2013
MACQUARIE UNIVERSITY

A meeting of the Academic Senate will be held at 9.30am 30 April 2013 in the Senate Room, Level 3, Lincoln Building.

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

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

Members who are unable to attend the meeting are requested to send their apologies to Ms Z Williams (phone. 61 2 9850 4322 or 0422 602 364 or e-mail zoe.williams@mq.edu.au).

AGENDA

Page Numbers
★ 1. APOLOGIES / WELCOME
   1.1 Election of Deputy Chair

2. ARRANGEMENT OF AGENDA
   ★ 2.1 Starring of Items
   ★ 2.2 Adoption of Unstarred Items

Pages 3 - 29
★ 3. MINUTES OF PREVIOUS MEETING
   Meeting held on 5th March 2013

★ 4. BUSINESS ARISING FROM THE MINUTES
   (not dealt with elsewhere in the Agenda)

Page 30
   4.1 Saving Clause Cases
   4.2 Higher Degrees Research Appeal Committee

Pages 31 - 33
   4.3 Draft Student Code of Conduct

5. CONSIDERATION OF CONFIDENTIAL ITEMS
   5.1 University Discipline Committee
       The minutes of the University Discipline Committee meetings held on 27th February 2013, 5th March and 4th April 2013 will be tabled
   5.2 Standing Committee on Appeals
       The minutes of the Standing Committee on Appeals meetings of 9th April and 18th April will be tabled

★ 6. CHAIR ORAL UPDATE
7. VICE CHANCELLOR ORAL UPDATE

8. QUESTIONS ON NOTICE
   Members are requested to submit Questions on Notice to the Chair two days in advance of the meeting.

9. REPORTS FROM STANDING COMMITTEES
   - Pages 34 - 66  9.1 Academic Standards and Quality Committee
     Reports of the meetings 19th March 2013 and 23rd April 2013
   - Pages 67 - 79  9.2 Higher Degrees Research Committee
     Report of the meeting 5th April 2013
   - Pages 80 - 108 9.3 Senate Learning and Teaching Committee
     Report of the meeting 18th March 2013

10. GENERAL BUSINESS
    - Pages 109 - 117 10.1 AQF Compliance of Macquarie’s Academic Programs
    - Pages 118 - 137 10.2 Report of the Semester Structure Working Party
    - Pages 138 - 140 10.4 Prizes and Awards
     Ratification of Prizes awarded and nominations for approval
    - Pages 141 - 142 10.5 Vice Chancellor’s Commendations
     For ratification

11. OTHER BUSINESS
ITEM 3: MINUTES OF PREVIOUS MEETING

Attached are the minutes of the meeting held on 5 March 2013.

Recommendation

That the minutes of the meeting held on 5 March 2013 be signed as a true and correct record.
Minutes of a meeting of Academic Senate held on 5 March 2013 at 9.30am in the Senate Room, Level 3, Lincoln Building.

Present:  
Professor D Verity (in the Chair)  
Ms Deidre Anderson  
Dr Nicholas Baker  
Professor Clive Baldock  
Dr Wylie Bradford  
Professor David Coutts  
Professor John Croucher  
A/Professor Mark Evans  
A/Professor Guy Ford  
Professor Mark Gabbott  
A/Professor Simon George  
Professor Janet Greeley  
Mr Tim Hendry  
A/Professor Mariella Herberstein  
Professor Lori Lockyer  
Mr Oliver Luck  
Professor Catriona Mackenzie  
Professor Nick Mansfield  
Mr Nicholas Mcguigan  
Mr Henrique Moraes  
Ms Corinne O’Sullivan  
Professor Jim Piper  
Mr Nazar Pochynok  
Professor Jacqueline Phillips  
Professor Judyth Sachs  
Professor John Simons  
Ms Lavinia Simpson  
A/Professor Ian Solomonides  
Ms JoAnne Sparks  
Professor Anne Ross-Smith  
A/Professor Michelle Trudgett  
Dr Edward Watts  
A/Professor Sherman Young  
Dr Rod Yager

In Attendance:  
Ms L Filardo  
Ms R Grewal  
Ms S Kelly  
Ms B Mclean  
Ms G Lay  
Ms Z Williams  
Mr J Wylie

Apologies:  
Professor Bruce Dowton  
Dr Rod Yager  
Professor Gail Whiteford
1. APOLOGIES /WELCOME

Academic Senate noted that apologies were received from: the Vice-Chancellor, Professor Bruce Dowton, Professor Gail Whiteford and Dr Rod Yager.

2. MINUTES OF MEETING HELD ON 14 FEBRUARY 2013

Resolution 13/14
That the minutes of the meeting held on 14 February 2013 be signed as a true and correct record.

