8 November**

**SEND TO ZOE FOR REVIEW**

**APPROVED**

**SEND TO DOM VERTY & JULIE FITNESS FOR FEEDBACK**

**DUE: 9 November**

**APPROVED & ENDORSED**

**ADD PROJECT BRIEF AS A POINT OF DISCUSSION FOR SLTC.**

**DUE: 19 November**

**Purpose & style:** To revitalise the RPL Policy project to internal stakeholders, the RPL Working Party, and to SLTC. A one-page tabled document. Succinct.

**Key content:**
- Acknowledge contribution to date.
- Reference to concept: 'What defines an MQU award?'
- External Frameworks (including legislation to which we must comply).
- Approach to project: 'Where to from here?'
- Timeframes.

**BENCHMARKING**

**DUE: COB 16 November**

**DISCUSSION PAPER**

**DUE: COB 23 November (or review & SLTC 28 Nov.)**

**CONSIDERATION OF PROCEDURE/BUSINESS PROCESSES**

**Ongoing:**
- Identify implications of changes to Rules, Web Content, Application Forms, Marketing Materials, UAC Guide
- Providing tools/packs to support successful communication of new policies, and successful implementation of procedures.

**APPROVED**

**SEND TO ZOE FOR REVIEW**

**APPROVED & ENDORSED**

**CONSULTATION**

**TIMEFRAME: Informal ‘touch base’ with WP (?) TBC – Dom.**

**Full consultation following SLTC Meeting:**
- 1: WC 26 Nov.
- 2: WC 3 Dec.
- 3: WC 10 Dec.

**Purpose:** To facilitate informed, targeted, clear discussion. To present issues & considerations in a succinct and consolidated format. To, ultimately, encourage efficient consultation & decisions to ensure delivery of RPL Policy.

- MQU Policy framework: outline expectations and scope of policy
- External framework/Legislative requirements
- Identifying issues
- Providing options as solutions
- Benchmarking to appear as an appendix, and to inform some proposed solutions and/or considerations
- Flag any considerations for procedure (?)
- Historical trend data on CPS/RPL student cohort compositions

**POLICY DRAFTING**

**Ongoing:**
- Identify implications of changes to Rules, Web Content, Application Forms, Marketing Materials, UAC Guide

**CONSULTATION**

**Collate feedback, data & decisions**

**Due: COB 21 December**

**CONSULTATION**

**Flag any considerations for procedure (?)**

**Historical trend data on CPS/RPL student cohort compositions**

**RPL POLICY PROJECT PLAN**

**Purpose:**
- MQU Policy framework: outline expectations and scope of policy
- External framework/Legislative requirements
- Identifying issues
- Providing options as solutions
- Benchmarking to appear as an appendix, and to inform some proposed solutions and/or considerations
- Flag any considerations for procedure (?)
- Historical trend data on CPS/RPL student cohort compositions

**Faculties (Associate Deans, L&T; Student Admin Managers; UG/PGSC Reps; SLTC Reps), MGSM (Guy Ford), MQC (Nathan Asher), Macquarie International (Kate Roth), Senior Management (Jonathan Wylie, Suzanne Kelly), Systems (Tracker, SBSS), SES/CSS (Brad Windon, Bruce Sutton, Jemima Morley, Sandy Kou, Sandy Whebe), APS (Kyle Shorrock), PACE (Lindie Clarke), Marketing – Implications for Domestic & International markets (Jason Elias & Tarveer Shaheed) [Change of terminology], SIBT (Sonia Jeffares).
ITEM 5.1.2

DISRUPTION TO STUDIES POLICY

Meetings of the Working Party were held on 1 August 2012 and 25 October. Attached are notes from these meetings and amended documents incorporating changes agreed:

- Disruption to Studies Policy
- Disruption Policy Schedule 1 – Disruption Outcomes Table
- Disruption Policy Schedule 2 – Serious and Unavoidable Disruption

For consideration
BACKGROUND

- In early 2012, the SLTC resolved to replace the Special Consideration Policy with broader Disruptions Policy.
- This Disruptions Policy will provide a framework under which student may formally report disruptions of all levels of severity. By allowing the reporting of a broader panorama of disruptions, it is hoped that the University's welfare services might be provided with the information to act more proactively upon emerging patterns of disruption and disadvantage.
- Disruptions will be triaged in an initial administrative process in Faculties and those that are deemed serious and unavoidable would be passed to unit convenors who would determine how Special Consideration will be applied in individual assessments.
- Each disruption would involve only a single, electronically submitted, notification – although that notification may result in Special Consideration being applied to assessments across a number of units.
- Special Consideration becomes one of a number of possible actions that academics may chose to apply where disruption has been notified, rather than the primary subject of such a notification.
- A central motivation in the design of this new Disruptions Policy is that the system should encourage consistency in the application of Special Consideration to the same Disruption across a number of assessments.
- While some worries have been raised regarding the volumes of Special Consideration requests currently processed through the system, these numbers should be placed in an appropriate context. For example in the most recent final examination period 4,657 special consideration applications were received and processed. However, these represent a request rate of only around 7% of the approximately 68,000 exam sittings at the end of S1 2012.
- It is envisaged that eventually the process will be entirely paperless and fully integrated into Tracker.
- The working party has been developing a draft Disruption policy and procedure, via a Wiki, and the latest state of this policy was presented for discussion at this meeting.
ISSUES RAISED
- Working party members expressed significant concern in regard to the criteria under which a determination of serious and unavoidable disruption would be regarded as automatically invalid. The grounds listed in this draft are identical to those given in the current Special Consideration policy, and in a number of associated policies and procedures, and they include the following clauses:
  - Routine and ongoing family problems such as tension with and between parents, spouses and other people closely involved with the student Difficulties adjusting to university life, to the self – discipline needed to study effectively, and the demands of academic work;
  - Stress or anxiety associated with examinations, required assignments or any aspect of academic work.
Overall it was the working party’s view that these clauses could dissuade students suffering with chronic and ongoing stress or depression from reporting these disruptions or seeking Special Consideration. While it was agreed that their intent was not to catch such cases, it was felt that we should be encouraging students to report such disruptions so that they could be assessed on a case-by-case basis. It was also noted that such grounds could also be potentially more discriminatory against students from indigenous and low socio-economic backgrounds.

In order to change these exclusions in the Disruption Policy, they would also have to be amended in the other policies that use the same form of words. So the working party resolved to revise these criteria and to consolidate all references to them into a single place in the University’s policy framework.

SCOPE FOR FUTURE IMPROVEMENTS

Technology Capabilities:
- Does the submission of physical supporting documentation continue to be mandatory or can this be eliminated, so the entire process can be online? *The working party agreed to adopt an audit approach. All documentation would be submitted in electronic form, but students would be asked to retain all originals. The University would then reserve its right to request for these originals to be presented for inspection at a later date.*
- Can technology enable medical practitioners to submit professional authority forms online? *Although feasible from a technology perspective, legal limitations will have to be investigated further.*
- Is there a systems capability for students to retract information once submitted? *It was confirmed that this would be feasible from a systems perspective.*

Duty of Care:
- The working party expressed the view that it should be made mandatory for a student who leaves an exam due to illness to be assisted / accompanied to immediately attend a medical practitioner on campus. This would not be a frequent occurrence, but to do anything else would be a violation of our duty of care. It was confirmed that Campus Wellbeing would be able to schedule appropriate medical support during the final exam period.

