ACADEMIC SENATE

A meeting of the Academic Senate will be held at 9:30 am on Tuesday 13 September 2016 in the Senate Room, Level 3, Lincoln Building (C8A), 16 Wally’s Walk.

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

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

AGENDA

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1. ★ ACKNOWLEDGEMENT OF COUNTRY

2. ★ WELCOME AND APOLOGIES

3. ★ ARRANGEMENT OF AGENDA
   3.1 Disclosure of conflicts of interest
   3.2 Adoption of unstarred items

4. ★ MINUTES OF THE PREVIOUS MEETING
   4.1 The Minutes of the meeting held 26 July 2016 are provided.
      (For approval)

5. ★ BUSINESS ARISING FROM THE MINUTES
   (not dealt with elsewhere in the Agenda)
   5.1 Master of Research: Review Report and Recommendations
      (For noting/discussion)
   5.2 Open Staff Access to iLearn
      (For noting)
   5.3 Senate Learning and Teaching Committee: Membership
      (For approval)

6. ★ REPORT FROM THE CHAIR
   Oral

7. ★ VICE-CHANCELLOR ORAL UPDATE
   Oral

8. ★ QUESTION TIME

9. ★ ITEMS FOR APPROVAL
   9.1 Academic Prizes and Awards Working Group
      (For approval)
   9.2 Academic Progression Policy and Procedure
      (For approval)
   9.3 Placement Co-ordination Task Force Recommendations (SLTC)
      (For approval)
   9.4 Master of Advanced Conference Interpreting – Change of Name proposal (ASQC)
      (For approval)
   9.5 Bachelor of Engineering with Honours: Honours Classification (ASQC)
      (For approval)
   9.6 Grading Hurdle Assessments (ASQC)
      (For approval)
9.7 Joint PhD Program with Stellenbosch University (RRTC)  
(For approval)

9.8 Joint PhD Program with l’Université Libre de Bruxelles (RRTC)  
(For approval)

9.9 AMIS: Amendment to the University Calendar  
(For approval)

10. ITEMS FOR DISCUSSION

10.1 Honorary Appointments Policy and Procedure  
(For discussion)

10.2 Indigenous Strategy 2016-2024  
(For discussion)

10.3 Academic Appeal Policy and Procedure  
(For discussion)

10.4 Academic Integrity Project  
(For discussion)

11. QUESTIONS ON NOTICE

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

12. ITEMS APPROVED BY THE CHAIR

12.1 Vice Chancellor Commendations: List of Recipients  
(For ratification)

13. REPORTS FROM STANDING COMMITTEES

13.1 Academic Senate Standing Committee  
Reports of the meeting held by circulation in July 2016.  
(For noting)

13.2 Academic Standards and Quality Committee  
Reports of the meetings held 19 July and 23 August 2016.  
(For noting)

13.3 Higher Degree Research Committee  
Reports of the meetings held 15 July and 12 August 2016.  
(For noting)

13.4 MGSM Academic Board  
Report of the meeting held 7 July 2016.  
(For noting)

13.5 Research and Research Training Committee  
Report of the meeting held 30 August 2016.  
(For noting)

13.6 Senate Learning and Teaching Committee  
Report of the meeting held 15 August 2016.  
(For noting)

14. REPORTS FROM FACULTY BOARDS

There have been no meetings of Faculty Boards since the last meeting of Academic Senate.

15. CONSIDERATION OF CONFIDENTIAL ITEMS

To be tabled

15.1 University Hearing Committee  
Minutes of the meetings held 3 August and 17 August 2016 will be tabled.
16. OTHER BUSINESS

16.1 Emeritus Professor Nominations
(For endorsement and recommendation to University Council)

17. NEXT MEETING

The next meeting of the Academic Senate will be held on Tuesday 1 November 2016. Agenda Items are due by Tuesday 18 October 2016.
ITEM 4.1      MINUTES OF THE PREVIOUS MEETING

For approval.

The Minutes of the meeting held 26 July 2016 are provided.

Recommended resolution
Academic Senate resolve to approve the Minutes of the meeting held 26 July 2016 as a true and correct record.
ACADEMIC SENATE

Minutes of a meeting of the Academic Senate held at 9:30 am on Tuesday 26 July 2016 in the Academic Senate Room, Level 3, Lincoln Building (C8A), 16 Wally’s Walk.

MINUTES

PRESENT

Professor Jacqueline Phillips (Acting Chair)
Deidre Anderson
Tim Beresford
Dr Wylie Bradford
Dr Yvonne Breyer
Professor David Coutts
Associate Professor Pamela Coutts
Professor Linda Cupples
Soujanya Datta
Professor Jim Denier
Professor S Bruce Dowton
Professor Simon Handley
Professor Norma Harrison
Thomas Hedl
Professor Lesley Hughes
Professor Kevin Jameson
Brayden Jones
Professor Mike Jones
Budhaditya Majumdar
Professor Nick Mansfield
Paris Manson
Professor Patrick McNeil
Professor Barbara Messerle
Dr Kerry-Ann O’Sullivan
Dr Mitch Parsell
Professor Sakkie Pretorius
Professor Peter Radan
Cathy Rytmeister
Professor John Simons
JoAnne Sparks
Professor Lucy Taksa
Professor Sherman Young

IN ATTENDANCE

Ainslee Harvey
Megan Kemmis (Secretariat)
Dr Kevin Lowe
Judith McKay-Tempest
Sue Pinckham
Dr Margaret Raven
Kathryn Whittingham
Zoe Williams

APOLOGIES

Professor Mariella Herberstein
Dr Trudy Ambler
Professor Amanda Barnier
Associate Professor Ayse Bilgin
Nicole Brigg
Professor Enrico Coiera
Professor Catherine Dean
Dr Kate Fullagar
Professor Simon George
Professor Kathryn Millard
Professor Martina Möllering
Professor Peter Nelson
1. **ACKNOWLEDGEMENT OF COUNTRY**
A meeting of the Academic Senate chaired by Professor Phillips commenced at 9:33 am. The Chair acknowledged the traditional custodians of the land and welcomed members and attendees to the meeting.

2. **WELCOME AND APOLOGIES**
The Chair welcomed Tim Beresford, Deputy Vice-Chancellor and Chief Operating Officer to his first meeting of Academic Senate; and Professor Jim Denier, Faculty of Science and Engineering, noting that his nomination as a Faculty-elected member of Academic Senate is to be confirmed under item 5.1. The Chair welcomed Soujanya Datta, Braydon Jones, Budhaditya Majumdar, Paris Manson and Thomas Hedl as newly elected student members. The Chair also welcomed a group of indigenous staff members who had been invited to observe the meeting, and introduced Dr Kevin Lowe, Judith McKay-Tempest, Sue Pinckham and Dr Margaret Raven. Lastly, the Chair introduced Megan Kemmis, the newly appointed University Committee Secretary and Manager of the Secretariat Services.

The Chair noted apologies had been received from Professor Mariella Herberstein, Dr Trudy Ambler, Professor Amanda Barnier, Associate Professor Ayse Bilgin, Nicole Brigg, Professor Enrico Coiera, Professor Catherine Dean, Dr Kate Pullagur, Professor Simon George, Professor Kathryn Millard, Professor Martina Möllering, Professor Peter Nelson, Samuel Palmer, Simon Populin, Cissy Shen and Professor David Wilkinson.

The Chair advised members that Cathy Rytmeister, who was elected in 2014 as the non-faculty representative but who has now commenced a professional role in the office of the Pro Vice-Chancellor Learning and Teaching has tendered her resignation. The Chair thanked Ms Rytmeister for her contributions as a very active and valuable member of Academic Senate (and other governance committees) for many years and acknowledged that her knowledge of governance matters and keen enthusiasm to get involved in Academic Senate projects has been greatly appreciated. The Chair led members in thanking Ms Rytmeister for her service to Academic Senate and its committees.

The Chair advised that Nicholas McGuigan has resigned from Macquarie University to take up an Associate Professor position at Monash University. Mr McGuigan had been a member of Academic Senate since 2013, and also served as a member of the Senate Learning and Teaching Committee, and his contributions to both forums was greatly appreciated. In light of his resignation, a casual vacancy will exist in the Faculty of Business and Economics and the standard process as, prescribed in the Academic Senate Rules 8 (5) will be followed:

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

3. **ARRANGEMENT OF AGENDA**

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

3.2 Adoption of unstarred items
The following items were starred for discussion:

- 5.1 Casual Vacancies: Faculty Elected Representatives
- 5.2 Student Representatives to the Academic Senate
- 5.3 Research and Research Training Committee and Thesis Examination Subcommittee
- 9.1 Academic Freedom: Revised Statement and Summary from Working Group

**Resolution 16/184**
Academic Senate resolved that the items not starred for discussion (Items 9.2; 9.3; 9.4; 9.5; 9.6; 9.7; 9.8; 9.9; 9.10; 9.11; 9.12; 9.13; 9.14; 9.15; 12.1; 12.2; 13.1; 13.2; 13.3; 13.4; 13.5; 14.1; 14.2; 14.3; 14.4; 14.5; 15.1; and 15.2) be noted and, where appropriate, be adopted as recommended.

4. **MINUTES OF THE PREVIOUS MEETING**

4.1 Minutes of the meeting held 24 May 2016
The following amendments to resolutions 16/175 and 16/176 were identified, appearing on page 9 of the
minutes (page 13 of the agenda) to correct dates of effect for each resolution:

Item 12.3 2017 Change to Award: Bachelor of Engineering Honours Criteria and Offerings – Update, page 9 of the Minutes

**Resolution 16/175**

Academic Senate resolved to approve:

i. graduating students of the four year Bachelor of Engineering program do so with the award Bachelor of Engineering with Honours from 1 January 2017 (2016);

ii. to retain the Bachelor of Engineering with Honours, and its associated double degree programs; and

iii. the introduction of a Class 3 Honours grade (with grading awarded to each student to be determined by a Weighted Standard Numerical Grade calculation).

**Resolution 16/176**

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

i. Bachelor of Engineering;

ii. Bachelor of Engineering with the Bachelor of Arts;

iii. Bachelor of Engineering with the Bachelor of Commerce; and

iv. Bachelor of Engineering with the Bachelor of Science.

**Resolution 16/185**

Academic Senate resolved to approve the Minutes of the meeting held 24 May 2016 as a true and correct record subject to the amendments identified.

5. **BUSINESS ARISING FROM THE MINUTES**

   (not dealt with elsewhere in the Agenda)

5.1 Casual Vacancies: Faculty Elected Representatives

The Chair advised that Professor Jim Denier has been nominated to fill the casual vacancy in membership from the Faculty of Science and Engineering as a result of Professor Mariella Herberstein’s election to the role of Chair of Academic Senate. The Chair moved that Academic Senate resolve to approve the co-option of Professor Jim Denier to a term of membership expiring 31 December 2016. Members approved his co-option to membership.

**Resolution 16/186**

Academic Senate resolved to approve the co-option of Professor Jim Denier, nominated in accordance with Academic Senate Rule 8 (5) to fill a casual vacancy of a Faculty elected representatives in the Faculty of Science and Engineering for a term of membership to expire 31 December 2016.

5.2 Student Representatives to the Academic Senate

The Chair advised members that Thomas Hedl has been nominated to fill the vacant student representative position from the Faculty of Medicine and Health Sciences. The Chair moved that Academic Senate resolve to approve the co-option of Thomas Hedl to a term of membership expiring 31 May 2018. Members approved his co-option to membership.

Academic Senate also noted the results of the student representative elections held just after its last meeting. The students elected are Paris Manson (undergraduate student representative from the Faculty of Arts), Soujanya Datta (postgraduate student representative) and Brayden Jones (postgraduate student representative).

**Resolution 16/187**

Academic Senate resolved to:

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

ii. approve the co-option of Thomas Hedl, nominated in accordance with Academic Senate Rule 8 (4) to fill a casual vacancy of a student representative to Academic Senate from the Faculty of Medicine and Health Sciences for a term of membership expiring 31 May 2018.

5.3 Research and Research Training Committee and Thesis Examination Subcommittee

The Chair invited the Deputy Vice-Chancellor (Research), Professor Sakkie Pretorius, to speak to the meeting on this issue. Professor Pretorius reminded members that Academic Senate had approved the terms of reference for the Research and Research Training Committee (RRTC) and the Thesis Examination Subcommittee at its meeting of 24 May 2016. Since then, nominations have been received for membership of the two committees, and these details have been presented in the agenda for Academic Senate’s information. Academic Senate was advised that the representation on the Committee was based on discussions between
Professor Pretorius, Professor Herberstein and the research active members of Academic Senate. Formal invitations will be issued to the new members of the committees with the first meeting of RRTC to be held on 30 August 2016. One of the Committee’s first tasks will be to scope and prioritise projects, and members were advised that there will be opportunities for Academic Senate to participate in projects undertaken by the RRTC. Once RRTC has met, the previous Higher Degree Research Committee will be formally disestablished.

The Chair thanked Professor Pretorius for his work in establishing the two committees.

**Resolution 16/188**

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

### 6. REPORT FROM THE CHAIR

#### 6.1 Prioritisations of Academic Senate Projects

Professor Herberstein presented via an online video and reminded members of their responsibilities and obligations as members of Academic Senate and of the role and function of Academic Senate. The Chair provided an overview of the methodology used to prioritise the Academic Senate projects. She introduced the prioritised list of projects and outlined the discussions held at Standing Committee, noting that the Academic Standards and Quality Committee, Senate Learning and Teaching Committee and new RRTC will go through similar processes to identify projects and priorities. Once Academic Senate has endorsed the list of its projects, work will be undertaken to scope the projects and establish working parties as necessary.

The Chair invited questions and comments from the members, and asked them to contact Secretariat if they wished to be involved in any specific project.

**Resolution 16/189**

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

Professor Young joined the meeting at 9.48am

### 7. VICE-CHANCELLOR’S ORAL UPDATE

The Vice-Chancellor reflected on the outcome of the Federal election and the challenges resulting from a lack of control in the upper house. He welcomed the appointment of the Hon. Greg Hunt MP as the new Minister for Industry, Innovation and Science.

The Vice-Chancellor reported that the consultation relating to the Higher Education Standards was accelerating in the approach to the January 1 2017 implementation date. Members were advised that the Deputy Vice-Chancellor (Academic) will be leading the work in this area.

The Vice-Chancellor provided members with an update on the appointment of senior staff including Professor Mary Ryan as the Head of Educational Studies and the recruitment of a new Director of the Macquarie University International College and a new Chief Financial Officer.

The Vice-Chancellor advised members that John Shi-Nash had been appointed as the Director of Strategy for the Macquarie Park Innovation District (MPID), an initiative which would realise the partnership between the University and a coalition of companies within Macquarie Park.

Members were advised that since arrival of Deputy Vice-Chancellor (Corporate Engagement and Advancement) it had been clearly identified that the University had no comprehensive understanding of the companies located in the Macquarie Park. Concerted efforts have been undertaken by the Corporate Relations team to forge stronger ties with larger corporations in Macquarie Park, with impressive outcomes being achieved, including the multi-tier education agreement with Johnson and Johnson and the cyber security-partnership with Optus.

The Vice-Chancellor noted the innovation districts which have emerged around the world in the past 20 years and the prescriptions for success and failure based on physical, financial and relationship attributes. In this arena success was defined by deep, engaging and sustainable relationships.

Through the work undertaken by the DVC (CEA), the University now has a greater understanding of the 22 companies located in buildings on the University campus. This will help to move away from the traditional landlord and tenant relationship, to one which is more comprehensive, coherent and ingrained. This work has supported the development of the MPID, of which the University is a crucial element bringing world-class research to the district.

In addition to forging relationships with larger corporations, the Vice-Chancellor reported that MPID enables the University to distinguish itself from others and position itself in an environment where the ARC and Federal Government are increasingly focused on innovation and the impact of research.
8. QUESTION TIME

The Chair reminded members that Academic Senate was trialling question time to provide members with an opportunity to raise questions arising from matters covered in the update from the Vice-Chancellor and the report from the Chair. Members were invited to raise questions with either the Vice-Chancellor or the Chair. The following questions were raised:

- The Acting Dean of the MGSM commented on the Vice-Chancellor's update regarding the Macquarie Park Innovation District (MPID), adding that one of the reasons the Australian Technology Park had not been successful was due to a lack of formal and informal relationships with corporate tenants, and that the MGSM would be interested in contributing to the MPID. Professor Harrison also commented on the work to align the Faculty of Business and Economics with the MGSM, and recommended that professional staff be involved in this project. The Vice-Chancellor acknowledged Professor Harrison's feedback on the MPID and particularly thanked her for her feedback on the staff consultation with the MGSM/FBE alignment project.

- An elected member from the Faculty of Arts noted press reports on a possible government proposal for universities to deregulate fees for specific degrees, and asked if the Vice-Chancellor could provide further advice on this. The Vice-Chancellor advised that he had not seen the details of the proposal but that it appears to be a reiteration of the “flagship programs” concept. The federal government is suggesting that it will fund qualifications with a strong community need, such as education and nursing, but decrease funding for other qualifications. He added that it also touches on the concept of earning power across various professions, and qualifications leading to higher paid professions might also receive less funding. The proposal would probably be expressed as an amendment to the existing HECS funding bands but would most likely be resisted by the sector and face challenges in passage through the upper house of parliament.

9. ITEMS FOR APPROVAL

9.1 Academic Freedom: Revised Statement and Summary from Working Group

The Chair reminded members that Academic Senate had discussed the outcomes of the working group at its previous meeting, adding that feedback from Academic Senate and other sources as outlined on pages 34 to 36 of the agenda had been taken into account. The main issues identified by the working group were:

- Speaking within/outside one's area of expertise and definition of academic standards
- Stronger connection between rights and responsibilities including obligations of staff to the University
- Context & Scope of the Statement
- Teaching
- Standing of the Statement
- Alignment with the Academic Staff Enterprise Agreement and the Public Comment Policy
- Communication Strategy

The revised statement was included with the agenda with tracked changes to show the proposed amendments. The Chair invited comment and members responded as follows:

- an elected member from the Faculty of Business and Economics sought clarification on “the organisational context of the university” (dot point two on page 33 of the agenda). The Chair advised the working group had discussed aligning the rights of individual staff members with their responsibilities with respect to the position they hold at the university. In response to a request for an example of how this would operate, it was noted that staff employed to teach do not have the freedom to refuse to teach in a particular session, i.e. academic freedom is not to be interpreted as being able to do what you like. It was suggested that any concerns about “brand compliance” were a separate matter and should be debated further.

- the Pro Vice-Chancellor (Learning and Teaching) noted that Dr Paul Formosa, a contributing member of the Academic Freedom Working Group, had provided some interesting case studies to Academic Senate’s previous meeting, and had suggested the revised statement be tested against the cases. The Chair advised that the revised statement had not been assessed against those specific cases, but the working group would provide some examples when communicating the statement to the university community.

It was moved that Academic Senate:

1. recommend to the Vice-Chancellor to rescind the current Academic Senate Statement on Academic Freedom; and

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

Members endorsed the motion, and the Chair thanked the members of the working group and the various consultees for their efforts in developing the revised Academic Freedom Statement.
Resolution 16/190
Academic Senate resolved to:
   i. note the amendments made to the Academic Freedom Statement in response to feedback;
   ii. recommend to the Vice-Chancellor to rescind the current Academic Senate Statement on Academic Freedom; and
   iii. endorse the revised Academic Senate Statement on Academic Freedom and provide it to the Vice-Chancellor in accordance with its responsibility to advise University Council and the Vice-Chancellor on "measures to safeguard the academic freedom of the University" (Academic Senate Rules, Clause 10(1)(b))

9.2 English Language Policy (ASSC)
Resolution 16/191
Academic Senate resolved to:
   i. note that the Academic Senate Standing Committee has resolved to establish a ‘Principles of English Language’ statement; and
   ii. rescind the English Language Policy as originally approved (Resolution 14/194) at the Academic Senate meeting of 4 November 2014.

9.3 Recognition of Prior Learning Exemption - Master of Professional Psychology (ASQC)
Resolution 16/192
Academic Senate resolved to:
   i. approve an exemption to the requirement to study 32 credit points to gain the award Master of Professional Psychology according to the Recognition of Prior Learning (RPL) Schedule of Minimum Requirements at Macquarie, effective 1 January 2016; and
   ii. note that this exemption will apply to students under the following two scenarios for eligibility for 4cp RPL:
       a. where a student admitted to the Master of Professional Psychology program has completed an MRES, MPhil or PhD, meets the admission criteria to their program, and subsequently wishes to progress to registration as a psychologist, or partially completed APAC accredited AQF level 9 program, and no longer wishes to proceed with study in that specialisation, but has completed the dissertation for that program; and
       b. where a student may have completed study within an Australian Psychology Accreditation Council (APAC) accredited AQF Level 9 course with the last 10 years and no longer wishes to proceed with study in that specialisation. Studies undertaken at a Non- Australian institution may be considered.

9.4 2017 Schedule: Amendments to Postgraduate Admission Requirements – Master of Biotechnology and Master of Chiropractic (ASQC)
Resolution 16/193
Academic Senate resolved to approve changes to postgraduate admission requirements for the following programs:
   i. Master of Biotechnology
      • Australian level 7 bachelor's qualification or recognised equivalent with at least two units of Chemistry or equivalent
      • GPA of 4.50 (out of 7.00)
   ii. Master of Chiropractic
      • Australian level 7 bachelor's qualification or recognised equivalent in a relevant discipline
      • GPA of 4.0 (out of 7.0)
      OR
      • Macquarie University Bachelor of Chiropractic Science or Macquarie University Graduate Diploma of Chiropractic Science

9.5 2017 Schedule – New Award and Specialisations: Master of Disability Studies and Specialisations (ASQC)
Resolution 16/194
Academic Senate resolved to:
   i. approve the Master of Disability Studies for implementation from 2017; and
   ii. subject to the approval of the Master of Disability Studies by Academic Senate, note that the Academic Standards and Quality Committee have approved the following specialisations for implementation from 2017:
      • Education: Deaf and Hard of Hearing
      • Education: Vision Impairment
9.6 2017 Schedule of Programs, Majors or Specialisations For Deletion: Environmental Studies Specialisation and Master of Environmental Planning (ASQC)

**Resolution 16/195**
Academic Senate resolved to approve the deletion of the following from 1 January 2017:
- Environmental Studies Specialisation
- Master of Environmental Planning

9.7 Retrospective Changes –2015 and 2016 Schedules: Master of Environmental Planning (ASQC)

**Resolution 16/196**
Academic Senate resolved to approve the retrospective application of amendments to the Master of Environmental Planning for continuing students as outlined in the paper, effective immediately.

9.8 Bachelor of Engineering – Honours Criteria and Offerings (amended resolution) (ASQC)
This matter was considered at item 4.1, *Minutes of previous meeting of 24 May 2016*. The Academic Standards and Quality Committee has subsequently confirmed that the implementation date should be retrospectively from 1 January 2016 (not 2017), and deletion of the former programs from 31 December 2015 (not 2016).

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

**Resolution 16/197**
Academic Senate resolved to:
- approve the following changes to the Principles of Shared Teaching:
  - the approval of co-taught units that are compliant with the Principles of Shared Teaching to be devolved from the Academic Standards and Quality Committee to the Faculties, effective immediately; and
  - all units seeking exemption to the categories of the Principles of Shared Teaching will continue to be provided to the Academic Standards and Quality Committee for approval; and
- subject to approval of the updated Principles of Shared Teaching by Academic Senate, note that ASQC will monitor and note the annual Schedule of Co-taught Units provided by the Curriculum and Planning unit for the following year’s offerings as part of its meeting cycle of business.

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

**Resolution 16/198**
Academic Senate resolved to approve the resting of KOR01 Korean Studies major in 2017.

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

**Resolution 16/199**
Academic Senate resolved to approve the deletion of the Media and Technology Law specialisation from 1 January 2017.

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

**Resolution 16/200**
Academic Senate resolved to approve in-principle that the Master of Advanced Conference Interpreting be renamed as the Master of Conference Interpreting.

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

**Resolution 16/201**
Academic Senate resolved to approve the Master of Public Health with a Research specialisation in the second year as an AQF Level 9 Masters Degree (Research) award.

9.14 PAL/PASS – Peer Assisted Learning and Peer Assisted Study Sessions Policy, Procedure and Schedule

**Resolution 16/202**
Academic Senate resolved to approve for implementation effective immediately:
- PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions Policy;
- PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions; and
iii. PAL/PASS - Peer Assisted Learning and Peer Assisted Study Sessions Schedule.

9.15 PACE: Early Commencement Procedure (SLTC)

Resolution 16/203
Academic Senate resolved to approve the amendments to the PACE: Early Commencement Procedure.

10. FOCUSED DISCUSSION

10.1 Academic Progression

The Chair invited the Pro Vice-Chancellor (Learning and Teaching), Professor Sherman Young, and the Head of Student Administration, Ms Kathryn Whittingham, to present this item. Professor Young advised that this issue has been under discussion for some time and referred members to draft policy and procedure documents included in the agenda. Professor Young advised members that the overall concept had received support across the University, but questions remained about how faculties will undertake the proposed interventions and other actions with students, and how to deal with some offerings that don’t align with the proposed policy.

Ms Whittingham provided a detailed overview of the steps outlined on page 167 of the agenda, and stressed the need for the model to be simple and accessible to both students and staff, and compatible with the University's student system. The Chair noted that the model had been revised since Academic Senate endorsed the draft model in February of this year, and Ms Whittingham advised that the amendments arose from discussions with staff and students across the University and as a result of benchmarking with other institutions. In response to the Chair’s query on how the proposed policy might affect other University policies, Ms Whittingham advised that the minimum rate of progress and some rules regarding double fails in the same unit of study may be superseded by the new policy.

The Deputy Vice-Chancellor (Academic) noted that it is critical that the policy reflect that students return to the current version of the curriculum following a period of suspension.

Members provided the following comments:

- An elected member from the Faculty of Health Sciences raised some concerns regarding the impact of the proposed policy on double fails in the same unit in Professional Programs, and Professor Young offered to discuss this further with the member;
- The Executive Dean of the Faculty of Business and Economics suggested that part-time students be treated as a separate cohort, and expressed concern at how the proposed policy might affect such students. Professor Young agreed but stressed the need to define this cohort carefully. Professor Young added that modelling of the policy has been done using data from previous sessions, and the results had been provided to Associate Deans Learning and Teaching to give them some concept of the numbers of students that might be involved;
- An elected member from the Faculty of Science and Engineering suggested some of the wording in the policy was vague, and further suggested using a term other than “good standing” for those students who only just meeting the minimum pass rate;
- The Chair of the Academic Standards and Quality Committee noted that the wording in the model should align more closely with that used in the policy;
- An Academic Senate member stressed the need to develop appropriate strategies and intervention, and taking into account the workload implications for staff;
- An elected member from the Faculty of Arts queried how the policy would work in situations where students received a withdrawal without penalty, and another member suggested that the use of withdrawal without penalty should be reviewed;
- A student member asked if the two weeks between the release of results for session 1 and the start of session 2 provided enough time to work with students who might be facing conditional enrolment in session 2, and Ms Whittingham agreed that this needed further thought, adding that the sessions used by MUIC and some of the programs in the Faculty of Medicine and Health Sciences created similar tight turnaround times;
- The Deputy Vice-Chancellor (Students and Registrar) pointed out that the impact on international students needs further thought, given the time limitations imposed by student visa requirements.

Professor Young invited members to contact himself or Ms Whittingham with further feedback.

Professor Handley departed the meeting at 10.50am

10.2 Recommendations from Prizes and Awards Working Group

The Chair invited Dr Breyer to present the report from the Prizes and Awards Working Group in the context of the current University Medal Policy and Procedure. Dr Breyer advised that the working group had reviewed the current policy and recommended amendments as outlined in the paper included with the agenda. The key recommendations are:

- Purpose and eligibility criteria of the University Medal: eligibility to be limited to undergraduate students and students in the MRes; alignment of eligibility criteria with the Recognition of Prior Learning Policy with respect to terminology;
• Evidence Requirements: results from 100 level units of study in first year may be excluded from the GPA calculations;
• Nomination procedure for the award of the University Medal: standardising the process and removing the letter of support from the Head of Department as a requirement; nominations to be approved by the Deputy Vice-Chancellor (Academic), consistent with the delegations of authority;
• University Medal Committee: no changes are recommended to how this committee currently operates;
• Recognition and visibility of Medallists: Medallists to be publicised on the University’s website and contacted individually to encourage them to continue their relationship with the University;
• Replace Vice Chancellor’s Commendations for Academic Excellence with Executive Dean’s Commendation for Academic Excellence: the working group has highlighted that this change will require a detailed student-facing communication strategy;
• Other issues considered by the working group, but not resolved, included the scope for recognising leadership, community engagement and innovation in the student body; recognition of academic excellence in postgraduate coursework programmes for both those programmes which include a significant piece of research or scholarship, and those that do not.

Members raised the following points in discussion of the report:
• An elected member of the Faculty of Business and Economics expressed concern that MRes students who did not undertake undergraduate study at Macquarie University would be eligible for the University Medal and suggested the award be renamed. Dr Breyer advised that renaming the award would potentially disadvantage the University’s students when applying to other institutions for postgraduate scholarships and programmes;
• The Pro Vice-Chancellor (Learning and Teaching) noted the recommendation to alter the GPA calculation to exclude 100 level units of study taken in first year, and suggested this should apply to all GPA calculations at the University;
• There was broad discussion around the need for the University’s approach to the Award of University Medals to be re-designed so as to include high achieving undergraduate programs. In particular, a student member expressed concern that students in various arts and sciences disciplines could be disadvantaged if eligibility is limited to students in the remaining undergraduate honours programmes and those who have undertaken the MRes;
• The Executive Dean of Medicine and Health Sciences suggested the proposed recommendations represented a temporary arrangement for current students at the University and recommended a thorough redesign of the award, which could be given to the top student in each programme or discipline.

The Vice-Chancellor thanked the working group for its recommendation regarding Vice Chancellor’s Commendations for Academic Excellence, and asked for information on benchmarking with other institutions regarding the award of University medals. The Chair advised that other institutions which have moved away from undergraduate honours were experiencing similar problems with amending the criteria for this sort of award. The Vice-Chancellor suggested researching the requirements of elite international postgraduate scholarship programmes, such as those offered by Harvard and Columbia universities, to ensure the university’s high-performing students are not disadvantaged by the proposed amendments.

The Chair advised members that the working group will be meeting again, and would be asked to focus on the eligibility for awarding the University Medal, and to look at how the award can be improved for future student cohorts. She urged members to discuss the report and recommendations within their faculties.

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

12. ITEMS APPROVED BY THE CHAIR

12.1 Vice Chancellor Commendations: Special Cases
Resolution 16/204
Academic Senate resolved to ratify the award of Vice Chancellor commendations to graduates from the Faculty of Human Sciences, as approved by the Chair of Academic Senate on 8 July 2016.

12.2 Vice Chancellor Commendations: List of Recipients
Resolution 16/205
Academic Senate resolved to approve:

i. that the Vice-Chancellor’s Commendation be awarded to the three Bachelor degree graduands listed in agenda item 12.2; and

ii. that the Vice-Chancellor’s Commendation be awarded to the thirty two Master coursework graduands listed in agenda item 12.2.
13. REPORTS FROM STANDING COMMITTEES

13.1 Academic Senate Standing Committee
Academic Senate noted the report of the Academic Senate Standing Committee meeting of 5 July 2016.

13.2 Academic Standards and Quality Committee
Academic Senate noted the reports of the Academic Standards and Quality Committee meetings of 31 May and 21 June 2016.

13.3 Higher Degree Research Appeals Committee
Academic Senate noted the reports of the Senate Learning and Teaching Committee meetings of 6 June and 4 July 2016.

13.4 Higher Degree Research Committee
Academic Senate noted the reports of the Higher Degree Research Committee meeting of 10 June 2016.

13.5 Senate Learning and Teaching Committee
Academic Senate noted the reports of the Senate Learning and Teaching Committee meetings of 6 June and 4 July 2016.

14. REPORTS FROM FACULTY BOARDS

14.1 Faculty of Arts Faculty Board
Academic Senate noted the report Faculty of Arts Faculty Board meeting of 12 July 2016.

14.2 Faculty of Business and Economics Faculty Board
Academic Senate noted the report Faculty of Business and Economics Faculty Board meeting of 11 July 2016.

14.3 Faculty of Human Sciences Faculty Board
Academic Senate noted the report Faculty of Human Sciences Faculty Board meetings of 24 May and 11 July 2016.

14.4 Faculty of Medicine and Health Sciences Faculty Board
Academic Senate noted the report Faculty of Medicine and Health Sciences Faculty Board meeting of 12 July 2016.

14.5 Faculty of Science and Engineering Faculty Board
Academic Senate noted the report Faculty of Science and Engineering Faculty Board meeting of 12 July 2016.

15. CONSIDERATION OF CONFIDENTIAL ITEMS

15.1 University Hearing Committee
A confidential report of the University Hearing Committee meeting held on 8 June 2016 was tabled.

15.2 Review of Foundation Student Performance and Proposal for Standards in Foundation Program Recognition (ASQC)
Resolution 16/206
Academic Senate resolved to:

i. approve the framework for the recognition of overseas foundation programs; and

ii. note that this will enable the Associate Director (Academic Programs) Macquarie International to:
   a. approve the recognition of overseas foundation programs; and
   b. provide an annual reports to ASQC on approved programs and the performance of students who
      have been admitted via these programs.

16. OTHER BUSINESS

There were no other items of business.

17. NEXT MEETING

The next meeting of the Academic Senate will be held on Tuesday 13 September 2016. Agenda Items are due by Tuesday 30 August 2016.

The meeting closed at 11:10 am.
ITEM 5.2  OPEN STAFF ACCESS TO iLEARN

For noting.

Recommended resolution
Academic Senate note the update from the Pro Vice Chancellor (Learning and Teaching) on the proposal to provide access to iLearn to all staff.
ITEM 5.2 OPEN STAFF ACCESS TO iLEARN

Recommendation
That Academic Senate note the update from the Pro Vice Chancellor (Learning and Teaching) on the proposal to provide access to iLearn to all staff.

Issue
At the Academic Senate meeting of 24th May, Senate adopted the paper below as part of Item 13.4 Report of the Senate Learning and Teaching Committee. This item is to provide Senate with a verbal update of progress.

SLTC Paper as endorsed by Senate

Objective 3.2 of the Learning and Teaching Strategy states:

3.2 SHARED RESOURCES AND ACTIVITIES Establish a Learning Commons to reduce duplication, widen access to existing resources within the University, share our own work and adapt the work of others where appropriate.

As a first step towards the establishment of the Learning Commons, it is proposed that all staff have access to all iLearn spaces. Currently only selected staff (e.g. learning and teaching support staff) have access to all iLearn spaces.

Having access to all iLearn spaces empowers organisational learning and the exchange of ideas. It is one of the mechanisms to sustain innovation and contribute to Macquarie connected community. It’s also in line with best practices of leading universities worldwide.

Benefits of opening up iLearn:

1. Efficient and effective use of iLearn
   Being able to see examples from other units is a learning opportunity for all staff; it provides new ideas on how to organize iLearn spaces, how to save time on some tasks and how to use tools that individuals may not yet have tried.

2. Better-aligned programs
   As the university moves towards a program-based approach, being able to see other iLearn spaces will be critical. It will allow and encourage collaboration and building upon other units, the alignment of topics, and avoidance of duplication – all essential for effectively holistic programs.

3. Collaboration within and between disciplines
   Being able to see other iLearn spaces can act as a catalyst for collaborations with colleagues within departments and across the university, both in teaching and research. Convenors will be able to identify opportunities for sharing and cooperation.

4. Improved peer-review and other professional development
   Having peers review units and provide feedback is an excellent way to set teaching goals. Opening up iLearn makes peer-review much easier and more efficient.

Some Departments already allow staff to view all their units - it is proposed that the content of the most recent iLearn spaces will become visible to all Macquarie staff as observers (via a search function). Student details and contributions will not be visible - for example, staff will be able to see that there is a forum, but won’t be able to see students’ names or responses.

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

- Associate Deans (L&T and Q&S) in all Faculties
- Learning Innovation Hub
- L&T Strategy Reference Group
Recommendation
That the Senate Learning and Teaching Committee endorse Open Staff Access to iLearn as described above.

Operational Impact
- Faculties; unit convenors, program directors, learning & teaching support teams
- Learning Innovation Hub

Outcome to be communicated to
- Faculties

Submitted by: Sherman Young, PVC Learning and Teaching

For enquiries contact: Tanya Rose, Learning Innovation Hub, tanya.rose@mq.edu.au x1940
ITEM 5.3       SENATE LEARNING AND TEACHING COMMITTEE: MEMBERSHIP

For approval.

Recommended resolution
Academic Senate resolve to:
   i. appoint the Chair of Academic Senate, Professor Mariella Herberstein to the Senate Learning and Teaching Committee; and
   ii. approve the amendment to the Senate Learning and Teaching Committee Terms of Reference.
ITEM 5.3 SENATE LEARNING AND TEACHING COMMITTEE: MEMBERSHIP

Recommendation
That Academic Senate approve an amendment to the membership of the Senate Learning and Teaching Committee.