3. BUSINESS ARISING FROM THE AGENDA

3.1 Faculty of Science Representative

Resolution 13/15
That Academic Senate co-opt membership to Associate Professor Mariella Herberstein for a term to commence on 6 March 2013 and conclude on 31 December 2014.

3.2 Saving Clause Cases

The belowmentioned Saving Clause cases were approved by the Chair on behalf of Academic Senate following the 14 February meeting:

Faculty of Arts

Resolution 13/16
That the Savings Clause approved by Academic Senate on 13 November 2012 by Resolution 12/398 for student identified as 40003159 to satisfy degree requirements for the Bachelor of Laws be revoked.

Resolution 12/17
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable a student identified as 40003159 to satisfy degree requirements for the Bachelor of Laws with 3 credit points less than required provided all other requirements have been met.

Resolution 13/18
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable a student identified as 41482743 to satisfy degree requirements for the Bachelor of Science/ Bachelor of Arts (Museum Studies) with 2 credit points less than required at 300 level in Anthropology provided all other requirements have been met.

Resolution 13/19
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable a student identified as 41759532 to satisfy degree requirements for the Bachelor of Arts (Media) having completed both People and Planet units within the Faculty of Arts but outside of the administering department provided all other requirements have been met.
Resolution 13/20
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable a student identified as 40517632 to satisfy degree requirements for the Bachelor of Arts with Bachelor of Laws with 114 of 116 credit points provided all other requirements have been met.

Faculty of Business and Economics

Resolution 13/21
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the students identified below to satisfy degree requirements for the Bachelor of Business Administration without having completed 3 credit points designated at 300 level in Commerce provided all other requirements have been met.

| 42591929 | 42596130 | 42575192 |
| 40189627 | 42575214 | 41632095 |
| 41632354 | 42617782 | 42573521 |
| 42603005 | 42649765 | 41632788 |
| 42598540 | 41632117 | 42605997 |
| 42617936 | 41923987 | 41632451 |
| 42606020 | 41632753 | 41632575 |
| 42155754 | 41632265 | 42575117 |
| 41632745 | 42596114 | 41632761 |
| 42614236 | 42596106 | 41632516 |
| 42596157 | 42566223 | 41632001 |
| 42632498 | 42596181 | 42231418 |
| 42621380 | 42575087 | 42655587 |
| 41632591 | 42617871 | 41632532 |
| 42644984 | 41632389 | 41632435 |
| 41632338 | 42575125 | 42649765 |
| 41632915 | 41631994 | 42591953 |
| 42632536 | 42575230 | 41632206 |
| 41378415 | 41363930 | 42231418 |
| 42138329 | 42282470 | 4228034 |
| 42155754 | 42412021 | 42575176 |
| 42649323 | 41632346 | 42573629 |
| 41632737 | 42649374 | 42575095 |
| 42635594 | 42575109 | |

Resolution 13/22
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable a student identified as 42238455 to satisfy degree requirements for the Bachelor of Applied Finance/Bachelor of Commerce - Professional Accounting with both the People and Planet units both being completed within the same Faculty provided all other requirements have been met.

Faculty of Science

Resolution 13/23
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable a student identified as 42610664 be permitted to satisfy degree requirements for the Bachelor of Science without completing a People unit provided
Resolution 13/24
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable a student identified as 41496590 to satisfy degree requirements for the Bachelor of Advanced Science without completing a People unit provided all other requirements have been met.

Resolution 13/25
That in accordance with Rule 14 of the Master by Coursework Rule, the Saving Clause be invoked to enable a student identified as 42035384 to satisfy degree requirements for the Master of Museum Studies completing 34 of 36 credit points provided all other requirements have been met.

Resolution 13/26
That in accordance with Rule 14 of the Master by Coursework Rule, the Saving Clause be invoked to enable a student identified as 42381282 to satisfy degree requirements for the Master of Museum Studies completing 32 of 36 credit points provided all other requirements have been met.

Resolution 13/27
That in accordance with Rule 14 of the Master by Coursework Rule, the Saving Clause be invoked to enable a student identified as 42381525 to satisfy degree requirements for the Master of Museum Studies completing 32 of 36 credit points provided all other requirements have been met.

Resolution 13/28
That in accordance with Rule 14 of the Postgraduate Diploma Rule, the Saving Clause be invoked to enable a student identified as 42381851 to satisfy degree requirements for the Postgraduate Diploma of Museum Studies completing 22 of 24 credit points provided all other requirements have been met.

Resolution 13/29
That in accordance with Rule 14 of the Postgraduate Diploma Rule, the Saving Clause be invoked to enable a student identified as 42596874 to satisfy degree requirements for the Postgraduate Diploma of Museum Studies completing 22 of 24 credit points provided all other requirements have been met.

Resolution 13/30
That in accordance with Rule 14 of the Postgraduate Diploma Rule, the Saving Clause be invoked to enable a student identified as 42035457 to satisfy degree requirements for the Postgraduate Diploma of Museum Studies completing 22 of 24 credit points provided all other requirements have been met.