Professional Authorities:
- It was agreed that the University should develop a specifically tailored Professional Authority form. This could assist medical practitioners in understanding the kind of information the University required to facilitate its decision making processes.
- It was suggested that the University might stop accepting Doctors Certificates and insist upon the exclusive use of its own Professional Authority form as evidence of Serious and Unavoidable Disruption. The practicality of such an approach was discussed, but a final decision on this question was held over to a later meeting.
- It is likely that any PA form would come in 2 sections. The student would be asked to fill Part 1 to provide all relevant information to the medical practitioner, then Part 2 would be filled
in by the medical practitioner **NB:** the form need not necessarily have details of the student’s ailment, however could be designed to encourage a medical practitioner/health professional to clearly articulate the degree to which a student’s ability to perform in specific assessment types is likely to be affected. So part 1 would allow students to inform their practitioners of the kinds of assessments they were currently undertaking.

**Other Support Mechanisms**

- The possibility of having Campus Wellbeing staff rostered on Saturdays during exam periods – APS/Security could escort students requiring support to Campus.
- Actively counseling students at risk to reduce study workloads to minimise stress rather than an interruption to studies.

**ACTIONS**

- Determine specific references to disruptions/special considerations in the Higher Education Support Act, so that the revised Policy can be aligned with this.
  
  **Action:** B Windon
  
  **Status:** Completed - refer Attachment 1

- Any revisions to the Disruption Policy need to be reflected consistently in all University-wide Policies. Identify specifically where the terminology 'serious', 'unavoidable' and ‘disruption’ is referred to in the Policy Central documents, as well as Degree Rules.
  
  **Action:** G Lay to research this.
  
  **Status:** Completed – as provided below:

Occurrences of the terminology 'serious', 'unavoidable' and 'disruption' have been found in the following **Policy Central documents**

- Special Consideration Policy
- Withdrawal Without Penalty Procedure
- Withdrawal and Discontinuance Policy
- ask.mq.edu.au (Tracker online)

Occurrences of the terminology 'serious', 'unavoidable' and 'disruption' have been found as follows in Degree Rules:

**Unavoidable**

Bachelor degree rules  
10.1(ii), 11.1(c)  
Associate degree rules  
10.1(ii), 11.1(c)  
Rules for the degree of Master of Coursework  
s6.3, 6.4, 8.1(ii), 9(c)  
Postgraduate Diploma Rules  
9(c)  
Postgraduate Certificate Rules  
9(c)

**Disruption**

Bachelor degree rules  
10.1(ii), 11.1(c)  
Associate degree rules  
10.1(ii), 11.1(c)  
Rules for the degree of Master of Coursework
s6.3, 6.4, 6.4(c), 8.1(ii), 9(c)
Postgraduate Diploma Rules
9(c)
Postgraduate Certificate Rules
9(c)

**Serious**
Social legislation
section on discrimination and harassment

**NB:** A definition also exists in the University

- Feedback/comments on ‘Guideline – Disruption Outcomes Table’ document to be forwarded to the Chair.

  **Action:** All

  **Status:** Synopsis outlined below

Given that this is a major update to our policy, the main priority would be to redraft the definitions of serious and unavoidable disruption to allow this determination to be made at the administrative level.

Perhaps the administrative decision could be whether it was 'unavoidable' or not, taking into account the characteristics of the disruption in relation to the criteria (duration, timing etc) and then the academic could decide whether it was 'serious' or not in relation to academic progress. Consideration of ‘satisfactory progress’ is critical as Campus Wellbeing have instances of students who have missed compulsory attendance sessions and quizzes/tests yet are still under the misapprehension that they are able to complete the subject by applying for ‘Special Consideration’. In such cases, even though a student may qualify for Special Consideration, they are not able to meet the learning outcomes and assessment requirements of the unit, as they have missed too much of the course content.

On the other hand, the University could take a more instrumental approach and simply apply the term serious to the impact that a disruption has upon specific items of assessment or upon their satisfactory progress in a unit. So the same disruption might be deemed to be serious in one unit (or in regard to one assessment) and non-serious in another.

**SUMMARY**

The preference is to draft the policy to completely decouple the determination of how a disruption impacts an assessment (and thus leads to the application of special consideration) from the process of determining whether or not the disruption is serious and/or unavoidable.

Whichever direction the University goes in regards to this question, careful thought needs to be applied to ensure that any decisions made under this Policy can be made as consistently as possible. At the moment, quite a number of appeals arise (and are successful) at the procedural level because the lecturer in one unit had deemed a disruption to be serious and unavoidable, and had granted special consideration, whereas another had taken a different view of that same disruption.

To reduce this (often only apparent) variability in interpretation, it is important to introduce a process under which a single decision is made as to whether a disruption to a student's life
is serious and unavoidable. This should be done by an administrator without reference to the impact upon individual assessments in individual units. Those cases that are found to be serious and unavoidable can then be distributed to the convenors of the units in which that student is enrolled. They would then determine its impact upon individual assessments and decide upon how this might be handled through the application of Special Consideration.

**FOR FUTURE DISCUSSION/DETERMINATION**

- It was decided to review the draft Procedures document at the next meeting of the working party, to be held in late September 2012.
Specific references to disruptions/special considerations in the Higher Education Support Act (HESA)

58.1 Special circumstances

Chapter 3 of the Administration Guidelines specifies circumstances in which a provider will be satisfied that special circumstances apply to the person. This section summarises these requirements. More detailed guidance for decision making is available at Appendix R.

Special circumstances do not include, for example:

- lack of knowledge or understanding of requirements under the schemes; or
- a person’s incapacity to repay a HELP debt, as repayments are income contingent and the person can apply for a deferral of a compulsory repayment in certain circumstances [HESA s154-45 & s36-21].

Beyond a person’s control

Section 3.5 of the Administration Guidelines specifies that circumstances are beyond a person’s control if a situation occurs that a reasonable person would consider is not due to the person’s action or inaction, either direct or indirect, and for which the person is not responsible. This situation must be unusual, uncommon or abnormal.

For example, a lack of knowledge of how HECS-HELP or FEE-HELP works is not considered beyond a person’s control.

Do not make full impact until on or after the census date

Section 3.10 of the Administration Guidelines specifies that circumstances do not make their full impact on the person until on or after the census date for the unit if the person’s circumstances occur:

- before the census date, but worsen after that day;
- before the census date, but the full effect or magnitude does not become apparent until after that day; or
- on or after the census date.

Note: A person does not need to demonstrate that they were prevented from withdrawing from the unit prior to the census date.

Pre-existing conditions

A pre-existing condition is not necessarily a basis to reject an application to re-credit a person’s FEE-HELP balance.
For example, a person may have an illness (or other underlying, pre-existing condition or incapacity) prior to the census date for a unit of study, but a reasonable expectation that they will recover and be able to complete the requirements of the unit.

A delegate must consider whether the person’s condition changed on or after the census date and when the full effect or magnitude of the circumstances became apparent, taking into account any additional circumstances (including continuation of a pre-existing condition) that may have affected the person on or after the census date.