Background
The Academic Senate Standing Committee approved amendments to the terms of reference and membership of the Senate Learning and Teaching Committee via circular resolution in July 2016. The Chair and Deputy Chair of Academic Senate have further considered their current participation on the standing committees of Academic Senate and agreed that the Chair will attend meetings of the Senate Learning and Teaching Committee. The Deputy Chair will remain a member of the Academic Standards and Quality Committee and the Research and Research Training Committee. Accordingly Academic Senate is asked to approve the amendment to the membership of the Senate Learning and Teaching Committee.

Submitted by: Professor Mariella Herberstein
Chair of Academic Senate

For enquiries contact: Megan Kemmis, University Committee Secretary and Manager of Secretariat Services, megan.kemmis@mq.edu.au, ext 7316
ITEM 6    INDIGENOUS REPRESENTATION ON ACADEMIC SENATE

For approval.

Recommended resolution
That pursuant to Academic Senate Rule 7 (1) (p), Academic Senate approve the appointment of Associate Lecturer Judith McKay-Tempest until January 01, 2017.
ITEM 6   INDIGENOUS REPRESENTATION ON ACADEMIC SENATE

Recommendation
That pursuant to Academic Senate Rule 7 (1) (p), Academic Senate approve the appointment of Associate Lecturer Judith McKay-Tempest until January 01, 2017.

Summary
The Head of Department of Indigenous Studies is an ex-officio member of Academic Senate and provides an Indigenous perspective to the academic governance of the University. The Head of Department of Indigenous Studies resigned earlier this year and while Acting-Head Dr Trudy Ambler has assumed the ex-officio role, this has not satisfied the need for an indigenous perspective in the discharging the business of Senate.

Background
I have been meeting with a group of indigenous academic staff as well as the indigenous cultural advisor for Macquarie University over the last 3 months to discuss indigenous representation on Academic Senate. In order to move this discussion onto the floor of Academic Senate, I propose that Academic Senate resolve to appoint Ms Judith McKay-Tempest from the Department of Educational Studies, Faculty of Human Sciences until January 01, 2017. The co-option of Associate Lecturer Judith McKay-Tempest has the support of the other indigenous staff who have been consulted in relation to this matter.

This appointment will enable Senate to hold meaningful discussions about the University's indigenous strategy and indigenous representation at Senate until the new Head of Indigenous Studies commences and can take up their seat at Senate.

Operational Impact
• Department of Educational Studies, Faculty of Human Sciences

Consultation Process
The following offices have been consulted prior to the submission of this paper:
• Prof Bruce Dowton, Vice-Chancellor
• Prof John Simmons, Deputy Vice-Chancellor, Academic
• Prof Ritchie Howitt, Member of University Council
• Ms Sue Pinckham, Indigenous Cultural Advisor
• Dr Margaret Raven
• Dr Wiley Bradford
• Dr Kevin Lowe
• Ms Corrine Franklin
• Professor Martina Mollering

Outcome to be communicated to
• HoD, Department of Educational Studies, Faculty of Human Sciences
• Judith McKay-Tempest, Department of Educational Studies, Faculty of Human Sciences
• Governance Services

Submitted by: Professor Mariella Herberstein
Chair, Academic Senate

For enquiries contact: Zoe Williams, Head of Governance Services, ext4322
ITEM 9.1  ACADEMIC PRIZES AND AWARDS WORKING GROUP

For approval.

Recommended resolution
Academic Senate resolve to approve the:
   i. University Medal Policy;
   ii. University Medal Procedure; and
   iii. revised University Medals Committee of Academic Senate Terms of Reference.
ITEM 9.1 ACADEMIC PRIZES AND AWARDS WORKING GROUP

Recommendations
That Academic Senate:
(i) approve the University Medal Policy and Procedure; and
(ii) approve the updated Terms of Reference for the University Medals Committee of Academic Senate.

Summary
- Following the review of the University Medal Policy/Procedure in 2015, Academic Senate identified a number of areas that require further revision.
- A working group was established to examine the scope of all University academic awards and prizes, the relationship between the Vice-Chancellor’s Commendations and University Medal, and the process by which they are awarded.
- The working group made a number of recommendations in the report that was submitted to the Academic Senate meeting of 26 July 2016 (pp.178-189 of the agenda).
- Following Senate’s endorsement of the working party’s recommendations, the required amendments have been made to the University Medal Policy and Procedure.
- In addition, a nomination template has been developed to standardise the nomination process. This includes a documentation checklist and space for additional comments regarding evidence requirements or where additional justification is required.
- A working group will be formed to consider the purpose and eligibility for awarding the University Medal in the following months. This group will undertake a thorough benchmarking analysis which will include researching the requirements of elite international postgraduate scholarship programmes, such as those offered by Harvard and Columbia universities, to ensure the university’s high-performing students are not disadvantaged.

Consultation Process
The following offices have been consulted prior to the submission of this paper:
- Academic Senate
- Deputy Vice Chancellor Academic and office
- Deputy Vice Chancellor Students & Registrar
- Vice Chancellor
- Executive Deans/ MUIC Directors
- Manager of Examinations
- Executive Officer to DVCA

Working Group Members:
Dr Yvonne Breyer, Associate Professor Jennifer Cornish, Ainslee Harvey, Brian Hurd, David Indge, Professor Patrick McNeil, Professor Jacqueline Phillips (Chair), Professor Peter Radan, Associate Professor Kerry Sherman, Professor Mark Westoby, and Kathryn Whittingham.
## Project Timeline:

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

**For enquiries contact:** Professor Jacqueline Phillips, Deputy Chair of Academic Senate  
(Jacqueline.phillips@mq.edu.au)
UNIVERSITY MEDAL POLICY

1 PURPOSE

To define the eligibility and selection criteria for the award of a University Medal.

2 BACKGROUND

The University Medal is awarded to students who have demonstrated exceptional academic excellence throughout their studies with Honours or with Master of Research in their chosen discipline.

3 SCOPE

This Policy applies to all students at all campuses and locations of the University.

4 DEFINITIONS

Commonly defined terms are located in the University Glossary.

5 POLICY STATEMENT

ELIGIBILITY CRITERIA

The University Medal Committee will consider nominations of any student who:

(a) completed a minimum of 24 credit points at Macquarie University prior to their nomination; and

(b) is enrolled in, and has met the requirements of, either:

(i) an undergraduate Bachelor degree which can be shown to deliver learning outcomes equivalent to those of an AQF level 8 (Honours) qualification, or

(ii) the Master of Research Degree Program.

Nominations of postgraduate coursework, PhD or MPhil students will not be considered.

SELECTION CRITERIA

To be selected for a medal, students who meet the requirements outlined above must also have:

a. Demonstrated sustained excellence throughout their University studies; and

b. Completed a significant work of scholarship or research in their discipline, which is assessed as excellent through examiners reports, and has been graded in the top tier of students also undertaking such projects.

When demonstrating sustained excellence, greater weight may be placed on academic performance in later years, or at a more advanced level.
MULTIPLE NOMINATIONS

In all but exceptional circumstances, no more than one nomination will be made from a cohort in any given discipline. In cases where more than one nomination is brought forward from a single discipline, additional justification must be provided.

NUMBER OF UNIVERSITY MEDALS

There is no limit to the number of University Medals that may be awarded each year. The University reserves the right not to make an award or to withdraw an award.

A student can only receive the University Medal once for the same body of work.

AWARD OF UNIVERSITY MEDAL

Nominations for the University Medal will be called for twice a year in alignment with mid-year and end-year completions.

Medals will be awarded at the April and September graduation ceremonies.

CONFIDENTIALITY OF NOMINATIONS

All nominations shall remain confidential. Students must not be informed of any nominations.

6 RELEVANT LEGISLATION

n/a

7 KEY RELATED DOCUMENTS

University Medal Procedure
University Medal Nomination Template
University Medal Committee Terms of Reference

8 NOTES

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UNIVERSITY MEDAL PROCEDURE

1 PURPOSE

To outline the roles and responsibilities associated with the award of the University Medal.

2 SCOPE

Procedure applies to all staff and students at all campuses and locations of the University.

3 DEFINITIONS

Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

This Procedure requires actions by the following:

- Governance Services
- Heads of Department
- Faculty Boards
- University Medal Committee of Academic Senate
- Deputy Vice-Chancellor (Academic)
- Graduations Unit.

GOVERNANCE SERVICES

Establish a timetable for the submission of medals nominations to the University Medal Committee and circulate this timetable to Faculty Boards.

Organise meetings of, and provide secretariat support to, the University Medal Committee.

Following approval of University Medal nominations by the Deputy Vice-Chancellor (Academic):
  - Notify Faculty Boards of outcomes, inclusive of feedback regarding unsuccessful nominations;
  - Notify Graduations Unit of outcomes; and
  - Prepare summary report of outcomes for Academic Senate.

HEAD OF DEPARTMENT

Nominate students for the award of the University Medal from those disciplines owned by the Department.

Complete nomination template and forward nomination to Faculty Board for endorsement.
FACULTY BOARD

Review and endorse nominations from Heads of Departments and forward nominations to the University Medal Committee.

UNIVERSITY MEDALS COMMITTEE OF ACADEMIC SENATE

Undertake roles and responsibilities outlined in the University Medal Committee Terms of Reference.

DEPUTY VICE-CHANCELLOR (ACADEMIC)

Consider reports and recommendations from the University Medal Committee and approve awards of the University Medal.

Advise the successful students of the University's decision to award a University Medal.

GRADUATIONS UNIT

Organise for successful students to receive University Medal at graduation ceremony

5 RELEVANT LEGISLATION

Not applicable

6 KEY RELATED DOCUMENTS

University Medal Policy
University Medal Nomination Template
University Medals Committee Terms of Reference

7 NOTES

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University Medal Nomination Template

Please refer to the University Medal Policy and Procedure for further information regarding eligibility and section criteria.

Student details:

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<td>Department</td>
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Summarise the case for why this student’s performance demonstrates sustained excellence throughout their University studies. If the nominator considers that the University Medal Committee should place greater weight on the student’s academic performance in later years of their program, or at a more advanced level, please include justification here (maximum 1 page).

Provide benchmarking analysis demonstrating how this student has been graded in the top tier of students who are also undertaking similar studies with Honours or with Masters of Research (maximum 1 page):

- Outline the nominated student’s performance on key components of these studies when compared with current peers in the discipline (e.g., research thesis; major project).
- Note outstanding aspects of the student’s Undergraduate studies in the discipline (e.g., prizes or awards, top ranking in units).
- Compare the nominated student’s performance with prior University Medal recipients in the chosen discipline.
If more than one University Medal nomination has been put forward by a single discipline, please provide additional justification as to why each student should be considered, cross referencing to each nomination (maximum ½ page):

Nominator (Head of Department) details:

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<td>Signature of Nominator</td>
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Endorsement of Faculty Board:

| Chair of Faculty Board |  |
| Signature of Nominator |  |
| Date |  |

Checklist of attachments:

- [ ] Academic transcript inclusive of GPA
- [ ] In the case where a student has transferred from another University, the academic transcript at that University.
- [ ] Master of Research or Honours Thesis examiners reports in full
University Medal Committee

Terms of Reference

The Academic Senate University Medal Committee was established by the Academic Senate of Macquarie University and is directly responsible and accountable to Academic Senate for the exercise of its responsibilities.

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

1. Objective

The Committee is to make recommendations to the Deputy Vice Chancellor (Academic) on the award of the University Medal in accordance with the University Medal Policy and Procedure.

2. Role and responsibilities

The Committee is to:

(1) Consider and review all nominations received from Faculty Boards in accordance with the eligibility and selection criteria outlined in the University Medal Policy;
(2) Recommend to the Deputy Vice-Chancellor (Academic) on the award of University Medals in respect of the nominated candidates;
(3) Provide a summary report of outcomes to Faculty Boards inclusive of feedback regarding unsuccessful nominees;
(4) Review the University’s policies, procedures and guidelines governing the award of the University Medal and recommend any necessary amendments to Academic Senate for approval;
(5) Report bi-annually to Academic Senate on the award of University Medal for that round comparative to previous years, with comment on equity and diversity issues where appropriate; and
(6) Consider and report on any matters referred to it by Academic Senate, from time to time, as required.

3. Membership

The membership of the Committee comprises:

a) The Chair of the Committee, appointed by the Chair of Academic Senate;
   - Associate Professor Kerry Sherman

b) Chair or Deputy Chair of Academic Senate
   - Professor Jacqueline Phillips – Deputy Chair Academic Senate

c) One (1) member nominated by the Faculty Board of each Faculty
   - Dr Alison Leitch – Faculty of Arts
   - Dr Rahat Munir – Faculty of Business & Economics
   - Associate Professor Kerry Sherman – Faculty of Human Sciences
   - Dr Tim Doyle – Faculty of Medicine & Health Sciences
   - Professor Judith Dawes – Faculty of Science & Engineering

d) Two (2) elected members of Academic Senate.
   - Dr Yvonne Breyer, Academic Senate elected representative, Faculty of Business & Economics
   - Professor Peter Radan, Academic Senate elected representative, Faculty of Arts

4. Tenure

(a) The term of appointment of all members shall be two (2) years, unless otherwise stated by the Chair of Academic Senate.

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

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

6. Rules of operation

The Committee shall conduct its business subject to the Standing Orders for Committees of Academic Senate.
ITEM 9.2 ACADEMIC PROGRESSION POLICY AND PROCEDURE

For approval.

Recommended resolution
Academic Senate resolve to:

1. approve the Academic Progression Policy and Procedure, effective Session 1 2017;

2. authorise ASQC to approve the Schedules relating to professional programs and currency requirements;

3. recommend to the University Council the following amendments to the General Coursework Rules effective immediately:
   (a) an amendment to General Coursework Rule 9 (6) to reflect that students who have been excluded will need to re-apply for admission; and
   (b) the rescission of General Coursework Rules 10 (7) (a) and (b), the exclusion provision for students who do not meet the unduly long time and minimum rate of progress requirements;

4. recommend to the University Council the following amendments to the General Coursework Rules effective from 1 January 2017:
   (a) the rescission of General Coursework Rule 9 (7) the provision for a student who has twice had a grade of Fail recorded for unit requiring approval of the Executive Dean or Dean to re-enrol in that unit;
   (b) the rescission of General Coursework Rule 10 (2), the unduly long time requirement;
   (c) an amendment to the General Coursework Rule 10 (3), that the minimum rate of progress requirements will apply to students enrolled in non-standard teaching periods; and
   (d) the inclusion in the General Coursework Rules, a new rule articulating that academic progression for students enrolled in standard teaching periods is defined by the Academic Progression Policy and Procedure.
ITEM 9.2  ACADEMIC PROGRESSION

Recommendation
Academic Senate resolve to:

1) approve the Academic Progression Policy and Procedure, effective Session 1 2017;
2) authorise ASQC to approve the Schedules relating to professional programs and currency requirements;
3) recommend to the University Council the following amendments to the General Coursework Rules effective immediately:
   (a) an amendment to General Coursework Rule 9 (6) to reflect that students who have been excluded will need to re-apply for admission; and
   (b) the rescission of General Coursework Rules 10 (7) (a) and (b), the exclusion provision for students who do not meet the unduly long time and minimum rate of progress requirements;

and

4) recommend to the University Council the following amendments to the General Coursework Rules effective from 1 January 2017:
   (a) the rescission of General Coursework Rule 9 (7) the provision for a student who has twice had a grade of Fail recorded for unit requiring approval of the Executive Dean or Dean to re-enrol in that unit;
   (b) the rescission of General Coursework Rule 10 (2), the unduly long time requirement;
   (c) an amendment to the General Coursework Rule 10 (3), that the minimum rate of progress requirements will apply to students enrolled in non-standard teaching periods; and
   (d) the inclusion in the General Coursework Rules, a new rule articulating that academic progression for students enrolled in standard teaching periods is defined by the Academic Progression Policy and Procedure.

Summary
At the 16 February meeting of Academic Senate, the Chair reported on the formation of a working party to review the University’s approach to Academic Progression. That working party recommended the following:

- The introduction of an Academic Progression support model to replace the GPA based cut-off that is currently used as a measurement of student progression through a program of study;
- That the unduly long time provisions be replaced with a Schedule attached to the Academic Progression Policy, which articulates those programs that have currency provisions, and the specific details of the requirements;
- That the General Coursework Rule 9 (7) requiring that a student who has failed a unit twice obtain approval from the Executive Dean to attempt the unit a further time be rescinded; and
- That the General Coursework Rules relating to professional programs would be supported by the development of a Schedule attached to the Academic Progression Policy, and that these Rules be reviewed alongside of the development of a ‘Fitness to Practise’ Model.

Since that time, work has been undertaken under the direction of the Senate Learning and Teaching Committee (SLTC) and sponsored by the Pro Vice-Chancellor (Learning and Teaching) and Deputy Vice-Chancellor (Students and Registrar) to develop an Academic Progression Policy which reflects the support model Academic Senate endorsed at its meeting of 16 February 2016.

The working group developed a draft Policy and Procedure which was presented for feedback at the SLTC meeting on 6 June 2016 and the Academic Senate meeting on 26 July 2016. At the SLTC meeting on 15 August 2016 a paper was presented for discussion and determination on a range of issues including:
Scope of the Policy
It was determined that the Policy would apply to standard teaching periods (Session 1, Session 2, and Session 3), with non-standard teaching periods being phased-in. It was determined that the policy will apply to part-time students, and that both undergraduate and postgraduate coursework students are in scope.

Implementation date
It was determined that the implementation date would be for standard sessions commencing after 1 January 2017.

Enrolment sanctions
It was determined that enrolment sanctions will be applied at Conditional Enrolment, Suspension and Exclusion.

Academic Advice
It was determined that Academic Advice is a critical component of supporting students, and that there would be flexibility for how this is approached by Faculties, depending upon the discipline and nature of support required by affected students.

Period of Suspension
It was determined that the period of suspension be defined in terms of “study period” and the period of suspension be for two study periods.

Academic Standing
Academic Standing will be recalculated on a regular basis up to and including the Census Date of the following Study Period. Academic Standing is generally finalised no later than at the Census Date for the following study period.

Management of Incomplete Grades
It was determined that those grades which were not complete as a result of students not meeting assessment requirements would be converted to a Fail at the Census Date of the following Study Period. In essence, this means I grades under the revised Assessment Policy.

There is on-going work taking place with the Associate Deans on the development of the Schedules for currency requirements and professional programs. It is proposed that those Schedules together with the flowchart to accompany the procedure be presented to ASQC for approval.

It is also proposed that, in alignment with the new support based model for Academic Progression, those students who were scheduled to be excluded for minimum rate of progress or unduly long time at the end of Session 2 2016, be provided with the same provisions for support that will apply from Session 1 2017 and that these students will not be excluded.

The Academic Progression Policy and Procedure is now presented to Academic Senate for approval. The required amendments to the General Coursework Rules are presented for recommendation to University Council.

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

- Chair of SLTC
- Chair of ASQC
- Executive Deans
- Associate Deans, Learning and Teaching
- Campus Wellbeing
PART 1 PRELIMINARY

1. Name of rules
   These Rules may be cited as the ‘General Coursework Rules’.

2. Enactment
   These are Rules made by the Council of Macquarie University under section 29 of the Macquarie University Act 1989.

3. Commencement
   These rules take effect on the day on which they are published on the Internet by means of the website of the University or in another official University publication under section 29(c) of the Macquarie University Act 1989 and section 35(4) of the Macquarie University By-Law 2005.

4. Application
   The General Coursework Rules apply to all preparatory, undergraduate, graduate and postgraduate coursework awards offered by Macquarie University.

5. Purpose
   The purposes of these Rules are to outline the admission; credit recognition; enrolment; progression; assessment; awards and graduation; and review and appeal requirements; and connected matters of General Coursework at Macquarie University.

PART 2 INTERPRETATION

6. Interpretation
   In these Rules:
   Academic Senate means the Academic Senate of the University.
   Academic Year means the period which extends for one calendar year from the commencement of the first study period.
   Award or Award Course means the qualification resulting from the satisfactory completion of a specific program of study. Also known as qualification or degree.
   By-law means the Macquarie University By-law 2005.
   decision includes a determination.
   Council means the Council of the University.
**Corequisites** mean a unit which has to be completed prior to or concurrently with another.

**Degree** means the major qualification awarded by a university. It is awarded either for successful work at undergraduate (bachelor degree) or postgraduate (higher degree) level, or as an honorary recognition (honorary degree) of achievement.

**Effective enrolment** means when a student remains enrolled in a unit, or units, beyond the study period census date and includes a ‘F’ ‘FA’, ‘FW’ grade or ‘W’ status.

**Exit Award** means an approved lesser award that a student may elect to qualify with provided the requirements of the exit award have been met. Some exit awards are exit qualifications only and are not offered for admission.

**Faculty** means an administrative grouping of research, academic and professional staff and students based on the area they teach, support and study.

**Full-time student** means a student who is enrolled in units in a calendar year which comprise at least 0.75 of an Equivalent Full-time Study Load for the course for which they are admitted.

**Grade Point Average (GPA)** means a calculation, which reflects the overall grades of a student in a coursework program. It is based on the units completed in that program at Macquarie University and does not take into account any credit points granted for advanced standing or non-award study.

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

**MGSM** means the Macquarie Graduate School of Management.

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

**MUIC** means the Macquarie University International College

**Part-time student** means a student who is enrolled in units in a calendar year which comprise less than 0.75 of an Equivalent Full Time Student Load for the course for which they are admitted.

**Practical, clinical or professional programs and units** means those programs and units listed in the Schedule of practical, clinical or professional programs and units in the current University Handbook.

**Preparatory program** means the Foundation programs delivered by MUIC.

**Prerequisites** mean a statement of the required knowledge or conditions that must be satisfied before enrolment in a particular unit is permitted.

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

**Qualifying Major** means major that is listed as satisfying the general requirements for a specific program. Programs that allow a choice of the particular subject area to be studied (such as the Bachelor of Arts, the Bachelor of Science and the Bachelor of Commerce) require the completion of a qualifying major.

**Specialisation** means a structured set of postgraduate units, which is approved by the University.

**Units** mean the units of study (also known as subjects) comprising a program of study, each worth a fixed number of credit points.

**University Handbook** means the University’s digital presentation and organisation of information for students, which is revised and published annually, containing the Schedules and listings of degrees, diplomas and certificate awards, programs and specialisations, prerequisites and corequisites, majors, units and People, Planet and PACE units in relation to undergraduate, graduate, research training and postgraduate study. The University Handbook also references University Rules, Policies and Procedures and other information to assist students, including those referenced in the Rules.

**University** means the Macquarie University established by the Macquarie University Act 1989.

[Note: The Interpretation Act 1987 of New South Wales applies to these Rules].
PART 3 SUBSTANTIVE PROVISIONS

7. Admission
   1) To be admitted to enrolment for any coursework award of the University, a student must meet requirements referred to in the Admission (Coursework) Policy or set out in the University Handbook.

   2) A student who has met the criteria for admission will be admitted to an award course and assigned to a Faculty, the MGSM or the MUIC.

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

9. Enrolment
   1) A student will enrol in a program of study and complete units to satisfy the requirements of that program of study.

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

   3) Transfer between University undergraduate award courses is governed by the Course Transfer Policy and related Procedure.

   4) A student may undertake concurrent enrolment in and concurrent completion of two programs of study to qualify for up to two of the awards listed in the Schedule of Awards included in the University Handbook current at the time of admission. Completion of the programs of study will qualify the student for each of the awards. A student enrolled in a program offered by MUIC is not permitted to undertake concurrent enrolment.

   5) Cross-institutional enrolment is governed by the Cross-Institutional Enrolment Procedures.

   6) A student excluded from enrolment may apply to re-enrol after the expiration of the period of exclusion in accordance with published procedures.

   7) A student who has twice had a grade of Fail recorded for a unit may not enrol again in that unit, except with the prior approval of the Executive Dean of the relevant Faculty in which the unit is offered, or, if applicable, the Dean of the MGSM or, the Director of MUIC. A student who fails a required professional or clinical unit is governed by Rule 9(9)(b)(ii).

8) The following NSW legislative requirements apply where a program of study or unit requires a student to undertake professional experience and practical training or research that may involve direct contact with children under the age of eighteen and/or be in NSW public health facilities:
   a. a student admitted to such a course or unit will be required to complete certain declarations and have certain personal information checked by government authorities; and
   b. eligibility for commencement and continuing participation in such a course or unit is determined on the basis of information obtained through these checks; and
c. the provision of inaccurate or unsatisfactory information or refusal to undergo these checks can result in withdrawal of an offer of admission and/or cancellation of enrolment in such a course or unit.

9(8a) Where a program of study or unit requires students to undertake practical clinical or professional experience:
   i. the University and the provider of the clinical or professional experience opportunity may appoint a suitably qualified supervisor who is external to the University to supervise a student’s practical professional experience; and
   ii. while undertaking practical clinical or professional experience, a student may be summarily excluded from participating in such activities for a specified period of time; and
   iii. if a student is assessed as not ready to proceed with, or unsuitable to continue, a required clinical or professional experience or unit, then it may be determined that the student is unable to complete the program requirements.

b. The following requirements apply where a student is enrolled in a practical, clinical or professional program, or unit of study:
   i. if a student fails a required unit twice in an undergraduate professional program, listed in the schedule, then they may be excluded from further enrolment in that program; or
   ii. if a student fails a clinical or professional unit which is required for their enrolled program of study, then they may be excluded from further enrolment in that program of study; or
   iii. if a student records two fail grades, or fails the equivalent of 8 credit points, in a postgraduate-level clinical or professional program, then they may be excluded from further enrolment in that program; or
   iv. if a student is required to maintain professional accreditation or registration as a requirement for admission and continuing participation to a program of study or unit, a lapse in accreditation or registration shall then lead to exclusion.

c. Any determinations made under Rule 9(8a)(i-iii) will be made following procedures in the Policy and Procedures on Practical Placements.

d. Any determinations made under Rule 9(8a)(b)(i-iv) will be made in accordance with Rule 10(7).

10. Progression

1) Disruption to study is governed by the Disruption to Studies Policy.

2) A student who is taking an unduly long time to complete a program of study may be excluded from further enrolment. An unduly long period of time is considered to be effective enrolment longer than:
   a. 10 years for Bachelor degrees;
   b. 10 years for extended Masters degrees;
   c. 7 years for Masters degrees;
   d. 7 years for Associate degrees; or
   e. 4 years for the Foundation, Bachelor of Philosophy, Diplomas, Graduate Certificates, Graduate Diplomas, Postgraduate Certificates and Postgraduate Diplomas and 1 year Extended Masters.
2) Academic Progression is governed by the Academic Progression Policy for a student enrolled in Session 1, Session 2 and or Session 3.

3) A student enrolled in other teaching periods must meet a minimum rate of progress requirement, this being:
   a. for a student enrolled in a course delivered by MUIC successful completion of at least 50% of enrolment load in the study period under consideration; or
   b. for a student enrolled in an undergraduate course who has attempted at least 36 credit points, an overall Grade Point Average (GPA) of at least 1.00 and a GPA of at least 1.00 in the academic year under consideration; or
   c. for a student enrolled in a postgraduate course who has attempted at least 24 postgraduate credit points, an overall Grade Point Average (GPA) of at least 1.00 and a GPA of at least 1.00 in the academic year under consideration.

4) A student may withdraw from a unit in accordance with the Withdrawal and Discontinuance (Coursework) Policy.

5) A student may discontinue enrolment in a program of study in accordance with the Withdrawal and Discontinuance (Coursework) Policy.

6) A student re-enrolling after a period of non-enrolment will apply the General Coursework Rules of the year of re-enrolment.

7) A student may be excluded from enrolment as follows:
   a. where a student has taken an unduly long time to complete a program of study as set out in Rule 10(2), then they may be excluded from that program indefinitely; or
   b. where a student has failed to meet the minimum rate of progress requirement as set out in Rule 10(3), then they may be excluded for a period of 2 calendar years from further enrolment at the University; or
   c. where a student has failed to meet the conditions of a legislative requirement set out in Rule 9(87), then they may be excluded from the unit or program of study indefinitely; or
   d. where a student has failed to meet the professional experience requirements set out in Rule 9(98) they may be excluded from the unit or program of study indefinitely; or
   e. where a postgraduate student who has not shown cause why enrolment should not be terminated, then they may be excluded from the program of study indefinitely; or
   f. where a postgraduate student has shown cause why enrolment should not be terminated and the Executive Dean of the relevant Faculty, or if applicable the Dean of the MGSM confirms termination and exclusion, then they may be excluded from that program of study indefinitely.

8) Re-admission following Exclusion is governed by the Admission (Coursework) Policy.

9) The Executive Dean of the relevant Faculty, or, if applicable, the Dean of the MGSM or the Director of MUIC may determine that a student has completed the specified required unit where other work completed by the student is deemed to be equivalent to the prescribed unit.

11. Assessment

1) Assessment is governed by the Assessment Policy.
2) Examinations are governed by the Final Examinations Policy.

3) Grades are governed by the Grading Policy.

12. Awards and graduation

1) A student enrolled in a Preparatory Program is not eligible to graduate at a formal graduation ceremony.

2) To be eligible to graduate a student must satisfy all requirements specified for that program of study, including any specialisation or major requirements where applicable.

3) The University offers certain exit awards as scheduled in the University Handbook. A student may elect to qualify with an exit award provided the requirements of the exit award have been met.

4) No award that comprises the same program of study may be conferred by Council more than once on the same student. A student admitted to a combined degree can elect to have each of the degrees conferred separately.

5) A student admitted to a Bachelor of Laws or Bachelor of Education combined degree program cannot elect to have the Bachelor of Laws or Bachelor of Education degree conferred first, unless that student has completed an approved undergraduate degree.

6) The Academic Senate will determine eligibility requirements for the award of the University Medal.

13. Review and appeals

1) A request by a student for review of a grade is governed by the Grade Appeal Policy.

2) The Academic Appeals Policy governs appeals against determinations relating to:
   a. exclusion;
   b. re-enrolment;
   c. discontinuation;
   d. enrolment in a unit for the third time;
   e. termination of candidature; and
   f. Recognition of Prior Learning.

PART 4 GENERAL

14. Notice

1) Any notice to a candidate must be in writing and will be served by being:
   a. delivered personally; or
   b. left at or sent by post to;
i. the last known residential or business address in or out of New South Wales of the person to be served as it appears in the records of the University; or
ii. such other address as appears to the sender to be an address where the person to be served resides or works, as the case requires; or

[Note: It is University policy that the University issued student email account is used for official University communication].

2) Any notice will be deemed to be served:
   a. in the case of sending by post, if posted in the Commonwealth of Australia to an address in the Commonwealth of Australia, within three working days of posting and in any other case within five working days after posting by airmail; or
   b. in the case of delivery by email, when it enters the addressee’s information system as shown on a confirmation of delivery report from the sender’s information system, which indicates that the email was sent to the email address of the addressee; and
   c. if more than one copy of a notice is sent, when one of those notices is first served or deemed to be served on the addressee.

3) In Rule 14(2) a reference to:
   a. a “working day” means any day other than:
      i. a Saturday, a Sunday or a public holiday; and
      ii. 27, 28, 29, 30 or 31 December;
      in Sydney, Australia.
   b. a “notice” is to any notice or other communication and includes, any notice which these Rules require or authorise to be served on any person.

15. Notes
    Notes in these Rules do not form part of these Rules.
ACADEMIC PROGRESSION POLICY

1 PURPOSE

To establish the principles that govern the academic progress of students towards the successful completion of their coursework award.

2 BACKGROUND

The University nurtures students’ growth and development by assisting them to take responsibility for their own actions, and provides services, both academic and pastoral, for them to improve their academic progress. The University also exercises a duty of care to students who are not well suited to tertiary study to explore other options that might be appropriate and to ensure that students with poor academic performance do not continue to fail indefinitely. The University recognises its specific obligations for monitoring students enrolled in accredited, practical, professional and clinical programs.

Students will be informed of their Academic Standing to assist them achieve the requirements of their program of study. The University can provide support services, including counselling and learning support. Where students do not achieve satisfactory progress, sanctions, including suspension or exclusion from the University, may apply.

It is recognised that there can be extenuating circumstances for poor academic performance, and students who are sanctioned for Suspension or Exclusion have a right of appeal that may lead to the sanctions being removed or modified.

The academic progress of all enrolled students will be actively monitored and those at risk of unsatisfactory progress will be supported. The University’s approach satisfies the obligations for monitoring course progress for international students under the Educational Services for Overseas Students (ESOS) Act 2000.

Academic progress and any intervention measures will be recorded on individual student files. In accordance with the University’s privacy obligations, only relevant University staff will be involved in the processes of identification, monitoring, notification, and intervention strategies.

3 SCOPE

This Policy applies to all domestic and international, undergraduate and postgraduate coursework students enrolled in standard teaching periods (session 1, session 2, and session 3), commencing Session 1 2017, and the staff involved in the administration, assessment and support of students in their coursework studies.

It is anticipated that the Policy will apply to undergraduate and postgraduate students studying in non-standard teaching periods (for example, Macquarie Graduate School of Management (MGSM) and the Applied Finance Centre (AFC)) over time, in a phased approach.
This Policy does not apply to Higher Degree Research candidates and non-award students.

4 DEFINITIONS

Accredited Program
A program accredited by an external agency.

Academic Standing
The status of a student’s progress towards meeting the requirements for their program of study as assigned at the end of each Study Period.

The levels of Academic Standing are:

Satisfactory Standing
A student who has passed 51% or more of the attempted load in the Study Period under consideration.

Academic Caution:
A student, previously on Satisfactory Standing, who does not pass 51% of the attempted load in the Study Period under consideration, or someone previously on Conditional Enrolment who passes 51% or more in the subsequent Study Period.

Conditional Enrolment:
A student on Academic Caution, who does not pass 51% of the attempted load in the Study Period under consideration, or a student on Probation who passes 51% of the attempted load in the Study Period under consideration.

Suspension:
A student on Conditional Enrolment who does not pass 51% of the attempted load in the Study Period under consideration.

Probation:
A student who has returned to study following a period of Suspension.

Exclusion:
A student who is on Probation and who does not pass 51% of the attempted load in the Study Period under consideration will be excluded from the University for a period of not less than 2 academic years, and must formally re-apply for admission, in the prescribed manner, at the end of the Exclusion period.

In addition, a student who has exceeded the currency requirements for an accredited program of study listed in Schedule 1, or who has not met the requirements for a professional program listed in Schedule 2, may be permanently Excluded from their program of study.

Professional Program:
A practical, clinical or professional program listed in Schedule 2.

Study Period:
Each Session is comprised of one or more Study Periods. A study period in Session 1 or 2 may run over 12 weeks, or in one of two or more shorter periods, which includes assessment and the award of a final grade.

5 POLICY STATEMENT
The University will provide clear, equitable, consistent and timely:

- procedures for identifying, notifying, monitoring and supporting students who are not meeting academic progression requirements
- systems for monitoring the academic progress of all students
- clear requirements for accredited and professional programs
- support services to assist students meet academic progression requirements.

The University’s Academic Appeals Policy enables students to appeal decisions relating to their grades, which underpin the calculation of academic standing or the requirements for accredited and professional programs.

PART A: ACADEMIC PROGRESSION REQUIREMENTS
Satisfactory Academic Progression requires students to pass at least 51% of the attempted load in the Study Period under consideration.

Academic Progression is calculated at the end of each Study Period, and finalised by the Census Date of the following study period.

All students will receive advice regarding their Academic Standing status. The University will provide appropriate communication and counselling following any change to a student’s Academic Standing status.

Results are finalised and released to all students at the end of each study period. Unit convenors are responsible for assigning a single, final grade to each student who has enrolled in any of their units throughout the semester. Where grades are not available at the time of ratification by the relevant Faculty Board, an incomplete grade will be assigned.

Academic Standing will be recalculated on a regular basis up to and including the Census Date of the following Study Period. Academic Standing is generally finalised no later than at the Census Date of the following study period.

PART B: CURRENCY REQUIREMENTS FOR ACCREDITED PROGRAMS
The currency requirements against which students are assessed for programs of study which are accredited by an external registration body are specified in Schedule 1.

A student will be permanently excluded from their program of study if they fail to meet the currency requirements listed in Schedule 1.

PART C: REQUIREMENTS FOR STUDENTS ENROLLED IN PROFESSIONAL PROGRAMS
The University’s professional programs are specified in Schedule 2.

A student will be permanently excluded from their program of study if they fail to meet the professional program requirements listed in the General Coursework Rules 9(8).

PART D: APPEALS
A student who has been suspended or excluded under the Academic Progression requirements, or who has failed to meet the currency or professional requirements specified in Schedules 1 and 2, can appeal this decision.