3.3 University Medals Committee

Academic Senate resolved as recommended:

Resolution 13/31
That the students listed below be awarded a University Medal for 2012:
- Stephanie Ann Worde - Anthropology
- Xin Huang - Statistics
4. IDENTIFICATION OF ITEMS FOR DISCUSSION

The following items were starred for discussion:

6. Chair Verbal Update
9.1. Academic Standards and Quality Committee
9.2. Higher Degree Research Appeals Committee
9.3. Senate Learning and Teaching Committee
10.1. General Counsel – Student Code of Conduct
10.2. Curriculum Renewal Implementation
10.3. Review of Academic Standards and Quality
10.4. Review of Academic Appeals
10.5. Timeframe for Election of Deputy Chair

The Chair advised members that item 10.1, an update on the Student Code of Conduct by the General Counsel, would be brought forward in the agenda. This item is minuted according to the sequence of the agenda.

5. CONSIDERATION OF UNSTARRED ITEMS

Resolution 13/32

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

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

6. CONSIDERATION OF CONFIDENTIAL ITEMS

The minutes of the University Discipline Committee meeting of 25th February 2013 were tabled.

7. CHAIR VERBAL UPDATE

The Chair advised Academic Senate that he had attended the Chairs of Academic Boards and Senates meeting in Canberra on 1 March 2013. The Chair advised that discussions focused on how Academic Senates and Boards operate across the country and what the common principals which guide them are.

The Chair read a quote from the re-draft of a policy document of the Australian Council of Chairs of Academic Boards and Senates, entitled The Purpose and Function of Academic Boards and Senates:

“The Board is the principal policy-making and advisory body on all matters relating to and affecting a University's teaching, research and educational programs. It is also responsible for assuring academic standards and quality including academic freedom, academic integrity, assessment, admissions, academic partnerships and research conduct.”

The Australian Council of Chairs of Academic Boards and Senates is currently finalising this policy paper and the Chair will arrange for the full document to be circulated once finalised.

The Chair reported that key issues which were discussed at the meeting included, English language in Higher Education, not only in terms of admission and entry standards but also in terms of on-going support post-enrolment. Effective methods of
embedding English language into curriculum were identified as a concern not just for international students but also for domestic students. Another key issue discussed at the meeting was learning standards and benchmarking within disciplines with a focus on blind peer review of assessments and curriculum development.

The Chair advised the meeting that TEQSA Commissioner Ian Hawke had briefed the Council and had articulated TEQSA’s view that the existence of effective Academic Boards and Senates is key to the self-accrediting status of Universities. In particular he stressed the importance of these bodies in establishing appropriate academic standards and in ensuring that effective quality assurance mechanisms are put in pace to monitor threshold standards.

Academic Senate noted the update.

8. QUESTIONS ON NOTICE

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

Nil received.

9. REPORTS FROM STANDING COMMITTEES

9.1 Academic Standards and Quality Committee

The Chair directed Members to the report of the Academic Standards and Committee meeting of 19 February 2013 and in particular to the late approval of the Bachelor of Business Leadership and Commerce.

The Chair invited the Associate Dean, Curriculum and Quality Assurance, Faculty of Business and Economics to provide an overview of the original recommendations from ASQC and the outline the Faculty’s response. Professor Anne Ross-Smith spoke to the concerns raised by the Undergraduate Committee of the ASQC in relation to the original proposed structure of the Bachelor of Business Leadership and Commerce and the revised single degree structure. Professor Ross-Smith provided members with the background to the development of the program and how it directly responded to feedback from industry and employers identifying business leadership as critical to employability and being of equal importance as technical skills.

The Executive Dean added that this program is the first of its kind in Australia and is a major initiative developed in response to market demand for an additional year of Business Leadership studies attached to the discipline specific course content. The Executive Dean, Business and Economics indicated the potential for this model to be adopted for any discipline.

The Chair noted that the full proposal including the course structure would be presented to ASQC on 19 April 2013.

Resolution 13/33

That Academic Senate recommend to Council for approval, the new award Bachelor of Business Leadership and Commerce effective 2014.
Academic Senate noted the report of the meeting of 19 February 2013 and resolved as recommended:

**Master of Research**

**Resolution 13/34**

*That the following principles, relating to units of study in postgraduate degrees are approved with effect from 1 January 2014:*

1. That a maximum of one 600 level unit can be included as part of a 32 credit point Masters program where completion of such a unit is considered core to the understanding of the program;
2. ASQC will approve such proposals on a case-by-case basis.*

**2013 Academic Program**

**Resolution 13/35**

*That Academic approves the requests for the following units, with effect from 1 January 2013:*