**Impracticable for the person to complete the unit of study requirements**

Circumstances that make it impracticable for the person to complete the requirements for their unit may include:

- medical circumstances. For example, where a person’s medical condition has changed to such an extent that he or she is unable to continue studying;
- family/personal circumstances. For example, death or severe medical problems within a family, or unforeseen family financial difficulties, so that it is unreasonable to expect a person to continue studies;
- employment related circumstances. For example, where a person’s employment status or arrangements have changed so that the person is unable to continue his or her studies, and this change is beyond the person’s control; or
- course related circumstances. For example, where the provider has changed the unit it had offered and the person is disadvantaged by either not being able to complete the unit, or not being given credit towards other units or courses.

A person is unable to complete the requirements for a unit, for example, if the person is unable to:

- undertake the necessary private study required, or attend sufficient lectures or tutorials or meet other compulsory attendance requirements in order to meet their compulsory course requirements; or
- complete the required assessable work; or
- sit the required examinations; or
- complete any other course requirements because of their inability to meet the above.

Consideration should also be given to whether at the time the person’s special circumstances emerged, it was already not practicable for the student to meet the requirements of the unit.

This situation may arise where a student has not met progressive requirements relating to compulsory assessment and/or attendance at classes for the unit of study.

For example, a student may have failed to sit the final examination and/or a special/supplementary examination on the basis of a special circumstance that applied at the time of the examination. If that student has not met the ongoing compulsory requirements of the unit of study, their failure to sit the final examination (and/or the special examination) does not of itself make it impracticable for them to complete the unit of study.
In this case the provider may make a decision not to re-credit the person’s FEE-HELP balance or remit the person’s HECS-HELP debt.

Note: These requirements for continuous assessment and attendance would need to be stated explicitly in the university’s rules prior to the commencement of the unit (and substantiated if the need arises).
Example 2: HESA s104-30 (test for re-credit a person’s FEE-HELP balance due to special circumstances is highlighted in bold)

104-30 Special circumstances

(1) For the purposes of paragraph 104-25(1)(c), special circumstances apply to the person if and only if the higher education provider receiving the application is satisfied that circumstances apply to the person that:

(a) are beyond the person’s control; and

(b) do not make their full impact on the person until on or after the *census date for the unit of study in question; and

(c) make it impracticable for the person to complete the requirements for the unit during the period during which the person undertook, or was to undertake, the unit.

NOTE: A provider MUST refer to the appropriate section(s) of the Act that specifically apply to a person’s circumstances (see para 1 above).

1. In determining whether there are special circumstances, a provider should apply the Administration Guidelines 2012.

Step 2.1 What are the relevant circumstances?

2. The Decision Maker needs to identify what the relevant circumstances are.

3. To do this, the Decision Maker will need to consider what information and evidence the person has provided in their Application and any further information available from the student’s records.
Step 2.2  Are the circumstances beyond the person’s control?

4. The Decision Maker must then decide whether the circumstances identified at Step 2.1 are beyond the person’s control.

5. The *Administration Guidelines* provide that:
   
   *The higher education provider will be satisfied that a person’s circumstances are beyond that person’s control if a situation occurs which a reasonable person would consider is not due to the person’s action or inaction, either direct or indirect, and for which the person is not responsible.*
   
   *This situation must be unusual, uncommon or abnormal.*

Step 2.3  Did the circumstances make their full impact on the person on or after the census date for the unit in question?

6. The Decision Maker needs to:
   
   (1) *Identify the relevant census date for the unit; then*
   
   (2) *Determine when the circumstances identified in Step 2.1 made their full impact on the student.*

7. The *Administration Guidelines* provide that:
   
   *The higher education provider will be satisfied that a person’s circumstances did not make their full impact on the person until on or after the census date for a unit of study if the person’s circumstances occur:*
   
   (a) before the census date, but worsen after that day; or
   
   (b) before the census date, but the full effect or magnitude does not become apparent until on or after that day; or
   
   (c) on or after the census date.

Step 2.4  Did the circumstances make it impracticable for the person to complete the requirements of the unit?

8. After deciding that Steps 2.1 to 2.3 have been satisfied, the Decision Maker must be satisfied that the circumstances identified in Step 2.1 made it impracticable for the person to complete the unit.

The Macquarie Dictionary defines ‘impracticable’ as, “not practicable; that cannot be put into
BACKGROUND AND DISCUSSION

Following the meeting of the Disruptions to Studies Working Party held on 1 August 2012, the following revised documents were circulated:

- Policy
- Procedure
- Guideline – Disruption Outcomes Table
- Guideline – Serious and Unavoidable Disruption

The objective of the meeting held on 25 October was to review and discuss any further refinements that were required, with a view to presenting these for consideration by the Senate Learning and Teaching Committee.

Ms Greig introduced Ms Sedgley, who is taking over as the Project Officer for the Student Management Services Project, as Ms Greig is returning to her substantive role in the Vice Chancellor’s Office with effect from 29 October.

It was agreed that:

- Evidentiary documentation from an employer related to work pressures is to be considered admissible.
  Guideline Outcomes Table
- Policy - Page 2 (ATTACHMENT 1)
  Specify a timeline for students to notify the University of a disruption within three (3) business days
- Guideline – Disruptions Outcomes Table (ATTACHMENT 2)
  o Type of Assesssment: Define ‘Marked Attendance’ to provide clarity
• Possible Outcomes: Remove reference to ‘Convenor Discretion’ and replace with ‘As specified in Unit Guide’.
• The Disruption to Studies Procedure would be revisited once the Policy has been approved.

CONSIDERATIONS IN IMPLEMENTATION OF POLICY

• Finer details of operational implementation and execution.
• Clear cut demarcation of roles and responsibilities.
• Consistency across the board in administering the process. How will this be monitored?
• Submission by students would be via Tracker, with scanned attachments. However, there needs to be a flag in the system to alert students that retention of original documentation is mandatory for a specified timeframe, in case of any logistical issues, eg, scanned documents not clear.
• Structure of the appeal process and how appeals would be channeled.
• Consensus to adopt a Profession Authority’ type of form that a medical practitioner endorses. Design and implementation of this form.

NEXT STEPS

It was agreed to present the revised documents for consideration by the Senate Learning and Teaching Committee at the next meeting on 28 November 2012.
## Policy

### Disruption to Studies

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<th>Contact Officer</th>
<th>Chair, Learning and Teaching Committee</th>
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### Purpose

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented from performing in accordance with their ability.

### Overview

This policy is instituted to support students who have experienced a disruption in the course of their studies. Whilst not necessarily the case, such disruption may be serious and unavoidable disruption and prevent them from reaching their usual demonstrated performance level. Serious and unavoidable disruption may be addressed by the application of special consideration.

In fairness to all students, it is necessary for the University to have a clear and unambiguous statement of policy indicating how the University will address different circumstances. This will ensure both staff and students can act consistently, equitably and transparently.

The University provides support services to assist students throughout their studies. Whilst advice and recommendations may be made to a student, it is ultimately the student’s responsibility to access these services as appropriate.

### Scope

This policy will be relevant to undergraduate and postgraduate coursework students, staff involved in teaching, assessing or managing units of study, and staff in Campus Wellbeing.