Academic Appeals are governed by the Academic Appeals Policy.
6 RELEVANT LEGISLATION

Education Services for Overseas Students Act 2000
National Standards for Higher Education Providers

7 KEY RELATED DOCUMENTS

Academic Appeals Policy
Assessment Policy
Course Transfer Policy
Grade Appeal Policy
Intervention Strategy (international students)
Learning & Teaching Strategy (in progress)
Ratification of Results

Documentation from the following universities was reviewed in developing this policy, and is gratefully acknowledged:
University of New South Wales
University of Queensland
University of Sydney
University of Technology, Sydney

8 NOTES

<table>
<thead>
<tr>
<th>7.1</th>
<th>Contact Officer</th>
<th>Head of Student Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Implementation Officer</td>
<td>DVC Students and Registrar</td>
</tr>
<tr>
<td>7.3</td>
<td>Approval Authority / Authorities</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>7.4</td>
<td>Date Approved</td>
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<tr>
<td>7.5</td>
<td>Date of Commencement</td>
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<tr>
<td>7.6</td>
<td>Date for Review</td>
<td></td>
</tr>
<tr>
<td>7.7</td>
<td>Documents Superseded by this Procedure</td>
<td>List any policy documents or previous authority superseded by this procedure.</td>
</tr>
<tr>
<td>7.8</td>
<td>Amendment History</td>
<td>The Policy Unit will complete this section as required.</td>
</tr>
</tbody>
</table>
ACADEMIC PROGRESSION PROCEDURE

1 PURPOSE
To specify the procedures relating to the progression of students on an approved course of study, leading to qualification for a coursework award.

2 SCOPE
This Procedure applies to all domestic and international, undergraduate and postgraduate coursework students enrolled in standard teaching periods (session 1, session 2, and session 3), commencing Session 1 2017, and the staff involved in the administration, assessment and support of students in their coursework studies.

It is anticipated that the Policy will apply to undergraduate and postgraduate students studying in non-standard teaching periods (for example, Macquarie Graduate School of Management (MGSM) and the Applied Finance Centre (AFC)) over time, in a phased approach.

This Policy does not apply to Higher Degree Research candidates and non-award students.

Academic Progression is calculated at the end of each study period, and finalised by the Census Date of the following study period.

3 DEFINITIONS
Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS
DETERMINATION OF RESULTS
Academic Standing is determined as part of the process of Ratification of Results and is determined on final grades awarded at the end of each study period.
Academic Standing is calculated automatically following ratification of results and students are advised of their status in accordance with the agreed timetable.

Academic Standing is determined on the basis of the credit load passed in the current study period, together with the Academic Standing at the end of the previous study period.

All students will receive advice regarding their Academic Standing status.
The communication will include an outline of successive stages of academic progression, the support available to help ensure future success, and the consequences of not meeting progression requirements at each stage.

International students will also be advised of implications for their student visa status.

**ACADEMIC PROGRESSION LEVELS**

Academic Standing is calculated using two factors:

- a student’s Academic Standing at the end of the previous study period, and
- a student’s achievement in the current study period.

Academic Standing is generally finalised no later than at the Census Date of the following study period.

This table shows a student’s Academic Standing as calculated using previous and current Academic Standing.

<table>
<thead>
<tr>
<th>Previous Academic Standing status</th>
<th>Current Academic Standing status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>Academic Caution</td>
</tr>
<tr>
<td>Academic Caution</td>
<td>Conditional Enrolment</td>
</tr>
<tr>
<td>Conditional Enrolment</td>
<td>Suspension</td>
</tr>
<tr>
<td>Probation</td>
<td>Exclusion</td>
</tr>
<tr>
<td>Exclusion</td>
<td>Academic Caution¹</td>
</tr>
</tbody>
</table>

**SUPPORT**

Faculty staff are responsible for providing appropriate interventions to students in accordance with their Academic Standing status. In addition to support from Faculty staff, Campus Wellbeing will assist students experiencing difficulties.

Agreed intervention/action plans will be stored against a student’s record, and updated following each engagement.

Reports will be provided to Academic Advisers and others on a periodic basis to monitor students with the status of Academic Caution etc., and to facilitate proactive intervention where necessary.

¹ Assuming a student applies successfully for re-admission following a period of Exclusion, s/he will be placed on Satisfactory Standing for the initial Study Period
This table shows the support/requirements for students at different levels of Academic Standing.

<table>
<thead>
<tr>
<th>Status</th>
<th>Meaning</th>
<th>Support/requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>The student is making good progress, and has passed 51% or more of attempted load in the study period under consideration.</td>
<td>As required by the student</td>
</tr>
<tr>
<td>Academic Caution</td>
<td>The University is concerned about a student’s progress, as s/he has not passed 51% of the attempted load in the study period under consideration.</td>
<td>It is recommended that the student consult an Academic Adviser for advice on their study plan and subsequent enrolment. The student is encouraged to seek support from Campus Wellbeing</td>
</tr>
<tr>
<td>Conditional Enrolment</td>
<td>The student is not making satisfactory progress and is in danger of being suspended as s/he has not passed 51% of attempted load following a status of Academic Caution</td>
<td>The student is required to consult an Academic Adviser for approval in relation to their study plan and subsequent enrolment. The student is strongly encouraged to seek support from Campus Wellbeing</td>
</tr>
<tr>
<td>Suspension</td>
<td>The student continues to make poor academic progress and is required to take a break from studies, as s/he has not passed 51% or more of load following a status of Conditional Enrolment</td>
<td>The student is required to take a break in their studies for a period of two study periods, but has an automatic right of re-admission to the current version of same course (subject to availability). The student is recommended to seek support from Campus Wellbeing whilst on Suspension</td>
</tr>
<tr>
<td>Probation</td>
<td>Upon return from Suspension, a student</td>
<td>The student must seek academic advice</td>
</tr>
</tbody>
</table>
is on Probation for the first study period. before enrolment is permitted.

| Exclusion | A student who is on Probation and who does not pass 51% of the attempted load in the Study Period under consideration will be excluded from the University. The student’s progress is such that they are unlikely to complete their course and are required to seek re-admission to the University at the end of the exclusion period. | The student is excluded from the University for a period of 2 academic years and must re-apply for admission if they wish to complete their studies. The student is encouraged to seek appropriate support to develop an action plan to help them get back on track. If they wish to return to the University following a period of Exclusion, the student must lodge an application for re-admission with the appropriate Admissions Office by the deadline advertised, and in the manner proscribed. A student may not apply to study another course at the University during the period of Exclusion. |

5 APPEALS

A student who has been suspended or excluded under the Academic Progression requirements or who has failed to meet the currency or professional requirements outlined in Schedules 1 and 2 can appeal this decision.

Academic Appeals are governed by the Academic Appeals Policy.

6 RELEVANT LEGISLATION

Academic Appeals Policy
Academic Progression Policy
Assessment Policy
Course Transfer Policy
Educational Support for Overseas Students (ESOS) Act, 2000
Grade Appeal Policy
Intervention Strategy (international students)
Learning & Teaching Strategy (in progress)
Ratification of Results

7 KEY RELATED DOCUMENTS

Documentation from the following universities was reviewed in developing this policy, and is gratefully acknowledged:
University of New South Wales
University of Queensland
University of Sydney
University of Technology, Sydney

7 NOTES

<table>
<thead>
<tr>
<th>7.1</th>
<th>Contact Officer</th>
<th>Head of Student Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Implementation Officer</td>
<td>DVC Students and Registrar</td>
</tr>
<tr>
<td>7.3</td>
<td>Approval Authority / Authorities</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>7.4</td>
<td>Date Approved</td>
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<tr>
<td>7.5</td>
<td>Date of Commencement</td>
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<td>7.6</td>
<td>Date for Review</td>
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<tr>
<td>7.7</td>
<td>Documents Superseded by this Procedure</td>
<td>List any policy documents or previous authority superseded by this procedure.</td>
</tr>
<tr>
<td>7.8</td>
<td>Amendment History</td>
<td>The Policy Unit will complete this section as required.</td>
</tr>
</tbody>
</table>
**DOCUMENT APPROVAL CHECKLIST**  
**Policy Cycle Stage 4**

*Complete this checklist and send to the Policy Unit before the Approval Authority*

<table>
<thead>
<tr>
<th>Title of Policy Document(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Academic Progression Policy</td>
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<tr>
<td>- Academic Progression Procedure</td>
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</table>

<table>
<thead>
<tr>
<th>Identify any related Policy Document(s) or supporting documentation that are also under development / review</th>
</tr>
</thead>
<tbody>
<tr>
<td>- General Coursework Rules 2016</td>
</tr>
</tbody>
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<tr>
<th>Summarise who / which committees have been consulted on the development / review</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Academic Senate</td>
</tr>
<tr>
<td>- Senate Learning &amp; teaching Committee</td>
</tr>
<tr>
<td>- Faculty Boards</td>
</tr>
</tbody>
</table>

**Implementation and Communication**  
*Describe the implementation and communication strategies.*  
*Attach a completed Implementation and Communication Plan (refer Policy Cycle Tips Stage 6)*

A steering group, comprising the PVC L&T and senior staff from across DVC S&R have been meeting regularly to steer the policy and procedure development, and to ‘test’ models for implementation.  
Process Working Groups have been meeting, with representatives from faculties and Learning Skills, to work through the detail of business workflows, resources available for student support and communications, and requirements for additional reporting to help identify and proactively engage with students at risk.  
In anticipation of Senate approval, detailed communication plans for staff and students will be rolled out sequentially, and an ‘Academic Progression’ website developed as a single point of referral.
### Implementation Officer

*This is the position authorised by the Approval Authorit/ies who is responsible for promulgation and implementation.

Position: Head of Student Administration  
Occupant name: Kathryn Whittingham  
Ext / Email: 4265/ [Kathryn.whittingham@mq.edu.au](mailto:Kathryn.whittingham@mq.edu.au)

### Contact Officer

*The primary point of contact for queries about the policy document (may be the same as the Implementation Officer).

As above.

Position:  
Occupant name:  
Ext / Email:

Forward the completed checklist and the final draft documents to the Policy Unit [mailto:policy@mq.edu.au](mailto:policy@mq.edu.au) **prior to submitting to the Approval Authority.**

When the Policy Unit has confirmed that the document aligns with the Policy Framework Policy it will be returned to the Implementation Officer who is to submit it to the Approval Authority/ies.

<table>
<thead>
<tr>
<th>Policy Unit confirmation:</th>
</tr>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<th>Approval Authority/ies:</th>
</tr>
</thead>
</table>

#### Comments: (if required)

Approval Authority*  
Name | Position | Date

* The Approval Authority/ies refers to the position/s authorised in the [Delegations of Authority Register](Delegations of Authority Register) to approve Policy Documents in a particular functional area. Where the application of a Policy Document has a significant impact on more than one functional area, co-approvers may be required. If unsure of the appropriate Approval Authority/ies, please contact the Policy Unit.

Approval Authority to return to Implementation Officer.

Implementation Officer to forward this checklist, the final approved document and evidence of approval to the Policy Unit [policy@mq.edu.au](mailto:policy@mq.edu.au) for publishing on Policy Central.
SATISFACTORY STANDING
Students have passed 51% or more of completed load at time of assessment

SUSPENSION
(2 study periods)
Students unable to enrol in their course during this period. Students will still be able to access Campus Wellbeing services for support

EXCLUSION
(2 years)
Excluded from the University for a period of 2 years and must apply for re-admission if they wish to complete their studies

PROBATION
(1 Study Period)
Must seek academic advice before enrolment permitted.

CONDITIONAL ENROLMENT
Enrolment sanction applied. Students must seek academic advice before further enrolment permitted. Student is strongly encouraged to seek advice from Campus Wellbeing

EXCLUSION
(2 years)
Excluded from the University for a period of 2 years and must apply for re-admission if they wish to complete their studies

ACADEMIC PROGRESSION
Identification & Support Model

ACADEMIC CAUTION
Students are notified that they are at risk of being placed on conditional enrolment in the next period if they fail 50% or more of attempted load in the current period. Recommended to avail themselves of support services

PROBATION
(1 Study Period)
Must seek academic advice before enrolment permitted.

CONDITIONAL ENROLMENT
Enrolment sanction applied. Students must seek academic advice before further enrolment permitted. Student is strongly encouraged to seek advice from Campus Wellbeing

EXCLUSION
(2 years)
Excluded from the University for a period of 2 years and must apply for re-admission if they wish to complete their studies

ACADEMIC CAUTION
Students are notified that they are at risk of being placed on conditional enrolment in the next period if they fail 50% or more of attempted load in the current period. Recommended to avail themselves of support services
ITEM 9.3 PLACEMENT CO-ORDINATION TASK FORCE RECOMMENDATIONS
(SLTC)

For approval.

Recommended resolution
Academic Senate resolve to:
   i. rescind the Practical Placement Policy from Policy Central; and
   ii. approve the:
      a. Definition of a Placement as 'An experiential learning activity that is facilitated by the University and carried out (either partially or fully) under the direction of an external or 3rd party).
      b. Placement Procedural Flowchart;
      c. Placement Procedural Glossary of Terms; and
      d. Supporting toolkit of resources.
Recommendation

The Senate Learning and Teaching Committee consider the final report (attached) and the proposed recommendations within in relation to:

1. definition of ‘placement’;
2. placement procedure; (flowchart and glossary);
3. tool kit of resources to support student placements;
4. broader partner engagement issues;
5. community of practice; and
6. communication and compliance.

Background and purpose

At the SLTC meeting of 9 March 2015, the Committee endorsed a proposal for the establishment of a Placement Co-ordination Task Force. The Task Force mandate was to develop a framework to improve the coordination, risk mitigation and relationship leverage across the University's diverse student placement programs. The Placement Coordination Task Force presented SLTC with an interim report on its work in November 2015 and this document constitutes its Final Report.

Representation and process

The Task Force was constituted in June 2015 under the Chairmanship of Prof Sherman Young with membership comprising representatives from all faculties, MGSM, Careers and Employment, HDRO, MI (International Operations), PACE, Risk and Assurance, Health and Safety, and Governance.

A smaller Working Group of the Task Force was charged with undertaking an extensive program of work to give effect to the Task Force’s mandate. This included inter alia an audit of placement programs across all faculties; a review of existing policy frameworks and operational procedures to identify synergies, differences, duplications and gaps; and the development of a range of resources to support improved effectiveness and coordination of placement programs.

The Working Group also held a workshop in November 2015 to brief and engage a broader range of staff in this work. This yielded further insights into the key challenges and opportunities in supporting student placements and highlighted a range of issues common to many programs. These were taken into account in the subsequent development of the procedural flowchart and supporting resources. In addition, individual meetings were held with representatives from each placement type across the University to ensure that the process and materials adequately reflected their requirements. The resulting matters for approval and issues for discussion/referral are presented in this Final Report of the Task Force to SLTC.

Operational impact

All faculties and departments facilitating student placement programs which count for academic credit.
Consultation process

Task Force membership:

Sherman Young (Chairman) Learning, Teaching & Diversity
Allison Simons PACE International
Amanda Hough Macquarie International (Exchange outbound)
Angela Stark Faculty of Medicine & Health (Physiotherapy)
Ellen Carlson Policy Unit
Fiona Courtis PACE Local and Regional
Jennifer Ruskin Faculty of Business & Economics
Judy Hutchison PACE Internships
Julie Doherty Careers & Employment
Lindie Clark PACE
Lisa Middlebrook Corporate Engagement
Maryam Khalid Faculty of Arts (International Studies)
Nazmul Huda Faculty of Science & Engineering
Nick Mansfield Research Office
Nicole Roeth PACE Health & Safety
Pat McDonald MGSM
Petronella D’Souza Faculty of Human Sciences (Education)
Rebecca Vogel Faculty of Arts (PICT)
Ros Knight Psychology Clinics
Sanyu Mugambwa Macquarie International
Teneale Lavender Office of Indigenous Strategy
Trudy de Vries Risk and Assurance

Submitted by: Lindie Clark, PACE Academic and Programs Director, on behalf of the SLTC Placement Co-ordination Task Force
lindie.clark@mq.edu.au

For enquiries: Fiona Courtis, PACE Local and Regional Co-ordinator
Ext: 6398
fiona.courtis@mq.edu.au
1. DEFINITION OF “PLACEMENT”

For approval

- Definition of placement

For discussion

- Recommended review of the risk management and governance frameworks governing fieldwork that does not involve a third party

Background

An initial challenge for the Task Force was the lack of an agreed definition of placement. Consultation with stakeholders revealed a variety of outbound and on-campus experiential learning activities referred to as “placements”, the common feature of which was engagement with an external or 3rd party in the conduct and supervision of the learning activity. Following feedback received from the SLTC meeting of 9 November 2015 the following (simplified) definition is proposed.

**Placement:** “an experiential learning activity that is facilitated by the University and carried out (either partially or fully) under the direction of an external or 3rd party*.”

(Note: A *3rd party is defined as an organisation in the public, private or not-for-profit sector. Placements involving an Office, Faculty or Controlled Entity of Macquarie University are also covered by this definition if that entity is acting as the Host Supervisor of the student placement, e.g. a student internship with a Research Centre or with Campus Life.)

It is important to note that this proposed definition of Placement does not cover off-campus fieldwork conducted under the direct supervision of Macquarie staff unless that fieldwork also involves a 3rd party. That is because the University has an enhanced duty of care in such situations that demands a more tailored approach to governance, quality and risk management. It may, however, be timely for SLTC to consider whether a review of the frameworks governing fieldwork are in need of review as it has come to the Placement Coordination Task Force’s attention that procedures are not consistent across Faculties in this regard.
2. PLACEMENT PROCEDURE

For approval

- Rescind existing Practical Placement Policy
- Adopt procedural flowchart and supporting glossary
- Adopt tool kit of resources (see below) to supersede existing policy. (A link to these resources will be available through Policy Central)
- Risk and Assurance to work with not-for-credit placement programs to assess risk management and governance frameworks on a case-by-case basis

Background

The Task Force considered whether a formal placements policy should be drafted. There is an existing Practical Placements Policy which dates from 2012. The Task Force noted that this largely applies to clinical placements and is not easily adapted to cover the diversity of placements now offered by the University. Moreover, given the more recent adoption of the Learning and Teaching Strategic Framework and other existing policies governing student activities (e.g. Student Code of Conduct; Insurable Risk Guideline), the Task Force is of the view that a new Placement Policy per se is not required. The Task Force instead recommends that a Placement Procedure (in the form of a procedural flowchart) and a Tool Kit of Resources (discussed later in this Report) be adopted as these provide a more practical governance solution.

Procedural flowchart

The procedural flowchart (at Attachment A and Glossary at Attachment B) sets out a reliable logic for supporting student placements, with a focus on those placements that count for academic credit (Note: this includes placement units which do not accrue credit points but do count towards degree requirements, e.g. ENGG400). The flowchart does not attempt to represent all the nuances of each unique type of placement. Rather it clearly identifies the main considerations at each stage of establishing, conducting and evaluating a placement, with a view to improve overall consistency and coordination across the University and to reduce institutional risk.

NB. The Task Force suggests that risk management and governance arrangements for student placement activities that do not accrue academic credit need to be assessed on a case-by-case basis, as the University’s duty of care and liability varies depending on the degree of control / endorsement provided by the University. It is recommended that Risk and Assurance conducts these assessments on a case-by-case basis with the specific auspicing programs (e.g. unpaid internships facilitated by the Careers & Employment Office, GLP, etc.)

Development of the flowchart helped to identify some areas where a policy, process, or technology vacuum exists, most notably in the area of partner engagement. For example, there is currently no uniformly used CRM for tracking and recording partnership relationships across campus, nor is there an easily accessible central repository for placement agreements and related resources (e.g. insurance certificates). In part these gaps reflect the absence of a policy framework for partner engagement at the University level. This can result in uncoordinated partner relationship management across the institution which in turn poses a significant reputation risk. These gaps are highlighted in red on the flowchart as they require further consideration and/or referral to an alternative forum for discussion and resolution (see discussion in Section 4 below).
3. TOOL KIT OF RESOURCES TO SUPPORT STUDENT PLACEMENTS

For approval

Tool kit including

- Placement requirements checklist
- Standard agreements
- Golden rules for placement agreements
- Student placement FAQ for staff

For discussion and decision

- IT platform for tool kit
- Administrative arrangements for the tool kit

Background

The Placement Coordination Task Force, through its Working Group, has developed a comprehensive suite of resources to underpin the procedural flowchart (at Attachment C). The tool kit comprises examples of documents and other resources that can be used to support each stage in the placement process (i.e. pre-placement, in-placement, and post placement). Many tool kit templates are customisable for varying activities depending on the nature and context of the placement activity. A few key resources will help guide all placements and these are highlighted below:

Placement requirements checklist

The Task Force has developed a Placement Requirements Checklist that sets the benchmark quality standards for all student placements at Macquarie University (Attachment D).

Standard agreements

The Office of General Counsel (OGC) has developed a range of standard legal agreement templates that should be used to underpin student placements wherever possible. These are available in Truth:

- Memorandum of understanding (MOU) (https://truth.mq.edu.au/share/id/mqu2035m/info)
- International student exchange agreement (https://truth.mq.edu.au/share/id/mqu1s12p/info)
- Non-disclosure agreement, mutual (https://truth.mq.edu.au/share/id/mqu1s124/info)
- Non-disclosure agreement, one way (https://truth.mq.edu.au/share/id/mqu1s127/info)

‘Golden Rules’ for placement agreements

In conjunction with OGC, the Task Force has developed a set of “Golden Rules” for developing student placement legal agreements in situations where the standard templates provided above are not applicable (Attachment E). These “Golden Rules” stipulate the mandatory legal requirements and prohibitions for new placement agreements. Staff are still required to consult with the Office of General Counsel in the development of any new student placement agreement, but the Golden Rules provide a useful guide to the key issues to be considered in that process.

Student placement FAQ for staff

This list of Frequently Asked Questions has been compiled to respond to the issues / questions most
commonly asked by staff charged with developing, implementing or assuming responsibility for a student placement program (Attachment F). It was compiled in light of feedback from the workshop held in late 2015 and is intended to be a living document which will be updated as required.

**Format and administration of the tool kit**

The Task Force recommends that the Placements Procedure (comprising the flowchart and tool kit of resources) be made widely accessible to staff, via an IT platform such as Truth, wiki or a flexible, widely accessible alternative. As noted earlier, there should be a link to these resources from Policy Central.

SLTC’s advice is sought on the most appropriate format and location for these resources. Responsibility for administration and maintenance of these resources online also needs to be assigned given the current lack of a dedicated central resource for coordinating student placements (see also the concept of a “Placements Office” discussed below, which is one way of resolving this problem).
4. BROADER PARTNER ENGAGEMENT ISSUES AND PROPOSED “PLACEMENTS OFFICE”

For discussion and referral

- Is there value in the University adopting an overarching Partner Engagement Policy?
- Is there value in the University adopting a University wide CRM for managing relationships with external partners (including Placement hosts)?
- Recommend the establishment of a cross-portfolio Working Group to investigate the feasibility of establishing a central Placements Office to coordinate a range of “back office” administrative functions supporting Student Placement programs across campus

Background

As indicated earlier in this report (and highlighted in red on the flowchart), the Task Force has identified a number of key areas where a current policy, process, and/or technology disparity create significant risk for the University. These include (but are not limited to):

a. absence of an overarching Partner Engagement Strategy/Policy
b. absence of university wide CRM for partner relationship management
c. absence of a comprehensive (and widely accessible) repository for student placement legal agreements
d. lack of coordinated mechanism for maintenance of a range of institutional standards in regard to student placements (e.g. risk assessment and management, insurance, etc.)

As discussed below, while the first two of these risks extend beyond the ambit of student placements (and hence SLTC’s remit), the Task Force considers that the latter two could potentially be mitigated by the creation of a central Placements Office with a dedicated operational support team.

Broader partner engagement issues

The issue raised most frequently by placement-related staff throughout the course of this project was the lack of a university wide CRM and the risk this represents to the University’s reputation. A range of different systems are currently being used by different areas of the University to manage external partner relationships, e.g. Tracker (used by Corporate Engagement, PACE, MGSM internships and Research Office), Advance (used by Advancement), and other CRMs (e.g. those used by Campus Life, Sport and Recreation, and Alumni). None of these systems are visible to staff outside the functional area, nor do they interface with systems in other parts of the University. Moreover, some placement programs do not use any CRM at all and instead record partner details manually (e.g. on spreadsheets). The lack of a single CRM to manage the University’s relationships with external partners is both inefficient and ineffective and poses a real risk for partner attrition. Given the central importance of placement programs to the University’s L&T strategy, the Task Force believes this is a risk that the University cannot afford to ignore. The Task Force therefore urges the University to consider adopting a common CRM for managing relationships with external partners.

While technology (e.g. a uniform CRM) is an important part of the solution, a range of other measures are also required to enable improved coordination across the University of relationships with external partners. These include: an overarching Partner Engagement Policy and supporting protocols, e.g. identification of designated relationship “holders” to coordinate information flows with (at the very least) strategically significant external partners; and mechanisms to build trust and collaboration across the University in its interactions with external partners (e.g. Communities of Practice as discussed in Section 5 below). As noted above, these issues extend beyond the remit of SLTC, but the Task Force urges the Committee to draw them to the attention of Senate for resolution and/or referral elsewhere.
Proposed Placement Office

Late in its deliberations, the Task Force discussed the idea of establishing a dedicated Placement Office to coordinate a range of “back office” administrative functions supporting Student Placement programs across campus. Such an office could, *inter alia,*

- Administer and maintain a comprehensive (and widely accessible) repository of resources to support student placements (e.g. the Placement Tool kit of Resources; a database of student placement legal agreements; etc.)
- Provide a focal point for maintaining a range of institutional standards in regard to student placements (e.g. risk assessment and management, insurance, protocols to coordinate and leverage relationships with external partners providing students placements, etc.)

Establishment of such an Office could potentially reduce the duplication, gaps and lack of coordination across these functions that currently pertains. However, the Task Force was strongly of the view that responsibility for partner relationships and determining the learning outcomes should remain with Faculty-based placement staff on the “front line”, as they are best equipped to liaise with partners about the specific needs of their students and programs.

The Task Force understands that SLTC may not consider the establishment of a Placements Office to be within its purview but recommends that in principle support be granted to the concept being explored further by a Working Group comprising representatives of the DVC (Academic), DVC (Students & Registrar) and Chief Operating Officer (DVC).
5. COMMUNITY OF PRACTICE

For approval

- Establishment of a Placement Community of Practice (initially combined with the PACE CoP)

Background

As flagged in its interim report to SLTC in November 2015, the Placement Coordination Task Force recommends establishing an ongoing community of practice (CoP) to continue the very valuable collaboration across the University’s placement programs initiated through this project. A CoP could support the professional development of academic and administrative placement staff and provide a forum to discuss common issues, risks and opportunities. It would also encourage ongoing information exchange between placement programs, foster the development of trust across the placement community, and facilitate enhanced leverage of a very significant stable of external partner relationships.

A suitable interim measure may be to widen the existing PACE Community of Practice to include other placement staff. The PACE CoP is well established and its scope could be broadened to include issues pertinent to the management of all student placements. If sufficient demand arises a more focused Placement CoP could be established in due course.
6. COMMUNICATION AND COMPLIANCE

Following University wide communication of the new procedure and Tool kit resources, the Task Force recommends that the Risk and Assurance team lead on a priority based risk assessment of current placement programs to identify areas that need assistance in complying with the new framework.

For discussion and referral

- Development of a communication plan (and responsibility for rollout)
- Risk assessment to prioritise current placement programs that require assistance in complying with the new Placement Procedure
Start

Is student undertaking a placement (see glossary for definition)

- YES

- NO

Does the activity involve a 3rd party?

- YES

- NO

Does the activity count towards student’s course requirements?

- YES

- NO

E.g. GLP, PACE co-curricular, SBS Media Mentorship, Indigenous Cadetship, work experience.

The University’s position in relation to liability, duty of care, fair work etc. will depend on the degree of control that University staff have over the activity.

- YES

- NO

Research (under MQ supervision/direction & involving 3rd party – UG/PG coursework & HDR students))

Key TOOL KIT Items:
- Placement Requirement Checklist
- Student Placement FAQ’s for Staff

Will MQ staff be responsible for initiating the placement?

- YES

- NO

Students to consult Placement Co-ordinator to determine if student initiated placements are permitted. Placement Co-ordinator to advise applicable process.

Is there an organisation you would like to work with?

- YES

- NO

Consult list of existing partners to determine suitable organisation

Do you or another area of the University have a relationship with this organisation?

- YES

- NO

I DON’T KNOW

We need:
(i) a university wide CRM (including key relationship contacts for partners)
(ii) a business process to check existing partners
(iii) a business process to establish new partner relationships.

Is this research approved by the University

- YES

- NO

Research Office to determine process

Red text = Needs further consideration/advice
Grey italicised text = tips and advice
Blue italicised text = toolkit items
Does the agreement meet the Golden Rules?

YES

Does the agreement meet your requirements?

YES

Are you able to secure a partnership?

YES

From pg 1

NO

Consult with Office of General Counsel to develop appropriate agreement. Refer Toolkit Standard Agreements

NO

I DON'T KNOW

Return to partnership list or develop new partnership

We need a process to establish how we identify existing agreements? Where are they stored and who has access to these? See page 1

Key TOOL KIT items:
- Placement Agreement Checklist (to establish currency of agreement)
- Example Standard Agreements templates (e.g. MOU, Contract, Non-disclosure agreement) available in Truth
- ‘Golden rules’ of Placement Agreements

Consider impact of location (international, NSW Sydney, NSW regional, interstate, remote, very remote, internal (MQ or controlled entities)) on form of agreement, type of supervision, WHS/risk assessment etc
Is placement able to progress?

- Academic coursework and prior placement validation (including selection process and consultation with host organisation and supervisor)
- Clarify placement requirements (i.e. Inherent Requirements) with students and refer those needing adjustments to Campus Wellbeing

- Establish and agree goals with student(s) (learning / career or project goals as appropriate for placement type)
- Establish partner and student commencement requirements

If not already considered, undertake student checks:
- Enrolment and Registration
- Application and CV if required
- Interview if required
- CRC or WWCC if required
- Any other checks/requirements (e.g. NPC, vaccinations)
- Insurance
- Grants (e.g. New Colombo Plan)

Initiate formal* contact with partner:
Identify key requirements of partner (i.e. interview, refer to partnership list)
*informal discussions may already have taken place

Undertake preparation for activity placement (including student checks)*
*these may have been addressed earlier in the process

Begin placement preparation (parallel processes)

Example TOOL KIT items:
- Example Placement Calendar
- Unit Guides
- Example Learning Contract
- NSW Health and MQ compliance information
- Student Declaration Placement Experience
- PACE Local and Regional Background Checks Guide
Pre-placement briefing:
- Placement roles/responsibilities
- Manuals/info/orientation
- Next of kin contact details
- WHS requirements
- Leisure travel

Monitoring throughout placement:
- Learning outcomes (sign-offs)
- Call-back/tracking mechanisms & documentation requirements
- Escalation protocols & triage
- Review processes (obtaining ongoing feedback from student and partner)
- Assessment requirements & management of issues
- Academic progression mechanisms

Close out briefing:
- Review and evaluation process (host, student, supervisor, academic)
- Finalisation of grades
- Academic process (determine whether student can continue the program)
- Action of areas for improvement
- Ongoing monitoring of student
- Maintenance of records
- Determine protocol for ongoing relationship between student and placement partner
- Maintain on-going pastoral care relationship with students as appropriate

Example TOOL KIT items:
- Student Code of Conduct
- Professional Conduct Responsibilities
- Student Safety and Emergency Information
- Insurance Certificate of Currency

Example TOOL KIT items:
- PACE Local and Regional Incident Response Plan
- Student Placement Log Book
- PACE Incident Response Z card

Example TOOL KIT items:
- Evaluation of Clinical Placement
- Internship Student Feedback Questionnaire
- Workplace Supervisor’s Report
- PACE Unit Reflection
- Learner Experience of Unit Survey

End

Return to start of process
<table>
<thead>
<tr>
<th>Placement flowchart term</th>
<th>Proposed definition</th>
<th>University Glossary definition</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd party</td>
<td>In the context of a placement, a third party is an organisation that does not administer / have responsibility for a student’s main program of study. A third party can include organisations in the public, private or not-for-profit sector, including other staff in Departments, Facilities, Offices or Controlled Entities of Macquarie University.</td>
<td>A third party arrangement is where a higher education provider (HEP) enters into an arrangement with another organisation for the delivery of some or all of a course. Students undertaking such a course must be enrolled with the HEP. The HEP is the principal and must carry full responsibility for all aspects of delivery, including quality and standards, teaching by qualified staff, adequate resources and facilities, and adequate measures to protect the welfare of students. The provider, who can be a wholly owned subsidiary of the HEP, delivers the course, however the HEP grants the academic award eg courses delivered by Macquarie City Campus.</td>
<td>None</td>
</tr>
<tr>
<td>agreement</td>
<td>A legally-binding contract which governs the relationship between the University and other organisations or entities.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>clinical placement</td>
<td>A placement (See definition below) conducted in a Health setting where the student is providing clinical services to a client of an organisation under Supervision. It is a subset of Field Placement.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>co-curricular</td>
<td>A placement activity which students undertake concurrently with their studies, and which does not count for academic credit towards their degree.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>CRC (or NPC)</td>
<td>A Criminal Records Check (CRC) or National Police Check (NPC)- Across many industries it is now a mandatory requirement that employees have a valid and current national police check. A CRC is often also required for visa, adoption, employment (including authorisation as an authorised carer), approval as a household member of an authorised carer, some occupational licensing purposes, student placements and for volunteers working in Commonwealth supported aged-care facilities.</td>
<td>None</td>
<td>Source: <a href="https://www.police.nsw.gov.au/about_us/structure/specialist_operations/forensic_services/criminal_records_section">https://www.police.nsw.gov.au/about_us/structure/specialist_operations/forensic_services/criminal_records_section</a></td>
</tr>
<tr>
<td>direction</td>
<td>The supervision, mentoring and guidance with which students are expected to comply in order to achieve the requirements of the set task to achieve a satisfactory result.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>exchange</td>
<td>Approved credit bearing studies completed at a university other than the student’s home university, as part of an official bilateral exchange agreement between Macquarie University and a partner university. Students are required to pay full fees to their home university while studying at their host university.</td>
<td>Approved studies completed at a university other than a student’s home university, as part of an official bilateral exchange agreement between Macquarie University and a partner university. Students are required to pay full fees to their host university while studying at their host university.</td>
<td>Students are required to pay full fees to their home university while studying at their host university.</td>
</tr>
<tr>
<td>fieldwork (with a partnership component)</td>
<td>A learning activity conducted on a site in the natural or built environment that is undertaken with and benefits a partner organisation, but is supervised on-site by a Macquarie staff member.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Placement flowchart term</td>
<td>Proposed definition</td>
<td>University Glossary definition</td>
<td>Additional information</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------</td>
<td>-------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>GLP</td>
<td>GLP stands for Global Leadership Program. Students learn global skills and understanding - and put them into practice by studying, volunteering and participating in activities in Australia and overseas.</td>
<td>None</td>
<td>Macquarie’s Global Leadership Program is an extracurricular program that can be undertaken alongside any degree at Macquarie. It provides unparalleled opportunities for students to enhance their study experience and develop important leadership skills.</td>
</tr>
<tr>
<td>host organisation</td>
<td>The organisation where a student is undertaking a placement/activity.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>internship</td>
<td>An internship is a student work placement within a third-party partner organisation for which the student receives academic credit. The Internship gives students a clearer career direction through gaining a taste of their potential career via practical experience.</td>
<td>None</td>
<td>Internships may be paid or unpaid, full time or part time.</td>
</tr>
<tr>
<td>MOU</td>
<td>An agreement which formalises the terms of a relationship, arrangement or understanding between the University and another party. It is not intended to be legally binding on either party.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>NDA (Non-disclosure agreement)</td>
<td>A non-disclosure agreement (NDA) is a legal contract between at least two parties that outlines confidential material, knowledge, or information that the parties wish to share with one another for certain purposes, but wish to restrict access to or by third parties. It is a contract through which the parties agree not to disclose information covered by the agreement. An NDA creates a confidential relationship between the parties to protect any type of confidential and proprietary information or trade secrets.</td>
<td>None</td>
<td>Source: <a href="https://en.wikipedia.org/wiki/Non-disclosure_agreement">https://en.wikipedia.org/wiki/Non-disclosure_agreement</a></td>
</tr>
<tr>
<td>OCG (Office of General Counsel)</td>
<td>Office of General Counsel provides legal services to office-holders and staff of the University in the conduct of University business. It does not provide advice to students or personal advice to staff.</td>
<td>None</td>
<td>Source: <a href="http://www.mq.edu.au/about_us/offices_and_units/office_of_the_general_counsel-legal_services/">http://www.mq.edu.au/about_us/offices_and_units/office_of_the_general_counsel-legal_services/</a></td>
</tr>
<tr>
<td>organisation</td>
<td>Any incorporated or unincorporated association or group of persons, including offices and units of the University.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>PACE</td>
<td>PACE stands for Professional and Community Engagement. PACE integrates practical experience into Macquarie degrees by connecting students with partner organisations to provide a mutually beneficial experience. PACE is designed to deepen knowledge and broaden experience by applying academic study to real life.</td>
<td>As one of the 3 Ps in the Macquarie curriculum, PACE is designed to deepen knowledge and broaden experience by applying academic study to real life. PACE integrates practical experience into Macquarie degrees by connecting students with partner organisations to provide a mutually beneficial experience.</td>
<td></td>
</tr>
<tr>
<td>partnership</td>
<td>A relationship between the University and other organisations or entities that is developed to facilitate [placement goals], and is (often) supported by a formal written agreement</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>placement</td>
<td>An experiential learning activity that is facilitated by the University and carried out (either partially or fully) under the direction of an external or third party.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Placement flowchart term</td>
<td>Proposed definition</td>
<td>University Glossary definition</td>
<td>Additional information</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------</td>
<td>--------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>remote</td>
<td>In Australia, remoteness is calculated using the road distance to the nearest Urban Centre in each of five classes based on population size.</td>
<td>None</td>
<td>Macquarie University student placements into remote and very remote locations are likely to require additional risk review processes and preparation of students, such as an induction session. This link <a href="http://www.doctorconnect.gov.au/internet/otd/publishing.nsf/Ccontent/locator">http://www.doctorconnect.gov.au/internet/otd/publishing.nsf/Ccontent/locator</a> can be used to determine if a location is classified as remote or very remote.</td>
</tr>
<tr>
<td>research</td>
<td>Original investigation undertaken in order to gain knowledge and contribute to the body of academic, clinical, or professional understanding. It can occur in all faculties and disciplinary fields across the University, and includes research conducted in the governance, educational, and service areas of the University</td>
<td>None</td>
<td>From the Responsible Conduct of Research: <a href="http://www.research.mq.edu.au/strategy/policies_procedures_and_conduct/australian_code_for_the_responsible_conduct_of_research">http://www.research.mq.edu.au/strategy/policies_procedures_and_conduct/australian_code_for_the_responsible_conduct_of_research</a></td>
</tr>
<tr>
<td>Student Code of Conduct (COC)</td>
<td>Obligations and standards expected of students in the performance of their duties while on placement</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>supervisor</td>
<td>Person responsible for providing supervision and professional guidance to a student whilst undertaking a placement. Supervisors should provide advice and support to develop a student’s progress towards specific learning outcomes.</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>very remote</td>
<td>In Australia, remoteness is calculated using the road distance to the nearest Urban Centre in each of five classes based on population size.</td>
<td>None</td>
<td>Macquarie University student placements into remote and very remote locations are likely to require additional risk review processes and preparation of students, such as an induction session. This link <a href="http://www.doctorconnect.gov.au/internet/otd/publishing.nsf/Ccontent/locator">http://www.doctorconnect.gov.au/internet/otd/publishing.nsf/Ccontent/locator</a> can be used to determine if a location is classified as remote or very remote.</td>
</tr>
<tr>
<td>WHS</td>
<td>Work Health and Safety (WHS) is an area concerned with the safety, health and welfare of people engaged in work/employment or placements.</td>
<td>None</td>
<td>Source: <a href="https://en.wikipedia.org/wiki/Occupational_safety_and_health">https://en.wikipedia.org/wiki/Occupational_safety_and_health</a></td>
</tr>
</tbody>
</table>
Tool kit of resources

TO SUPPORT STUDENT PLACEMENTS

Top level:

- Placement requirement checklist
- Student placement FAQ for staff
- Placement agreement checklist
- Golden rules for placement agreements

Pre-placement:

- NSW Health and MQ compliance information
- Student declaration placement experience
- Example placement calendar
- Example internship agreement for domestic placements
- Professional conduct responsibilities
- Student safety and emergency information
- Insurance certificate of currency
- Insurance general and products liability protection
- Insurance professional liability protection

PACE resources (pre-placement):

- PACE for Partners PowerPoint presentation
- Partnering with PACE 2016
- PACE risk assessment help sheet
- PACE Disability awareness staff flyer
- Key facts about PACE: quick reference guide
- PSY399 early commencement guide
- PSY399 matching placements to specific needs
- PSY399 partner placement guide
- PACE Local and Regional background checks guide
- PACE partner pre-screen guideline
- PACE disability awareness staff flyer

During placement:

- Example learning contract
- Example unit guide SOC849
- Student placement log book
- Example clinical educator information manual
- What do I ask if informed of a critical incident?