**Urgent Changes to Units Approved by Chair of ASQC since 16 November 2012**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Type of Change</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT321 Logistics and Project Management</td>
<td>Emergency Change 2013 Remove prerequisite and add a Corequisite</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>MSM310 Museology of Natural History</td>
<td>Emergency Change 2013 Change to prerequisites</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>HLTH316 Principles in Health and Disease 2</td>
<td>Emergency Change 2013 Change to owning Department</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>PSYS201 Physics IIA</td>
<td>Emergency Change 2013 Change to prerequisites</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>ASTR278 Advanced Astronomy</td>
<td>Emergency Change 2013 Change to prerequisites</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>PHYS202 Physics IIB</td>
<td>Emergency Change 2013 Change to prerequisites</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>PHTN221 Introduction to Optical Science and Technology</td>
<td>Emergency Change 2013 Change to prerequisites</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>PHYS143 Physics IIB</td>
<td>Emergency Change 2013 Change to prerequisites</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>PHYS143 Physics IIB</td>
<td>Emergency Change 2013 Change to NCCW</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>PHYS140 Physics IA</td>
<td>Emergency Change 2013 Change to NCCW</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>PHYS149 Physics for Technology</td>
<td>Emergency Change 2013 Change to NCCW</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>LAWZ448 Animal Law</td>
<td>Emergency Change 2013 Change to prerequisites</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>TEP442 English as a Second Language in Schools</td>
<td>Emergency Change 2013 Change to prerequisites</td>
<td>14/12/2012</td>
</tr>
<tr>
<td>PHIL702 Frontiers of Research in Mind and World</td>
<td>Emergency Change 2013 Change to unit name - Research Topics in Mind and World</td>
<td>20/12/2012</td>
</tr>
<tr>
<td>PHIL704 Frontiers of Research in Modern European Philosophy</td>
<td>Emergency Change 2013 Change to unit name - Research Topics in Modern European Philosophy</td>
<td>20/12/2012</td>
</tr>
<tr>
<td>PHIL706 Frontiers of Research in Ethics</td>
<td>Emergency Change 2013 Change to unit name - Research Topics in Ethics</td>
<td>20/12/2012</td>
</tr>
<tr>
<td>FOAR300 Participation and Community Engagement in Arts</td>
<td>Emergency Change 2013 Change to NCCW and co-taught (co-badged) with LAW442</td>
<td>20/12/2012</td>
</tr>
</tbody>
</table>
Academic Senate
5 March 2013
Minutes

Late Amendments to Programs and Majors Approved by Chair of ASQC since 16 November 2012

Resolution 13/36
That the following Late Amendments, are approved with effect from 1 January 2013:

<table>
<thead>
<tr>
<th>Program/ Major</th>
<th>Type of Change</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC001GD Graduate Diploma of Speech and Communication</td>
<td>Backmapping to 2012 Required LING199 or LING110 Required LING398 or LING217</td>
<td>11/12/2012</td>
</tr>
<tr>
<td>SPCH11GC Graduate Certificate of Speech and Communication</td>
<td>Backmapping to 2012 Add LING217 to 6cp requirement group (as an alternate to LING398). Add LING110 to 6cp requirement group (as an alternate to LING199).</td>
<td>11/12/2012</td>
</tr>
<tr>
<td>EDUC03 Bachelor of Education (TESOL)</td>
<td>2012 Late Amendment Request to add MPP402 as an alternate to MPP404</td>
<td>18/01/2013</td>
</tr>
<tr>
<td>PUL01 Public Policy, Law and Governance</td>
<td>Late amendment to program request to add LAW491 to 300 level option set</td>
<td>16/01/2013</td>
</tr>
<tr>
<td>SEN02 Software Engineering</td>
<td>2013 Late Amendment to Program Remove COMP342 (which was deleted from 2013 Schedule of Units) and reduce total credit points to 51 (from 54).</td>
<td>24/01/2013</td>
</tr>
</tbody>
</table>

Late Amendments to Programs

Resolution 13/37
That the inclusion of SPN315 to the Diploma of Languages (Spanish) (SPHN03) program is approved with immediate effect.

Emergency Changes to Units

Resolution 13/38
That the Emergency Change requests for the units below are approved with immediate effect:

**CHN341 Chinese Capstone Unit**
Change the prerequisite from CHN340 to “CHN340 or CHN361”. It was also requested that the corequisite be changed from CHN321 to “CHN321 or CHN362”.

**FRN123 Introductory French II**
Change the existing prerequisite from “FRN122 or (HSC French Continuers Band 2 or 3 or 4)
or (HSC Beginners Band 4 or 5 or 6)" to FRN122. It was also requested that the current NCCW of “FRN295, HSC Extension or Continuers Band 5 or 6” be removed.