### The Policy

The assessment policy stipulates the alignment between grades given and achievement of learning outcomes. In particular, students must demonstrate that they have met the unit learning outcomes in order to warrant the award of a grade. By implication, under no circumstances will a grade be altered because of disruptions, avoidable or otherwise.

In order to support students who have experienced serious and unavoidable disruption, the University, its Departments and the conveners of its units are obligated to provide an additional opportunity for students to demonstrate that they have met the learning outcomes of the unit in question. The University uses the term **special consideration** for these additional opportunities.

In cases where the disruption is deemed to be other than a **serious and unavoidable disruption**, the University has **no obligation** to provide additional opportunity for students to demonstrate they have met the learning outcomes. However, in such cases **unit convenors may still choose to show special consideration.**
DECISION PROCESS
A student may notify the University that they have experienced disruption to their studies. Such disruptions commonly arise as a consequence of events such as illnesses (either physical or psychological), accidents, injuries, societal demands (such as jury service), bereavements, family breakdown, unexpected changes to employment conditions and so forth.

The decision for granting special consideration as a consequence of a disruption will be made as follows:

1. Establish whether this disruption fits the criteria which enable it to be regarded as serious and unavoidable under the terms of this policy and its associated procedure and guidelines,
2. Identify what the effect of that disruption has been.
3. Evaluate how this effect relates to assessment tasks that are or were to be undertaken during the period of that disruption.
4. Determine the nature of the special consideration (if any) to be granted for each assessment item affected by this disruption.

The determination of whether a disruption is regarded by the University as being serious and unavoidable is a decision made at the Administrative level according to a pre-approved set of criteria, which are described in the guideline entitled “Schedule – Serious and Unavoidable Disruption” associated with this policy.

Determination of specific outcomes in cases of serious and unavoidable disruption is an Academic decision based upon considerations arising from actions 2, 3 and 4 above.

The response to a disruption that arises from the requirements placed upon a student by a PACE unit is governed by the “Participation Activity (Disruption) Procedure”.

SERIOUS AND UNAVOIDABLE DISRUPTION
The University classifies a disruption as unavoidable if it arises from a set of circumstances that:

- could not have reasonably been anticipated, avoided or guarded against by the student AND
- was beyond the student’s control.

The University may determine that an unavoidable disruption is classified as serious if it has:

- caused substantial disruption to the student’s capacity for effective study and/or completion of required work AND
- occurred during a study period and/or prevented completion of a formal examination.

Students may choose to notify the University of a disruption to their studies whether or not it meets these criteria in order to be regarded as serious and unavoidable.

SATISFACTORY PERFORMANCE
For a student’s circumstances to meet the University’s definition of
serious and unavoidable disruption, the student must have been performing satisfactorily in the unit prior to the disruption.

NOTIFICATION
The University has the right to determine the deadline for notification of a student’s circumstances.

All students have the right to notify the University of their circumstances. The University reserves the right to determine the appropriate action to take in each circumstance whilst ensuring equity and transparency in their decision-making.

All notifications will be considered on a case-by-case basis and full consideration will be given to the particular circumstances of the individual student.

It is the student alone who can determine whether it is appropriate to notify the University of their circumstances, as they are the only person aware of the totality of their individual circumstances.

It is the student who is responsible for notifying the University of their circumstances.

All disruption notifications are to be made online via the University's Ask MQ system.

EVIDENCE
In order for a disruption to be regarded as serious and unavoidable by the University, a notification of that disruption must be supported by evidence to demonstrate the severity and impact of the circumstance(s). This must clearly demonstrate that substantial disruption has been caused to the student’s capacity for effective study.

Notification must include specific details of how the unavoidable disruption affected previously satisfactory work by the student.

SPECIAL CONSIDERATION
The University defines special consideration as the provision of an additional opportunity for students to demonstrate that they have met the learning outcomes of the unit in question. Special consideration may include the opportunity to perform an additional assessment task, such as a supplementary examination.

PRE-EXISTING CONDITIONS AND CIRCUMSTANCES
Conditions or circumstances that exist prior to commencing a unit of study are not regarded as serious and unavoidable disruptions under this policy, except in the event of unanticipated deterioration of that condition or circumstance.

However, students with a pre-existing disability/health condition or adverse circumstance may still be eligible to be granted ongoing assistance and support. Such support may be sought and planned for.
by contacting Campus Wellbeing and Support services.

OUTCOMES
In cases where it has been found that a disruption is serious and unavoidable and that it has substantially interfered with the otherwise satisfactory progress of a student, the University is obligated to grant special consideration. The precise nature of that special consideration will be determined by unit convenors on a case-by-case basis for each assessment task affected by the given disruption.

In order to ensure consistency in mitigating the effects of disruption on a student, an outcomes matrix is provided in the schedule associated with this policy entitled “Schedule – Disruption Outcomes Table”.

DOCUMENTATION
All documentation (in hardcopy or electronic form) relating to a notification of disruption will be kept in accordance with the University’s Privacy Policy.

All notification documentation will be filed online, via the University’s Ask MQ system. In particular, any paper-based documentation should be scanned and submitted electronically.

To be eligible for special consideration, a notification of serious and unavoidable disruption must be submitted within three (3) working days of the commencement of the disruption.

The University reserves its right to request and retain the originals of all paper-based notification documentation. Should it wish to do this, it will inform the applicant, via their University email, that these originals are to be submitted for inspection and retention.

The University will make any such request for original documentation within 6 months of the date of the submission of the initial disruption notification.

Students must retain all original documentation for the duration of this 6-month period and must supply them to the University within ten (10) working days of such a request being made.

Any original notification documentation which it retained by the University will be filed on the student’s central file in accordance with University protocols. No copies will be made by the University of any of the documentation submitted by a student.

Copies of the original documentation as provided by the student will be disposed of via confidential waste.

The University will publish the required forms, procedures and deadlines.

The student has the right to retract their disruption notification. In such
cases, the University will return to the student all relevant paper
documentation as submitted by the student.

**Keywords**
Disruption, Special Consideration, Illness, Serious and Unavoidable
Disruption, Withdrawal

<table>
<thead>
<tr>
<th>Date Approved</th>
<th>Draft – 24 October 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Authority</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Date of Commencement</td>
<td>TBA</td>
</tr>
<tr>
<td>Amendment Dates</td>
<td></td>
</tr>
<tr>
<td>Date for Next Review</td>
<td>July 2010</td>
</tr>
<tr>
<td>Related Policies, Procedures and Guidelines</td>
<td>Examination Policy, Grade Appeal Policy, Privacy Statement, Disruption to Studies Procedure</td>
</tr>
<tr>
<td>Policies Superseded by this Policy</td>
<td>The Special Consideration processes outlined in the University Handbooks (both published and online), the Academic Manual and any local policies (Division, Faculty or Department) are replaced by this policy.</td>
</tr>
</tbody>
</table>
### Disruption Policy Schedule 1 – Disruption Outcomes Table