PACE resources (during placement):

- PACE incident response Z-card
- PACE disability support Z-card
- Getting ahead in the career queue 2016
- Example unit guide FOBE200
- Example incident response plan PACE LAR
- Governance and Guidelines for PACE partners
Post placement:

- Evaluation of clinical placement
- Internship student feedback questionnaire
- Workplace supervisor’s report

PACE resources (post-placement):

- PACE unit reflection
- Learner experience of PACE survey
Placement requirements checklist

MANDATORY REQUIREMENTS FOR STUDENT PLACEMENTS

☐ A clear statement of the objectives of the placement program including relevant Learning Outcomes

☐ Clear standards and a mechanism for assessing the suitability of partner organisations, including against the following considerations:
   i. Does the organisation align with the broad ethical framework of Macquarie University?
   ii. Does the organisation provide suitable activities that would enable students to meet the Learning Outcomes of the placement?
   iii. Does the organisation meet professional accreditation requirements (where relevant)?

☐ Clear standards and processes for relationship and information management of partner organisations including consultation with all relevant stakeholders (e.g. other Faculties and Departments with existing relationships with the partner, Corporate Engagement, Research Office, Macquarie International, etc.)

☐ Clear documentation of, and a mechanism for securing agreement to, the respective Roles and Responsibilities of the University, partner organisation, and students on placements (e.g. through an MOU or legal agreement, Placement Handbook, Student Code of Conduct, Student Undertaking, etc.)

☐ Procedures to ensure adequate insurance coverage is in place

☐ Mechanisms and standards for conducting and approving WHS and ethical risk assessment of placements

☐ Mechanisms and standards for assessing the readiness of students to engage in the placement

☐ Mechanisms for obtaining and securing adequate, current and accessible records (e.g. attendance logs, participation and goal achievement), and resources (e.g. manuals, forms) of placement and emergency contact details for students (i.e. type of project, partner, location, student work log books etc.) and arrangements for storing and/or disposal of this information in accordance with regulatory frameworks

☐ Mechanisms and standards to ensure adequate supervision of students on site at the host organisation including oversight of students’ professional conduct and competence, and pastoral care, and mechanisms for dealing with suboptimal supervision
☐ Mechanisms and standards to ensure adequate student monitoring by University staff whilst students are on placement with host organisations, including assurance of learning, professional conduct and pastoral care

☐ Procedures to deal with critical incidents

☐ A review and evaluation protocol to gain feedback on the placement experience from students, partners (e.g. host supervisor) and university staff in order to contribute to continuous improvement of the placement program

☐ A nominated university officer to be responsible for due diligence and implementation support for each placement program
Golden rules for placement agreements

CONTRACT REQUIREMENTS AND PROHIBITIONS

It is imperative that the following requirements are addressed in the development of any new placement agreements. Wherever possible existing standard agreement templates should be used.

These standard templates are available in Truth:

Memorandum of understanding (MOU) (https://truth.mq.edu.au/share/id/mqu2035m/info)

International student exchange agreement (https://truth.mq.edu.au/share/id/mqu1s12p/info)

Non-disclosure agreement, mutual (https://truth.mq.edu.au/share/id/mqu1s124/info)

Non-disclosure agreement, one way (https://truth.mq.edu.au/share/id/mqu1s127/info)

In the event that a standard template cannot be used, you must ensure that the following requirements and prohibitions are considered in the contract.

YOU **MUST HAVE** THE FOLLOWING IN CONTRACTS:

1. Obligations of all parties (the placement host and MQ, and student and supervisor) (e.g. induction, supervision, service levels, performance metrics, learning outcomes, etc. – some of which might best be described in a schedule)
2. How variations to the duration, cost and or scope of the placement will be managed
3. Compliance requirements to legislation, standards or MQ policy/procedures
4. Nominated key personnel, if the placement is reliant on the presence or expertise of key personnel.
5. A clause that the use of any sub-contractor is only allowed after approval by MQ
6. Disclosure of any conflict of interest
7. Determination of how and when the host will have access to MQ data, assets and premises (if any) and vice versa
8. Clarity over how the host will maintain the privacy of any information acquired as part of providing the placement and also IT infrastructure controls to ensure the integrity and security of the information
9. Clarity around how IP (intellectual property) generated by the student during the course of the placement is handled
10. Liability and indemnities (sometimes called and ‘Hold Harmless’ clause) against any damage arising out of the actions of the supplier in the conduct of the placement.

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1 Conflicts of interests are situations where a person, or an organisation, has a clash between their self-interest, professional interest or public interest and that clash has the potential to undermine their impartiality.
2 Liabilities are legal obligations to pay or compensate another party due to an event where the party does not fulfil the terms of the contract or that party causes damage to the other.
3 Indemnities are legally binding promises by which one party agrees to accept the risk of a loss or damage of another. The conditions of that promise must be defined in the contract.
11. The required insurance certification based on the level required for the service and or good (refer matrix)
12. Where iCloud storage is involved, reference to the MQ policy on use and storage security requirements is required
13. Dispute handling arrangements (e.g. provision for mediation)

YOU **MUST NOT** AGREE TO THE FOLLOWING IN CONTRACTS

1. The ownership of any MQ University Intellectual Property\(^4\) and or rights, whether existing or created as part of the contract, to the host.
2. Upfront payments or payment schedules without verification of delivery of defined goods or services
3. Indemnify or offer liability to the host for any damage arising out of the placement
4. Termination of the contract by the host at their discretion for convenience with no compensation to MQ

**NOTE:**

You must seek input and advice from the Office of General Counsel to approve any deviations from these Golden Rules.

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\(^4\) Intellectual Property is any work or invention that is the result of creativity, such as a manuscript or design, and can be protected by statute or legislation, such as patent or copyright. It includes inventions, discoveries, know-how, show-how, processes, unique materials, copyrightable works, original data, and other creative or artistic works. IP also includes the physical embodiment of intellectual efforts (e.g., models, machines, devices, apparatus, instrumentation, circuits, computer programs and visualizations, biological materials, chemicals, other compositions of matter, plans, and records of research).
Student placement FAQ for staff

The following represents some frequently asked questions. Whilst not exhaustive, it is intended to be indicative of the types of issues which apply to most placement scenarios. To add a question to the list contact Fiona Courtis, PACE Local and Regional Coordinator (Fiona.courtis@mq.edu.au)

How can I find a list of existing MQ partners?

The current Tracker database contains details of many existing MQ partners, including those used by PACE (Professional and Community Engagement), and Corporate Engagement. Other areas of the University maintain their own partner relationships and these may not be recorded in a central database, or visible to staff of other faculties/offices. A project is underway in session 2 2016 to gather user requirements for a university-wide CRM to enable improved management of relationships with partners.

What are the WHS requirements for a placement to proceed?

All NSW employers are legally required to comply with the NSW Work Health and Safety (WHS) Act 2011. Employers in other states and territories are governed by similar laws. Under the WHS Act the 'Person Conducting a Business or Undertaking' (PCBU) has the primary duty of care to ensure workers and visitors are safe. For any placement to proceed the partner organisation must be able ensure students will be safe during the placement activity.

On arrival at the placement students should be given a workplace induction including any relevant Work, Health and Safety policies and procedures, emergency evacuation protocols and emergency contact staff.

For more information, contact Work Health and Safety staff in the Risk and Assurance team.

Does the Student Code of Conduct cover all placements? Or vary by type?

The Student Code of conduct applies to all student learning activity including placements. For more information: http://www.mq.edu.au/policy/docs/student_conduct/conduct.html

How do I prepare students to uphold professional codes of ethics?

All students should be informed of their roles and responsibilities, including specific contextual codes of ethics/ professional guidelines prior to commencing their placement. In many cases students will be required to sign a learning contract (or Student Undertaking) before they begin the placement activity to indicate that they agree to abide by the roles and responsibilities.

How can I support students with a disability to complete a placement?

Students with a disability, medical or mental health condition should be encouraged to contact Campus Wellbeing ASAP pre-placement to seek support and (reasonable) adjustments where required.

For more information, see the Student Disability Support Policy. http://www.mq.edu.au/policy/docs/disability_support/policy.html

What is the process for selecting students to complete placement activity?
This depends on whether the placement in question is a compulsory or optional part of a student’s course, where it is located, and how many placement opportunities are available.

Some academic units require completion of a placement activity in order to pass the unit, and in some courses these units are a compulsory requirement of the degree (eg. ENG400, PSY399).

In many cases a placement, such as an internship, is an optional part of a student’s course. These opportunities may be highly sought after by students and so a competitive selection process is often involved.

**How are placement opportunities offered to students?**

This depends on the nature of the placement, the number of opportunities available and the pre-requisite knowledge or skills for completion. In many cases placements are advertised to students via a website/portal or in their iLearn unit posts.

**How is best to deal with non-compliant placement organisations? E.g. not inducting student properly**

It is important to maintain open and honest communication between University staff, host supervisors and partners. Ideally there should be a two-way feedback loop to ensure that host supervisors can provide feedback to the University, and that staff can also provide feedback to the supervisor/partner. In the event of any safety concerns it is best to discuss with the host supervisor/partner directly. You must be satisfied that students are kept safe at the partner organisation.

In the event that you need specific advice about a WHS concern you should consult with the Work Health and Safety staff in the Risk and Assurance team.

**What happens when a student and partner want to continue some form of collaboration after the placement is complete?**

The Fair Work Act recognises work experience arrangements that are a mandatory part of a student’s course. These are considered vocational placements if:

- the host organisation is a national system employer
- the placement is a requirement of the student’s course
- the course offered is authorised under a Commonwealth, State or Territory law

Unpaid placements meeting all these requirements are classified as vocational placements under the Act. If a student is paid for the placement activity, as in the case of a paid internship, they will be classified as an employee and all employee entitlements and provisions should apply.

If a student and partner wish to continue some form of collaboration beyond the placement requirements it may no longer be classified as a vocational placement under the Act. In this case both parties should consider whether an employment relationship has been formed.

In the event that students wish to remain involved in a voluntary capacity they need to consult with the organisation and/or the Career and Employment Service to arrange additional insurance coverage.

ITEM 9.4  MASTER OF ADVANCED CONFERENCE INTERPRETING – CHANGE OF NAME PROPOSAL (ASQC)

For approval.

Recommended resolution
Academic Senate resolve to approve to rename the Master of Advanced Conference Interpreting as the Master of Conference Interpreting, effective 1 January 2017.
ITEM 9.4  MASTER OF ADVANCED CONFERENCE INTERPRETING – NAME CHANGE

Recommendation

That Academic Senate confirm its approval to rename the Master of the Master of Advanced Conference Interpreting as the Master of Conference Interpreting, effective 1 January 2017.

Background

This matter was considered at the 19 July 2016 Academic Standards and Quality Committee (ASQC) meeting, and recommended for Academic Senate’s approval. The proposal was time sensitive to allow the renamed program to be included in the information provided to prospective students at the 20 August 2016 Open Day.

At its 26 July 2016 meeting, Academic Senate approved in principle that the Master of Advance Conference Interpreting be renamed as the Master of Conference Interpreting because of external requirements cited by the Faculty of Human Sciences. This approval was subject to endorsement by the Faculty Standards and Quality Committee, now attached to this report (attachment 1).

At its 19 July 2016 meeting, ASQC also requested that completed Webforms (attached) be provided the next ASQC 2016 meeting. ASQC has subsequently verified there were no changes to the program content, and has confirmed its endorsement of the program (Resolution (ASQC) 16/130).
MEMO TO FSQC

Date: 14th July 2016
To: Associate Professor Pamela Coutts, Chair FSQC
Cc: Jan-Louis Kruger, Head of Department of Linguistics, Linguistics Student Admin, Sue Spinks, Chair L&T Committee Linguistics, Lia Saunders
From: Helen Slatyer, Director, Translation & Interpreting Programmes,
Re: Change of name from the Master of Advanced Conference Interpreting to Master of Conference Interpreting

Dear Pamela,

The Master of Conference Interpreting became the Master of Advanced Conference Interpreting in 2015 in order to align this degree with the Master of Advanced Translation. However, the Master of Advanced Translation has since been deleted from the suite of translation and interpreting programmes due to small enrolments. Consequently, we would like the name of the award to return Master of Conference Interpreting to better align with the other programmes currently offered both at Macquarie and in other comparable institutions.

In addition to our own preference, the National Accreditation Authority for Translators and Interpreters (NAATI), while reviewing our application for approval of the Master of Advanced Conference Interpreting, expressed the concern of the members of the Qualifications Assessment Advisory Committee (QAAC) who assess applications regarding the name of the award.

The Committee felt that the name creates confusion in relation to the national standards for conference interpreters (Level 4 Conference Interpreter & Level 5 Conference Interpreter [Senior]). Level 4 is the entry level to professional practice as a conference interpreter, whereas Level 5 is awarded to experienced and expert professional interpreters on the basis of peer recommendations. The QAAC feels that the name of our degree may mislead potential students and employers into thinking that our programme leads to Level 5 Accreditation rather than the Level 4 that we are applying for. The QAAC has therefore suggested that we consider changing the name of the degree.

This is a 32-credit point award and we are not proposing any change to content or delivery, just to the name.

Please don't hesitate to contact me should you have any questions.

Yours sincerely,

Helen Slatyer
Director, Translating and Interpreting Program
Department of Linguistics
General

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

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of Conference Interpreting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this award an exit award only (ie. not available for admission)? Yes</td>
</tr>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 9 Masters by Coursework Degree</td>
</tr>
<tr>
<td>AQF Guidelines are available here</td>
<td></td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>1 year FTE</td>
</tr>
<tr>
<td>Minimum time to complete, expressed in Full Time Equivalent Years.</td>
<td></td>
</tr>
<tr>
<td>Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document</td>
<td></td>
</tr>
<tr>
<td>If other, provide details:</td>
<td></td>
</tr>
<tr>
<td>Study Mode</td>
<td>Full-time + Part-time</td>
</tr>
<tr>
<td>Attendance Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Location</td>
<td>North Ryde</td>
</tr>
<tr>
<td>Study Period Offerings</td>
<td>Session 1 North Ryde</td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Human Sciences</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Linguistics</td>
</tr>
<tr>
<td>Year of First Offering</td>
<td>(No option selected)</td>
</tr>
<tr>
<td>Rationale</td>
<td>The proposed Master of Conference Interpreting is the same award as the master of Advanced Conference Interpreting and constitutes a name change to better align with the national standards for the certification of conference interpreters in Australia. There will be no changes to the content or delivery of the program. No additional teaching staff, learning and teaching or Library resources are required.</td>
</tr>
<tr>
<td>Replacement</td>
<td>Does the proposed award replace an existing award? Yes</td>
</tr>
<tr>
<td>Name of existing award:</td>
<td>Master of Advanced Conference Interpreting</td>
</tr>
</tbody>
</table>

Details

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Admission Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)</td>
<td>Published in Handbook, Coursefinder and UAC</td>
</tr>
</tbody>
</table>

Australian level 7 bachelor's qualification or recognised equivalent and NAATI professional accreditation as an interpreter (or overseas equivalent); or Australian level 8 or 9 qualification with a minimum mark of 70 in one core advanced practical interpreting subject.

**Required Supporting Documents**
(e.g. Portfolio or CV)
Published in Handbook, Coursefinder and UAC
NAATI accreditation as interpreter (if required)
Overseas equivalent certificate (if required)
CV (if required)

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

### English Language Requirements

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

Refer to [English Language Requirements](#).

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

### Program Structure

Is the award structured on Specialisations? No

**Requirements**


Requirements file has been uploaded.

To view the requirements download the file PHS PG A ConInt ID456-1.xlsx

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

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

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

**Capstone or Professional-practice**

The professional practice for the program will be spread between two units: TRAN879 Mock Conference Interpreting and Research project and TRAN884 Advanced Consecutive Interpreting.

These two units will integrate and synthesise knowledge and skills from across the program domain and demonstrate their application in both consecutive and simultaneous modes.

**Independent Research**

The independent research in this program will be spread across two units: TRAN865 Introduction to Simultaneous Interpreting Theory and Practice and TRAN879 Mock Conference Interpreting and Research project and

In both these units, students will complete an extended research paper equivalent to half of the total marks for each unit.

**Research Methodologies**

The research methodology in the program will be done in either TRAN908 Research Methods in Translation and Interpreting Studies or APPL902 Research methods in language study.

### New Unit Requirements

Will new units be required for the program structure? No

### Award Type

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

### Professional Accreditation

(if relevant)

Provide details of the professional body and timeframe
Application with the National Accreditation Authority for Translators and Interpreters pending.

### Articulated/Nested Award Arrangements

(if relevant)

Does this award have Articulated/Nested Award Arrangements? No

### Work Component

Refer to Section 1 of the CRICOS Application Guide

Does the program have a work-based training component which must be undertaken to gain the qualification? No

### Working with Children Check

Will students require a working with Children Check? No

---

### Specification

**Overview and Aims of the Program**

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

This program teaches students conference interpreting, which includes both advanced consecutive and simultaneous interpreting, prepares them to work as advanced professional interpreters for international and bilateral conferences on various themes and equips them with research and practical skills and strategies.

**Program Learning Outcomes**

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

1) demonstrate advanced conference interpreting skills and techniques: sight translation with and without prior reading, long consecutive interpreting with and without note taking, sight...
Provide Program Learning Outcomes under the categories shown. The Graduate Capabilities should be referenced against each relevant Program Learning Outcome. Refer to senate.mq.edu.au/apc/resources.html.

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

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

You are expected to acquire the skills, techniques, strategies and theoretical knowledge employed by professional conference interpreters throughout this program. To that end, you will be guided progressively to carry out various practical, research and theoretical activities both independently and collaboratively. All these activities are conducted on a learner-centred approach, and they include lectures, tutorials, discussion classes, seminars, and intensive internet-based conference interpreting booth practice. You are encouraged, through independent, peer review and group activities, to identify, analyse and solve major skill development problems you have experienced in your practice by drawing on the feedback, suggestions and recommendations provided by your instructors on a weekly basis.

Since interpreting practice is underpinned by a sound knowledge of the theories and research that have informed current views of practice, you will be exposed to a variety of specially designed teaching and learning tasks. These tasks will include research activities ranging from reading, information gathering, data analysis, self-reflection in and on your own conference interpreting practice, and report writing. You will be encouraged to apply linguistic and extra-linguistic skills and knowledge to investigate, analyse, interpret and synthesise complex information, practical problems and theoretical concepts in relation to conference interpreting.

In addition to class or/and booth-based practice, you are required to regularly reflect on your own performance and keep a reflective journal and a portfolio containing information as to what, how and why you have prepared for your learning.

This program is a student-centred learning program, structured to promote the life-long learning philosophy. So, great importance is attached to fostering your abilities through larger research projects to initiate, plan, implement, evaluate and improve your conference interpreting-related skills, strategies and knowledge. In these projects, you will learn how to apply theoretical concepts and knowledge of conference interpreting for the benefit of all stakeholders in the industry.

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

NOTE: If this award is structured on specialisations, the Assessment details should be provided via the relevant Specialisation form.

The assessment in this program is largely carried out in both formative and summative form. The measures include practical assessment, theoretical and analytical assessments and research projects. While examinations and tests are conducted across the program, active participation, peer review, reflective journal and portfolio are also compulsory tasks and are designed to help students develop self-assessment skills.

In each semester, there is one mid-term test and one final examination, which all require students to integrate and exhibit the extent to which they have mastered required skills, techniques and knowledge. For some units, a portfolio of a student’s work including reflective journal and reports will be assessed according to the stipulated assessment measures. For each unit, assessment standards and criteria are clearly stated in the unit outline, containing all the information as to what is assessed and how it is assessed.

The program offers both formative and summative feedback. Each instructor will provide formative feedback by way of suggestions and recommendations to individual students on a weekly basis. Summative feedback will be given to students periodically, particularly after a test or examination. Feedback may be provided in writing through Learn or simply in discussion between you and your instructors.

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

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

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

Campus Wellbeing contact details:
### Program Standards and Quality
Describe the principal mechanisms by which the standards and quality of provision are maintained, assured and enhanced. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

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

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

Students graduating from this program will have many job opportunities. They will be qualified to work in the:
- conference interpreting sector
- community interpreting sector
- publishing industry
- education sector
- government
- legal sector
- insurance companies
- banking industry

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

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

### Mapping of Program Learning Outcomes to Units
Formal qualifications, RPL (where offered). Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

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

To view the requirements download the file [Map FHS PG A ConInt ID456-2.xlsx](http://senate.mq.edu.au/apc/resources.html).

### RPL

**Relevant Disciplines**

Define cognate areas (relevant discipline) of prior studies:

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

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


**Relevant Area**

Define relevant areas of prior work or professional experience:

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

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

### RPL for Entry

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

**Non-Cognate Bachelor (AQF7)**

Complete Bachelor degree in any discipline

Not applicable
## RPL for Credit Recognition

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

### Cognate Diploma (AQF5)
Entry with a Diploma in a relevant discipline
Not applicable

### Cognate Diploma (AQF6)
Entry with a Diploma in a relevant discipline
Not applicable

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

### Non-Cognate Bachelor (AQF7) + Work Experience
Complete Bachelor degree in any discipline and work experience in a relevant area
Not applicable

### No Formal Learning + Work Experience
No studies complete including or higher than a Bachelor degree in any discipline and work experience in a relevant area
Not applicable

---

### Specific RPL Applied

- **Years to complete degree (reduced full time study load):** 1 year
- **List units of credit/block exempted:**
  - RPL is only granted if the student has completed one of two units below at MQ:
    - TRAN908
    - APPL902
  - Remaining credit points to complete degree: 28

### Delegation to the Admissions Team

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

- **Automatic Offer**
  1) Offer if student has completed Aust. Bachelor degree or equiv. and has NAATI Professional Level Accreditation in Interpreting.
  2) Offer if student has completed MQ Uni. Master of Translating & Interpreting or Postgraduate Diploma of Translating & Interpreting with a grade of 70 or above in TRAN822 or TRAN882.
  No conditional offers to be made by admission's team-Refer to the department.

- **Refer to Department**
  - All other cases.

- **Straight Rejection**
  - N/A

### Other
Any other relevant pathway that may reduce the study load for an applicant.
Not applicable
Consider: Additional Accreditation relevant to the field, employment etc. e.g., Membership to Charted Professional Accountants towards the Master of Accounting (Professional)

There is nothing to enter on this page

Justification

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

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

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

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

Estimated Student Demand

<table>
<thead>
<tr>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Queensland</td>
<td>Name change only to a currently offered degree</td>
<td></td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>Name change only to a currently offered degree</td>
<td></td>
</tr>
<tr>
<td>Monash University</td>
<td>Name change only to a currently offered degree</td>
<td></td>
</tr>
</tbody>
</table>

Estimated Student Demand

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Estimated Full-time and Part-time Students

<table>
<thead>
<tr>
<th>Estimated Full-time and Part-time Students</th>
<th>1st Year of offering</th>
<th>2nd Year of offering</th>
<th>3rd Year of offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated number of Full-time students</td>
<td>11</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Number of international students expected to enrol in this award 15
Number of domestic students expected to enrol in this award 1

Consultation

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

Consultees | Date of consultation | Method of consultation and outcomes
---|----------------------|------------------------------------------------|
Name change only to a currently offered degree | |

Teaching Arrangements: Availability of teaching and support staff
Please address:
- Availability of academic and support staff to deliver the proposed award

Name change only to a currently offered degree. The teaching arrangements will not change.
The below sections need to be filled in by Library and LTC staff respectively prior to submission to your Head of Department. Relevant staff members can be found as follows:

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

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

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

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

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

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

**Research Librarian:** Heather Cooper  
**Date:** 29/07/2016

**Summary Impact Information**

**Resources:** The Library's current collection of journals, databases and monographs (including online formats) will support this program and no new resources have been identified as required. Resources for Reserve and online Unit Readings need to be sent to the Library before each session: lib.reserve@mq.edu.au

**Services / Staffing:** Current Library staffing and services will support this program.

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

**Educational Developer:** Alex Thackray  
**Date:** 01/08/2016

**Summary Impact Information**

**Resources:** No learning and teaching resources are required in addition to current support arrangements.

**Services / Staffing:** No learning and teaching resources are required in addition to current support arrangements.

**International**

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

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

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

<table>
<thead>
<tr>
<th><strong>Internal Mode</strong></th>
<th><strong>Yes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be able to study the proposed award in internal mode for at least 75% each semester?</td>
<td></td>
</tr>
</tbody>
</table>
Session 2 commencements
If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)

<table>
<thead>
<tr>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.</td>
</tr>
<tr>
<td>Please contact the International Compliance Manager (ext 7359; email <a href="mailto:mi.compliance@mq.edu.au">mi.compliance@mq.edu.au</a>) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of MI representative:</th>
<th>Carmen Law Date:</th>
<th>29/7/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td>MI Compliance Manager</td>
<td></td>
</tr>
</tbody>
</table>

Other

### Student Liability Category

<table>
<thead>
<tr>
<th>Fee Paying</th>
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</table>

### Arrangements with Other Providers

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

<table>
<thead>
<tr>
<th>Does the program have arrangements with other providers?</th>
<th>No</th>
</tr>
</thead>
</table>

### External Benchmarks

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

### Approvals

<table>
<thead>
<tr>
<th>Name: Helen Slatyer Ext: 8651 Email: <a href="mailto:helen.slatyer@mq.edu.au">helen.slatyer@mq.edu.au</a> Date: Mon - 18/7/16 Comment: Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Pamela Coutts Ext: 8444 Email: <a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a> Date: Thu - 28/7/16 Comment: Faculty Board</td>
</tr>
<tr>
<td>Name: Helen Slatyer Ext: 8651 Email: <a href="mailto:helen.slatyer@mq.edu.au">helen.slatyer@mq.edu.au</a> Date: Mon - 1/8/16 Comment: Director</td>
</tr>
<tr>
<td>Name: Sue Spinks Ext: 8770 Email: <a href="mailto:sue.spinks@mq.edu.au">sue.spinks@mq.edu.au</a> Date: Mon - 1/8/16 Comment: Head of Department</td>
</tr>
<tr>
<td>Name: Pamela Coutts Ext: 8444 Email: <a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a> Date: Wed - 3/8/16 Comment: FSQC</td>
</tr>
<tr>
<td>Name: Helen Slatyer Ext: 8651 Email: <a href="mailto:helen.slatyer@mq.edu.au">helen.slatyer@mq.edu.au</a> Date: Wed - 3/8/16 Comment: Director</td>
</tr>
</tbody>
</table>

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<th>Ext</th>
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<tr>
<td>Sue Spinks</td>
<td>8770</td>
<td><a href="mailto:sue.spinks@mq.edu.au">sue.spinks@mq.edu.au</a></td>
<td>Wed - 3/8/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Lia Saunders</td>
<td>7962</td>
<td><a href="mailto:lia.saunders@mq.edu.au">lia.saunders@mq.edu.au</a></td>
<td>Wed - 3/8/16</td>
<td>FSQC</td>
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<tr>
<td>Rebecca Ball</td>
<td>7237</td>
<td><a href="mailto:rebecca.ball@mq.edu.au">rebecca.ball@mq.edu.au</a></td>
<td>Wed - 3/8/16</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Pamela Coutts</td>
<td>8444</td>
<td><a href="mailto:pamela.coutts@mq.edu.au">pamela.coutts@mq.edu.au</a></td>
<td>Mon - 8/8/16</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

If you experience problems with this site, please email curriculum@mq.edu.au
ITEM 9.5  BACHELOR OF ENGINEERING WITH HONOURS: HONOURS CLASSIFICATION (ASQC)

For approval.

Recommended resolution
Academic Senate resolve to approve the:

i. introduction of an Honours Weighted Average Mark (HWAM);
ii. amendment of cut-offs for Honours Class 1 and Honours Class II.2; and
iii. clarification of the thesis requirement with regards to Honours Class 3.
ITEM 9.5: BACHELOR OF ENGINEERING WITH HONOURS: HONOURS CLASSIFICATION

Recommendation
For approval (as per the recommendations outlined in the attached Summary of Recommendations).

Background
At its meeting of 26 April 2016, ASQC considered a proposal from the Faculty of Science and Engineering that Macquarie University award a Bachelor of Engineering with Honours degree to all students who fulfil the requirements of the four-year professional engineering program.

ASQC noted that:
- Australian Professional Engineering Programs accredited by Engineers Australia have standards which require an AQF Level 8 Bachelor Honours degree; and
- Macquarie currently enrolls all commencing undergraduate engineering students in the Bachelor of Engineering with Honours (an AQF Level 8 Award).

ASQC noted that honours classifications at Macquarie are based on the calculation of a Weighted Standard Numerical Grade (WSNG) for all qualifying units, and requested that clarification on the calculation of Class 3 honours grades in the sector be brought back to ASQC for consideration.

Issue
ASQC considered the attached report on the Bachelor of Engineering with Honours: Honours Classification at its meeting of 23 August 2016. ASQC supported the majority of the recommendations in the report, subject to amendments in relation to the following:

R1.1: To provide additional clarification on the Honours Weighted Average Mark (HWAM) to reflect that the weight for 100-level units is zero.
R.1.2: To revise the proposal in relation to qualifying units for the purposes of determining a HWAM are those units studied at Macquarie University for which credit is gained and that are Engineering Designated.

ASQC resolved to endorse (Resolution (ASQC) 16/142) the recommendations outlined in the Bachelor of Engineering with Honours: Honours Classification paper, subject to the amendments identified at the meeting, and recommend the revised paper be provided to Academic Senate for approval.

Consultation Process
- FLTC
- ASQC

Operation Impact
- Bachelor of Engineering with Honours

Submitted by: Adrian Boyd (x7784, Adrian.boyd@mq.edu.au)
For enquiries contact: Associate Professor Michael Hitchens (x9538, michael.hitchens@mq.edu.au)
### Classification Mark

| R1.1 | Macquarie retains the existing weighting scheme and determines an Honours Weighted Average Mark (HWAM). The weight applied to each qualifying unit is given by the credit points for that unit multiplied by the level (2, 3, or 4) of that unit, where the level is 2 for any 200-level unit, 3 for any 300-level unit or 4 for units at 400-level and above. The weight for 100-level units is zero. |
| R2.1 | Macquarie increases the cut-offs for Honours Class I from 75 to 80, and for Honours Class II.1 from 70 to 72.5. |
| R2.2 | Qualifying units for the purposes of determining a HWAM are those units studied at Macquarie University for which credit is gained and that are Engineering Designated. |
| R2.3 | Set the cut-off for Honours Class II.1 at a HWAM of 72.5, which is the mid-point of the Class II.2 and Class I cut-offs. |

### Classification Cut-offs

| R2 | That is: |
| R2.1 | Increase the cut-off for Honours Class I to an HWAM of 80. |
| R2.2 | Retain the cut-off for Honours Class II.2 at a HWAM of 65, which is the numerical value equal to the CR grade cut-off. |
| R2.3 | Set the cut-off for Honours Class II.1 at a HWAM of 72.5, which is the mid-point of the Class II.2 and Class I cut-offs. |

### Thesis Requirement

| R3 | Macquarie retains the requirement of at least a Credit (mark of 65) for the Research Thesis in order to consider Honours Class I or Class II. |
| R3.1 | A mark of less than 65 in the Research Thesis caps the Honours classification to Class III. |
| R3.2 | Any student with only 65 for the Thesis would require an HD average for all other units to obtain Class I, or a D average to obtain Class II.1. |
Bachelor of Engineering with Honours: Honours Classification

1. Background
A BE Honours classification for Macquarie University to adopt is recommended here. The proposal has been developed after benchmarking the practice across the sector using data from twenty universities, which includes seven of the GO8 universities (Melbourne University offers a three-plus-two program, so does not award Honours). The data, which is tabulated in Appendix 1, was provided by the universities to the Australian Council of Engineering Deans’ subcommittee of Associate Deans of Learning and Teaching in 2016.1

Scope
Aspects of Honours Classification considered are:

1. Determination of a Classification Mark with weightings applied to credit point value and unit level
2. Mapping of the Classification Mark to the class of Honours
3. Minimum level of achievement in the Research Thesis required as a hurdle for certain classifications

2. Classification Mark
At present, Honours Classification at Macquarie University is based on the calculation of a Weighted Standard Numerical Grade (WSNG) for all qualifying units. The process is detailed in Appendix 2.

The weight applied to a unit is given by the credit points for that unit multiplied by the level (2, 3, or 4) of that unit, where the level is 2 for any 200-level unit, 3 for any 300-level unit or 4 for units at 400-level and above. The weight for 100-level units is zero.

The net weight of the Honours Year toward the classification mark is 49% (44% for 400-level units plus 5% for a 300-level unit completed in the final year – refer to Appendix 3).

Comparison
All the surveyed universities determine a Weighted Average Mark (WAM), or equivalent, that is used to classify honours. Where a numerical score is not available (USQ and UQ) the GPA is used.

In all cases, the weight includes the credit point value. In most cases there is an additional weight by unit level.

1 Data for Adelaide, Murdoch, and Western Australia came from their web sites, as they did not contribute to the ACED survey.
Five of the twenty institutions (UTAS, Edith Cowan, Federation, Murdoch, and USQ) apply equal weight to all levels. The net contribution of the final year to the classification mark is approximately 25%.

Three institutions (CQU, Flinders, RMIT) only consider the final-year results (400-level). The net contribution of the final year to the classification mark is 100%.

The other institutions in the comparison apply a weight according to level (2 for 200-level, 3 for 300-level, 4 for 400-level). The net contribution of the final year to the classification mark is between 40% and 50%.

Adelaide, Curtin, Newcastle, and Sydney do not include 100-level in the classification mark. The remaining institutions apply a weight of 1, giving a net contribution of 100-level results to the classification mark of only 10%.

Adelaide and Sydney give a weight of 5 to the final year (and zero for 100-level), so their final year contributes 50% to the classification mark.

Curtin applies equal weight to 200-level and above, so their final year contributes 33% to the classification mark.