**FRN122 Introductory French I**
The current NCCW be changed from “FRN295, HSC French Extension or Continuers Band 3, 4, 5 or 6, HSC Beginners Band 5, 6” to “HSC French Extension or Continuers Band 4, 5 or 6”.

**CHN378 Chinese Research Project**
The prerequisite be changed from “30cp and permission of Executive Dean of Faculty” to “39cp and permission of Executive Dean of Faculty”.

Credit for Previous Studies (CPS)

**Resolution 13/39**
That the CPS for incomplete Bachelor awards be amended from 44cp to 45cp with effect from 1 January 2013.

Units to be Deleted in 2014

**Resolution 13/40**
That the following units are deleted with effect from 31 December 2013:

- EDUC393 A Comparative Curriculum Study: Malaysian and Australian Classrooms
- EDUC394 Teaching English as a Foreign Language in Malaysian Classrooms

New Units 2014

**Resolution 13/41**
That the introduction of the following units is approved with effect from 1 January 2014:

**Faculty of Human Sciences**
- EDUC701 Educational Psychology and Practice (submitted as EDCN701)
- EDUC704 Assessment Issues
- EDUC705 Educational Institutions and Organisations (submitted as EDCN705)
- EDTE301 Professional Experience in the Primary School I
- EDTE302 Introduction to the Professional Experience in the Secondary School
- EDTE410 Social Sciences in the Secondary School I

**Faculty of Science**
- MATH399 Participation and Community Engagement in Mathematics

Change of Name and Prerequisite

**Resolution 13/42**
That the following change of name and prerequisite is approved, with effect from 1 January 2014:

Current Name: EDUC392 Research Inquiry in the Primary Classroom  
New Name: EDUC392 Research Inquiry in the Classroom  
New Prerequisite: 39cp

Change of Degree Name Proposal

**Resolution 13/43**
That the change of degree name of the Bachelor of Speech and Hearing Sciences (BSpHSc) to the degree of Bachelor of Speech, Hearing and Language Sciences (BSpHLSc) 2014 is
approved, with effect from 1 January 2014.

Proposal for New Awards

**Resolution 13/44**
That the name of the new award of Bachelor of Business Analytics (BBusAnalytics) be recommended to Council, with effect from 1 January 2014.

**Resolution 13/45**
That the program structure of the Bachelor of Human Sciences (BHumanSc) is approved, with effect from 1 January 2014.

Proposals for New Majors

**Resolution 13/46**
That the following majors are approved for introduction, with effect from 1 January 2014:

**Faculty of Arts**
- Ancient History as a qualifying major for the Graduate Certificate of Arts. The major will require the completion of a minimum of 12 credit points.

**Faculty of Human Sciences**
- Community Services
  Community Services as a qualifying major for the Bachelor of Human Sciences. The major will require the completion of a minimum of 24 credit points
- Human Movement Major
  Human Movement as a qualifying major for the Bachelor of Human Sciences. The major will require the completion of a minimum of 24 credit points.

Participation Requirement in New Awards

**Resolution 13/47**
That all new awards proposed for introduction from 1 January 2014 include a requirement of a participation unit.

Late Amendments to Programs

**Resolution 13/48**
That the following Late Amendments to programs are approved, with immediate effect:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
</table>

Late Amendments to Programs 2013
Resolution 13/49

That the following Late Amendments to programs are approved, with immediate effect:

Faculty of Arts

<table>
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<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
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<tr>
<td>Program</td>
<td>Electives</td>
<td>Required Electives</td>
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</tr>
<tr>
<td><strong>PGCertnTrdCom Law [ITCL31C]</strong></td>
<td>Postgraduate Certificate of International Trade and Commerce Law</td>
<td>Research Dissertation MKTG801 International Marketing</td>
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<thead>
<tr>
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<th>Revised/New Entry</th>
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<tr>
<td>MintBusMintRel</td>
<td>Master of International Business with Master of International Relations</td>
<td>Required 12cp from</td>
<td>IRPG830 The Politics of International Human Rights Law</td>
<td>IRPG830 The Politics of International Human Rights Law</td>
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<td>IRPG832 Europe, the European Union, and the International System</td>
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<td>IRPG833 The USA in the International System</td>
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<td>IRPG837 International Politics and Economics of East Asia and the Pacific</td>
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<td>IRPG842 The Asian-Pacific Region and Australia</td>
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<td>IRPG850 International Relations Special Project A</td>
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<td>IRPG851 International Relations Special Project A</td>
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<td>IRPG853 International Relations Special Project A</td>
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<td>IRPG853 International Relations Special Project A</td>
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<td>IRPG854 International Relations Special Project A</td>
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<tr>
<td></td>
<td></td>
<td>IRPG855 Globalisation and the North-South Relationship</td>
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<td>IRPG855 Globalisation and the North-South Relationship</td>
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<tr>
<td></td>
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<td>IRPG856 Globalisation and the North-South Relationship</td>
<td></td>
<td>IRPG856 Globalisation and the North-South Relationship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IRPG857 International Law and Institutions</td>
<td></td>
<td>IRPG857 International Law and Institutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MHPG856 The World Since 1750</td>
<td></td>
<td>MHPG856 The World Since 1750</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IRPG854 War and Violence in World Politics</td>
<td></td>
<td>IRPG854 War and Violence in World Politics</td>
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<tr>
<td></td>
<td></td>
<td>POL825 Health Policy</td>
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<td>POL825 Health Policy</td>
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<td></td>
<td></td>
<td>BUS840 Business Project Management</td>
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<td>BUS840 Business Project Management</td>
</tr>
</tbody>
</table>