<table>
<thead>
<tr>
<th>Result of Disruption</th>
<th>Type of Assessment</th>
<th>Type of Disruption</th>
<th>Possible Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence.</td>
<td>Marked Attendance: lecture, tutorial, on-campus session, field trip, practicum</td>
<td>Serious and unavoidable</td>
<td>Waiving of attendance requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Otherwise</td>
<td>As specified in unit guide</td>
</tr>
<tr>
<td>Absence.</td>
<td>Graded Participation: tutorial, class, lecture</td>
<td>Serious and unavoidable</td>
<td>Provision of an additional assessment task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Otherwise</td>
<td>As specified in unit guide</td>
</tr>
<tr>
<td>Absence.</td>
<td>In class assessment: tutorial, class, lecture</td>
<td>Serious and unavoidable</td>
<td>Provision of an additional assessment task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Otherwise</td>
<td>As specified in unit guide</td>
</tr>
<tr>
<td>Absence.</td>
<td>Final Exam</td>
<td>Serious and unavoidable</td>
<td>Provision of an additional assessment task; supplementary exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Otherwise</td>
<td>No special consideration</td>
</tr>
<tr>
<td>Exam performance affected</td>
<td>Final Exam</td>
<td>Serious and unavoidable</td>
<td>Provision of an additional assessment task; supplementary exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Otherwise</td>
<td>No special consideration</td>
</tr>
<tr>
<td>Preparation affected.</td>
<td>Assessment (other than final exam): tutorial, class test, lecture, exam, other assessment task</td>
<td>Serious and unavoidable</td>
<td>Provision of an additional assessment task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Otherwise</td>
<td>As specified in unit guide</td>
</tr>
<tr>
<td>Preparation affected.</td>
<td>Final Exam</td>
<td>Serious and unavoidable</td>
<td>Provision of an additional assessment task; supplementary exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Otherwise</td>
<td>No special consideration</td>
</tr>
<tr>
<td>Late submission of assessment item.</td>
<td>Assessment (other than final exam)</td>
<td>Serious and unavoidable</td>
<td>Extension of time to complete an assessment task; provision of an additional assessment task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Otherwise</td>
<td>As specified in unit guide</td>
</tr>
<tr>
<td>Ongoing impact on performance.</td>
<td>Assessment (other than formal exam)</td>
<td>Any</td>
<td>Extension of time to complete an assessment task; provision of an additional assessment task; Recommendation of Withdrawal</td>
</tr>
</tbody>
</table>

Comment [DV1]: Is this an assessment under the assessment policy?
Disruption Policy Schedule 2 – Serious and Unavoidable Disruption

This schedule provides guidance to administrators and academics engaged in the process of determining whether a disruption to a student’s study should be regarded as being serious and unavoidable under this policy. It also establishes minimum standards in regard to the documentary evidence required to substantiate such cases.

Under this policy the University deems a disruption to studies to be **serious and unavoidable** if it arises from set of circumstances that:

- Could not have reasonably been anticipated, avoided or guarded against by the student; and
- Was beyond the student’s control; and
- Caused substantial disruption to the student’s capacity for effective study and/or the completion of required work; and
- Occurred during a study period and/or prevented completion of the formal examination.

The University does not regard conditions or circumstances that exist prior to commencing a unit of study as being serious and unavoidable disruptions, except in the event of unanticipated deterioration of that condition or circumstance. However, the University does provide for the ongoing support of students who experience acute adverse conditions, circumstances or disabilities. This planned support may be sought by contacting Campus Wellbeing and Support Services.

Disruption notifications that are intended to document a serious and unavoidable disruption must be supported by specific evidence, as described below, to demonstrate the severity of the circumstance(s) and to show that substantial disruption has been caused to the student’s capacity for effective study.

**General Evidence Requirements:**

Evidence must demonstrate that **substantial disruption has been caused to the student’s capacity for effective study and include:**

- beginning date and duration of the effect of disruption,
- a statement about the student’s inability to undertake or prepare for the assessment task

**Documentary Evidence of Disruption considered serious and unavoidable must clearly state that the student:**

- was unable to complete a formal examination because of the effect of the disruption; and or,
- was unable to complete an assessable task on the relevant date because of disruption which was of no fewer than 3 consecutive days; or,
- had their preparation for an assessable task affected for not fewer than 3 consecutive days.
<table>
<thead>
<tr>
<th>Type of Disruption</th>
<th>Evidence</th>
<th>Professional Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>medical/ psychological/ mental health</td>
<td>Professional authority form</td>
<td>Health professionals that are registered with a professional body such as:</td>
</tr>
<tr>
<td></td>
<td>Documentary evidence that simply states “student is unfit for school or studies or work” <strong>will not be accepted</strong>. Consulting with your doctor at time of illness is highly recommended.</td>
<td>Medical practitioners, Psychiatrists, Physiotherapists, Counsellors, Social workers, Psychologists, or a member of Macquarie Campus Wellbeing.</td>
</tr>
<tr>
<td>compassionate grounds</td>
<td>Professional authority form</td>
<td>Health professionals that are registered with a professional body such as:</td>
</tr>
<tr>
<td>for example:</td>
<td>Letter from relevant professional</td>
<td>Medical practitioners, Psychiatrists, Physiotherapists, Counsellors, Social workers, Psychologists, or a member of Macquarie Campus Wellbeing.</td>
</tr>
<tr>
<td>Grief caused by the death or serious injury of a close family member or close friend.</td>
<td>In cases where the disruption is indirect the documentary evidence must state the effect of the disruption on the student. It is not sufficient to only supply a medical certificate pertaining to a friend or family member.</td>
<td></td>
</tr>
<tr>
<td>Indirect disruption, such as the requirement to care for family member or relative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hardship or trauma</td>
<td>Police report</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>For example:</td>
<td>Professional authority form</td>
<td></td>
</tr>
<tr>
<td>Sudden loss of employment, family breakdown, severe disruption to domestic arrangements, impact of crime or accident, or impact of natural disasters.</td>
<td>Letter from relevant professional acknowledging impact of disruption on student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In cases where other documentary evidence could not be obtained a statutory declaration may be used. Any available evidence, such as a flight itinerary or a death notice, should accompany this statutory declaration.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health professionals that are registered with a professional body such as:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical practitioners, Psychiatrists, Physiotherapists, Counsellors, Social workers, Psychologists,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a member of Macquarie Campus Wellbeing; or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Police officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal officer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>unavoidable absence or commitments</th>
<th>Letter from a relevant professional acknowledging impact of disruption on student and requirement to attend the unavoidable commitment, or explanation of unavoidable absence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example:</td>
<td>Documentary evidence from employer must clearly state that the inability to be released from work commitments was unforeseen at time of enrolment</td>
</tr>
<tr>
<td>Unavoidable work commitments.</td>
<td>In cases where a student is absent to attend a cultural event evidence must demonstrate that attendance could not have been anticipated, avoided or guarded against by the student; and that the student’s attendance is warranted.</td>
</tr>
<tr>
<td>Cultural or religious commitments, such as weddings or funerals (of close family members) or significant religious festivals.</td>
<td></td>
</tr>
<tr>
<td>Unexpected training or competition attendance demands placed upon an elite athlete.</td>
<td></td>
</tr>
<tr>
<td>Transportation problems such as late trains, car breakdowns or automobile accidents.</td>
<td></td>
</tr>
<tr>
<td>Employer</td>
<td></td>
</tr>
<tr>
<td>Religious leader</td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>Transport authority</td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td></td>
</tr>
<tr>
<td>NRMA</td>
<td></td>
</tr>
<tr>
<td>Government agency</td>
<td></td>
</tr>
<tr>
<td>Sheriff’s office</td>
<td></td>
</tr>
</tbody>
</table>

| disruption during an exam or an Examination or assessment room report. |
| examination or assessment supervisor. |
| Invigilated assessment | Professional authority form in cases of illness.  
| for example: | When a student is taken ill during a final examination he or she should be accompanied by a member of staff to attend a medical practitioner of the Campus Medical Service.  
| Fire alarm or sudden illness. | Students are not expected to notify the University of a disruption in cases where an assessment task is interrupted by a disruption such as a fire alarm. This notification will be made on their behalf by the assessment supervisor.  
| | Health professionals that are registered with a professional body such as:  
| | Medical practitioners, Psychiatrists, Physiotherapists, Counsellors, Social workers, Psychologists; or  
| | a member of Macquarie Campus Wellbeing.  