The inclusion of failed and repeated units is varied and documentation is not readily accessible. In some instances, all attempts are included in the average, in others fails are counted as 40%, and in some, only the final attempt is included. Where only certain units and attempts are considered, an Honours Weighted Average Mark (HWAM) is defined to avoid confusion with and overall average mark.

Recommendation

R1.1 Macquarie retains the existing weighting scheme and determines an Honours Weighted Average Mark (HWAM).

- The net contribution of the final year to the Honours grade will remain 49%, which includes 44% from 400-level units and 5% from a 300-level unit included in the final year (cf. Appendix 3)
- Having no contribution from 100-level avoids inequity arising from advance standing, or prior educational background
- The contribution of 200 and 300-level to the mark is aligned with the sector and acknowledges the integration of Honours in the Engineering Program.
- The new term HWAM avoids confusion with SNG’s, marks, and the current classification

R1.2 Qualifying units for the purposes of determining a HWAM are those units studied at Macquarie University that are Engineering Designated.

- This definition excludes electives, People and Planet units, as is the present case
3. Current Classification Cut-offs

Currently at Macquarie, the class of Honours awarded is determined by the as follows:

- Honours Class I: WSNG of at least 75
- Honours Class II.1: WSNG of at least 70
- Honours Class II.2: WSNG of at least 65
- Honours Class III: all other students who complete the degree

There is an additional requirement of at least CR in the Research Thesis for Class I or II that will be addressed in the next section.

Comparison

A fair comparison of the cut-offs applied at other institutions is one relative to the cut-offs applied to grades (HD, D, CR, P). Two scales are in use for HD-D-CR-P: 85-75-65-50 and 80-70-60-50. The Figure below shows the HWAM cut-off values for Class I and Class II.2 relative to the HD and CR cut-offs.

In almost all cases, the Class II.2 cut-off is set to an HWAM with the same numerical value as the CR cut-off mark. The exceptions are

- UTAS, which is only 1 mark higher than CR
- Newcastle, Wollongong, and USQ, which are only 2 marks higher than CR
- Monash, which is 5 marks higher than CR (CR cut-off is 60)
- Western Australia, which is 6 marks higher than CR (CR cut-off is 60)
In all cases, the Class I cut-off is set to an HWAM value that lies between the D and HD cut-off marks. On average across all institutions, the HWAM is 5 marks below that of the HD cut-off. With only two exceptions, those institutions that use the 80-70-60-50 scale, set the Class I cut-off to an HWAM of 80. Those institutions that use the 85-75-65-50 scale, except Flinders, set the Class I cut-off to an HWAM of 80 or less. Flinders is the only institution in the sector that sets a Class I cut-off to a numerical value above 80.

In almost all cases, the Class II.1 cut-off is set at or within one mark of the mid-point between the Class I and the Class II.2 cut-offs (refer to Appendix 1). The three exceptions are

- Federation and Monash, which are within 3 marks below the mid-point
- UNSW, which is 2.5 marks above the mid-point

**Recommendation**

R2 Macquarie increases the cut-offs for Honours Class I from 75 to 80, and for Honours Class II.2 from 70 to 72.5. That is:

- **R2.1** Increase the cut-off for Honours Class I to an HWAM of 80.
  - Higher than 80 would be exceptional across the sector, so would disadvantage Macquarie students in postgraduate admission rankings
  - Across the sector, 80 is the mean and mode numerical cut-off and is 2 marks higher than average numerical value across the sector

- **R2.2** Retain the cut-off for Honours Class II.2 at a HWAM of 65, which is the numerical value equal to the CR grade cut-off.
  - This is the norm across the sector

- **R2.3** Set the cut-off for Honours Class II.1 at a HWAM of 72.5, which is the mid-point of the Class II.2 and Class I cut-offs.
  - This is the norm across the sector

**4. Thesis Requirement**

At Macquarie, performance in the Research Thesis has an additional influence on the Honours grading. A student must obtain a grade of at least Credit (CR, with an SNG or Mark of at least 65) in the final semester Research Thesis (ENGG411 Engineering Research Thesis) to be considered for a Honours Class I or Class II. If their grade is only Pass (P) for the Research Thesis, then the student can only be considered for Honours Class III.

**Comparison**

Fifteen of the surveyed universities do not take separate account of the Research Thesis into consideration. Sydney University gives double weighting to the thesis project without
specifying a minimum mark (load is one half of one semester, which is half that of Macquarie). The three institutions (other than Macquarie) consider the Research Thesis as a hurdle:

- USQ require a CR in the thesis for Class II.2, and D for Class I
- Edith Cowan and Western Australia requires a CR for Class II.2, a mark above the mid-point of the CR range for Class II.1, and D for Class I

Implications
For Macquarie, the Research Thesis contributes to over 25% of the HWAM. If the only requirement was that the Research Thesis is passed with a mark of 50, then a student who achieved 50 would need the HWAM for all other units to exceed:

- 70 for Class II.2, that is a high range CR average
- 80 for Class II.1, that is a high range D average, and
- 90 for Class I, that is a high range HD average

Past results show that student’s results for the Research Thesis consistently are better than their HWAM for all other units. Therefore, it is expected that the hurdle requirement would never need to be invoked.

Recommendation
R3 Macquarie retains the requirement of at least a Credit (mark of 65) for the Research Thesis in order to consider Honours Class I or Class II. A mark of less than 65 in the Research Thesis caps the Honours classification to Class III.

- The requirement is an additional constraint that is not common across the sector.
- The Research Thesis contributes to 25% of the HWAM because it is a 12 credit-point 400-level unit.
  - The 25% contribution of the Research Thesis is the same as that of Sydney University
  - Any student with only 65 for the Thesis would require an HD average for all other units to obtain Class I, or a D average to obtain Class II.1.
### 5. Appendix 1: Comparison of Honours Classification Schemes

<table>
<thead>
<tr>
<th>Institution</th>
<th>Classification Mark - Weights by Level</th>
<th>Final-Year Contribution</th>
<th>Grade Cut-offs</th>
<th>Honours Class Cut-offs</th>
<th>Research Thesis Hurdle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100L 200L 300L 400L</td>
<td></td>
<td>CR  D  HD</td>
<td>HIII HII.2  HII.1 HI</td>
<td></td>
</tr>
<tr>
<td>UTAS</td>
<td>1 1 1 1</td>
<td>25%</td>
<td>60 70 80 61 67 71 71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Aust.</td>
<td>1 2 3 4</td>
<td>40%</td>
<td>60 70 80 66 71 76 76</td>
<td>60 65 70</td>
<td></td>
</tr>
<tr>
<td>Monash</td>
<td>1 2 3 4</td>
<td>40%</td>
<td>60 70 80 Ungraded 65 70 80</td>
<td>60 65 70</td>
<td></td>
</tr>
<tr>
<td>ANU</td>
<td>1 2 3 4</td>
<td>40%</td>
<td>60 70 80 60 70 80 80</td>
<td>60 65 70</td>
<td></td>
</tr>
<tr>
<td>Curtin</td>
<td>- 1 1 1</td>
<td>33%</td>
<td>60 70 80 60 70 80 80</td>
<td>60 65 70</td>
<td></td>
</tr>
<tr>
<td>Edith Cowan</td>
<td>1 1 1 1</td>
<td>25%</td>
<td>60 70 80 60 70 80 80</td>
<td>60 65 70</td>
<td></td>
</tr>
<tr>
<td>Federation</td>
<td>1 1 1 1</td>
<td>25%</td>
<td>60 70 80 60 70 80 80</td>
<td>60 65 70</td>
<td></td>
</tr>
<tr>
<td>Murdoch</td>
<td>1 1 1 1</td>
<td>25%</td>
<td>60 70 80 Ungraded 60 70 80</td>
<td>60 65 70</td>
<td></td>
</tr>
<tr>
<td>RMIT</td>
<td>- - - 1</td>
<td>100%</td>
<td>60 70 80 60 70 80 80</td>
<td>60 65 70</td>
<td></td>
</tr>
<tr>
<td>Flinders</td>
<td>- 1</td>
<td>100%</td>
<td>65 75 85 65 75 85 85</td>
<td>65 65 65</td>
<td></td>
</tr>
<tr>
<td>MQ Proposed</td>
<td>2 3 4</td>
<td>44%</td>
<td>65 75 85 Ungraded 65 75 80</td>
<td>65 75 75</td>
<td></td>
</tr>
<tr>
<td>UNSW</td>
<td>1 2 3 4</td>
<td>40%</td>
<td>65 75 85 Ungraded 65 75 80</td>
<td>65 75 75</td>
<td></td>
</tr>
<tr>
<td>USQ</td>
<td>1 1 1 1</td>
<td>25%</td>
<td>65 75 85 GPA=5.2 (~67)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UQ</td>
<td>1 2 3 4</td>
<td>40%</td>
<td>65 75 85 GPA=5 (65)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wollongong</td>
<td>1 2 3 4</td>
<td>40%</td>
<td>65 75 85 Ungraded 67 72.5 77.5</td>
<td>65 75 77</td>
<td></td>
</tr>
<tr>
<td>Newcastle</td>
<td>- 2 3 4</td>
<td>44%</td>
<td>65 75 85 Ungraded 67 72 77</td>
<td>65 75 77</td>
<td></td>
</tr>
<tr>
<td>Adelaide</td>
<td>- 2 3 5</td>
<td>50%</td>
<td>65 75 85 65 70 75 75</td>
<td>65 75 75</td>
<td></td>
</tr>
<tr>
<td>CQU</td>
<td>- - - 1</td>
<td>100%</td>
<td>65 75 85 Ungraded 65 70 75 75</td>
<td>65 75 75</td>
<td></td>
</tr>
<tr>
<td>Southern Cross</td>
<td>1 2 3 4</td>
<td>40%</td>
<td>65 75 85 Ungraded 65 70 75 75</td>
<td>65 75 75</td>
<td></td>
</tr>
<tr>
<td>Sydney</td>
<td>- 2 3 5</td>
<td>50%</td>
<td>65 75 85 Ungraded 65 70 75 75</td>
<td>65 75 75</td>
<td></td>
</tr>
</tbody>
</table>

* UQ award Class 3A to students with GPA 4+ and 3B to students with GPA<4.0
Honours Grading

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

For each qualifying unit, the weight to be applied is given by the credit points for that unit multiplied by the level (2, 3, or 4) of that unit, where the level is 2 for any 200-level unit, 3 for any 300-level unit or 4 for units at 400-level and above. The weight for 100-level units is zero. The only units included in the calculation are those designated as engineering units. The effect of this scheme is that the net weight of the Honours Year toward the WSNG is 50%.

Performance in the Research Thesis has an additional influence on the Honours grading. If a student obtains a grade of at least Cr (an SNG of at least 65) in the final semester Research Thesis (ENGG411 Engineering Research Thesis), then they will graduate with Honours Class I if their WSNG is 75 or higher, or Honours Class II (Division 1) if their WSNG is 70 or higher, or Honours Class II (Division 2) if their WSNG is 65 or higher. A student with exceptional performance, a WSNG of 85 or higher, may be recommended for the award of a University Medal.

In summary:

- Honours Class I: WSNG of at least 75 and at least 65 in the research thesis
- Honours Class II (Division 1): WSNG of at least 70 and at least 65 in the research thesis
- Honours Class II (Division 2): WSNG of at least 65 and at least 65 in the research thesis
- Honours Class III: all other students who complete the degree
7. Appendix 3: Relative Contributions of Units to HWAM

### Degree Requirements

<table>
<thead>
<tr>
<th>Units</th>
<th>cp</th>
<th>Weight</th>
<th>Product</th>
<th>Contribution to HWAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum at 400 L</td>
<td>21</td>
<td>4</td>
<td>84</td>
<td>44.4%</td>
</tr>
<tr>
<td>Required at 300 L</td>
<td>21</td>
<td>3</td>
<td>63</td>
<td>33.3%</td>
</tr>
<tr>
<td>Minimum at 200 L</td>
<td>21</td>
<td>2</td>
<td>42</td>
<td>22.2%</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td>63</td>
<td></td>
<td>189</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Honours Year Composition

<table>
<thead>
<tr>
<th>Units</th>
<th>cp</th>
<th>Weight</th>
<th>Product</th>
<th>Contribution to HWAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>12</td>
<td>4</td>
<td>48</td>
<td>25.4%</td>
</tr>
<tr>
<td>400 Level Units</td>
<td>9</td>
<td>4</td>
<td>36</td>
<td>19.0%</td>
</tr>
<tr>
<td>300 Level Unit</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>4.8%</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td>24</td>
<td></td>
<td>93</td>
<td>49.2%</td>
</tr>
</tbody>
</table>
ITEM 9.6  GRADING HURDLE ASSESSMENTS (ASQC)

For approval.

Recommended resolution

Academic Senate resolve to approve the following additions to the Assessment Policy:

a. Section 3 of Schedule 2: Unit Assessment Requirements - A new clause to read:
   “Where a student who has obtained a raw mark over 50, yet failed all available attempts
   of at least one hurdle assessment as described within Schedule 2: Unit Assessment
   Requirements of the Assessment Policy, fails the unit.”;
   and

b. Schedule 1: Grading Requirements - for those students who have failed under the above described
   circumstances, that the student be awarded a mark of 49 which will also have a separate grade
   category created to uniquely identify this grade.
ITEM 9.6  GRADING HURDLE ASSESSMENTS

Recommendation

Academic Senate resolve to approve the following additions to the Assessment Policy:

a. **Section 3 of Schedule 2: Unit Assessment Requirements** - A new clause to read:

   “Where a student who has obtained a raw mark over 50, yet failed all available attempts of at least one hurdle assessment as described within Schedule 2: Unit Assessment Requirements of the Assessment Policy, fails the unit.”;

   and

b. **Schedule 1: Grading Requirements** - for those students who have failed under the above described circumstances, that the student be awarded a mark of 49 which will also have a separate grade category created to uniquely identify this grade.

Background

This matter was considered at the 23 August 2016 ASQC meeting.

The SLTC Chair, Dr Mitch Parsell, spoke to a proposal (attached) to establish that where a student who has obtained a raw mark over 50, yet failed all available attempts at a hurdle assessment as described within section 3, Hurdle Assessments of Schedule 2: Unit Assessment Requirements of the Assessment Policy, will be awarded a fail grade.

ASQC supported the concept of where a student fails a hurdle assessment, the student would be awarded an overall Fail grade for the unit. The Committee noted that some assessments had more than one hurdle. In this case, ASQC suggested that wording needs to be adjusted to reflect that that failure in “at least one” hurdle assessment will be awarded a Fail grade. ASQC also discussed the definition of what really is a hurdle assessment, noting that sometimes the term was used in a misleading way eg in relation to compulsory attendance.

ASQC further supported that where a student fails a hurdle assessment, a separate grade category be created to uniquely identify this grade to avoid confusion, noting that this would be more easily communicated to students.

ASQC recommends changes to the policy to address ASQC’s comments (Res (ASQC) 16/143).
GRADING OF HURDLE ASSESSMENT TASKS
[As provided to 23 August 2016 ASQC meeting]

Recommendation
That the Academic Standards and Quality Committee:

i. consider and establish appropriate guidelines for:
   a. a student who has obtained a raw mark over 50, yet failed all available attempts at a hurdle assessment as described within Schedule 2: Unit Assessment Requirements of the Assessment Policy, Fails the unit; and
   b. those students who have failed under the above described circumstances, that the student be awarded a mark of 49.

i. following discussion, refer any required amendments to the Assessment Policy and Schedules to Academic Senate for approval.

Summary
1. There is currently no documented mechanism for capturing students who have failed all available attempts of a hurdle assessment but would have otherwise passed the unit.
2. Guidelines must be established or amendments made to the Assessment Policy and its Schedules so that the appropriate information can be included in unit guides.
3. For Session 2, 2016 a communications plan will be developed to inform students of the new process, outside of the unit-guides system.

Background
The Assessment Policy and its four existing Schedules were approved by Academic Senate on 5 April 2016 for implementation beginning Session 2, 2016.

Subsequent to the documentation approval, the Senate Learning and Teaching Committee (SLTC) discussed the range/grade issued following a failed hurdle assessment where a student would have otherwise passed the unit.

SLTC, at its meeting held 6 June 2016, identified two possible solutions to document this outcome:

1. Provide a scaled mark below 50 (previous deliberations of the Assessment Working Party agreed on a mark of 46).
2. Establish a new grade within the Schedule 1 of the Assessment Policy to appropriately identify this scenario.

The Committee noted at the time the need to determine the appropriate course of action as soon as possible as the information will need to be provided within the domestic unit guides. The final decision is to be included within the communication to students.

At its meeting of Monday 4 July 2016, SLTC resolved (SLTC Resolution 16/38) to recommend to the Academic Standards and Quality Committee that:

• for a student who has obtained a raw mark over 50 yet failed all available attempts at a hurdle assessment as described within Schedule 2: Unit Assessment Requirements of the Assessment Policy, the student be awarded a mark of 49.

Operational Impact
• Faculties

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

• Senate Learning and Teaching Committee
• Chair of the Academic Standards and Quality Committee
• Pro-Vice Chancellor (Learning and Teaching)
Outcome to be communicated to

- Associate Deans Learning and Teaching and Quality and Standards
- Academic Senate
- Senate Learning and Teaching Committee
- Governance Services

Submitted by: Dr Mitch Parsell, Chair of Senate Learning and Teaching Committee
Email: mitch.parsell@mq.edu.au

For enquiries contact: As above.
ITEM 9.7: JOINT PHD PROGRAM WITH STELLENBOSCH UNIVERSITY (RRTC)

For approval.

Recommended resolution
Academic Senate resolves to approve the Joint PhD Program proposal between Macquarie University and Stellenbosch University.
ITEM 9.7: JOINT PHD PROGRAM WITH STELLENBOSCH UNIVERSITY

Resolution
That Academic Senate approve the Joint PhD Proposal between Macquarie University and Stellenbosch University.

Issue
This proposal is to permit Joint PhD programs to be established with Stellenbosch University.

About Stellenbosch University (SU)
Stellenbosch University is the leading research university in South Africa and in the African Continent. It was formally established in 1918 and is currently in the top 3 best universities in South Africa. Stellenbosch University has 10 faculties:

- AgriSciences
- Arts and Social Sciences
- Economic and Management Sciences
- Education
- Engineering
- Law
- Medicine and Health Sciences
- Military Science
- Science
- Theology

Key figures Stellenbosch University
- Total Enrolments in 2015: 30 150
- Doctoral Students: 1437
- Total Staff in 2015: 3211 (1028 academic and 2183 personnel)
- Ranked 3rd best university in South Africa by QS World University Rankings and ARWU
- The SU Business School has the “Triple Crown”

Research at Stellenbosch University
- 37 Research Chairs
- 7 Centres of Excellence
- Most productive university in South Africa for research publications per capita and weighted research outputs
- 267 doctorates awarded
- 280 postdoctoral research fellows
- 392 National Research Foundation rated researchers
- 9 new Horizon 2020 grants involving SU researchers were approved
- 150 Bilateral partner institutions in 44 countries

Visit History between Macquarie University and Stellenbosch University
- 2015: Stellenbosch University representatives attend the Cotutelle & Joint PhD Research Management Workshop
- 2016: Dr Ren Yi, Director Higher Degree Research Office attended the SU International Academic Network Meeting. Dr Yi presented on Macquarie’s Joint Supervision Programs and Master of Research Program

Submitted by: Professor Sakkie Pretorius, Chair of the Research and Research Training Committee

For enquiries contact: Catherine Murphy, HDR Co-ordinator (International Research Training Partnerships), catherine.murphy@mq.edu.au x7997
ITEM 9.8: JOINT PHD PROGRAM WITH L'UNIVERSITÉ LIBRE DE BRUXELLES (RRTC)

For approval.

Recommended resolution

Academic Senate resolves to approve the Joint PhD Program proposal between Macquarie University and l'Université Libre de Bruxelles.
ITEM 9.8: JOINT PHD PROGRAM WITH L’UNIVERSITÉ LIBRE DE BRUXELLES

Resolution
That Academic Senate approve the Joint PhD Proposal between Macquarie University and l’Université Libre de Bruxelles.

Issue
This proposal is to permit Joint PhD programs to be established with l’Université Libre de Bruxelles.

About l’Université Libre de Bruxelles
L’Université Libre de Bruxelles is a private research university in Brussels, Belgium. It is ranked in the top 200 universities worldwide and is a multidisciplinary university spanning the following faculties and institutes:

- Faculty of Architecture
- Faculty of Philosophy and Social Sciences
- Faculty of Letters, Translation and Communication
- Faculty of Law
- Faculty of Psychological Science and of Education
- Faculty of Sciences
- Faculty of Engineering
- Faculty of Medicine
- Faculty of Public Health
- Institute of Pharmacy
- Faculty of Motor Sciences
- Solvay Brussels School of Economics and Management
- Institute of European Studies

Research at l’Université Libre de Bruxelles
L’Université Libre de Bruxelles has four scientific Nobel Prizes, one Fields Medal, three Wolf Prizes and two Marie Curie Prizes. It is involved in close to 130 projects financed by the 7th European Framework Programmes. Over the past few years the university has demonstrated its research excellence in having been awarded 7 starting Grants from the European Research Area (ERC) to finance research in Medicine, Economics, Mathematics, Sociology, or Political Science, as well as 2 Advanced Grant in Artificial Intelligence and Physics. In addition, the University’s Institute for European Studies is recognized as a “Jean Monnet European research centre” for its work on European integration.

L’Université Libre de Bruxelles has over 4000 research staff including professors, scientists, PhD students, and lab technicians. The research staff work in every field from science and technology to life sciences and healthcare, and humanities and social sciences. The University is also very active in applying their research to business - with a specialist Technology Transfer Office (TTO) forming part of its Research Department. The Technology Transfer Office portfolio includes 86 patent families, 35 active spin-offs, three incubators, an investment fund, and a biotechnology business park: Biopark Charleroi Brussels South.

Submitted by: Professor Sakkie Pretorius, Chair of the Research and Research Training Committee

For enquiries contact: Catherine Murphy, HDR Co-ordinator (International Research Training Partnerships), catherine.murphy@mq.edu.au x7997
ITEM 9.9: AMIS: AMENDMENT TO THE UNIVERSITY CALENDAR

For approval.

Recommended resolution
That, in accordance with the Delegations of Authority (Delegation 5.2), Academic Senate endorse and recommend to the DVC Academic, the following changes amendment to the Academic Calendar:

The OUA Sessions, namely OUA T1, T2 and T3 for Undergraduate and OUAS1, S2 and S3 for Postgraduate offerings, be aligned with the MQ 2017 dates for Session 1, 2 and 3.
ITEM 9.9  AMIS: AMENDMENT TO THE UNIVERSITY CALENDAR

Resolution
That in accordance with the Delegations of Authority (Delegation 5.2) Academic Senate endorse and recommend to the DVC Academic, the following changes to the Academic Calendar.

The OUA Sessions, namely OUAT1, T2 and T3 for Undergraduate and OUAS1, S2 and S3 for Postgraduate offerings, be aligned with the MQ 2017 dates for Session 1, 2 and 3.

Issue
Macquarie will be offering OUA programs and units aligned with its own study sessions from 2017. In order for this to happen, changes need to be made to various systems and processes within MQ and OUA. An important step is to have the AMIS setup changed to reflect the new availabilities and offerings. Therefore, approval is required to approve amendments to the Academic Calendar for first enrolments into Session 1 2017 which will start coming in from OUA FROM October 2016.

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

- FoA, FoHS, FoSE
- PVCL&T, Academic Partnerships and Pathways Team (APP)
- Governance Services
- Student Systems
- Student Administration
- Revenue Services / Finance

Operational Impact
(List the areas/business units which will be impacted by the recommendation(s) above)

- SBSS / AMIS
- Tracker / iLearn / iTeach
- SLC / Admissions / Exams
- APP
- FoA, FoHS, FoSE

Outcome to be communicated to

- PVC L&T and Manager APP

Submitted by: Professor Sherman Young PVC Learning and Teaching

For enquiries contact: Andrew Burrell, Manager Academic Partnerships and Pathways Team andrew.burrell@mq.edu.au x7467
ITEM 10.1 HONORARY TITLES POLICY AND PROCEDURE

For discussion.

Recommended resolution
Academic Senate to note the presentation on the revised Honorary Titles Policy and Procedure and provide feedback.
ITEM 10.1  HONORARY TITLES POLICY AND PROCEDURE

Recommendation
Academic Senate to note the presentation on the revised Honorary Titles Policy and Procedure and provide feedback.

Summary
The following matters require Academic Senate’s consideration:

- revised Honorary Titles categories,
- revised policy documents (attached):
  - Honorary Titles Schedule
  - Honorary Titles Policy
  - Honorary Titles Procedure
  - Summary of changes

Background
These documents have been prepared following a review of the existing Honorary, Visiting and Clinical Appointments Policy by HR and Emeritus Professor Richard Henry.

The purpose of the review was to:
- streamline Macquarie University’s honorary appointments categories and clarify their purpose and conditions; and
- broaden the scope and conditions of honorary appointments to allow for greater collaboration and exchange of knowledge and expertise between Macquarie and other Universities, research organisations and industry – particularly in relation to the medical enterprise.

As the result of this process, changes are proposed to the terminology and scope of honorary categories, as well as the introduction of a new category – Conjoint appointments.

The proposed honorary categories include:
1. Emeritus (covered by a separate Policy)
2. Visiting
3. Honorary
4. Adjunct
5. Conjoint
6. Clinical

Operational Impact
It is expected that the revised Honorary Titles Policy and Procedure will lead to a clearer and more streamlined nomination and conferral process, and will enhance collaboration with other universities, research organisations and industry.

The following areas will be impacted by the changes:

- Faculties and departments

Consultation Process
We consulted with the following stakeholders prior to the submission of this paper:

- Deputy Vice-Chancellor (Academic)
- Deputy Vice-Chancellor (Research)
- Executive Deans and representatives from all faculties
- Pro Vice-Chancellor (Learning and Teaching)
Outcome to be communicated to
Any feedback from members of Senate should be addressed to Svetlana Martynovich by Friday, 23 September.

Following feedback and formal policy approval process, Director HR will implement a communications plan to inform all Faculties of the changes to the Honorary Titles Policy and Procedure.

Submitted by: Nicole Gower, Director, Human Resources

For enquiries contact: Svetlana Martynovich, HR Policy Officer, 9850 6844 or svetlana.martynovich@mq.edu.au
HONORARY TITLES POLICY

1 PURPOSE
To set out the conditions for conferral of honorary academic titles at Macquarie University, and the benefits afforded to and obligations of title holders.

2 BACKGROUND
Macquarie University recognises the importance of and promotes collaboration with individuals, other institutions and organisations in research, scholarship, and learning and teaching in Australia and internationally. The University provides for the award of honorary titles to:

- promote collaboration in teaching and research, and facilitate the exchange and sharing of knowledge, experience and expertise in pursuit of the University's strategic goals;
- recognise individuals for academic or professional/career achievements in industry or community that are of relevance to the work of Macquarie University; and
- establish and/or recognise a formal academic association with the University, where it is considered advantageous to both the University and the appointee.

3 SCOPE
This policy applies to:

- Macquarie University staff,
- staff of organisations affiliated with Macquarie University,
- individuals from outside the University or current or former staff members who are eligible for the award of honorary titles,
- current Macquarie University honorary title holders.

This policy does not apply to:

- appointment of Adjunct Supervisors for Higher Degree Research students – refer to Higher Degree Research Supervision Policy,
- appointment of Adjunct Supervisors (Placement) – refer to Practical Placements Policy
- award of honorary degrees – refer to Honorary Degree Policy,
- award of Distinguished Professor title – refer to Award of Distinguished Professor Policy.

4 DEFINITIONS
Honorary title: an academic title awarded to an individual who is not employed by Macquarie University, but who is a collaborator for research and/or teaching and/or where a formal academic association is mutually beneficial.

5 POLICY STATEMENT

5.1 TITLES
The University will award the following types of honorary academic titles:

1. Emeritus
2. Honorary
3. Visiting
4. Adjunct
5. Conjoint
6. Clinical

The appropriate title, its definition and purpose, levels, term and approval authority for the conferral of all honorary academic titles are set out in the Honorary Titles Schedule.

The title and its level will reflect an individual’s academic or equivalent professional standing.
Nomination and conferral of the Emeritus Professor title will be in accordance with the Award of Emeritus Professor Policy and Procedure.

Nomination, conferral and renewal of the other honorary titles will be in accordance with the Honorary Titles Procedure.

5.2 GENERAL CONDITIONS

(a) The award of an honorary academic title does not:
- establish an employment relationship between the University and the recipient,
- alter any existing employment relationship (unless it is intended to supersede that relationship),
- entitle the recipient to any salary payments or alter any existing salary payments.

(b) It is expected that any activities in research and/or teaching at Macquarie University are performed by the honorary title holder in the course of employment with another university or organisation, or as a volunteer in retirement.

(c) Normally, current continuing or fixed-term employees of Macquarie University are not eligible for honorary titles at Macquarie University. In limited circumstances, professional staff of Macquarie University may be eligible for an Adjunct title as per the Honorary Titles Schedule.

(d) Honorary title holders may be employed on a casual basis by Macquarie University, but their casual appointment will be entirely separate from their honorary status.

(e) Normally, honorary titles are restricted to one per person.

(f) When using the conferred title, the full title must be used with the exception of Conjoint title holders, who have an option to leave the word ‘Conjoint’ from their honorary title. The appropriate format for the use of titles is set out in the Honorary Titles Procedure.

(g) Honorary title holders are responsible to the designated Head of Department, or where appropriate, Executive Dean or a Deputy Vice-Chancellor.

(h) It is anticipated that Honorary, Visiting, Adjunct and Conjoint title holders will contribute to the research and/or teaching activities of Macquarie University commensurate with their standing. Their contributions may include for example:
- participation in independent and/or joint research programs including publishing and acting as grant Chief Investigator and partner, subject to grant conditions,
- co-supervision of Higher Degree Research students,
- guest presentations to undergraduate and/or postgraduate students,
- consulting on research, teaching and curriculum development matters.

Conjoint title holders are expected to make a similar contribution to that made by academic employees at Macquarie University.

(i) An honorary title holder is required to comply with the Macquarie University Staff Code of Conduct, the Macquarie University Code for the Responsible Conduct of Research, Intellectual Property Policy, and other relevant University policies.

(j) Conjoint and Clinical health professionals are required to abide by relevant by-laws of the Macquarie University Hospital (if appropriate) and other relevant requirements. This would include: criminal record checks and working with children checks requirements, Australian Health Practitioner Regulation Agency registration and statutory requirements relating to health professional registration.

(k) Additional title-specific conditions are outlined in the Honorary Titles Schedule.

5.3 PRIVILEGES

(a) The honorary title holder will enjoy the precedence and courtesy due to academic staff of the University.

(b) For the term of their title, the honorary title holder will have:
- use of the honorary title as specified in their Invitation Letter;
• identification number (OneID), Macquarie University email account and access to the University's WiFi, VPN and Wiki;
• access to Macquarie University Library resources, including remote access to online collection;
• access to on campus parking on payment of prescribed fees;
• staff rates for purchases at U@MQ.

(c) A number of additional privileges may be given to the title holder for the term of their title. These additional privileges are not an ordinary expectation of an honorary title, and will only be granted subject to agreement with the Executive Dean and commensurate with the requirements of the role. These additional privileges may include:

• access to Macquarie University ICT resources, including computer and telephone,
• the use of space, including office space and access to laboratory and research facilities,
• negotiated reimbursement of expenses on presentation of receipts,
• negotiated airfares and living expenses for appointees visiting from overseas or interstate,
• negotiated conference support including airfares,
• ability to apply through the University to research funding bodies subject to grant conditions,
• ability to apply for internal research grants subject to grant conditions,
• approval to supervise research students,
• ability to participate in department or faculty meetings and other activities.

These additional privileges will be specified in the Honorary Title Conferral Letter and may be varied from time to time.

5.4 EXCLUSIONS
Title holders are specifically excluded from the following:

• access to corporate credit cards,
• formal supervision of University staff, with exception of Conjoint title holders,
• primary supervision of Higher Degree Research students, with the exception of Conjoint title holders for whom this exclusion is waived,
• authority to comment on behalf of the University, represent the University or bind the University,
• recognition for the purpose of Academic Senate and Council elections.

5.5 WITHDRAWAL OF TITLE
Honorary academic titles are conferred at the discretion of Macquarie University. An honorary academic title, and any associated conditions and privileges, may be withdrawn at any time at the absolute discretion of the University.

5.6 MERIT AND EQUITY
Conferral of honorary titles will be based on merit and will recognise individual’s academic and professional achievements relevant to the type and level of the honorary title. The University will adhere to the principles of equity and non-discrimination.

6 KEY RELATED DOCUMENTS
• Honorary Titles Schedule
• Honorary Titles Procedure
• Award of Emeritus Professor Policy
• Award of Emeritus Professor Procedure
• Insurable Risk Policy
• Immigration Information and Visa Information Guideline
• Staff Code of Conduct
• Code for the Responsible Conduct of Research
• Intellectual Property Policy
• Academic Honesty Policy

8 NOTES

8.1 Contact Officer
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<th>Section</th>
<th>Description</th>
<th>Details</th>
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<td>8.3</td>
<td>Approval Authority / Authorities</td>
<td>Director, Human Resources</td>
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<td>8.7</td>
<td>Documents Superseded by this Policy</td>
<td>Honorary, Visiting and Clinical Academic Appointments Policy approved 10 March 2011</td>
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<tr>
<td>8.8</td>
<td>Amendment History</td>
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</table>
HONORARY TITLES PROCEDURE

1 PURPOSE
To document the process for the conferral of honorary academic titles at Macquarie University.

2 SCOPE
This procedure applies to:
• Macquarie University staff,
• staff of organisations affiliated with Macquarie University,
• individuals from outside Macquarie University or current or former staff members who are eligible for the award of honorary titles,
• current Macquarie University honorary title holders.

This procedure does not apply to:
(a) appointment of Adjunct Supervisors for Higher Degree Research students – refer to Higher Degree Research Supervision Policy,
(b) appointment of Adjunct Supervisors (Placement) – refer to Practical Placements Policy,
(c) award of honorary degrees – refer to Honorary Degree Policy,
(d) award of Distinguished Professor title – refer to Award of Distinguished Professor Policy.

3 DEFINITIONS
Commonly defined terms are located in the University Glossary. Definitions specific to this Procedure are contained in the accompanying Honorary Titles Policy.

4 PROCEDURE
4.1 NOMINATION AND CONFERAL

4.1.1 EMERITUS PROFESSOR
The nomination for and conferral of the Emeritus Professor title will be in accordance with the Award of Emeritus Professor Policy and Procedure.

4.1.2 HONORARY TITLES
(a) As per the Honorary Titles Schedule, an Honorary title can be awarded to an academic with whom Macquarie University wishes to continue or to develop a significant long-term (3 – 5 years) academic association.

The academic can be:
• a retired academic or retired research-only academic staff member of Macquarie University, or
• a current or retired academic or research-only academic staff member of other universities.

(b) The title may be awarded at one of the following levels:
• Honorary Professor
• Honorary Associate Professor
• Honorary Senior Lecturer or Honorary Senior Research Fellow
• Honorary Lecturer or Honorary Research Fellow
• Associate Lecturer or Postdoctoral Fellow

The level of the Honorary title awarded to a current academic from another university should reflect their current academic level at that university and be commensurate with academic appointments at Macquarie University.
If a nominee is a retired academic, the level of the Honorary title must be the same as the nominee’s academic level at the time of retirement.

(c) A request for the conferral of an Honorary title will normally be submitted to the Executive Dean by the relevant Head of Department or delegate via Request to Confer an Honorary Title Form.

(d) The Executive Dean will consider the nomination and will approve or decline the nomination with due regard to merit and to fit with faculty strategy.

(e) As soon as possible after approval, the nominator or delegate will:
- issue an Invitation Letter to the nominee which includes the start and finish dates and all conditions of conferral;
- record acceptance and notify relevant Head of Department or delegate;
- send all documentation to HR.

(f) HR will process the documentation and create a record in the University’s Human Resources Information System.

4.1.3 VISITING TITLES

(a) As per the Honorary Titles Schedule, a Visiting title can be conferred on an academic staff from another university, Australian or international, or other educational or research organisation, who is on a short-term visit (up to 12 months) to Macquarie University.

Such an academic would usually be on leave from their employer (e.g. on Outside Studies Program) and is expected to collaborate and contribute to research and/or teaching at Macquarie University, arising from their paid employment with another university.

(b) The title may be awarded at one of the following levels:
- Visiting Professor
- Visiting Associate Professor
- Visiting Fellow (comparable to academic Levels A – C)

Recommendations for level of the Visiting title should be consistent with the levels expected for academic appointments at Macquarie University.

(c) A request for the conferral of a Visiting title will normally be submitted to the Executive Dean by the relevant Head of Department via Request to Confer an Honorary Title Form.

(d) The Executive Dean will consider the nomination and will approve or decline the nomination with due regard to merit and to fit with faculty strategy.

(e) As soon as possible after approval, the nominator or delegate will:
- issue an Invitation Letter to the candidate which includes the start and finish dates and all conditions of conferral;
- record acceptance and notify relevant Head of Department or delegate;
- if a visa is required, liaise with the University’s in-house Immigration Consultant and follow the Immigration Information guide;
- send all documentation to HR.