Faculty of Human Sciences
### Academic Senate
5 March 2013
Minutes

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translating and Interpreting (Korea)</td>
<td>Addition to Program Structure and create new version</td>
<td>PD-TRANS version 7 Is Not Available</td>
<td>Create PD-TRANS version 7 add TRAN878 which then allows articulation of the pre2012 cohort through the Korea University pathway program</td>
<td></td>
</tr>
</tbody>
</table>

### Faculty of Science

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWldMgt [WILM12M]</td>
<td>Master of Wildlife Management</td>
<td>Amendment to Study Mode</td>
<td>Full Time, Part Time</td>
<td>Part Time</td>
</tr>
<tr>
<td>PGDipWildMgt [WILM22D]</td>
<td>Postgraduate Diploma of Wildlife Management</td>
<td>Amendment to Study Mode</td>
<td>Full Time, Part Time</td>
<td>Part Time</td>
</tr>
<tr>
<td>PGCertWildMgt [WILM32C]</td>
<td>Postgraduate Certificate of Wildlife Management</td>
<td>Amendment to Study Mode</td>
<td>Full Time, Part Time</td>
<td>Part Time</td>
</tr>
</tbody>
</table>

### Emergency Changes to Units 2013

**Resolution 13/50**

That the Emergency Changes to the following units are approved with immediate effect:

### Faculty of Arts

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICOM821</td>
<td>Intercultural Communication</td>
<td>Change to Prerequisite</td>
<td>Admission to MIntComm or MIntRel or MIntCommMIntRel or MIntRel or MLabQAMgt</td>
<td>Admission to MIntComm or MIntRel or MIntCommMIntRel or MIntRel or MLabQAMgt</td>
</tr>
<tr>
<td>LAW861</td>
<td>Local Government and Planning Law</td>
<td>Change to Prerequisite</td>
<td>Admission to MEnvLaw or PGDipEnvLaw or PGCertEnvLaw or MEnvMgt or PGCertEnvMgt or MPP or PGDipPP or MWldMgt or PGDipWildMgt or LLM in Environmental Law or 42cp in LAW units at 400 or 500 level</td>
<td>Admission to MIntTrdeComLaw or PGDipTrdeComLaw or PGCertTrdeComLaw or MIntRelMIntTrdeComLaw or LLM in International Environmental Law or 42cp in LAW units at 400 or 500 level</td>
</tr>
<tr>
<td>LAW889</td>
<td>International Trade and Finance</td>
<td>Change to Prerequisite</td>
<td>Admission to MIntTrdeComLaw or PGDipTrdeComLaw or PGCertTrdeComLaw or MIntRelMIntTrdeComLaw or LLM in International Environmental Law or 42cp in LAW units at 400 or 500 level</td>
<td>Admission to MIntTrdeComLaw or PGDipTrdeComLaw or PGCertTrdeComLaw or MIntRelMIntTrdeComLaw or LLM in International Environmental Law or 42cp in LAW units at 400 or 500 level</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Action</td>
<td>Existing Entry</td>
<td>Revised/New Entry</td>
</tr>
<tr>
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</tr>
<tr>
<td>LAW895</td>
<td>Legal Research Dissertation</td>
<td>Change to Prerequisite</td>
<td>Admission to LLM or 42cp in LAW units at 400 or 500 level</td>
<td>Admission to MEnvLaw or MintEnvLaw or MintTrdeComLaw or MintRelMintTrdeComLaw or LLM or 42cp in LAW units at 400 or 500 level</td>
</tr>
<tr>
<td>PICT848</td>
<td>Cyber Security</td>
<td>Change to Prerequisite</td>
<td>Admission to MICT or PGdipPICT or PGCertPICT or MICTMintSecSt or MintSecStud or PGdipIntSecSt or PGCertIntSecSt.</td>
<td>Admission to MICT or PGdipPICT or PGCertPICT or MICTMintSecSt or MintSecStud or PGdipIntSecSt or PGCertIntSecSt or MP/PGdipPGCertCompForens</td>
</tr>
<tr>
<td>POL802</td>
<td>Comparative Public Policy</td>
<td>Change to Prerequisite</td>
<td>Admission to MPP or PGdipPP or PGCertPP or MPPASR or PGCertPASR or PGdipPASR or MintRel or MSc in Environmental Health or PGdipSc in Environmental Health</td>
<td>Admission to MPP or PGdipPP or PGCertPP or MPPASR or PGCertPASR or PGdipPASR or MintRel or MSc in Environmental Health or PGdipSc in Environmental Health</td>
</tr>
<tr>
<td>POL820</td>
<td>Politics and Policy: Theory and Applications</td>
<td>Change to Prerequisite</td>
<td>MPASR or PGCertPASR or PGdipPASR or MintRel</td>
<td>Admission to MPP or PGdipPP or PGCertPP or MPPASR or PGCertPASR or PGdipPASR or MintRel or MSc in Environmental Health or PGdipSc in Environmental Health</td>
</tr>
<tr>
<td>POL822</td>
<td>Using Research</td>
<td>Change to Prerequisite</td>
<td>Admission to MPP or PGdipPP or PGCertPP</td>
<td>Admission to MPP or PGdipPP or PGCertPP or MPPASR or PGCertPASR or PGdipPASR or MintRel or MSc in Environmental Health or PGdipSc in Environmental Health</td>
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**Faculty of Business and Economics**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCG613</td>
<td>Management Control Systems</td>
<td>Change to Prerequisite</td>
<td>ACCG613 or admission to MAdvProfAcc or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
<td>ACCG613 or ACCG921 or admission to MAdvProfAcc or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
</tr>
<tr>
<td>ACCG612</td>
<td>Advanced Corporate Accounting</td>
<td>Change to Prerequisite</td>
<td>ACCG612 or admission to MCorpGvnce prior to 2013 or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
<td>ACCG612 or ACCG926 or admission to MCorpGvnce prior to 2013 or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
</tr>
<tr>
<td>ACCG611</td>
<td>Advanced Financial Reporting</td>
<td>Change to Prerequisite</td>
<td>ACCG611 or admission to MCorpGvnce prior to 2013 or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
<td>ACCG612 or ACCG926 or admission to MCorpGvnce prior to 2013 or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
</tr>
<tr>
<td>ACCG603</td>
<td>Principles of Finance</td>
<td>Change to Prerequisite</td>
<td>Admission to MActPrac or MCom or MEc or MintBus or MBioTechMCom or MintBusMintRel</td>
<td>Admission to MActPrac or MCom or MEc or MintBus or MBioTechMCom or MintBusMintRel</td>
</tr>
<tr>
<td>ACCG611</td>
<td>Principles of Accounting</td>
<td>Change to Prerequisite</td>
<td>Admission to MAcc(CPA) or MAcc(Prof) or MCom or MEc or MIB or MBioTechMCom or MintBusMintRel</td>
<td>Admission to MAcc(CPA) or MAcc(Prof) or MCom or MEc or MIB or MBioTechMCom or MintBusMintRel</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Action</td>
<td>Existing Entry</td>
<td>Revised/New Entry</td>
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</tr>
<tr>
<td>ACCG614</td>
<td>Business and Corporation Law</td>
<td>Change to Prerequisite</td>
<td>Admission to MAcc(CPA) or MAcc(Prof) or MCom or MEc or MBioTechMCom</td>
<td>Admission to MAcc(CPA) or MAcc(Prof) or MCom or MEc or MBioTechMCom</td>
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<tr>
<td>ACCG615</td>
<td>Quantitative Methods</td>