| Ongoing disruption during the semester | Documentary evidence must indicate an acute episode of the condition that is directly related to a student’s capacity for effective completion of an assessment.  
| for example: | Students experiencing ongoing disruptions should be referred to Campus Wellbeing and Support Services.  
| Glandular fever or ongoing grief. | In cases where a student cannot complete replacement assessment tasks the disruption should be managed by the withdrawal without penalty procedure.  
| | Health professionals that are registered with a professional body such as:  
| | medical practitioners psychiatrists physiotherapists counsellors social workers psychologists; or  
| | a member of Macquarie Campus Wellbeing. |
IITEM 5.2

AQF ADDENDUM

Attached is the latest AQF addendum clarifying the requirements for graduate certificates and diplomas. This Item was carried over from the SLTC meeting held on 17 October 2012.

For discussion
Addendum to AQF First Edition July 2011

Amended Qualification Types:
Graduate Certificate and Graduate Diploma
Amended AQF qualification types

Graduate and Vocational Graduate Certificates and Diplomas

The AQF Council, under its delegated authority from the Standing Council on Tertiary Education Skills and Employment, in August 2012 approved the removal of the Vocational Graduate Certificate and Vocational Graduate Diploma from the AQF and minor amendments to the specifications for the Graduate Certificate and Graduate Diploma.

The amended Graduate Certificate and Graduate Diploma AQF level 8 qualification types are available for accreditation and regulation in both the higher education and vocational education and training sectors and may be delivered and issued by appropriately authorised issuing organisations in both sectors.

Implementation arrangements

The removal of the Vocational Graduate Certificate and Vocational Graduate Diploma qualification types from the AQF is effective from 1 January 2013.

The amended Graduate Certificate and Graduate Diploma qualification types are available for use from 1 January 2013.

The implementation arrangements for the Australian Qualifications Framework First Edition July 2011 apply, that is:

- all requirements for the qualification types will be met from 1 January 2015
- from 1 January 2015 all new enrolments will be in qualifications that meet the requirements of the AQF specifications for all qualification types.

The regulatory authorities may require the use of the amended specifications for the Graduate Certificate and Graduate Diploma to commence from 1 January 2013 for the accreditation of new qualifications.

Transition arrangements

Holders of Vocational Graduate Certificates and Vocational Graduate Diplomas are considered to hold, respectively, Graduate Certificates or Graduate Diplomas.

The AQF Qualification Type Specifications for the Vocational Graduate Certificate and Vocational Graduate Diploma are available in the Australian Qualifications Framework First Edition July 2011.
Location of AQF qualification types in the levels structure
Addendum to AQF First Edition July 2011

AQF specification for the Graduate Certificate¹

This Specification informs the design and accreditation of Graduate Certificate qualifications.

The principal users of the AQF Qualification Type Specifications are the accrediting authorities in each education and training sector which are responsible for the accreditation of AQF qualifications and the developers of AQF qualifications in each education and training sector.

The other users of the Specifications are the authorised issuing organisations, industry and professional bodies, licensing and regulatory bodies, students, graduates and employers.

The purpose of the Graduate Certificate qualification type is to qualify individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway to further learning.

Graduate Certificate qualifications are located at level 8 of the Australian Qualifications Framework.

Graduate Certificate qualifications must be designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the level 8 criteria and the Graduate Certificate descriptor.

Graduate Certificate qualifications are available for accreditation and issuance in both higher education and vocational education and training.

<table>
<thead>
<tr>
<th>AQF level 8 criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
</tr>
<tr>
<td>Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of practice</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>Graduates at this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to:</td>
</tr>
<tr>
<td>• analyse critically, evaluate and transform information to complete a range of activities</td>
</tr>
<tr>
<td>• analyse, generate and transmit solutions to complex problems</td>
</tr>
<tr>
<td>• transmit knowledge, skills and ideas to others</td>
</tr>
<tr>
<td><strong>Application of knowledge and skills</strong></td>
</tr>
<tr>
<td>Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner</td>
</tr>
</tbody>
</table>

¹ The Vocational Graduate Certificate qualification type is removed from the AQF and replaced by the Graduate Certificate as of 1 January 2013. The AQF specification for the Vocational Graduate Certificate is in the Australian Qualifications Framework First Edition July 2011.
Graduate Certificate qualification type descriptor

| Purpose | The Graduate Certificate qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning |
| Knowledge | Graduates of a Graduate Certificate will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area |
| Skills | Graduates of a Graduate Certificate will have:  
- cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems  
- cognitive skills to think critically and to generate and evaluate complex ideas  
- specialised technical and creative skills in a field of highly skilled and/or professional practice  
- communication skills to demonstrate an understanding of theoretical concepts  
- communication skills to transfer complex knowledge and ideas to a variety of audiences |
| Application of knowledge and skills | Graduates of a Graduate Certificate will demonstrate the application of knowledge and skills:  
- to make high level, independent judgements in a range of technical or management functions in varied specialised contexts  
- to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts  
- with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters |
| Volume of learning | The volume of learning of the Graduate Certificate is typically 0.5 – 1 year |

Qualification nomenclature
The title used for a Graduate Certificate must be consistent with the AQF Qualifications Issuance Policy.

Pathways
Each qualification accredited as a Graduate Certificate will include documented pathways consistent with the AQF Qualifications Pathways Policy.

Issuing organisations offering a Graduate Certificate qualification must meet the requirements of the AQF Qualifications Pathways Policy.
Responsibility for accreditation and development

Accrediting authorities and those developing qualifications for accreditation must adhere to the AQF specification for this qualification type and any government accreditation standards for higher education or for vocational education and training when accrediting a Graduate Certificate qualification.

Accrediting authorities are responsible for monitoring the quality of issuing organisations against any government regulatory and quality assurance arrangements.