(f) HR will process the documentation and create a record in the University’s Human Resources Information System.

4.1.4 ADJUNCT TITLES

(a) As per the Honorary Titles Schedule, an Adjunct title can be awarded to individuals who are expert in an appropriate field and are contributing significantly to teaching and/or research, or are fostering partnerships between the University and industry or the wider community. These individuals may or may not have an academic background.
Such individuals may include:

- professionals from industry; or
- professional staff of Macquarie University who will have a significant academic role such as joint supervision of Higher Degree Research students in an area of their academic/professional expertise (such an academic role will be entirely separate from requirements of their substantive position at Macquarie University).

This category does not apply to medical and other accredited allied health professionals who undertake clinical work (see Clinical Titles).

(b) The title may be awarded at one of the following levels:

- Adjunct Professor
- Adjunct Associate Professor
- Adjunct Fellow (equivalent to academic Levels A – C)

Recommendations for level of the Adjunct title should be consistent with the levels expected for academic appointments at Macquarie University. The level of title needs to be justified and determined on the basis of work history and achievements and the total combination of contributions made, and expected to be made to the University; and should relate to the academic component of the nominee’s work.

Adjunct Professor or Adjunct Associate Professor titles may be recommended for professionals of national or international standing recognised for outstanding independent contributions to academic, professional or business fields.

(c) A request for the conferral of an Adjunct title will normally be submitted to the Executive Dean by the relevant Head of Department via Request to Confer an Honorary Title Form.

(d) The Executive Dean will consider the nomination and will approve or decline the conferral of title with due regard to merit and to fit with faculty strategy.

(e) As soon as possible after approval, the nominator or delegate will:

- issue an Invitation Letter to the candidate which includes the start and finish dates and all conditions of conferral;
- record acceptance and notify relevant Head of Department or delegate;
- if the appointee requires a visa, liaise with the University’s in-house Immigration Consultant and follow the Visa Information Guideline;
- send all documentation to HR.

(f) HR will process the documentation and create a new record in the University’s Human Resources Information System.

4.1.5 CONJOINT TITLES

(a) Conjoint titles can be awarded to individuals who contribute significantly to teaching and/or research at Macquarie University as part of their employment with an organisation which has a formal affiliation with Macquarie University (see the Honorary Titles Schedule).

(b) The preferred mode of appointment will involve jointly advertising the underlying position at the affiliated institution with the likelihood of conferral of a Conjoint title by Macquarie University. The interview panel will be constituted to meet the criteria for an interview panel for the affiliated institution and for Macquarie University.

(c) When a new affiliation agreement is signed and there is an intention to confer existing staff with Conjoint titles, a process will be developed on an appropriate basis, which is likely to include a committee chaired by an Executive Dean.

4.1.6 CLINICAL TITLES

(a) This category is limited to accredited medical and other allied health professionals who undertake clinical work as per the Honorary Titles Schedule.
(b) Candidates can apply for a Clinical title with the Faculty of Medicine and Health Sciences via Application for Honorary Clinical Academic Appointment Form.

(c) Candidates must meet the criteria set out in the Guidelines for Honorary Clinical Academic Appointments.

(d) The Clinical Appointments Advisory Committee will review and support or decline the proposal and advise the Executive Dean.

(e) As soon as possible after approval, the Committee delegate will:
   • issue a letter to the candidate which includes the start and finish dates and all conditions of conferral;
   • record acceptance and notify relevant delegate/s;
   • send all documentation to HR.

(f) HR will process the documentation and create a record in the University's Human Resources Information System.

4.2 RENEWAL
(a) A title holder may be offered a renewal at the end of their term at the absolute discretion of the University and subject to:
   • evidence of appropriate contributions during the previous term
   • projected future contributions
   • any resource implications on the department, faculty or University

(b) Application for renewal must follow a similar process as nomination and conferral for the relevant title outlined in 4.1.

(c) Application for renewal should be initiated at least three months before the expiry of the term, or at the discretion of the Executive Dean.

4.3 CONFERRAL OF A HIGHER LEVEL
(a) Visiting, Adjunct and Clinical title holders may request a title at a higher level at the time of title renewal.

(b) Holders of the Honorary title who are currently employed at another university may request a title at a higher level following a promotion at their home university or at the time of title renewal.

(c) Conjoint title holders are eligible to request a higher title only via the University's academic promotion process. In this case, the timing of application for promotion will be determined by the University's promotion rounds.

4.4 WITHDRAWAL OF TITLE
Honorary academic titles are at the discretion of the University. An honorary academic title, and any associated conditions and privileges, may be withdrawn at any time at the absolute discretion of the University.

A decision to withdraw an Honorary academic title will be made by the Executive Dean, following consultation with the Director, Human Resources.

4.5 USE OF TITLE
(a) When using the conferred title, the full title must be used in one of the following formats:
   • [First Name] [Surname], [Conferred Academic Title] Macquarie University
   • [Conferred Academic Title] [First Name] [Surname], Macquarie University

For example:
   • Dr Jane Smith, Adjunct Associate Professor Macquarie University
   • Adjunct Associate Professor Jane Smith, Macquarie University
(b) Conjoint (Academic) title holders have an option of leaving the word ‘Conjoint’ from their title, for example:

- Dr Jane Smith, Conjoint Associate Professor Macquarie University
- Dr Jane Smith, Associate Professor Macquarie University
- Conjoint Associate Professor Jane Smith, Macquarie University
- Associate Professor Jane Smith, Macquarie University

4.6 VISA REQUIREMENTS FOR INTERNATIONAL VISITORS

(a) All visiting academics who are not Australian citizens or permanent residents are required to obtain or hold a valid visa. A Visiting appointment cannot commence until an appropriate visa is obtained.

(b) Information on suitable visa types, visa process, and the University and visa holder obligations is outlined in Immigration Information. The following are suggested visa types for international visitors:

<table>
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<tr>
<th>Period of time in Australia (continuous)</th>
<th>Visa</th>
<th>Further information</th>
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<tr>
<td>Less than 6 weeks</td>
<td>Visitor Visa Short Stay (Subclass 600, Business Visitor Stream) ETA (subclass 601) e-Visitor (subclass 651)</td>
<td>See Macquarie University <a href="https://www.mq.edu.au/immigration/information">non-sponsored visa guide</a></td>
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<td>International visitors must make their own visa arrangements and contact their nearest <a href="https://www.mq.edu.au/immigration/information">Australian Embassy/Consulate</a> for visa options</td>
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<tr>
<td>Up to 3 months</td>
<td>Temporary Work (short stay activity) visa (subclass 400)</td>
<td>Guidance provided by Macquarie University’s Immigration Consultant</td>
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<tr>
<td>3 – 12 months</td>
<td>Training and Research Visa (subclass 402, Research Stream)</td>
<td>Review the University’s <a href="https://www.mq.edu.au/immigration/information">Immigration Information</a> guide and contact Macquarie University’s Immigration Consultant.</td>
</tr>
</tbody>
</table>

(c) All visa costs are met by the visiting academic.

(d) For holders of the Training and Research Visa (subclass 402 Research Stream) the University’s Immigration Consultant will notify the Department of Immigration and Border Protection of the date of cessation of the Visiting appointment.

4.7 INSURANCE

(a) Honorary title holders may be covered by the relevant University insurance for the activities conducted for the University under this title.

(b) Healthcare professionals holding an honorary title are responsible for maintaining their own relevant professional indemnity insurance. It is the responsibility of the title holder to maintain their professional indemnity insurance.

(c) Visiting appointees holding a visa must maintain suitable health insurance for the duration of their stay in Australia.

7 KEY RELATED DOCUMENTS

- Honorary Titles Policy
- Honorary Titles Schedule
- Award of Emeritus Professor Policy
- Award of Emeritus Professor Procedure
- Request to Confer an Honorary Title Form
- Application for Honorary Clinical Academic Appointment Form (Faculty of Medicine and Health Sciences)
- Guidelines for Honorary Clinical Academic Appointments (Faculty of Medicine and Health Sciences)
- Immigration Information
8 NOTES

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<td>Policy</td>
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<td>8.8</td>
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</table>

<p>| 8.2 | Director, Human Resources     |
| 8.3 | Director, Human Resources     |
| 8.4 | Honorary, Visiting and Clinical Academic Appointments Procedure approved 10 March 2011 |
| 8.8 |                                  |</p>
<table>
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<tr>
<th>TITLE</th>
<th>LEVELS</th>
<th>DEFINITION</th>
<th>AWARD-SPECIFIC CONDITIONS</th>
<th>TERM</th>
<th>APPROVAL</th>
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| Emeritus | Professor (E) | Awarded to retiring or retired professor of Macquarie University in recognition of sustained distinguished service to Macquarie University. | • As a general rule, a nominee will have held a position as Professor at Macquarie University for a minimum of five years.  
• Normally, a nominee will not concurrently hold an award of Emeritus Professor from another university.  
• Additional criteria apply as outlined in the Award of Emeritus Professor Policy.  
• While there is no obligation for future service, individuals may continue contributing to teaching, research or academic governance at Macquarie University. | Ongoing | Macquarie University Council |
| Honorary | Professor (E)  
Associate Professor (D)  
Senior Lecturer or Senior Research Fellow (C)  
Lecturer or Research Fellow (B)  
Associate Lecturer or Postdoctoral Fellow (A) | Awarded to an academic with whom Macquarie University wishes to continue or to develop a significant long-term academic association (long-term meaning at least 3-5 years).  
The academic can be:  
• a retired academic or research-only academic staff member of Macquarie University,  
• a current or retired academic or research-only academic staff member of another university. | • When awarded to a retired academic, the level of the Honorary title must be the same as the individual’s academic level at the time of retirement. **Retired** title holders are not eligible for promotion or re-application for a title at a higher level.  
• Current academics of other universities can re-apply for a title at a higher level any time if promoted at their home university.  
• Honorary title holders are generally not eligible to be on faculty or department committees, except by invitation of the Executive Dean. | Up to 5 years | Renewable  
Executive Dean* |
| Visiting | Professor (E)  
Associate Professor (D)  
Fellow (A-C) | Awarded to academic staff from another university, Australian or international, or other educational or research organisation, who is visiting Macquarie University for a short-term (up to 12 months).  
The visiting staff member would usually be on leave from their employer (e.g. on Outside Studies Program) and is expected to collaborate and contribute to research and/or teaching at Macquarie University, arising from their paid employment with another university. | • Individuals who are not Australian citizens or permanent residents must hold an appropriate visa.  
• Visiting title holders are generally not eligible to be on faculty or department committees, except by invitation of the Executive Dean. | For the duration of visit & no longer than 12 months | Renewable  
Executive Dean* |
| Adjunct | Professor (E)  
Associate Professor (D)  
Fellow (A-C) | Awarded to individuals who are expert in an appropriate field and are contributing significantly to teaching and/or research, or are fostering partnerships between Macquarie University and industry or the wider community. These individuals may or may not have an academic background.  
Such individuals may be:  
• Individuals in appropriate field from professional practice/ industry/ sector who will have a continuing relationship with Macquarie University in teaching and/or research. | • The level of the Adjunct title should reflect the individual’s expertise, significance of contributions to academia, government, community or industry sectors, and their leadership and standing in the public or private sector.  
• Adjunct title holders can request a title at a higher level at the time of title renewal.  
• Adjunct title holders are generally not eligible to be on faculty or department committees, except by invitation of the Executive Dean. | Up to 5 years | Renewable  
Executive Dean* |
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| Conjoint   | Professor         | Awarded to individuals who contribute significantly to teaching and/or research at Macquarie University as part of their employment with an organisation which has a formal affiliation with Macquarie University. Such organisations may include: research institutes, other organisations with a significant teaching and/or research role, teaching hospitals or Local Health Districts. A formal affiliation agreement, i.e. MOU, would specifically address academic and governance matters about research and/or teaching. | • New positions in an affiliated organisation which will have a Conjoint status should be advertised jointly by Macquarie University and the affiliated organisation.  
• Conjoint title holders are eligible to apply for promotion via Macquarie University’s academic promotion process.  
• Publications of the Conjoint title holder will include the Macquarie University by-line.  
• Unless excluded by the affiliation agreement, NHMRC and ARC grants are submitted and administered through Macquarie University.  
• The title holder is eligible to be a primary supervisor of Higher Degree Research students.  
• The title holder is eligible to be a unit, course or program convenor.  
• The title holder has an option to leave the word ‘Conjoint’ from their Macquarie University title. | Up to 5 years renewable | Executive Dean* |
|            | Associate Professor |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                          |                     |
|            | Senior Lecturer    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                          |                     |
|            | Lecturer           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                          |                     |
|            | Associate Lecturer |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                          |                     |
| Clinical   | Professor          | Clinical titles are limited to medical and other allied health professionals who undertake clinical work and contribute to Macquarie University’s teaching and/or research, arising from their employment with a related organisation.                                                                                                                                      | • Clinical title holders can request a title at a higher level at the time of title renewal.  
• Clinical title holders are generally not eligible to be on faculty or department committees, except by invitation of the Executive Dean. | Up to 5 years renewable | Executive Dean* |
|            | Associate Professor |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                          |                     |
|            | Senior Lecturer    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                          |                     |
|            | Lecturer           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                          |                     |
|            | Associate Lecturer |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                               |                          |                     |

* Executive Dean is the approval authority for nominations in a faculty. Where nominations are made in MGSM, the approval authority is Dean, MGSM. Where nominations are made in a non-faculty area, e.g. Office of the Deputy Vice-Chancellor (Research) or Office of the Deputy Vice-Chancellor (Academic), the approval authority is the relevant Deputy Vice-Chancellor.
Honorary Titles
SUMMARY OF POLICY CHANGES

The new Honorary Titles Policy and Procedure have been developed and will supersede the Honorary, Visiting and Clinical Appointments Policy and Procedure.

PURPOSE OF POLICY CHANGES

This policy work was undertaken in order to:

• streamline Macquarie University’s honorary appointments categories and clarify their purpose and conditions;
• broaden the scope and amend conditions of honorary appointments to allow for greater collaboration and exchange of knowledge and expertise between Macquarie and other Universities, research organisations and industry, in line with the University’s strategic objectives.

KEY CHANGES

1) The following policy documents were reviewed and streamlined:

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<tr>
<td>Honorary, Visiting and Clinical Academic Appointments Policy</td>
<td>Honorary Titles Policy</td>
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<tr>
<td>Schedule A – Honorary Academic Titles and Eligibility Criteria for Appointment</td>
<td>Honorary Titles Schedule</td>
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<tr>
<td>Schedule B – Visiting Academic Titles and Eligibility Criteria for Appointment</td>
<td>Honorary Titles Procedure</td>
</tr>
<tr>
<td>Schedule C – ASAM Clinical Academic Titles and Eligibility Criteria for Appointment</td>
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<tr>
<td>Honorary, Visiting and Clinical Academic Appointments Procedure</td>
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2) Terminology and scope of categories and levels within categories were clarified and amended, and a new Conjoint category was introduced (please refer to the Honorary Titles Schedule for definitions).

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3) Appointment term was extended to five years for honorary, adjunct and conjoint appointments – currently the appointment terms vary between 2 to 5 years depending on category and level of seniority, resulting in a high percentage of honorary appointments needing multiple reviews over a number of years.
4) The new policy removes the restriction not to award honorary academic titles to continuing and fixed-term staff of other Australian universities. This was seen as a barrier to the University's stated aims, including the ability to collaborate with other Universities in research.

5) Approval procedures for each category were streamlined to align with the Delegations of Authority Register.

6) Progression to a higher level provisions were clarified for each category.
ITEM 10.2  INDIGENOUS STRATEGY 2016-2024

For discussion.

Recommended resolution

Academic Senate:

i. provide ongoing feedback to Walanga Muru, the Office of Indigenous Strategy on the academic-related components, in particular, the embedding of Indigenous knowledges and perspectives into course content; and

ii. support the release and implementation of the Indigenous Strategy across the University.
ITEM 10.2  INDIGENOUS STRATEGY 2016 - 2024

Recommendation
That Academic Senate:
(i) Provides ongoing feedback to Walanga Muru, the Office of Indigenous Strategy on the academic related components, in particular, the embedding of Indigenous knowledges and perspectives into course content; and
(ii) Supports the release and implementation of the Indigenous Strategy across the University.

Issue
The Indigenous Strategy 2016 - 2024 outlines a whole of University partnership that supports and promotes Indigenous inclusion, access and participation. The Indigenous Strategy is a significant step towards building capacity for Indigenous excellence at Macquarie University. This strategy follows an extensive consultation phase following the release of the Indigenous Strategy Green Paper (2015) that proposed seven strategic directions for Indigenous education at our University.

Consultation Process
The Indigenous Strategy 2016 - 2024 is the next step in a long term strategy of Indigenous inclusion and participation at Macquarie University. The Indigenous Strategy follows the consultative Indigenous Strategy Green Paper. The Green Paper was drafted, endorsed and released following an extensive period of consultation with the Patyegarang Indigenous Strategy Committee, the Executive Group and the NTEU. Walanga Muru, the Office of Indigenous Strategy facilitated ongoing consultation with Faculties, Indigenous student groups, a roadshow across campus and a University wide forum. The culmination of this process and ongoing collaboration with the aforementioned groups is the Indigenous Strategy 2016 – 2024.

Operational Impact
The integration of the Indigenous Strategy into existing academic programs and portfolios will be integral to the success of the strategy. Walanga Muru, the Office of Indigenous Strategy seeks to build on the relationships developed during the Indigenous Strategy Green Paper consultation phase and work with individual faculties, departments and offices to improve the progression and retention of Indigenous students at Macquarie University.

Outcome to be communicated to
Academic staff within Macquarie University.

Submitted by Professor John Simons, Deputy Vice-Chancellor (Academic)
For enquiries contact Alex Swain, A/Director, Office of Indigenous Strategy, alex.swain@mq.edu.au, x6794
**THE WALLUMAI**

The Wallumai, the Black Snapper Totem, portrayed on the front cover of this document, has been gifted to Macquarie University’s Indigenous staff and students by the Traditional Owners of the Macquarie University land. The black snapper story represents our students’ journey through their tertiary studies with the support of Walanga Muru staff and Macquarie University. The Black Snapper Totem artwork and story were given to Walanga Muru by Auntie Kerrie Kenton on behalf of the Darug Community.

“The black snapper fish is a shy but clever fish, who uses the shadows and patterns created by the mangroves to protect the younger fish. The mangroves are their nursery, their school and their home. The mangroves represent life – the obstacles and tangles that we need to navigate.”

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**Acknowledgement**

The Office of Indigenous Strategy acknowledges the traditional custodians of the Macquarie University land, the Wattamattageal people of the Darug nation. We pay our respects to Elders past, present and future, to the ancestors and to the Land, its knowledges and culture, which are embodied within and throughout this Country.

We thank Macquarie University staff, students and members of the Darug Community for their contributions and consultation following the release of the Indigenous Strategy Green Paper, 2015. This feedback has been used to build the *Indigenous Strategy 2016 – 2025*.

Although there has already been a concerted approach to improving Indigenous access and participation, this strategy represents our firm commitment for the future success of Indigenous students and staff at our University.

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**WARNING TO INDIGENOUS AUSTRALIANS**

Aboriginal and Torres Strait Islander readers are warned that this document may contain images of deceased persons.
Foreword

Every day on our campus, students and staff look to the future and drive discovery and innovation in every field of endeavour. This progress informs our experiences, our personal journeys and our shared history as a community. That history extends back far beyond the foundations of this University to the traditional custodians of this land, whose descendants are a part of our community today.

As a university we seek to serve and engage our students and staff through transformative learning and life experiences, and the wider world through discovery, disseminating knowledge and ideas, innovation and deep partnerships. Our commitment to our Indigenous community is built on this same purpose: to serve and engage.

This strategy was created by our Indigenous community to offer the University a pathway towards a more equitable and inclusive future. It recognises that to build the type of university we wish to become, we must start today with the students of tomorrow. By dedicating ourselves to improving the recruitment, progression and success of Indigenous students, we will create a better, more inclusive and more successful university for future generations.

The road ahead of us is long and there is much work to be done. By respecting our shared past and recognising our equality in the present, we will build a brighter future together.

Professor S Bruce Dowton
Vice-Chancellor and President
Introduction

The Indigenous Strategy 2016 – 2025 takes a long-term view and aligns with existing Macquarie University frameworks and strategic plans to enhance our aspiration to achieve Indigenous excellence. The strategy will provide a coherent vision for Macquarie University’s future across the major activities that lead to Aboriginal and Torres Strait Islander success. The strategy is underpinned by Macquarie University’s commitment to Indigenous access and participation at our University.

The Indigenous Strategy provides the right balance between investment in education and research capabilities and the critical enabling infrastructure and student services required, to support and maximise the University’s role in increasing access, participation and success for Aboriginal and Torres Strait Islander peoples.

The overarching priorities of all Macquarie University strategic papers and frameworks are a holistic approach of partnerships and innovation. Collaborating with other key Macquarie University strategies and the wider collegiate body, the strategy provides a set of activities to shift Macquarie University from its current position in the Indigenous tertiary setting to become an Institution of excellence, renowned for Indigenous innovation and success.
Values

As one of Australia’s leading tertiary institutions, Macquarie University values and respects all of its members and communities, each of whom individually and collaboratively makes a contribution to create, strengthen and enrich our learning environment. The strategy aligns with our aspirations and values of scholarship, integrity and empowerment as articulated in Our University: A Framing of Futures. The core purpose of service and engagement is aligned to these values and shows our commitment to the future success of Indigenous Australians. We believe in building genuine, sustainable and reciprocal connections and recognising the unique perspectives of Indigenous learning. Our values aim to create a strong sense of inclusion and to enrich the university experience.

**SCHOLARSHIP**

We believe learning, enquiry and discovery improve lives
Working together to transform our students into high-quality graduates so they can be productive members of their communities

**INTEGRITY**

We conduct ourselves ethically, equitably and for mutual benefit
Inspiring openness, courage and trust

**EMPOWERMENT**

We make our community a source of strength and creativity
Enhancing the capacity of students and staff to make choices and transforming these into desired actions, outcomes and success
Strategic outlook and vision

Our vision is to contribute to Macquarie University’s pursuit of teaching and research excellence by transforming lives and contributing to the autonomy and self-determination of Indigenous Australians. The University is now embarking on the next steps, the most significant transformation of the University’s Indigenous operations. The Indigenous Strategy Green Paper, 2015, established quality standards that enabled our University to consider some of the opportunities for improving access and participation and contributing to Aboriginal and Torres Strait Islander communities in meaningful ways.

Our stepped approach is to determine short, medium and long-term priorities towards increasing Indigenous access, participation and success, and then moving towards system development and leadership opportunities.

The strategy consists of three key pillars: building capacity, developing cultural capability and supporting for Indigenous success. The three Darug language words Baduwa, Manawari and Djurali are translated to mean Aspire, Discover and Evolve. These words come from the local Darug language group, the traditional custodians of the land upon which Macquarie University is situated. These words are not meant to indicate deficits or disadvantages; they indicate a commitment to the future direction of Indigenous education at the University – one of empowerment, capacity building and meaningful engagement.

Through the following three key pillars, the University is committed to:

1. BADUWA (ASPIRE)
   Unlocking the capacity and building the aspirations of Indigenous students and staff through increased access to and opportunity for tertiary education

2. MANAWARI (DISCOVER)
   Developing cultural capability and discovering new and innovative ways of embedding Indigenous knowledges and perspectives into curriculum to support Indigenous students and staff in the discovery of new paradigms

3. DJURALI (EVOLVE)
   Empowering Indigenous students and staff to evolve, to be responsive to change and to embrace the entire world.
1. Baduwa (Aspire): Unlocking capacity

Macquarie University aspires to be a university of choice for Indigenous students and staff, highlighting the University’s opportunities for transformative learning through teaching and research and building a connection to campus life to enrich the student experience. Through the development of deep and genuine relationships with Aboriginal and Torres Strait communities and key stakeholders, we will design and implement innovative outreach and recruitment programs and tailored pathways, which will build Indigenous capacity.

**OUR PRIORITY AREAS ARE TO:**

1.1 Build aspirations and establish a pipeline from schools for Indigenous youth to come to our University

1.2 Increase Indigenous undergraduate and postgraduate student enrolments

1.3 Support and build the capacity of Indigenous researchers

1.4 Increase the quality and impact of Indigenous research

1.5 Support sustainable increases in Indigenous employment to complement existing and future enterprise agreements

1.6 Support professional development and engagement opportunities for our current and emerging Indigenous workforce

1.7 Implement and build the Indigenous alumni network
2. Manawari (Discover): Develop cultural capability

We will create a culturally inclusive environment and foster a deeper understanding of Indigenous history and culture. To realise our vision of contributing to the self-determination of Indigenous Australians, Macquarie will implement a cultural capability framework and work within the faculties to integrate Indigenous knowledges and perspectives into existing and future curricula.

**OUR PRIORITY AREAS ARE TO:**

2.1 Develop and implement a cultural capability framework
2.2 Engage with and promote an understanding of and respect for Indigenous communities, cultures and histories among students and staff
2.3 Embed Indigenous knowledges and perspectives into curriculum across all faculties
2.4 Create a learning environment in which all students have the opportunity to gain knowledge of Indigenous Australia
2.5 Initiate cultural training opportunities for all existing and new staff
2.6 Build the needs and interests of Indigenous Australians into relevant current and future programs and initiatives
3. Djurali (Evolve): Support for Indigenous success

Directly aligned with our University’s strategic framework, the final pillar in the Indigenous Strategy provides for a future of Indigenous empowerment and success. As the first two pillars are realised and the Indigenous presence at our University grows, the appropriate resources will be identified to build systems and infrastructure for continued support of student retention and completion.

**OUR PRIORITY AREAS ARE TO:**

3.1 Simplify and clarify systems, processes and policies between Walanga Muru and other support services across the University

3.2 Evaluate and monitor our support systems for improved quality standards and student success

3.3 Build the Indigenous presence across the University

3.4 Create tailored pathways for Indigenous students and staff through capacity building initiatives and programs

3.5 Develop systems that enhance undergraduate and postgraduate enrolments and completions
Collaborative partnerships

The success of any strategy requires a whole-of-university approach. Walanga Muru cannot realise our ambitious goals for Indigenous excellence alone. By working in partnership, we will create an inclusive environment that flows beyond our campus to Indigenous communities locally and globally.

Macquarie University, through Walanga Muru, will partner with primary and secondary schools, industry, other academic institutions, government organisations and Aboriginal and Torres Strait Islander communities to:

- Build and nurture strategic partnerships for improved Indigenous outcomes
- Provide supportive, aspirational pathways for our future Indigenous students and staff
- Foster reciprocal relationships with Aboriginal and Torres Strait Islander communities, in particular the Darug community
## Our commitment

By 2025, Macquarie University will have a renewed presence in Indigenous higher education. We will be an institution that is characterised by our Indigenous excellence and have established models for Indigenous success – from undergraduate enrolments through to higher degree research and beyond. The University’s commitment to Indigenous communities includes producing the highest quality outcomes in all areas of teaching, research and the recruitment of Indigenous students and staff. The 10 areas below set out our commitment from increasing enrolments to developing a framework for Indigenous leadership. Many of these areas will be ongoing in their implementation. This commitment will assist in building capacity across the University and foster excellence in graduate outcomes and Indigenous employment.

The University is committed to:

1. **Increasing Indigenous enrolments and completions** *(ongoing timeframe)*
2. **Designing best practice models of outreach and recruitment** *(ongoing timeframe)*
3. **Engaging and connecting the Indigenous alumni who contribute to and benefit from each other and to the University** *(developed from 2017)*
4. **Becoming an institution of choice for Indigenous employees** *(ongoing timeframe)*
5. **Increasing the number of Indigenous students and Indigenous research output** *(ongoing timeframe)*
6. **Developing a framework for Indigenous leadership and increasing Indigenous presence at all levels of the University** *(ongoing timeframe)*
7. **Designing a sector best practice Indigenous support model** *(developed and implemented from 2017)*
8. **Implementing the cross-University cultural capability framework** *(developed and implemented from 2017)*
9. **Engaging Aboriginal and Torres Strait Islander communities in mutually respectful relationships** *(ongoing timeframe)*
10. **Designing best practice models of outreach and recruitment** *(ongoing timeframe)*

Integrating Indigenous curriculum, knowledges and perspectives that are relevant to all students for transformative learning *(developed and implemented from 2018)*
ITEM 10.3 ACADEMIC APPEAL POLICY AND PROCEDURE

For discussion.

Recommended resolution
Academic Senate note progress on the development of an Academic Appeals Policy and Procedure.

That members provide feedback on the draft Academic Appeal Policy and Procedure by 7 October 2016.
ITEM 10.3 ACADEMIC APPEAL POLICY AND PROCEDURE

Recommendation

That Academic Senate note progress on the development of the Academic Appeal Policy and Procedure.

That members provide feedback on the draft Academic Appeal Policy and Procedure by 7 October 2016.

Summary

At its meeting of 5 April, Academic Senate resolved to:

i. note the update on the development of an Academic Appeal framework;

ii. endorse the grounds for an academic appeal outlined in the report provided to Academic Senate; and

iii. approve the review of the Grade Appeal policy with a view to separating the current arrangements for Grade Review and Grade Appeal processes, thus enabling Grade Appeals to be within the scope of the Academic Appeals Policy. (Resolution 16/144)

Background

Since that time, the Working Group has engaged further with the General Counsel to finalise the draft policy and procedure. The Review of the MRes, includes recommendations relating to HDR appeals, which will be addressed prior to the policy and procedure being presented for approval.

The Working Group proposes that the Academic Appeal Policy be implemented in two phases:

- Phase One: to capture appeals relating to Admission, Readmission, Disruption to Studies, Recognition of Prior Learning, Suspension, Exclusion and Termination of Higher Degree Research Candidates; and
- Phase Two: to respond to the review of the Grade Appeal Policy.

The draft Policy and Procedure will be socialised with internal stakeholders. A suite of training resources and a full implementation and communication plan is being developed to support the implementation of the Academic Appeal Policy and Procedure for appeals heard at the end of Session 2 2016.

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Operational Impact

- Faculties
- Campus Wellbeing
- Higher Degree Research Office
- Governance Services
- Student Administration

Consultation Process

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

- Deputy Vice-Chancellor, Academic
- Deputy Vice-Chancellor, Students and Registrar
- Chair, Ranking Committee
- Chair, Higher Degree Research Appeals Committee
- Chair, Grade Appeal Committee
- Dean, HDR

Submitted by: Professor Mariella Herberstein
               Chair, Academic Senate

For enquiries and feedback contact: Zoe Williams, Head of Governance Services, ext4322
ACADEMIC APPEALS POLICY

1 PURPOSE

To outline the principles governing appeals against an academic decision of the University.

2 BACKGROUND

The University is committed to providing transparent, equitable and consistent mechanisms for students to appeal an academic decision. This policy reflects the expectations and responsibilities of both the University and its students in the management of an academic appeal.

3 SCOPE

This policy applies to academic decisions made by the University affecting any student enrolled in or seeking enrolment in a Macquarie University coursework or research program regarding decisions on:

- Admission and Readmission contemplated by the Admissions (Coursework) Policy
- Disruption to Studies contemplated by the Disruptions to Studies Policy
- Recognition of Prior Learning in accordance with the Recognition of Prior Learning Policy
- Suspension and Exclusion contemplated by the Academic Progression Policy
- Exclusion under the General Coursework Rule (Clause 10 (7))
- Termination of Higher Degree Research Candidature in accordance Higher Degree Research Rules (Clause 14(5)).

Decisions which may be appealed under this procedure are referred to in this procedure as “applicable decisions”.

This policy does not apply to grade appeals (see Grade Appeals Policy), academic misconduct (see Student Discipline Rules and Student Discipline Procedure) or complaints or grievances (see Complaints Management Procedure for Students and Members of the Public).

4 DEFINITIONS

Commonly defined terms are located in the University Glossary.
5 POLICY STATEMENT

(1) The University will provide an appeal panel to deal with appeals under this policy.

(2) The University will endeavour to ensure procedures for dealing with appeals enable proceedings to be conducted with as little formality and technicality and as quickly as a proper consideration of the matters under consideration permits.

(3) An appeal panel’s functions are to:
   (a) provide an opportunity to the relevant student to make submissions in respect of an appeal referred to the appeal panel; and
   (b) decide whether the appeal should be upheld; and
   (c) if the appeal is upheld, decide what should be done as a consequence.

(4) The decision of an appeal panel is final and there is no further right of appeal or review within the University.

(5) A student must not pursue any judicial or other review by or make a complaint to, any person outside the University until the right of appeal of the student contemplated by this policy is exhausted.

   [Note: A person in respect of whom a decision has been made may complain to the New South Wales State Ombudsman about the decision under the Ombudsman Act 1987 of New South Wales and judicial review of the decision may also be sought from the courts.]

Timeframe
Timeframes for submission of an Academic Appeal are articulated in the related procedures attached to this policy.

Reporting
The Academic Appeals Panel will report to Deputy Vice-Chancellor Students and Registrar.

6 RELEVANT LEGISLATION

Education Services for Overseas Students Act (2000)

7 KEY RELATED DOCUMENTS

Student Discipline Rules
General Coursework Rules
Higher Degree Research Rules
Grade Appeal Policy
Academic Exclusion Appeal Procedure
Admission or Readmission Appeal Procedure
Disruption to Studies Determination Appeal Procedure
Recognition of Prior Learning Determination Appeal Procedure
Termination from a Higher Degree Research Program Appeal Procedure
### 8 NOTES

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| **Audience** [select ALL that apply] | Students  
Academic staff  
Professional staff  
Researchers & HDR Candidates |

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Page 164
ACADEMIC APPEALS PROCEDURE

1 PURPOSE

The purpose of this document is to set out the procedure for an appeal against certain academic decisions of the University.

2 SCOPE

The procedure applies to an appeal of a decision:

- Admission and Readmission contemplated by the Admissions (Coursework) Policy
- Disruption to Studies contemplated by the Disruptions to Studies Policy
- Recognition of Prior Learning in accordance with the Recognition of Prior Learning Policy
- Suspension and Exclusion contemplated by the Academic Progression Policy
- Exclusion under the General Coursework Rule (Clause 10 (7))
- Termination of Higher Degree Research with respect to any student enrolled in or seeking enrolment in a Macquarie University research program regarding decisions made by the University about the University Candidature contemplated by Higher Degree Research Rules (Clause 14(5)).

Decisions which are appealed in accordance with the procedure are referred to in this document as “applicable decisions”.

This document does not apply to grade appeals (see Grade Appeals Policy), academic misconduct (see Student Discipline Rules and Student Discipline Procedure) or other complaints or grievances (see Complaints Management Procedure for Students and Members of the Public).

3 DEFINITIONS

Commonly defined terms are located in the University Glossary. Definitions specific to this document are contained in the accompanying Policy.

4 RESPONSIBILITIES AND REQUIRED ACTIONS

1. A person affected may appeal against an applicable decision of the University which affects him or her on a ground specified in clause 3.

2. The person affected must be promptly notified in writing by the decision maker of the decision and be given a short written statement of the reasons for it.

3. An appeal may only be made on the grounds that:

   (a) the procedure for dealing with the matter was unfair in the circumstances because one or more of the following things occurred:
(i) the person affected was not given a reasonable opportunity, appropriate to the circumstances, to present their case or provide an explanation, before the decision was made;

(ii) the decision maker in making the decision was biased or there was a reasonable apprehension of bias, against the person affected;

(iii) the decision maker in making the decision, took an irrelevant consideration into account;

(iv) the decision maker in making the decision, failed to take a relevant consideration into account;

(v) the decision maker in making the decision, acted dishonestly or for an improper purpose;

(vi) there was no evidence to justify the decision made by the decision maker;

(vii) the decision was so illogical or unreasonable that it could not have been rationally made;

(viii) the decision was made in accordance with a guideline or direction from the University of general application without regard to the merits of the particular case;

(ix) the decision maker made the decision in the particular case in accordance with the wishes of another person;

(x) the required procedure for making the decision was not followed; and

(b) as a result, the person affected suffered substantial injustice.

4. The merits of the decision (that is to say, whether the correct or preferable decision was made) cannot be appealed.

5. An appeal must:

(a) be made in writing via the University’s online system (ask.mq.edu.au);

(b) set out the details for the basis for the appeal;

(c) be lodged by the person affected not later than, in the case of:

   (i) admission and re-admission contemplated by Admissions (Coursework) Policy: 10 working days;

   (ii) disruption to studies contemplated by Disruptions to Studies Policy: 5 working days;

   (iii) recognition of prior learning contemplated by Recognition of Prior Learning Policy: 10 working days;

   (iv) suspension and exclusion contemplated by Academic Progression Policy: 20 working days;

   (v) exclusion contemplated by the General Coursework Rule (Clause 10 (7)): 20 working days;

   (vi) termination of Higher Degree Research Candidature contemplated by the Higher Degree Research Rules (Clause 14(5)): 20 working days;

   after being notified of the decision which is being appealed; and
6. **A decision which is appealable has no effect until:**
   (a) if no appeal is made, the expiration of the period within which an appeal may be lodged; or
   (b) if an appeal is made, a final decision on the appeal is made (which may be a decision that the appeal has been abandoned).

7. **The Deputy Vice-Chancellor - Students and Registrar must, within 10 working days after receiving the notice of appeal, appoint a chair of an appeal panel to hear and determine the appeal.**

8. **The chair appointed must within 5 working days of being appointed review the notice of appeal and either:**
   (a) dismiss the appeal if satisfied that it is frivolous, vexatious, misconceived or lacking in substance; or
   (b) request the Deputy Vice-Chancellor - Students and Registrar to appoint the remaining 2 members of the appeal panel.

9. **If the chair dismisses an appeal under clause 8, he or she must, within 5 working days after the decision to dismiss it, provide the person affected with a written notice of the chair’s decision.**

10. **If the chair requests the appointment of the remaining 2 members of the appeal panel, the Deputy Vice-Chancellor - Students and Registrar must do so within 5 working days of the request being made.**

11. **The appeal panel must consider the appeal within 20 working days of the remaining 2 members of it being appointed.**

12. **(a) The procedure for the calling of meetings of the appeal panel and for the conduct of business at those meetings, may be determined by the chair.**
   
   **(b) The chair may, extend or shorten any time fixed by this document or by any decision of the chair and may do so as many times as the chair thinks appropriate.**

   **(c) The chair may extend any such time before or after the time expires whether or not an application for the extension is made before the time expires.**

   **(d) If no time is fixed by this document for the doing of anything in or relating to any proceeding before the appeal panel, the chair may fix the time within which that thing must be done.**

   **(e) Any act or proceeding of the appeal panel may not be called into question merely because of:**
      
      (i) any vacancy or change in the membership of the appeal panel; or
      (ii) any defects in the appointment of any member of the appeal panel; or
      (iii) any irregularity in the manner in which any meeting of the appeal panel has been convened or conducted; or
the presence or participation at any meeting of the appeal panel of any person not entitled to be present or to participate at those meetings.

13. (a) The person affected must be given a reasonable opportunity to provide:
   (i) any relevant written material to the appeal panel; and
   (ii) a written submission to the appeal panel.
   (b) The person affected may be given an opportunity to address the appeal panel if the appeal panel is satisfied it is appropriate to do so in the circumstances.

14. (a) The appeal panel may:
   (i) dismiss the appeal by affirming the decision of the decision maker; or
   (ii) uphold the appeal by setting aside the decision and referring the matter to a decision maker for reconsideration of the decision.
   (b) The Deputy Vice-Chancellor – Students and Registrar may appoint the decision maker who is to reconsider the decision.

15. The chair must notify the person affected of the decision of the appeal panel and give a short written statement of the reasons for it, within 5 working days of the decision being made.

16. If the matter is referred to a decision maker for reconsideration, the decision maker must reconsider the appeal decision and inform the person affected of the result of that reconsideration, as soon as practicable after being notified of the decision of the appeal panel.

17. The person affected is bound by the decision of the appeal panel.

18. The decision of a majority of the members of an appeal panel is the decision of the appeal panel.

19. In this document, a reference to a "working day" is to any day other than:
   (a) a Saturday, a Sunday or a public holiday; or
   (b) 27, 28, 29, 30 or 31 December,
   in Sydney.

20. (a) The Deputy Vice-Chancellor - Students and Registrar may authorise any person to carry out any of his or her functions relating to this document.
   (b) A reference in this document to the Deputy Vice-Chancellor – Students and Registrar, if the context permits, includes any person authorised to carry out any of his or her functions relating to this document.

5 RELEVANT LEGISLATION
Not applicable.

6 KEY RELATED DOCUMENTS
Academic Appeals Policy
Admission (Coursework) Policy/Procedure
## 7 NOTES

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<td>Deputy Vice-Chancellor - Students and Registrar</td>
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<tr>
<td>7.2</td>
<td>Implementation Officer</td>
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<td>7.3</td>
<td>Approval Authority / Authorities</td>
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<td>7.5</td>
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<td>7.6</td>
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<td>7.7</td>
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<tr>
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Please complete the following:
ITEM 12.1  VICE-CHANCELLOR COMMENDATIONS: LIST OF RECIPIENTS

For ratification.

This item was considered and approved by the Chair of Academic Senate on 11 August 2016.

Recommended resolution
Academic Senate resolve to ratify the awarding of the Vice-Chancellor Commendation to the lists of Bachelor degree and Master coursework graduands identified within the attached report as approved by the Chair of Academic Senate on 11 August 2016.
ITEM 12.1: VICE-CHANCELLOR’S COMMENDATIONS – NOMINATIONS FOR MASTER COURSEWORK CANDIDATES

Recommendation
That the Vice-Chancellor's Commendation be awarded to the Bachelor degree graduands listed below.

Issue
Nominations for a Vice-Chancellor's Commendation for outstanding academic achievement at the undergraduate level are listed herein. To be eligible for this award, an undergraduate student must have a GPA of 4.0 in at least 40 credit points completed at Macquarie University.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>42880777</td>
<td>HEIMLICH, Sarah Marie</td>
<td>Bachelor of Engineering with honours</td>
</tr>
</tbody>
</table>

Consultation Process
The Graduation Unit has reviewed the Potential VC Commendations report from AMIS and cross-checked with academic transcripts.

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

For enquiries contact: Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 12.1: VICE-CHANCELLOR’S COMMENDATIONS – NOMINATIONS FOR MASTER COURSEWORK CANDIDATES

Recommendation
That the Vice-Chancellor’s Commendation be awarded to the Master coursework graduands listed below.

Issue:
Nominations for a Vice-Chancellor’s Commendation for Master coursework candidates are listed below. To be eligible for a Vice-Chancellor’s Commendation a Master coursework graduand must have a GPA of 4.0, no more than 25% satisfactory/fail type credit points allowed, and at least 75% of the requirements of the award credit points must have been completed at Macquarie University.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>41718801</td>
<td>ROCHAIX, Alix</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>43149456</td>
<td>PRATLEY, Jessica</td>
<td>Master of Clinical Psychology</td>
</tr>
</tbody>
</table>

Consultation Process: The Graduation Unit has reviewed the Potential VC Commendations report from AMIS and cross-checked with academic transcripts.

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

For enquiries contact: Ken Wong, Senior Graduation Officer, ken.wong@mq.edu.au x6189
ITEM 13.1 ACADEMIC SENATE STANDING COMMITTEE

For noting.

Attached is the report of the Academic Senate Standing Committee meeting held in July 2016

Recommended resolution
Academic Senate to note the report of the Academic Senate Standing Committee meeting held by circulation in July 2016 and ratify the resolutions of the Standing Committee where appropriate.
ITEM 13.1: REPORT OF THE ACADEMIC SENATE STANDING COMMITTEE MEETING HELD BY CIRCULATION IN JULY 2016

Recommendation
Academic Senate to note the report of the Academic Senate Standing Committee meeting held by circulation in July 2016 and ratify the resolutions of the Standing Committee where appropriate.

The key items and resolutions of this meeting are outlined below.

ITEMS FOR NOTING
Academic Standards and Quality Committee: Terms of Reference and Membership

Resolution 16/41
That Academic Senate Standing Committee resolved to:

i. approve the amended Academic Standards and Quality Committee Terms of Reference.

ii. add the following membership compositions and appoint the following members for the period of 1 July 2016 to 30 June 2018:
   a. The Deputy Chair of the Committee - Dr Catriona Lavermicocca
   b. Nominee of the Pro Vice-Chancellor (Learning and Teaching) – Cathy Rytmeister

iii. reappoint the following members for the period of 1 July 2016 to 30 June 2018
   a. Executive Dean nominee from the Faculty of Business and Economics – Associate Professor Rahat Munir
   b. Executive Dean nominee from the Faculty of Human Sciences – Dr Trevor Case
   c. Executive Dean nominee from the Faculty of Science and Engineering – Professor Tony Parker

iv. appoint the following members for the period of 1 July 2016 to 30 June 2018:
   a. Deputy Chair of Academic Senate – Professor Jacqueline Phillips
   b. Executive Dean nominee from the Faculty of Arts – Dr Margi Borschke
   c. Executive Dean nominee from the Faculty of Medicine and Health Sciences – Dr Dane King
   d. Student Member – Simon Populin
   e. Member of Academic Senate – Professor Norma Harrison

Macquarie University International College Subcommittee: Terms of Reference and Membership

Resolution 16/42
That Academic Senate Standing Committee resolved to:

i. note the current ex-officio membership of the Macquarie University International College Subcommittee of the Academic Standards and Quality Committee;

ii. approve the appointment of Dr Rowan Tulloch (Faculty of Arts) and Dr Salahudin (Salut) Muhidin (Faculty of Business and Economics) as academic staff members appointed by Academic Senate to the MUIC Subcommittee; and

iii. approve the amended Macquarie University International College Subcommittee Terms of Reference.

Senate Learning and Teaching Committee: Terms of Reference and Membership

Resolution 16/43
That Academic Senate Standing Committee resolved to:

i. approve the amended Senate Learning and Teaching Terms of Reference.

ii. add the following membership compositions and appoint the following members for the period of 1 July 2016 to 30 June 2018:
   a. The Deputy Chair of the Committee - Associate Professor Peter Keegan
   b. Nominee of Macquarie International – Katherine Roth
   c. Director or nominee from Macquarie University International College – Mirjana Jovancevic
   d. Pro Vice-Chancellor (Learning and Teaching) nominee of staff from the Learning Innovation Hub – Dr Tanya Rose

iii. reappoint the following members for the period of 1 July 2016 to 30 June 2018
   a. Executive Dean nominee from the Faculty of Arts – Associate Professor Peter Keegan
   b. Executive Dean nominee from the Faculty of Business and Economics – Professor Leigh Wood
   c. Student Member – Simon Populin
iv. appoint the following members for the period of 1 July 2016 to 30 June 2018:
   a. Deputy Chair of Academic Senate – Professor Jacqueline Phillips
   b. Executive Dean nominee from the Faculty of Human Sciences – Dr David Kaplan
   c. Executive Dean nominee from the Faculty of Medicine and Health Sciences –
      Professor Kirsty Forrest
   d. Executive Dean nominee from the Faculty of Science and Engineering – Dr James Downes

Emeritus Professor Nomination: Working Group Report

Resolution 16/44
That Academic Senate Standing Committee resolved to
i. endorse the recommendation of the working group; and
ii. recommend to University Council the award of the title of Emeritus Professor to one recipient.

Review of the Departments of Mathematics and Statistics: Terms of Reference and Panel Members

Resolution 16/45
That Academic Senate Standing Committee resolved to:
   i. note the Department of Mathematics and Statistics Review Panel members; and
   ii. confirm the approval of the Terms of Reference for the Review of the Department of Mathematics
       and Statistics based on the in principle approval outlined in Academic Senate Standing Committee
       Resolution 16/40.

Professor Mariella Herberstein
Chair, Senate Standing Committee
ITEM 13.2  ACADEMIC STANDARDS AND QUALITY COMMITTEE

For noting.

Attached are the reports of the Academic Standards and Quality Committee meetings of 19 July and 23 August 2016.

Recommended resolution
Academic Senate to note the reports of the Academic Standards and Quality Committee meetings of 19 July and 23 August 2016 and, where appropriate, be adopted as recommended.
ITEM 13.2 REPORT OF THE ACADEMIC STANDARDS AND QUALITY COMMITTEE MEETING OF 19 JULY 2016

Recommendation
That the Academic Senate note the report of the Academic Standards and Quality Committee meeting of 19 July 2016, and, where appropriate, be adopted as recommended.

ITEMS FOR APPROVAL BY ACADEMIC SENATE

1 Master of Advanced Interpreting Conferencing – Change of Name proposal

ASQC endorsed a tabled proposal from the Faculty of Human Sciences for the Master of Advanced Conference Interpreting to return to its earlier name of Master of Conference Interpreting because of external requirements and advice from the National Accreditation Authority for Translators and Interpreters (NAATI). The Faculty is seeking Academic Senate’s in-principle approval to rename the program to enable the Faculty to provide the information to prospective students at the 20 August 2016 Open Day, with ASQC to consider the completed Webforms at its 23 August 2016 meeting to confirm there are no changes to the content of the program.

Recommendation
That Academic Senate resolve to:

i. approve in principle that the Master of Advanced Conference Interpreting be renamed as the Master of Conference Interpreting; and

ii. note that the Faculty of Human Sciences will provide completed Webforms to the 23 August ASQC meeting to allow final consideration of this matter.

Note: This matter was subsequently approved in principle at the 26 July 2016 Academic Senate meeting.

ITEMS FOR NOTING

2 2016 Schedule - Change to Offering: Master of International Business INTB14MV1

ASQC approved (Res ASQC 16/107) a change of offering to the Master of International Business INTB14MV1 for 2016. The Session 2, 2016 City offering has been cancelled due to low take up, with students able to attend at North Ryde campus.

3 2017 Co-taught Units Schedule (existing units): Consolidated List of Proposed Exemptions

ASQC considered Faculty submissions for exemptions from the categories of the Principles for Shared Teaching for inclusion in the Co-taught Units Schedule for 2017 (existing units). A summary of the approved exemptions (Resolutions ASQC 16/108 to 16/111) is available in the ASQC minutes.

4 Retrospective Changes:2017 Schedule of Undergraduate alternate units and Majors, and Postgraduate Alternate Units and Specialisations.

ASQC approved (Res ASQC 16/114) retrospective changes to the 2017 Schedule of Undergraduate Alternate Units and Majors, and Postgraduate Alternate Units and Specialisations.

5 Retrospective Changes: 2017 Open Universities Australia Schedule

ASQC approved (Res ASQC 16/115) retrospective changes to the 2017 Open Universities Australia (OUA) Schedule.

6 2017 Schedule and Retrospective Changes: New Majors: PYC014V Psychological Science

ASQC approved (Res ASQC 16/116) the inclusion of the prefix PSYC to the Psychological Science Major 9cp 300 level option set for new students and all other students commencing 2017.

7 Late Changes to the 2017 Schedules of Programs, Majors and Specialisations: Program Changes

ASQC approved (Res ASQC 16/117) changes to English Language Proficiency (IELTS) requirements for students commencing from 1 January 2017 for specified Laws and Security Studies programs.

ASQC approved (Res ASQC 16/118) changes to option sets for the Master of Economics ECON13MV1, and Master of Banking and Finance MBkgFin, effective 1 January 2017.
2017 Schedule – Change to Offerings: Financial Risk Management Specialisation
ASQC approved (Res ASQC 16/119) the deletion of the offering of a full time study mode for the Graduate Diploma of Applied Finance – Financial Risk Management Specialisation, effective Session 2, 2016.

2017 Schedule: PACE and Capstone Units: MRES701 PACE for Research
ASQC approved (Res ASQC 16/121) the MRES701 PACE for Research, effective from 1 January 2017.

2017 Schedule – Admission Requirements and Recognition of Prior Learning: Master of Public Health
ASQC approved (Res ASQC 16/122) changes to admissions requirements and recognition of prior learning for students enrolling in the Master of Public Health from 1 January 2017:
i. Minimum admission requirements to include:
   • Australian level 7 bachelor’s qualification or recognised equivalent;
   • GPA of 4.5 (out of 7.0); and
   • GPA Requirement for MPH (research specialisation) is 5.5 (out of 7.0); and
ii. Recognition of Prior Learning (Relevant Disciplines) to include Psychology.

2017 Schedule – Change of Offering: Graduate Certificate of Laws
ASQC approved (Res ASQC 16/123) changes to the offering of the Graduate Certificate of Laws in Session 3 2016 as there were no units in Session 3 enabling a student to commence the program.

Change of MUIC Program: Diploma of Information Technology and Articulation to the Bachelor of Digital Business
ASQC approved (Res ASQC 16/126) the inclusion of WMKT101 Marketing Fundamentals as an alternative to WMEC1111 Introduction to Video Games in the Diploma of Information Technology for students wishing to articulate into the Bachelor of Digital Business, effective immediately.

OTHER MATTERS CONSIDERED BY ASQC

• Approval Framework of Non-Award Offerings. The Chair of ASQC work will with the Pro Vice-Chancellor (Learning and Teaching) to develop an approval framework for the high number of non-award study opportunities offered by the University.

• Proposed People and Planet Unit Exemption Framework and Standards. ASQC recommended that a Macquarie International (MI) proposal to develop a framework and standards assessment process for People and Planet unit exemptions for international students be broadened, and formed a working group to develop a set of principles to devolve the approval of People and Planet units across the University for the purposes of the Recognition of Prior Learning, as appropriate.

• Identification of Professional/Accredited Programs of Study. Governance Services will contact Faculties to gather details of reporting requirements of all professional/ accredited programs that may have currency requirements, in order to form a Schedule of the Progression Policy. This process will also assist the development of the Program Review Framework, to identify and align schedules of accreditation reviews with program review cycles where possible.

• Individual Cases Summary Report – January to June 2016. The Lifecycle Student Administration team provided a six-monthly summary report on individual cases. Approved individual cases were presented as a percentage against the total number of students for each Faculty, indicating an overall decrease after People and Planet savings cases are removed.

• MUIC Grade Distributions for Term 3 2016 Examination Results. ASQC noted a MUIC Grade Distributions report for Term 3 2016 examination results.

• Review of Session 1 2016 Examination Results. All Faculty Boards have ratified Session 1 2016 examination results, and are required to provide their Pro-Forma D Faculty Summary of Examination Results within seven days of the release of results. ASQC has formed a working group to consider matters identified in the Faculty reports and will provide a consolidated report to the next ASQC meeting.

The next meeting of the Academic Standards and Quality Committee will be held on 23 August 2016. A copy of the minutes of the 19 July 2016 meeting will be available via this link following the next meeting.

Submitted by: Associate Professor Pamela Coutts, Chair of the Academic Standards and Quality Committee
ITEM 13.2 REPORT OF THE ACADEMIC STANDARDS AND QUALITY COMMITTEE MEETING OF 23 AUGUST 2016

Recommendation
That Academic Senate note the report of the Academic Standards and Quality Committee meeting of 23 August 2016, and, where appropriate, be adopted as recommended.

ITEMS FOR APPROVAL BY ACADEMIC SENATE (Ref Items 9.4, 9.5 and 9.6 in the Academic Senate Agenda)

1 Master of Advanced Conference Interpreting – Change of Name proposal
This matter was approved in principle by Academic Senate on 26 July 2016, noting the time sensitivity to enable the renamed program to be included at the 20 August 2016 Open Day. ASQC has subsequently verified that there were no changes to the program content, and has confirmed its endorsement of the program (Resolution (ASQC) 16/130).
Recommendation
That Academic Senate resolve to confirm its approval to rename the Master of Advanced Conference Interpreting as the Master of Conference Interpreting, effective 1 January 2017.

2 Bachelor of Engineering with Honours: Honours Classification
At its 26 April 2016 meeting, ASQC noted that honours classifications at Macquarie are based on the calculation of a Weighted Standard Numerical Grade (WSNG) for all qualifying units, and requested that clarification on the calculation of Class 3 honours grades in the sector be brought back for consideration. ASQC has endorsed the recommendations outlined in the paper, subject to amendments raised at the meeting (Resolution (ASQC) 16/142).
Recommendation
That Academic Senate resolve to approve the recommendations for the calculation of Class 3 honours grades as outlined in the Bachelor of Engineering with Honours – Honours Classification report as provided.

3 Grading Hurdle Assessments
ASQC considered proposals from the Chair of the Senate Learning and Teaching Committee in relation to section 3 Hurdle Assessments of Schedule 2: Unit Assessment Requirements and Schedule 2: Grading Requirements of the Assessment Policy. ASQC has recommended changes to the policy to address ASQC's comments (Res (ASQC) 16/143).
Recommendation
That Academic Senate approve the following amendments to the Assessment Policy:
   a. Section 3 of Schedule 2: Unit Assessment Requirements - where a student who has obtained a raw mark over 50, yet failed all available attempts of at least one hurdle assessment as described within Schedule 2: Unit Assessment Requirements of the Assessment Policy, fails the unit; and
   b. Schedule 1: Grading Requirements - for those students who have failed under the above described circumstances, that the student be awarded a mark of 49 which will also have a separate grade category created to uniquely identify this grade.

ITEMS FOR NOTING

5 2017 Schedule: PACE and Capstone Units
ASQC approved MEDI308 Professional Learning in a Connected World as a PACE and Capstone unit from 2017 (Res (ASQC) 16/131).

6 FBE Co-taught Units 2017 - Approval for Non-Compliant Exceptions
ASQC approved an exemption (Reg ASQC 16/132) from the categories of the Principles of Shared Teaching for the following co-taught units: ACCG612 Intermediate Finance Accounting with ACCG923 Accounting Standards and Practice; ACCG613 Intermediate Managerial Accounting with ACCG921 Managerial Accounting; and ECON649 Economic Analysis with ECON991 Economics for Actuaries
Retrospective Changes: Schedules of Programs, Majors and Specialisations
ASQC approved retrospective changes for a number of programs, majors and specialisations as detailed at item 6.1 and 6.2 of the ASQC agenda papers. ASQC has requested that the Late Program Change Form be amended to ensure that Faculty level mapping to reflect changes has been approved. ASQC also requested Curriculum and Planning to develop an annual report in relation to the program mapping process. (Res (ASQC) 16/133 and 16/134)

2017 Schedule – Late Changes
ASQC approved the following changes, effective from 1 January 2017:
• program changes for the Master of Children’s Literature; Graduate Certificate of International Relations; Graduate Diploma of Applied Finance; and Graduate Certificate of Applied Finance Post-MappFin (Res (ASQC) 16/135); and for the Diploma of Speech and Communication (Res (ASQC) 16/136);
• program offering changes for the Master of International Law, Governance and Public Policy (Res (ASQC) 16/137);
• changes to the International Law and Global Governance major (Res (ASQC) 16/140);
• changes to admission requirements for the Graduate Certificate of Business Psychology; Gradual Diploma of Business Psychology; Master of Clinical Psychology; Master of Organisational Psychology; Master of Clinical Neuropsychology (Res (ASQC) 16/138) and Master of Professional Psychology (Res (ASQC) 16/139).

2017 Schedule of OUA Course Availabilities
ASQC noted the 2017 Schedule of Open Universities Australia Course Availabilities. The Committee noted that Open Universities Australia (OUA) offerings will align with Macquarie study sessions from 2017.

2017 Schedule: Expression of Interest : Master of Health (Exit Award)
ASQC noted an Expression of Interest to develop the Master of Health (Exit Award), aimed at students who may not meet the requirements of Doctor of Physiotherapy. The Committee appointed a critical friend to assist in developing the program (Res (ASQC) 16/141).

Additional Articulations from the Foundation Programs
ASQC noted that Faculties had been contacted regarding articulation into additional undergraduate programs that required an English Language Proficiency level of IELTS 6.5 (or equivalent). ASQC approved additional articulations from the Standard and Intensive Foundation Programs with immediate effect (as listed at item 9.2 of the ASQC agenda papers) (Res (ASQC) 16/144)

Dual Degree with Jiangxi University of Finance and Economics: Bachelor of Applied Finance and Bachelor of Commerce in Finance
ASQC ratified executive action taken by the Chair on 21 July 2016 to approve an undergraduate dual degree with the Jiangxi University of Finance and Economics (JUFE) International School in China for the Bachelor of Applied Finance and Bachelor of Commerce in Finance (Res (ASQC) 16/145).

OTHER MATTERS CONSIDERED BY ASQC
• Updated ASQC Terms of Reference. The refreshed membership now includes Dr Dane King (FMHS), Dr Margie Borschke (FOA) and Simon Populin (student member). The Committee acknowledged the contribution of former members.
• Proposal for a People and Planet Unit Exemption Framework and Standards - Update. ASQC noted a verbal report on the activities of a Working Group who met to consider matters in relation to the proposed devolution of the approval of People and Planet units across the University for the purposes of Recognition of Prior Learning as appropriate. An update will be provided to a future meeting.
• Institutional Quality Indicators for Learning and Teaching – Update. ASQC noted a verbal update by the Quality Assurance and Professional Development Lead in relation to activities for the development of a new set of Macquarie Learning and Teaching Quality Indicators.
• Issues Paper on Individual Student Saving, Deeming and “Other” Cases. Governance Services provided an issues paper on individual student cases, highlighting a need for greater clarity on the definition and application of “saving”, “deeming” and “other” provisions. ASQC noted the complexity of individual cases. A number of cases have recently been identified as being impacted by AQF compliance requirements, and are currently being addressed through a transition clause in the Admissions (Coursework) Policy. As the processes underpinning individual cases have not been reviewed since 2011, ASQC recognised it was timely to form a Working Group to review guidance documents for the saving and deeming provisions and practices. An update will be provided to ASQC with a view to recommending any proposed changes to Academic Senate.
• **Report on Session 1 2016 Examination Results.** The Examinations Results Review Working Group reported on their review of the Session 1 Pro Forma D summary reports. There are no significant issues requiring urgent attention. Common themes identified include poor academic writing skills (particularly at postgraduate level) and academic integrity issues, including increased cases of ghost writing and the purchase of assignments. ASQC also noted a late report submitted by the Faculty of Business and Economics which had not been received by the Working Group by the due date, and a supplementary report from the Faculty of Science and Engineering which identified some procedural issues impacting on the results process.

• **Macquarie University International College (MUIC) Subcommittee Report.** ASQC noted the report, which included a report on MUIC Term 4 2016 Results.

A copy of the minutes of the 23 August 2016 meeting will be available via this link following the next meeting to be held on Tuesday 20 September 2016.

**Submitted by:**
Associate Professor Pamela Coutts,
Chair of the Academic Standards and Quality Committee
ITEM 13.3 HIGHER DEGREE RESEARCH COMMITTEE

For noting.

Attached are the reports of the Higher Degree Research Committee meetings of 15 July and 12 August 2016.

Recommended resolution
Academic Senate to note the reports of the Higher Degree Research Committee meetings of 15 July and 12 August 2016.

Recommendation
That Academic Senate note the report of the Higher Degree Research Committee meeting of 15 July 2016.

The key items and resolutions of this meeting are outlined below.

ITEMS FOR NOTING

Professor Phillips informed the committee that the Academic Senate is currently waiting on the nominees for the new committees (Research and Research Training Committees, and the Thesis Examinations Subcommittee), including a research active member for the RRTC and an active supervisor for the TESC. Meeting dates will be finalised according to timing and workloads.

Associate Professor Merilyn Childs presented a discussion paper on compliance with the current Macquarie University Higher Degree Research Supervision Policy, which was approved for review in 2015. Associate Professor Childs outlined the key issues with regard to the existing policy, indicated that the next step is to convene a working party for the review, and invited the Committee for comment.

Professor Mansfield updated the committee on the recent review of block grants, for which universities are still finalising their responses. Changes are likely to include changes to the Research Training Scheme, with the original intention on implementation of changes for 2017, which is now very unlikely. Professor Mansfield also reported on the recent 3-day workshop of HDR students held at UTS (InSPIRE), focusing on development of HDR students professionally and in terms of their long-term goals. The committee were also updated on the MQ 3 Minute Thesis competition, which is usually run in conjunction with Learning and Teaching week, but this year will run in conjunction with a day featuring undergraduate research, and that the Trans-Tasman 3 Minute Thesis competition is now the Asia-Pacific 3 Minute Thesis competition, the next to be held at UQ.

Dr Yi presented the HDR and MRes commencements and completions reports. The committee noted that the commencement numbers were starting to pick up, as well as progression from MRes to PhD.

Dr Yi also presented the Cotutelle and Joint PhD report, noting that numbers are still growing.

The Committee were presented with two signed agreements, a Cotutelle MOU with Tehran University of Medical Sciences, and a Joint Doctoral Degree Agreement with KU Leuven.

The Committee were updated on recent changes to the exemption categories for English language requirements, from 01 July.

Ms Robinson presented the Macquarie International report as attached to the Agenda, and updated the Committee on a recent delegation to the EU.

The following documents approved by the DVCR were presented to the Committee:

- Macquarie University Research Training Pathway Scholarship (RTP and iRTP) Scheme
- Macquarie University Research Training Pathway Scholarship (RTP and iRTP) 2017 Conditions of Award 2017
- Macquarie University Research Excellence Scholarship (MQRES) Scheme 2017
- Macquarie University Research Excellence Scholarship (MQRES) Conditions of Award 2017

Professor Cummings sought feedback from the Committee with regard to the co-badging of MRES700 with an 800 level unit, in order to include it in the coursework masters offerings within the Faculty of Business and Economics and provide candidates a pathway to direct entry into Yr 2 of the MRes after completion of a coursework masters. The feedback from the Committee included that co-badging of MRES700 at 800 level would require different assessment outcomes; the MRes program must overall qualify for RTS (i.e. 2/3 research composition); and candidates could do the MRES700 unit, not for award, either in the middle of their coursework masters, or at the end of their degree, prior to enrolment in MRes Yr2 (i.e. in session 3), but the Faculty would need to be aware of the time pressures facing candidates in the early stages of their Yr 2 projects.
Professor Mansfield informed the Committee that Dr Juliet Lum has taken long leave (18 months) and Dr Florence Chiew will take on the role of Head, HDR Learning Skills.

**COMPLETION OF REQUIREMENT (PHD/MPHIL)**

**ALCORSO, JESSICA**

FOHS  PHD

Principal Supervisor:  Associate Professor Kerry Sherman
Associate Supervisor:  Associate Professor Maria Kangas
Award Recommended:  Doctor of Philosophy

**BERRY, VANESSA**

FOA  PHD

Principal Supervisor:  Associate Professor Peter Doyle
Associate Supervisor:  Dr Katharine Rossmanith
Thesis submitted for examination:  06 April 2016
Thesis title:  Writing Urban Places: Approaches and Forms in Literary Nonfiction
Award Recommended:  Doctor of Philosophy

**BAUDER, AMY**

FOA  PHD

Principal Supervisor:  Dr Kate Rossmanith
Associate Supervisor:  Associate Professor Peter Doyle, Dr John Scannell
Thesis submitted for examination:  04 March 2016
Award Recommended:  Doctor of Philosophy

**BETTS, MARISSA**

FOSE  PHD

Principal Supervisor:  Associate Professor Glenn Brock
Associate Supervisor:  -
Adjunct Supervisor:  J. Paterson
Thesis submitted for examination:  05 April 2016
Thesis title:  Fossils, Rocks and Cambrian Clocks: A multi-proxy approach to chronologically subdividing the lower Cambrian of the Arroie Basin, South Australia
Award Recommended:  Doctor of Philosophy

**BLACK, CELESTE**

FOBE  PHD

Principal Supervisor:  Associate Professor Hope Ashiabor
Associate Supervisor:  Associate Professor Maria Dyball
Thesis title:  Carbon Pricing and Taxation: An Examination of the Taxation of Emissions Trading Transactions from a Domestic and International Perspective
Award Recommended:  Doctor of Philosophy

**CHEW, LI MEI**

FOHS  PHD

Principal Supervisor:  Dr Simon Boag
Associate Supervisor:  Professor John Sutton
Thesis title:  A Direct Realist Understanding of Memory Errors
Award Recommended:  Doctor of Philosophy

**CHO, JINHYUN**

FOHS  PHD

Principal Supervisor:  Professor Ingrid Piller
Associate Supervisor:  -
Adjunct Supervisor:  K. Takahashi
Thesis submitted for examination:  11 April 2016
Thesis title:  Interpreting English Language Ideologies in Korea: Dreams vs. Realities
Award Recommended:  Doctor of Philosophy
CORDONNIER, ALINE  FOHS  PHD
Principal Supervisor:        Professor Amanda Barnier
Associate Supervisor:       Professor John Sutton
Thesis submitted for examination: 08 January 2016
Thesis title:               Autobiographical Thinking: Processes of Thinking about Personal Past and Future Events
Award Recommended:         Doctor of Philosophy

DEMPSEY, BOWEN  FOMHS  PHD
Principal Supervisor:        Dr Simon McMullan
Associate Supervisor:        Professor Ann Goodchild
Adjunct Supervisor:          A. Allen
Thesis title:               The Connectome of Medullary Sympathetic Premotor Neurons
Award Recommended:         Doctor of Philosophy

FREI, JACQUELINE  FOHS  MPHIL
Principal Supervisor:        Dr Viviana Wutrich
Associate Supervisor:        Dr Kerry-Ann Grant, Professor Ronald Rapee
Thesis submitted for examination: 19 February 2016
Thesis title:               The Role of Dispositional Mindfulness in Affective and Physiological Reactivity cross the Adult Lifespan
Award Recommended:         Master of Philosophy

GONCALVES, PRISCILA  FOSE  PHD
Principal Supervisor:        Professor David Raftos
Associate Supervisor:        Dr Emma Thompson, Associate Professor Jane Williamson
Thesis submitted for examination: 04 March 2016
Thesis title:               Intracellular Basis of Climate Change Resilience in Oysters
Award Recommended:         Doctor of Philosophy

HASHEMI KAROUEI, SEYED MOHAMMAD  FOSE  PHD
Principal Supervisor:        Associate Professor Andrew Try
Associate Supervisor:        Associate Professor Joanne Jamie
Thesis submitted for examination: 23 October 2015
Thesis title:               Synthesis of Rigid Chiral Frameworks
Award Recommended:         Doctor of Philosophy

HICKS, LYNETTE  FOA  PHD
Principal Supervisor:        Dr Tobia Fattore
Associate Supervisor:        -
Thesis submitted for examination: 15 February 2016
Thesis title:               Dim and Dimmer: An Exploration of the Production and Diffusion of Scientific Knowledge in Australia between the 1770's and the 2010's
Award Recommended:         Doctor of Philosophy

HSU, MINNA  FOA  PHD
Principal Supervisor:        Professor Richard Howitt
Associate Supervisor:        Associate Professor Sandra Suchet-Pearson, Dr Fiona Miller
Adjunct Supervisor:          C.C. Chi
Thesis submitted for examination: 01 January 2016
Thesis title:               Expert-Centred Discourses and Indigenous Autonomy in Post-Disaster Settings: Insights from Wutai Rukai Experiences in Taiwan
Award Recommended:         Doctor of Philosophy

JIANG, CHENG XIN  FOSE  PHD
Principal Supervisor:        Associate Professor YingJie Yang
Associate Supervisor:        Associate Professor Juan Carlos Alfonso
Thesis submitted for examination: 01 February 2016
Award Recommended: Doctor of Philosophy

LARKIN, JACQUELINE  MGSM  PHD
Principal Supervisor: Dr Paul Nesbit
Associate Supervisor: Associate Professor Ruth Neumann
Thesis title: "Fading @ 50?" A Study of Career Management for Older Academics in Australia
Award Recommended: Doctor of Philosophy

LOWE, DALE KATHRYN  FOA  PHD
Principal Supervisor: Dr Victoria Flangan
Associate Supervisor: Dr Toby Davidson
Thesis submitted for examination: 02 February 2016
Thesis title: Postsecular Spirituality in Australian Young Adult Fiction
Award Recommended: Doctor of Philosophy

MIN, BYUNGHO  FOSE  PHD
Principal Supervisor: Professor Vijay Varadharajan
Associate Supervisor: Associate Professor Michael Hitchens, Dr Udaya Tupakula
Thesis title: Feature based Security Techniques for Attacking and Protecting Software Systems
Award Recommended: Doctor of Philosophy

MUDA, SUHAINI  FOA  PHD
Principal Supervisor: Dr Nicole Matthews
Associate Supervisor: Professor Narendranath Chitty
Thesis title: Sustaining Collaborative Partnership in an ICT-based Community Service Organisation to Empower Children in Orphanages: Perspectives form Multiple Stakeholders
Award Recommended: Doctor of Philosophy

NUHU, NURADDEEN ABUBAKAR  FOBE  PHD
Principal Supervisor: Associate Professor Kevin Baird
Associate Supervisor: Dr Ranjith Bala Appuhamilage
Thesis submitted for examination: 02 February 2016
Thesis title: The Use and Effectiveness of Management Control Systems in the Australia Public Sector
Award Recommended: Doctor of Philosophy

PETTETT, DAVID BRAMWELL  FOA  PHD
Principal Supervisor: Associate Professor Stuart Piggin
Associate Supervisor: Dr Stuart Johnson
Thesis submitted for examination: 26 February 2016
Thesis title: Samuel Marsden, Blinkered Visionary: A re-examination of his character and circumstances through the study of his sermons
Award Recommended: Doctor of Philosophy

QU, LIE  FOSE  PHD
Principal Supervisor: Associate Professor Yan Wang
Associate Supervisor: Professor Mehmet Orgun
Adjunct Supervisor: A. Bouguettaya
Thesis submitted for examination: 26 February 2016
Thesis title: Credible Service Selection in Cloud Environments
Award Recommended: Doctor of Philosophy
REN, YONGGANG
Principal Supervisor: Dr Shirley Wyver
Associate Supervisor: Professor Katherine Demuth, Dr Xu Nan
Award Recommended: Doctor of Philosophy

SAEEDI SHAHRI, SEYED EHSAN
Principal Supervisor: Dr Yinan Kong
Associate Supervisor: Professor Michael Heimlich
Thesis submitted for examination: 06 April 2016
Thesis title: Side-Channel Attacks on Elliptic Curve Cryptosystems Based on Machine Learning Techniques
Award Recommended: Doctor of Philosophy

SCHOU, ISHANI MANJULA
Principal Supervisor: Professor Ian Marschner
Associate Supervisor: -
Adjunct Supervisor: J. Simes
Thesis submitted for examination: 13 January 2016
Thesis title: Randomised Clinical Trials: Statistical Investigations of Bias, Inefficiency and Misinterpretation
Award Recommended: Doctor of Philosophy

SEEMOUNIAN, MARGARET
Principal Supervisor: Professor Marcus Stoodley
Associate Supervisor: Associate Professor Mark Molloy
Thesis submitted for examination: 22 October 2015
Thesis title: Proteomics Analysis of Brain AVM Endothelium Post Irradiation in Pursuit of Targets for Molecular Therapy
Award Recommended: Doctor of Philosophy

SHARMA, NILA
Principal Supervisor: Associate Professor Kalpana Ram
Associate Supervisor: Associate Professor Fei Guo
Thesis submitted for examination: 02 March 2016
Thesis title: Born to Migrate: South Asian Women in Sydney and the Convergence of Marriage, Migration and Maternity in Shaping Their Participation in the Paid Workforce
Award Recommended: Doctor of Philosophy

STEVENSON, MICHAEL ERIC
Principal Supervisor: Professor John Hedberg
Associate Supervisor: Dr Kerry-Ann O’Sullivan
Thesis title: Professional Learning and School Leadership in a Digital Age
Award Recommended: Doctor of Philosophy

SUBOTIC-KERRY, MIRJANA
Principal Supervisor: Associate Professor Andrew Baillie
Associate Supervisor: Associate Professor Jennifer Cornish
Thesis submitted for examination: 01 February 2016
Thesis title: Does Impulsivity Help in Understanding the Relationship between Social Anxiety and Alcohol Use Disorders?
Award Recommended: Doctor of Philosophy

TAVAKOLI DINANI, HOSSEIN
Principal Supervisor: Dr Dominic Berry
The following comments were received from the examiners:

"The thesis submitted by Marissa Betts includes 5 papers... focused on a coherent research project aimed at establishing for the first time a multiproxy, bio-, chrono-, and chemostratigraphic scale of the Arrowie Basin and its worldwide correlation, as perfectly introduced by the candidate. All journals considered by the candidate are top-ranked in the area. I expect (and look forward to) the prepared and submitted papers to be reviewed very positively and published in those considered journal, based on the quality and importance of these contributions. I am also convinced they will be well cited as new milestones in the research focusing on the Cambrian explosion. Marissa Betts has been able to integrate a high quality and international research network. She is first author of the 5 main papers to be considered for evaluation. ...which in my opinion, prove Marissa Betts perfectly fulfill the requirements of the Macquarie University and the definition of Palaeontologist.... Marissa Betts has acquired a deep expertise in bradoriid arthropods, their biology and their applications. In papers 1 and 2, she provides the..."
Taking into account the examiners reports and the above comments, the committee noted that the thesis was of exceptional merit.
RESOLVED
That Marissa Betts’ PhD thesis entitled “Fossils, Rocks and Cambrian Clocks: A multi-proxy approach to chronologically subdividing the lower Cambrian of the Arrowie Basin, South Australia” be awarded a Vice-Chancellor’s Commendation.