When accrediting AQF Graduate Certificate qualifications accrediting authorities must ensure that:

- Graduates of a Graduate Certificate qualification will achieve learning outcomes at level 8.
- All the learning outcomes (knowledge, skills and the application of knowledge and skills) of the Graduate Certificate qualification type are evident in each qualification accredited as this type. Some may have more emphasis than others in different Graduate Certificate qualifications depending on their purpose. A Graduate Certificate may be designed to provide a program of learning for either deepening of knowledge and skills in the same discipline or profession or for broadening of knowledge and skills in a different discipline or profession.
- Generic learning outcomes are explicitly identified in the qualification and align with the level of the qualification type, the purpose of the qualification and the discipline. Generic learning outcomes fall into four broad categories: fundamental skills; people skills; thinking skills; and personal skills. In the vocational education and training sector they are expressed as employability skills as defined by the National Quality Council (2008). In the higher education sector they are generally known as graduate attributes and are defined by each higher education institution.
- The relationship between the learning outcomes in the level 8 criteria, the qualification type descriptor, and the discipline is clear.
- The design of the components of the qualification will provide coherent learning outcomes for the level and qualification type and will enable graduates to demonstrate them.
- The volume of learning is sufficient for graduates to achieve the learning outcomes for a qualification of this level and type. The volume of learning must take into account the level of the previous qualification and/or experience required for entry and whether the purpose is for deepening or broadening of knowledge and skills.

Once a qualification is accredited it must be placed on the AQF Register in a form consistent with the AQF Qualifications Register Policy.

Authority to issue the qualification

A Graduate Certificate qualification may only be issued by an organisation that is authorised by an accrediting authority to do so, and meets any government standards for the sector.

Assessment leading to the award of the qualification lies with the issuing organisation. The issuing organisation is responsible for ensuring the quality of the learning outcomes and that the graduate has satisfactorily completed any requirements for the awarding of the qualification.

Issuing organisations must issue qualifications consistent with the AQF Qualifications Issuance Policy.

Issuing organisations will maintain a register of the AQF qualifications they have issued consistent with the AQF Qualifications Register Policy.
This Specification informs the design and accreditation of Graduate Diploma qualifications.

The principal users of the AQF Qualification Type Specifications are the accrediting authorities in each education and training sector which are responsible for the accreditation of AQF qualifications and the developers of AQF qualifications in each education and training sector.

The other users of the Specifications are the authorised issuing organisations, industry and professional bodies, licensing and regulatory bodies, students, graduates and employers.

The purpose of the Graduate Diploma qualification type is to qualify individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning.

Graduate Diploma qualifications are located at level 8 of the Australian Qualifications Framework.

Graduate Diploma qualifications must be designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the level 8 criteria and the Graduate Diploma descriptor.

Graduate Diploma qualifications are available for accreditation and issuance in both higher education and vocational education and training.

<table>
<thead>
<tr>
<th>AQF level 8 criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning</td>
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<td>• analyse, generate and transmit solutions to complex problems</td>
</tr>
<tr>
<td></td>
<td>• transmit knowledge, skills and ideas to others</td>
</tr>
<tr>
<td><strong>Application of knowledge and skills</strong></td>
<td>Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner</td>
</tr>
</tbody>
</table>

2 The Vocational Graduate Diploma qualification type is removed from the AQF and replaced by the Graduate Diploma as of 1 January 2013. The AQF specification for the Vocational Graduate Diploma is in the Australian Qualifications Framework First Edition July 2011.
## Graduate Diploma qualification type descriptor

<table>
<thead>
<tr>
<th>Purpose</th>
<th>The Graduate Diploma qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Graduates of a Graduate Diploma will have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.</td>
</tr>
</tbody>
</table>
| Skills | Graduates of a Graduate Diploma will have:  
- cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems  
- cognitive skills to think critically and to generate and evaluate complex ideas  
- specialised technical and creative skills in a field of highly skilled and/or professional practice  
- communication skills to demonstrate an understanding of theoretical concepts  
- communication skills to transfer complex knowledge and ideas to a variety of audiences |
| Application of knowledge and skills | Graduates of a Graduate Diploma will demonstrate the application of knowledge and skills:  
- to make high level, independent judgements in a range of technical or management functions in varied specialised contexts  
- to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts  
- with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters |
| Volume of learning | The volume of learning for the Graduate Diploma is typically 1 – 2 years |

### Qualification nomenclature

The title used for a Graduate Diploma must be consistent with the AQF Qualifications Issuance Policy.

### Pathways

Each qualification accredited as a Graduate Diploma will include documented pathways consistent with the AQF Qualifications Pathways Policy.

Issuing organisations offering a Graduate Diploma qualification must meet the requirements of the AQF Qualifications Pathways Policy.
AQF specification for the Graduate Diploma

Responsibility for accreditation and development

Accrediting authorities and those developing qualifications for accreditation must adhere to the AQF specification for this qualification type and any government accreditation standards for higher education or for vocational education and training when accrediting a Graduate Diploma qualification.

Accrediting authorities are responsible for monitoring the quality of issuing organisations against any government regulatory and quality assurance arrangements.

When accrediting AQF Graduate Diploma qualifications accrediting authorities must ensure that:

- Graduates of a Graduate Diploma qualification will achieve learning outcomes at level 8.
- All the learning outcomes (knowledge, skills and the application of knowledge and skills) of the Graduate Diploma qualification type are evident in each qualification accredited as this type. Some may have more emphasis than others in different Graduate Diploma qualifications depending on their purpose. A Graduate Diploma may be designed to provide a program of learning for either deepening of knowledge and skills in the same discipline or profession or for broadening of knowledge and skills in a different discipline or profession.
- Generic learning outcomes are explicitly identified in the qualification and align with the level of the qualification type, the purpose of the qualification and the discipline. Generic learning outcomes fall into four broad categories: fundamental skills; people skills; thinking skills; and personal skills. In the vocational education and training sector they are expressed as employability skills as defined by the National Quality Council (2008). In the higher education sector they are generally known as graduate attributes and are defined by each higher education institution.
- The relationship between the learning outcomes in the level 8 criteria, the qualification type descriptor, and the discipline is clear.
- The design of the components of the qualification will provide coherent learning outcomes for the level and qualification type and will enable graduates to demonstrate them.
- The volume of learning is sufficient for graduates to achieve the learning outcomes for a qualification of this level and type. The volume of learning must take into account the level of the previous qualification and/or experience required for entry and whether the purpose is for deepening or broadening of knowledge and skills.

Once a qualification is accredited it must be placed on the AQF Register in a form consistent with the AQF Qualifications Register Policy.

Authority to issue the qualification

A Graduate Diploma qualification may only be issued by an organisation that is authorised by an accrediting authority to do so, and meets any government standards for the sector.

Assessment leading to the award of the qualification lies with the issuing organisation. The issuing organisation is responsible for ensuring the quality of the learning outcomes and that the graduate has satisfactorily completed any requirements for the awarding of the qualification.

Issuing organisations must issue qualifications consistent with the AQF Qualifications Issuance Policy.

Issuing organisations will maintain a register of the AQF qualifications they have issued consistent with the AQF Qualifications Register Policy.
The AQF qualification titles Vocational Graduate Certificate and Vocational Graduate Diploma have been removed from the AQF. All other titles remain as listed in the AQF First Edition July 2011, AQF Qualifications Issuance Policy section 2.3.