COMPLETION OF REQUIREMENT (MRES)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>FACULTY</th>
<th>FINAL THESIS MARK (%)</th>
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<tbody>
<tr>
<td>ASIRI, EISA</td>
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<td>78</td>
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<tr>
<td>DE ROO, LUDO BEAU</td>
<td>FOA</td>
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<td>MORSALIN, SAYIDUL</td>
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<td>YASPOUROTEHRANI, SARA</td>
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RESOLVED
That the candidates listed above be awarded the degree of Master of Research
ITEM 13.3: REPORT OF THE HIGHER DEGREE RESEARCH COMMITTEE
MEETING OF 12 AUGUST 2016

Recommendation
That Academic Senate note the report of the Higher Degree Research Committee meeting of 12 August 2016.

The key items and resolutions of this meeting are outlined below.

ITEMS FOR NOTING

Professor Pretorius updated the Committee on a recent workshop on Impact and Engagement, reinforcing that linkages with society, industry and communities are going to be increasingly important for MQ. It was indicated that the assessment of engagement may rely on information gathered via crowdsourcing and other methods rather than a formulaic approach. The Committee discussed alternatives measures of engagement, such as the number of HDR candidates embedded in industry or workplaces, how many academic staff are joint-appointed in industry, how many external people are supervisors of MQ HDR candidates.

Professor Pretorius thanked the members for their contribution to the Committee and acknowledged that this is the last meeting of the Higher Degree Research Committee, however the Committee will exist in its current form until the first meeting of the RRTC (30 August 2016). At the time of the first meeting of the RRTC the HDRC will be formally dissolved.

Professor Mansfield updated the Committee on the concept of industry placements for HDR candidates at MQ in the context of the recent report by the Australian Council of Learned Academies (ACOLA), advocating the Mitacs Scheme in Canada (https://www.mitacs.ca/en). The Committee were advised that a similar program exists in Australia on a smaller scale (AMSI Intern Program with the University of Melbourne, http://amsiintern.org.au/) however a scheme like Mitacs would be very expensive to ensure that all (~60,000) HDR students in Australia have access to the scheme. The Committee were also informed that from 2017 there would be a Professional and Community Engagement (PACE) available in the MRes program, ideally to feed into the design of the MRes (and future PhD) project so that the candidates are engaged in an industry relevant context from the beginning.

Professor Mansfield advised the Committee that the revised rating sheet had now been finalised, and that with the addition of bonuses there may be candidates that score over 5, but that this is suitable for ranking purposes.

Dr Yi presented the Commencements and Completions, and the Cotutelle and Joint PhD Report, as attached to the Agenda, noting that there had been a big increase in the proportion of Cotutelle and Joint PhD candidates in Human Sciences, mainly owing to the IDEALAB.

Dr Yi updated the Committee on preparations for the upcoming China Scholarship Council Fair noting that all Faculties had nominated attendees and there would be representation from all Faculties.

Dr Yi advised the Committee that the HDRO and Faculty representatives will have a presence at Open Day (August 20), and it is important to showcase the programs.

Ms Mugambwa presented the Macquarie International Report, as attached to the Agenda, and noted that the admissions area has seen a large increase in numbers across the board, and early data for 2017 show growth in undergraduate and postgraduate coursework. The Committee were also advised that the process for international agreements is being reviewed to have better alignment between research agreements and exchange/undergraduate agreements.

Professor Andrew Alter presented a proposal to the Committee for pathways to the PhD in the Faculty of Arts, specifically in Law, outlining that PhD numbers in the Faculty in Law has been in decline since the introduction of the MRes and the requirement for MRes equivalence for entry to the PhD program. The Committee discussed the proposal and it was agreed that if theses from the LLB (Hons), LLM or JD were to be considered as meeting the entry requirements of the MRes, then to keep the level of excellence and independent examination associated with the MRes, that the Faculty could consider adopting a similar approach to the Faculty of Human Sciences. LLB (Hons), LLM or JD could be benchmarked in a similar way as is being carried out for honours theses through an external examination for MRes equivalence, for
applicants into the combined Master of Psychology/PhD programs (HDRC 29 April 2016). It was agreed that the principles of any such ‘examination’ should align with the MRes examination principles, and that the Faculty would bring the formal proposal to the first meeting of the Research and Research Training Committee.

**COMPLETION OF REQUIREMENT (PHD/MPHIL)**

**CASTILLO OLIVER, MONTGARRI FOSE PHD**
Principal Supervisor: Professor William Griffin
Associate Supervisor: Professor Sue O’Reilly, Dr Norman Pearson
Thesis submitted for examination: 29 February 2016
Award Recommended: Doctor of Philosophy

**CHEN, HUI FOHS PHD**
Principal Supervisor: Professor Katherine Demuth
Associate Supervisor: Dr Nan Xu, Associate Professor Felicity Cox
Thesis submitted for examination: 05 April 2016
Thesis title: Exploring the Perception of Phonemic Vowel Length Contrasts: Evidence from Infants and Adults
Award Recommended: Doctor of Philosophy

**DING, CAN FOSE PHD**
Principal Supervisor: Professor Eryk Dutkiewicz
Associate Supervisor: Dr GengFa Fang
Thesis submitted for examination: 25 September 2015
Thesis title: Phased Array Antennas Based on Reconfigurable Defected Microstrip Structure (RDMS)
Award Recommended: Doctor of Philosophy

**DEAUX, ELOISE FOSE PHD**
Principal Supervisor: Professor Phillip Taylor
Associate Supervisor: J. Clarke, I.Charrier
Thesis title: Canid Communication: Content and Efficacy-Based Selection
Award Recommended: Doctor of Philosophy

**DRUMMOND, AMANDA LOUISE FOA PHD**
Principal Supervisor: Associate Professor Thomas Hillard
Associate Supervisor: Dr Peter Keegan
Thesis submitted for examination: 08 December 2015
Thesis title: Symβiosis: Re(dis)covering Imperial Biography and Reconstructing Plutarch’s Life of Augustus
Award Recommended: Doctor of Philosophy

**EMERY, SAMANTHA FOSE PHD**
Principal Supervisor: Professor Paul Haynes
Associate Supervisor: Professor Ian Paulsen
Thesis title: Quantitative Proteomic Analyses of Isolate Variation and Virulence in *Giardia duodenalis*
Award Recommended: Doctor of Philosophy

**FALKUS, JUSTIN FOHS PHD**
Principal Supervisor: Dr John Knox
Associate Supervisor: Dr Stephen Moore
Thesis submitted for examination: 29 February 2016
Award Recommended: Doctor of Philosophy

GILFILLAN, EMILY JANE
FOA
PHD
Principal Supervisor: Dr Guy Morrow
Associate Supervisor: Dr Sarah Keith
Thesis submitted for examination: 08 April 2016
Award Recommended: Doctor of Philosophy

GURNY, MARTIN
FOBE
PHD
Principal Supervisor: Professor Stefan Trueck
Associate Supervisor: Dr Egon Andrew Kalotay
Thesis submitted for examination: 21 December 2015
Thesis title: Default Probabilities in Credit Risk Management: Estimation, Model Calibration, and Backtesting
Award Recommended: Doctor of Philosophy

HASTIE, DAVID
FOHS
PHD
Principal Supervisor: Dr David Saltmarsh
Associate Supervisor: Dr Colin Symes
Adjunct Supervisor: N. Holm
Thesis submitted for examination: 09 February 2016
Thesis title: Religious Effects on Education in NSW Protestant Schools: A Case Study of English Teachers and Beyond
Award Recommended: Doctor of Philosophy

HE, LI YU COLLY
FOBE
PHD
Principal Supervisor: Associate Professor Sue Wright
Associate Supervisor: Associate Professor Elaine Evans
Thesis submitted for examination: 04 March 2016
Thesis title: An assessment of the implementation of Fair Value Accounting in the Australian Agricultural Sector
Award Recommended: Doctor of Philosophy

JACQUET, SARAH
FOSE
PHD
Principal Supervisor: Associate Professor Glenn Brock
Associate Supervisor: Dr Matthew Kosnik
Thesis submitted for examination: 05 April 2016
Thesis title: Systematics, Biostratigraphy and Taphonomy of Early Cambrian Molluscs from South Australia
Award Recommended: Doctor of Philosophy

LIM, MING YING
MGSM
PHD
Principal Supervisor: Dr Vito Mollica
Associate Supervisor: -
Thesis title: An Examination of Three Sources and Impact of Information Asymmetry in Financial Markets
Award Recommended: Doctor of Philosophy

MASOOD, MUHAMMAD
FOSE
PHD
Principal Supervisor: Professor Marie Herberstein
Associate Supervisor: Professor David Raftos, Dr Sham Nair
Thesis submitted for examination: 05 April 2016
Thesis title: Responses to Double Stranded RNA in Oysters: Developing a Model for Antiviral Immunity
Award Recommended: Doctor of Philosophy
MCCLUSKEY, CATHERINE JANETTE FOHS MPHIL
Principal Supervisor: Professor Joanne Mulligan
Associate Supervisor: Dr Penelope Van Bergen
Thesis submitted for examination: 20 April 2016
Thesis title: The Role of Pattern Within and Beyond Mathematical Thinking
Award Recommended: Master of Philosophy

MCCLYMONT, ALICE FOA PHD
Principal Supervisor: Professor Boyo Ockinga
Associate Supervisor: Dr Susanne Binder
Thesis submitted for examination: 12 May 2016
Award Recommended: Doctor of Philosophy

MOHD NOOR, SITI NOOR FAZELAH FOHS PHD
Principal Supervisor: Dr John Knox
Associate Supervisor: Dr Stephen Moore
Thesis submitted for examination: 02 September 2015
Thesis title: A Critical Discourse Analysis of Public Discourse on Graduate Employability in Malaysia
Award Recommended: Doctor of Philosophy

MUNSHI, ANIKA FOHS PHD
Principal Supervisor: Professor Julie Fitness
Associate Supervisor: Dr Trevor Case
Adjunct Supervisor: S. Tran
Thesis title: When it comes to love, do parents know best? Exploring the roles of cultural identity, acculturation, and gender, in the perceived acceptability of parental involvement in young adults' romantic relationships
Award Recommended: Doctor of Philosophy

MURPHY, EDWINA JANE FOA PHD
Principal Supervisor: Associate Professor Paul McKechnie
Associate Supervisor: Professor Alanna Nobbs
Adjunct Supervisor: L. Welborn
Thesis submitted for examination: 04 August 2016
Thesis title: Cyprian’s Use of Paul
Award Recommended: Doctor of Philosophy

NAJAFI, ELMIRA FOMHS PHD
Principal Supervisor: Professor Marcus Stoodley
Associate Supervisor: Dr Sarah Hemley, Professor Michael Morgan
Thesis submitted for examination: 24 November 2015
Thesis title: Post-traumatic Syringomyelia: Investigation in CSF Physiology and Imaging Techniques
Award Recommended: Doctor of Philosophy

NGUYEN, NAM HOAI FOBE PHD
Principal Supervisor: Professor Scott Koslow
Associate Supervisor: Dr Lay Peng Tan
Thesis submitted for examination: 10 September 2015
Thesis title: Seek and Ye Shall Switch? The Dynamics of Customer Satisfaction, Knowledge and Confidence in Online Search for Financial Services Information
Award Recommended: Doctor of Philosophy
NIMZ, KATHARINA  FOHS  PHD
Principal Supervisor:  Professor Lyndsey Nickels
Associate Supervisor:  -
Thesis submitted for examination:  01 December 2015
Thesis title:  The Relationship of Sound perception and production in German as a Foreign Language - An Experimental Phonetic Approach with Special Consideration of Orthography as Influencing Factor
Award Recommended:  Doctor of Philosophy

OULTON, LOIS JANE  FOSE  PHD
Principal Supervisor:  Professor Mark Patrick Taylor
Associate Supervisor:  Associate Professor Grant Hose, Professor David Raftos, Associate Professor Culum Brown
Award Recommended:  Doctor of Philosophy

OWATNUPAT, NUTTHAPORN  FOHS  PHD
Principal Supervisor:  Dr Jill Murray
Associate Supervisor:  Ms Helen Slatyer
Thesis submitted for examination:  30 November 2015
Thesis title:  Self-Directed Learning in the Translation Classroom: An Investigation to the Relationship between Self-Directed Learning and Translator Competence
Award Recommended:  Doctor of Philosophy

ROBINSON, ALEXANDRA  FOA  PHD
Principal Supervisor:  Professor Larry Welborn
Associate Supervisor:  Dr Stephen Llewelyn
Thesis submitted for examination:  07 July 2016
Thesis title:  Jude on the Attack: A Comparative Analysis of the Epistle of Jude, Jewish Judgement Oracles, and Greco-Roman Invective
Award Recommended:  Doctor of Philosophy

ROMANO, MIA  FOHS  PHD
Principal Supervisor:  Dr Lorna Peters
Associate Supervisor:  Professor Ron Rapee
Thesis title:  An Examination of the Process of Motivational Interviewing in the Anxiety Disorders
Award Recommended:  Doctor of Philosophy

SMITH, ADAM MICHAEL RICHARD  FOHS  PHD
Principal Supervisor:  Emeritus Professor Pam Peters
Associate Supervisor:  Dr Jan Tent
Thesis submitted for examination:  08 April 2016
Thesis title:  Variation and Innovation in Modern English: Corpus-based Studies in the Grammaticalization of Multiword Units
Award Recommended:  Doctor of Philosophy

TISCHLER, NORA  FOSE  PHD
Principal Supervisor:  Associate Professor Gabriel Molina-Terriza
Associate Supervisor:  Dr Mathieu Juan
Adjunct Supervisor:  K. Vernon
Thesis submitted for examination:  29 February 2016
Thesis title:  Towards Quantum Metrology for Nanoscatterers
Award Recommended:  Doctor of Philosophy

VERMEULEN, ELKE TILLY ANDREA  FOSE  PHD
Principal Supervisor:  Dr Michelle Power
WELDON, KIMBERLEY FOHS PHD
Principal Supervisor: Professor Mark Williams
Associate Supervisor: Dr Alexandra Woolgar, Associate Professor Anina Rich
Thesis submitted for examination: 09 March 2016
Thesis title: The Role of Foveal Cortex in Extra-Foveal Perception
Award Recommended: Doctor of Philosophy

YEO, SIANG LEE FOHS PHD
Principal Supervisor: Dr Robyn Harrison
Associate Supervisor: Dr Scott Barnes
Thesis title: Autism in the Classroom: A Conversation-Analytic Study of Lesson Beginnings in Special Education
Award Recommended: Doctor of Philosophy

CONSIDERATION FOR VICE-CHANCELLOR’S COMMENDATION
EMERY, SAMANTHA FOSE PHD
Principal Supervisor: Professor Paul Haynes
Associate Supervisor: Professor Ian Paulsen
Thesis title: Quantitative Proteomic Analyses of Isolate Variation and Virulence in Giardia duodenalis

On 12 August 2016, the Higher Degree Research Committee recommended that Samantha Emery’s PhD thesis be awarded.

The following comments were received from the examiners:

“This thesis describes the development and application of advanced proteomic approaches for investigating the biology of the important human pathogen Giardia duodenalis. It represents one of the most thorough proteomics analyses undertaken to date of any parasitic protozoa, providing an important new reference dataset for future studies on Giardia, as well as valuable new insights into both strain-specific differences and host induced changes in Giardia protein expression. The analyses are comprehensive and meticulously documented and the thesis is generally well written and presented. All of the experimental chapters have now been published in rigorously reviewed journals. Overall, I believe that the candidate has satisfied the requirements for a PhD and congratulate her on a great achievement and significant body of work.”

“The thesis presented by Ms. Samantha Jane Emery is a very well written comprehensive overview of previous [work] and her own proteomic studies of the medically and veterinary important enteric protozoan, based on a large amount of quantitative proteomic data from two stages of and many lineage-representative isolates of Giardia duodenalis. In Chapter 1, which was written as a review article to Mol Biochem Parasitol, Ms. Emery gave an overview of the previous studies related to omics, particularly proteomics, studies in Giardia. This part was written in a very well organized manner, and serves as a good introduction of the thesis to readers in other fields. In Chapters 2 and 3,...robust identification of proteins and their quantification was achieved. As elucidation of genetic polymorphisms of pathogens is important for disease prevention, this part of the thesis contributes nicely to the field. Finally in Chapter 5, Ms. Emery challenged [the] most technically difficult type of questions: induction and repression of proteins upon host-parasite interactions. She nicely differentiated proteome responses caused specifically by exposure to host soluble factors from those caused by direct physical interaction. Overall, the research described in the thesis and published paper, is comprehensive, original, and greatly helps our understanding of genetic polymorphisms of Giardia duodenalis, its biology and pathophysiology. This is an excellent crystallization of careful experimental designing and an amazing amount of hard work, and surely merits the award of the degree of Doctor of Philosophy from Macquarie University.”

“During my career thus far, I have yet to review a thesis with such a high percentage of publication ... the work is of high quality and you have clearly demonstrated your capacity to carry out independent research at a high level.”
Taking into account the examiners reports and the above comments, the committee noted that the thesis was of exceptional merit.

**RESOLVED**
That Samantha Emery’s PhD thesis entitled “Quantitative Proteomic Analyses of Isolate Variation and Virulence in Giardia duodenalis” be awarded a Vice-Chancellor’s Commendation.

**ROMANO, MIA**

Principal Supervisor: Dr Lorna Peters
Associate Supervisor: Professor Ron Rapee
Thesis title: An Examination of the Process of Motivational Interviewing in the Anxiety Disorders

On 12 August 2016, the Higher Degree Research Committee recommended that Mia Romano’s PhD thesis be awarded

The following comments were received from the examiners:

“I was very pleased to read the candidate’s outstanding work on the application of the MI theoretical model to the treatment of anxiety disorders. Overall, I found the thesis to be well-written, well-argued, and representing a cohesive whole from which to begin a successful clinical research career. The fact that I had already read the articles that are the focus of Chapter’s Two and Three is a testament to the importance of this candidate’s research. The first chapter provides a strong foundation for assessing the thesis. In particular, there is both breadth and depth in the candidate’s coverage of the literature, and the chapter considers some pretty nuanced topics in the field of MI causal theory, efficacy, and clinical application. ...I commend the candidate for her consideration of MI application beyond addiction and other targeted behavior change; when major mental health conditions are the focus of intervention it is important to articulate clearly how MI would be applicable. The candidate is applauded for taking on such a complex and unruly literature. Upon my second read of this manuscript, I was struck by the significant amount of care and effort it entailed. I also found myself reflecting on the relative merits of systematic review versus meta-analysis. In Chapter Three, the candidate addresses a key gap in the literature – mechanisms of MI effectiveness with Axis I, mental health conditions. I found the meta-analytic methods well-described and state of the art. The conclusions and implications are very well-described and raise important issues about MI efficacy and process with eating disorders and the evidence to date on the proposed mechanisms of MI as a pre-treatment intervention for mood and anxiety disorders. ...her work is well-written, state of the art, and comprehensive. It was a pleasure to read the summary chapter and entire thesis. I found the summary implications clinically and scientifically useful. I look forward to the candidate’s future contributions.”

“It has been a pleasure to review the dissertation of Ms. Romano. She considers very important questions in this research. Ms. Romano has put together a series of chapters which together form a cohesive and novel contribution to the subject area. Overall, I found the document very well-written, clear, thoughtful and comprehensive. Evidence of originality is clearly apparent in the publication of the first two papers in major peer reviewed journals including Psychotherapy Research and Clinical Psychological Review. Moreover, the focus of the last three chapters on a clinical trial of an MI pretreatment compared to a control pretreatment in the area of Social Anxiety Disorder (and particularly the detailed coding using established MI coding systems in these studies) is an important and original contribution. In fact, such coding systems (and the sequential analyses) are enormously labour intensive. Ms. Romano is to be congratulated for undertaking such an ambitious project. Moreover, the use of both self-reporting and observational measures of ambivalence (client language) is an additional strength for the study on social anxiety, as well as the consideration and systematic exploration of individual differences in ambivalence as an important moderator: ...I found her summaries and conclusions valuable and sound in distilling findings across multiple studies and reviews. Ms. Romano also clearly has a mastery of often difficult and complex concepts within this area. The conceptual mastery is further complemented by evidence of the ability to synthesize findings across studies, the use of both sophisticated coding procedures and statistical analyses. This is an impressive set of skills indeed and a very strong overall dissertation. I congratulate Ms. Romano for a cohesive, sound, thoughtful and important set of studies which complement our existing knowledge of mechanisms of MI. The corpus of the work is ambitious and much-needed in terms of reviewing and distilling the mechanisms through which the ever-expanding practice of MI operates. She has already made significant contributions through the two reviews that comprise the first two papers of the dissertation and I hope that she will continue to pursue research in this area (and publish the novel studies on social anxiety in this document).”

“This thesis, submitted by Ms. Mia Romano under the supervision of Dr. Lorna Peters, provides a comprehensive general review of Motivational Interviewing (MI)... Overall, this is a very well-conceived thesis and an excellent set of studies. My overall impression is very positive, and I wholeheartedly endorse the awarding of the degree of Ph.D. based on this thesis. Based on my work in this area, Ms. Romano presents a very complete review of the literature, and I can think of no other studies or papers that should have been included in the review. This chapter [chapter 2], which has been published in Psychotherapy Research (Impact Factor 2.226), is an excellent..."
Taking into account the examiners reports and the above comments, the committee noted that the thesis was of exceptional merit.

RESOLVED
That Mia Romano’s PhD thesis entitled “An Examination of the Process of Motivational Interviewing in the Anxiety Disorders” be awarded a Vice-Chancellor’s Commendation.

COMPLETION OF REQUIREMENT (MRES)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>FACULTY</th>
<th>FINAL THESIS MARK (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAILEY, STEVEN</td>
<td>FOHS</td>
<td>74</td>
</tr>
<tr>
<td>ELISEENKO, SVIATOSLAV</td>
<td>FOSE</td>
<td>88</td>
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<tr>
<td>GAUTAM, AMRITA</td>
<td>FOBE</td>
<td>84</td>
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<tr>
<td>JONES, CATHERINE</td>
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<td>KIYANI, ARSLAN</td>
<td>FOSE</td>
<td>87</td>
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<td>POKHAREL, ASMITA</td>
<td>FOBE</td>
<td>79</td>
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<tr>
<td>SAGAR, MD SHIRAJUL ISLAM</td>
<td>FOA</td>
<td>75</td>
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<td>ZHANG, SHENGYUAN</td>
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</tbody>
</table>

RESOLVED
That the candidates listed above be awarded the degree of Master of Research
ITEM 13.4  MGSM ACADEMIC BOARD

For noting.

Attached is the report of the MGSM Academic Board meeting of 7 July 2016.

Recommended resolution

Academic Senate to note the report of the MGSM Academic Board meeting of 7 July 2016.
ITEM 13.4 REPORT OF THE MGSM ACADEMIC BOARD MEETING OF 7 JULY 2016

Recommendation
That Academic Senate note the report of the MGSM Academic Board meeting of 7 July 2016.

ITEMS FOR NOTING

1. Ratification of Term 2 2016 Examination Results
   The MGSM Academic Board considered the report of the MGSM Examiners Committee and ratified all grades submitted for all units in Term 2 2016. In accordance with the Quality Assurance Framework, a Pro Forma D report will be submitted to the Academic Standards and Quality Committee for consideration.

2. Reports from Subcommittees
   The MGSM Academic Board considered reports from the MGSM Standards and Quality Committee, MGSM Research Management Committee and MGSM Business Operations Committee. The MGSM Academic Board supported the action of Acting Dean Norma Harrison to reactivate Academic Staff Meetings to allow all academic staff input on relevant subcommittee-matters before they are presented to the MGSM Academic Board.

3. Business Arising from Academic Senate
   MGSM Academic Board resolved to nominate the following academic staff for committees of Academic Senate.
   Research and Research Training Committee: Andrew Lepone and Maros Servatka
   Thesis Examination Subcommittee: Masud Behnia and Vito Mollica

POST-MEETING ADDENDUM
   Acting Dean Norma Harrison will sit on the Research and Research Training Committee in place of Andrew Lepone.

Submitted by: Professor Robert Spillane
Chair MGSM Academic Board
ITEM 13.5   RESEARCH AND RESEARCH TRAINING COMMITTEE

For noting.

Attached is the report of the Research and Research Training Committee meeting of 30 August 2016.

Recommended resolution
Academic Senate to note the report of the Research and Research Training Committee meeting of 30 August 2016.

Recommendation
That Academic Senate note the report of the Research and Research Training Committee meeting of 30 August 2016.

The key items and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL (refer to items 9.7 and 9.8 of the Academic Senate Agenda)
Joint PhD Program with Stellenbosch University

Resolution 16/07
The Research and Research Training Committee recommends that Academic Senate approve the Joint PhD Proposal between Macquarie University and Stellenbosch University, as detailed in the proposal provided to the Committee.

Joint PhD Program with L’Université Libre de Bruxelles

Resolution 16/08
The Research and Research Training Committee recommends that Academic Senate approve the Joint PhD Proposal between Macquarie University and L’Université Libre de Bruxelles, as detailed in the proposal provided to the Committee.

ITEMS FOR NOTING
Review of the Master of Research: Report and Recommendations (refer to item 5.1 of the Academic Senate Agenda)
The Committee discussed the report of the review of the Master of Research, noting the recommendations outlined in the report and raising some additional issues regarding cotutelles, supervision and graduate employability. Members endorsed the proposed timeline and referred the report to the Thesis Examination Subcommittee with a request for its advice on the report recommendations.

Resolution 16/06
The Research and Research Training Committee resolved to:

i. note the report of the review of the Master of Research;
ii. endorse the proposed timeline for developing a response to the report’s recommendations; and
iii. refer the report to the Thesis Examination Subcommittee for its advice on the report’s recommendations.

Priorities and Projects of the Research and Research Training Committee
Members considered and endorsed the following priorities and projects for the Research and Research Training Committee:

- Recommendations from the review of the Master of Research
- Development of the Commercialisation, Innovation and Impact Framework
- International Research Partnerships
- Development of Schedule 3 of the Assessment Policy

Members also noted that matters related to research integrity, such as the revised Australian Code for the Responsible Code of Research and Macquarie’s own Code for the Responsible Code of Research, will be referred to the committee for consideration.

Resolution 16/05
The Research and Research Training Committee endorsed the list of priorities and projects for 2016 and 2017.

Interdisciplinary Research
The Committee noted a proposal from Professor Barnier to define, promote and scaffold interdisciplinary research, and endorsed the formation of a working group to develop recommendations for the committee. This item will be added to the list of priorities and projects for the Committee.
Resolution 16/09
The Research and Research Training Committee endorsed the formation of a working group to develop recommendations for the committee on defining, promoting and scaffolding interdisciplinary research.

Nominations for the election of Deputy Chair

Resolution 16/04
The Research and Research Training Committee endorsed the process for election of a deputy chair to the Committee.

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

Resolution 16/03
The Research and Research Training Committee noted the terms of reference for the Committee and the Thesis Examination Subcommittee

Professor Sakkie Pretorius
Chair, Research and Research Training Committee
ITEM 13.6  SENATE LEARNING AND TEACHING COMMITTEE

For noting.

Attached is the report of the Senate Learning and Teaching Committee meeting of 5 August 2016.

Recommended resolution
Academic Senate to note the report of the Senate Learning and Teaching Committee meeting of 15 August 2016.
ITEM 13.6 REPORT OF THE SENATE LEARNING AND TEACHING COMMITTEE MEETING OF 15 AUGUST 2016

Recommendation
That Academic Senate:
1. Rescind the Practical Placement Policy from Policy Central;
2. Approve the:
   i. Definition of a Placement as ‘An experiential learning activity that is facilitated by the University and carried out (either partially or fully) under the direction of an external or 3rd party.
   ii. Placement Procedural Flowchart;
   iii. Placement Procedural Glossary of Terms; and
   iv. Supporting toolkit of resources;
   and
3. Note the report of the Senate Learning and Teaching Committee meeting of 15 August 2016.

Summary
A meeting of the Senate Learning and Teaching Committee (SLTC) was held 15 August 2016. The key items, outcomes and resolutions of this meeting are outlined below. A copy of the full minutes will be available on the SLTC website once ratified.

Items for approval by Academic Senate (ref Item 9.3 in the Academic Senate Agenda)
SLTC Placement Co-ordination Task Force: Final Report
(Resolutions SLTC 16/48 – 16/51)
SLTC considered the comprehensive Final Report of the Task Force and addressed the following issues identified for discussion:
1. Definition of 'Placement'
   SLTC resolved to endorse and recommend to Academic Senate the definition of Placement as: ‘An experiential learning activity that is facilitated by the University and carried out (either partially or fully) under the direction of an external or 3rd party.’

2. Placement Procedure & Tool kit of Resources to support student placements
   SLTC resolved to endorse and recommend to Academic Senate the approval of the:
   i. Placement Procedural Flowchart;
   ii. Placement Procedural Glossary of Terms; and
   iii. Supporting toolkit of resources.

   SLTC resolved to endorse and recommend to Academic Senate that the Practical Placement Policy be rescinded from Policy Central.

3. Broader Partner Engagement Issues
   Following discussion and noting that the recommendations fall outside of the SLTC remit, it was resolved to support the proposals arising from the SLTC Placement Coordination Task Force, including:
   i. the establishment of an overarching Partner Engagement Strategy;
   ii. the adoption of a University wide client relationship management system; and
   iii. the formation of a cross-portfolio Working Group to further investigate the establishment of a Placements Office.

Items for noting
Report from the Chair
The Chair provided a verbal report on the following matters:
- Academic Ranking of World Universities – An analysis of the annual ranking of world universities was reported, indicating that Macquarie University is now ranked ninth in Australia; just outside of the top 200. This placement demonstrates an increase in ranking by 24 placements.
- Learning and Teaching Exchange – The Learning and Teaching Exchange Launch is scheduled Wednesday, 24 August 2016 and will be held in the Art Gallery. The Chair encouraged all to attend the event.
SLTC Projects and Priorities
The current projects and priorities of SLTC were presented for consideration and additional items for future consideration were provided, including: the Inherent Requirements Framework; the Train Closure Working Group; aspects of the Curriculum Standards Framework; and consultation as required on the review of the Student Administration Systems.

Following review, the SLTC members will be asked to assist with the prioritisation of the projects identified.

Academic Progression Policy and Procedure: Discussion Paper
(Resolutions SLTC 16/52 – 16/57)
The Committee considered the matters for discussion as presented and resolved the following:

• to endorse the proposal that the Academic Progression Policy become effective for teaching periods commencing after 1 January 2017;
• to endorse that the Academic Progression Policy apply to all enrolled part-time, full-time, domestic, and international undergraduate and postgraduate coursework students, effective 1 January 2017; and that consultation continues with the Macquarie Graduate School of Management (MGSM), Macquarie University International College (MUIC), Macquarie Applied Finance Centre (MAFC) and the Faculty of Medicine and Health Sciences (PHMS) to determine phases in these arrangements.
• to endorse the application of enrolment sanctions, at a systematic level, within the Academic Progression Policy;
• to endorse that the requirement for compulsory academic advice be retained within the Academic Progression Policy;
• to endorse a blanket suspension period to be applied, but determined by ‘study periods’ rather than a period of months; and the suspension period to be listed as two study periods.
• resolved to recommend that only those grades that are a direct result of the students academic performance should be included within the Academic Progression Policy; and request additional information to clarify which grades will be included within the Academic Progression Policy and their calculation, including the proposed amendment to the UX grade.

Grade Point Average: Discussion Paper
SLTC considered the following issues identified within the discussion paper:
1. Transferring all students to a 7-point GPA scale
2. Excluding grades from 100 level units completed in first year of study from GPA calculation

It was determined at the meeting that additional information was required prior to making recommendations to Academic Senate. This information will be presented to a subsequent SLTC meeting for further consideration.

Learning Technologies and Spaces Subcommittee Report
(Resolutions SLTC 16/59 – 16/60)
SLTC noted the first report submitted by the Learning Technologies and Spaces Subcommittee (LTaSCo) and resolved to add the following membership composition to the Learning Technologies and Spaces Subcommittee Terms of Reference:

i. representative from the Higher Degree Research Office (HDRO)
ii. representative from Macquarie University International College (MUIC); and
iii. increase the student representative membership from one to two.

SLTC resolved to note its support for continuation of the ECHO 360 platform.

The next meeting of the Senate Learning and Teaching Committee will be held on 19 September 2016 and will be a special meeting including the Undergraduate Research: Staff and Student Collaborations showcase, facilitated by Professor Angela Brew and Associate Professor Peter Keegan.

Submitted by:
Dr Mitch Parsell
Chair of the Senate Learning and Teaching Committee
ITEM 16.1 EMERITUS PROFESSOR NOMINATIONS

For endorsement and recommendation to University Council.

Recommended resolution

Academic Senate resolve to:

i. endorse the recommendations of the Emeritus Professor working group; and

ii. Recommend to the Vice-Chancellor and University Council that the title of Emeritus Professor be awarded to the two nominees identified.
ITEM 16.1: EMERITUS PROFESSOR NOMINATIONS

Recommendations
That Academic Senate:
(i) Resolve to endorse the recommendations of the Emeritus Professor working group.
(ii) Recommend to the Vice-Chancellor and University Council that the title of Emeritus Professor be awarded to two nominees.

Issues
- Academic Senate received two nominations for the award of the title Macquarie University Emeritus Professor.
- The Chair of Academic Senate convened a working party to consider the nominations.
- The working party is unanimously satisfied that the two nominees meet the eligibility and selection criteria and recommends the award of the Emeritus Professor title to both nominees.
- Full documentation relating to both nominees is available in the confidential folder on Truth.

Emeritus Professor Working Party:
- Professor Mariella Herberstein, Chair of Academic Senate, Faculty of Science & Engineering
- Professor Jacqueline Phillips, Deputy Chair of Academic Senate, Faculty of Medicine Health Sciences
- Professor Norma Harrison, Macquarie Graduate School of Management;
- Professor David Coutts, Faculty of Science and Engineering
- Professor Lucy Taksa, Faculty of Business and Economics
- Professor Mike Jones, Faculty of Human Sciences; and
- Professor Kathryn Millard, Faculty of Arts

Consultation Process
The following offices have been consulted prior to the submission of this paper:
- Emeritus Professor Working Group

Submitted by: Professor Mariella Herberstein, Chair of Academic Senate

For enquiries contact: Zoe Williams, Head of Governance Services (zoe.williams@mq.edu.au or x4322)