### AQF qualification titles

<table>
<thead>
<tr>
<th>AQF level</th>
<th>Qualification Type</th>
<th>Qualification Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior Secondary Certificate of Education</td>
<td>Titles will vary across jurisdictions; the use of the titles will be accompanied by the statement: ‘(Certificate Title) is a Senior Secondary Certificate of Education within the Australian Qualifications Framework.’</td>
</tr>
<tr>
<td>1</td>
<td>Certificate I</td>
<td>Certificate I (Field of study/discipline)</td>
</tr>
<tr>
<td>2</td>
<td>Certificate II</td>
<td>Certificate II (Field of study/discipline)</td>
</tr>
<tr>
<td>3</td>
<td>Certificate III</td>
<td>Certificate III (Field of study/discipline)</td>
</tr>
<tr>
<td>4</td>
<td>Certificate IV</td>
<td>Certificate IV (Field of study/discipline)</td>
</tr>
<tr>
<td>5</td>
<td>Diploma</td>
<td>Diploma (Field of study/discipline)</td>
</tr>
<tr>
<td>6</td>
<td>Advanced Diploma</td>
<td>Advanced Diploma (Field of study/discipline)</td>
</tr>
<tr>
<td>6</td>
<td>Associate Degree</td>
<td>Associate Degree (Field of study/discipline)</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor Degree</td>
<td>Bachelor (Field of study/discipline)</td>
</tr>
<tr>
<td>8</td>
<td>Bachelor Honours Degree</td>
<td>Bachelor (Field of study/discipline) (Honours)</td>
</tr>
<tr>
<td>8</td>
<td>Graduate Certificate</td>
<td>Graduate Certificate (Field of study/discipline)</td>
</tr>
<tr>
<td>8</td>
<td>Graduate Diploma</td>
<td>Graduate Diploma (Field of study/discipline)</td>
</tr>
<tr>
<td>9</td>
<td>Masters Degree (Research)</td>
<td>Master (Field of study/discipline)</td>
</tr>
<tr>
<td>9</td>
<td>Masters Degree (Coursework)</td>
<td>Master (Field of study/discipline)</td>
</tr>
<tr>
<td>9</td>
<td>Masters Degree (Extended)</td>
<td>Master (Field of study/discipline)</td>
</tr>
<tr>
<td>10</td>
<td>Doctoral Degree</td>
<td>Doctor (Field of study/discipline)</td>
</tr>
<tr>
<td>10</td>
<td>Higher Doctoral Degree</td>
<td>Doctor (Field of study/discipline)</td>
</tr>
</tbody>
</table>
ITEM 5.4

REPORT FROM ACADEMIC SENATE

Attached is the report from the Academic Senate meeting of 2 October 2012.

For information.
This report is provided to assist members in communicating Academic Senate discussions and decisions to their respective faculties and offices.

**MEETING DISCUSSIONS AND DECISIONS**

I advised Academic Senate that the AQF Council had made a determination following the release of a discussion paper, *Graduate and Vocational Certificates and Diplomas in the Australian Qualifications Framework*. The AQF Council has responded to feedback received from stakeholders and has determined that the Graduate Certificate and Graduate Diploma qualification types will be retained in the AQF at level 8 and will be available for accreditation, regulation and issuance in both the higher education and vocational education and training sectors.

The AQF Council also has determined that the AQF specifications for the Graduate Certificate and Graduate Diploma qualification types, as set forth in the *AQF First Edition July 2012*, will be retained. However some modifications will be made to provide clearer guidance on qualification accreditation and development requirements. The revised specifications will be available shortly.

**Governance**

As previously identified, the September meeting of Senate was a reserve meeting focussed on Governance. The Deputy Vice Chancellor (Students and Registrar) provided an update on the organizational structure, which has been developed to provide secretariat support to the University’s governance committees, including the Governance Services unit and the Student Ombudsman who reports directly to the Chancellor. The Deputy Vice Chancellor (Students and Registrar) spoke to a review undertaken by Emma Lawler, Council Secretary of the University’s governance structures, which had provided key recommendations to ensure Senate is able to achieve its objectives.

As part of improving the University's academic governance, a draft Terms of Reference for Academic Senate was presented for discussion. A revised Terms of Reference, which incorporates feedback from Members, will be circulated for further discussion and will be presented to the October meeting of Senate for approval.

It was resolved to recommend to Council that:

- The Dean, Macquarie Graduate School of Management be included in the ex officio membership
- An additional elected member from the staff of the Macquarie Graduate School of Management be included in the membership of Academic Senate
- The inclusion of the option to extend the terms of Chair and Deputy Chair for two years

**Reports from Committees**

Academic Senate received a report from the following Committee:

- Academic Standards and Quality Committee (ASQC)

Recommendations contained within the report were approved – the details of these are contained in the minutes of the Academic Senate meeting which will be available on the website prior to the next meeting.
The following policies endorsed by the Senate Learning and Teaching Committee (SLTC) were approved:

- The Teaching Awards Policy
- The Peer Assisted Learning Policy
- The Grade Appeal Policy effective for appeals associated with Session 3 2012

Professor J Fitness
Chair
ITEM 5.5

2013 SCHEDULE OF MEETINGS FOR SENATE LEARNING AND TEACHING COMMITTEE

For noting

Review starting time of the meetings – consider changing the starting time to 10:00am.

For consideration
<table>
<thead>
<tr>
<th>MONTH</th>
<th>DATE</th>
<th>TIME</th>
<th>VENUE</th>
<th>AGENDA ITEMS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY</td>
<td>Wednesday, 23 January</td>
<td>9:30am – 11:30am</td>
<td>Senate Room, C8A</td>
<td>Friday, 11 January</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Wednesday, 13 February</td>
<td>9:30am – 11:30am</td>
<td>Senate Room, C8A</td>
<td>Friday, 1 February</td>
</tr>
<tr>
<td>MARCH</td>
<td>Wednesday, 20 March</td>
<td>9:30am – 11:30am</td>
<td>Senate Room, C8A</td>
<td>Friday, 8 March</td>
</tr>
<tr>
<td>APRIL</td>
<td>Wednesday, 24 April*</td>
<td>9:30am – 12:30 noon</td>
<td>C5C Collaborative Forum</td>
<td>Friday, 12 April</td>
</tr>
<tr>
<td>MAY</td>
<td>Wednesday, 15 May</td>
<td>9:30am – 11:30am</td>
<td>Senate Room, C8A</td>
<td>Friday, 3 May</td>
</tr>
<tr>
<td>JUNE</td>
<td>Wednesday, 12 June</td>
<td>9:30am – 11:30am</td>
<td>Senate Room, C8A</td>
<td>Friday, 31 May</td>
</tr>
<tr>
<td>JULY</td>
<td>Wednesday, 17 July</td>
<td>9:30am – 11:30am</td>
<td>Senate Room, C8A</td>
<td>Friday, 5 July</td>
</tr>
<tr>
<td>AUGUST</td>
<td>Wednesday, 21 August</td>
<td>9:30am – 11:30am</td>
<td>Senate Room, C8A</td>
<td>Friday, 9 August</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>Wednesday, 18 September*</td>
<td>9:30am – 12:30 noon</td>
<td>C5C Collaborative Forum</td>
<td>Friday, 6 September</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Wednesday, 16 October</td>
<td>9:30am – 11:30am</td>
<td>Senate Room, C8A</td>
<td>Friday, 4 October</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Wednesday, 27 November</td>
<td>9:30am – 11:30am</td>
<td>Senate Room, C8A</td>
<td>Friday, 15 November</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>N/A</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* Reserve/Special meetings to discuss strategic issues:
  - Duration is envisaged to be 3 hours
  - The special meeting on 18 September will be incorporated into the formal program of the University’s Learning and Teaching Week