<td>Change to Prerequisite</td>
<td>Admission to MAcc(CPA) or MAcc(Prof)</td>
<td>Admission to MAcc(CPA) or MAcc(Prof)</td>
</tr>
<tr>
<td>AFIN808</td>
<td>Corporate Finance</td>
<td>Change to Prerequisite</td>
<td>ACCG611 and ACST603 or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
<td>ACCG611 and (ACST603 or AFIN858) or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
</tr>
<tr>
<td>AFIN818</td>
<td>Investments</td>
<td>Change to Prerequisite</td>
<td>ACST603 or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
<td>ACST603 or AFIN858 or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
</tr>
<tr>
<td>AFIN837</td>
<td>Capital Markets</td>
<td>Change to Prerequisite</td>
<td>ACST603 or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
<td>ACST603 or AFIN858 or admission to MCom or MintBus or MEc or MActPrac prior to 2011</td>
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<tr>
<td>ECON633</td>
<td>Intermediate Macroeconomics</td>
<td>Change to Prerequisite</td>
<td>Admission to MCom or MBioTechMCom or MEc or MIB or MintBusMIntRel</td>
<td>Admission to MCom or MBioTechMCom or MEc or MIB or MintBusMIntComm or MintBusMIntRel</td>
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<tr>
<td>ECON649</td>
<td>Economic Analysis</td>
<td>Change to Prerequisite</td>
<td>Admission to MAcc(CPA) or MAcc(Prof)</td>
<td>Admission to MAcc(CPA) or MAcc(Prof)</td>
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<tr>
<td>MKTG696</td>
<td>Introduction to Marketing Management</td>
<td>Change to Prerequisite</td>
<td>Admission to MCom or MBioTechMCom or MintBus or MintBusMIntRel</td>
<td>Admission to MCom or MBioTechMCom or MintBus or MintBusMIntComm or MintBusMIntRel</td>
</tr>
<tr>
<td>MGSM868</td>
<td>Strategic Corporate Social Responsibility</td>
<td>Change to Prerequisite</td>
<td>MGSM850 and MGSM870</td>
<td>Admission to MBA or MMgt or PGCertMBAExt or MSusDev</td>
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<tr>
<td>ECON604</td>
<td>Leading and Managing Early Childhood Services</td>
<td>Change to Prerequisite</td>
<td>Admission to MTeach(Birth to Five Years)</td>
<td>ECED600 and ECED601</td>
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<tr>
<td>ECEED833</td>
<td>Child Development in Context</td>
<td>Addition of NCCW</td>
<td>None</td>
<td>ECED885</td>
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<tr>
<td>LING900</td>
<td>Grammar, Meaning and Discourse</td>
<td>Change to Prerequisite</td>
<td>Admission to MAppLing or PGDipAppLing or PGCertAppLing or MAusEngInt or PGDipAusEngInt or MSPchLngPath or MCommDis or MCommDis or MTransInter</td>
<td>Admission to MAppAnth or PGDipAppAnth or MAppLing or PGDipAppLing or PGCertAppLing or MAusEngInt or PGDipAusEngInt or MSPchLngPath or MCommDis or MTransInter</td>
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Faculty of Human Sciences
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<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
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<tbody>
<tr>
<td>LING903</td>
<td>Languages and Cultures in Contact</td>
<td>Change to Prerequisite</td>
<td>Admission to MAppLing or PGDipAppLing or MAuslEngInt or PGDipAustinEngInt or MCommDis or MTransInter or MTransInterMIntRel or MTransInterMAppLing or MSpchLingPath or MConfInt</td>
<td>Admission to MAppAnth or PGDipAppAnth or MAppLing or PGDipAppLing or MAuslEngInt or PGDipAustinEngInt or MCommDis or MConfInt or MTransInter or MTransInterMAppLing or MTransInterMIntRel or MSpchLingPath</td>
</tr>
<tr>
<td>LING908</td>
<td>Language Planning and Language Policy</td>
<td>Change to Prerequisite</td>
<td>Admission to MAppLing or PGDipAppLing or MCommDis</td>
<td>Admission to MAppAnth or PGDipAppAnth or MAppLing or PGDipAppLing or MCommDis</td>
</tr>
<tr>
<td>LING960</td>
<td>Organisational Communication</td>
<td>Change to Prerequisite</td>
<td>Admission to MAppLing or PGDipAppLing</td>
<td>Admission to MAppAnth or PGDipAppAnth or MAppLing or PGDipAppLing</td>
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<tr>
<td>PSY979</td>
<td>Advanced Assessment and Therapy</td>
<td>Change to Prerequisite</td>
<td>Admission to MClinPsych or DClinPsych</td>
<td>(Admission to MClinPsych or DClinPsych) and PSY978</td>
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<tr>
<td>TRAN826</td>
<td>Dialogue Interpreting in Professional Settings</td>
<td>Change to Prerequisite</td>
<td>Admission to PGCertTransInter or MTransInter or PGDipTransInter in Interpreting Studies or MTransInter in Interpreting Studies or MTransInterMIntRel or MTransInterMAppLing or MCommDis</td>
<td>Admission to MAuslEngInt or MTransInter in Interpreting Studies or PGDipTransInter in Interpreting Studies or PGCertTransInter in Community Interpreting or MTransInterMIntRel or MTransInterMAppLing or MCommDis</td>
</tr>
<tr>
<td>TRAN834</td>
<td>Advanced Translation Practice 1</td>
<td>Change to Prerequisite</td>
<td>TRAN820 or admission to MADvTrans</td>
<td>TRAN820 or admission to MADvTrans or MConfInt</td>
</tr>
<tr>
<td>TRAN868</td>
<td>Business Translation and Interpreting</td>
<td>Change to Prerequisite</td>
<td>TRAN820 or admission to MADvTrans</td>
<td>Admission to MADvTrans or MTransInter or PGDipTransInter or MTransInterMAppLing or MTransInterMIntRel</td>
</tr>
<tr>
<td>TRAN873</td>
<td>Technical Translation and Interpreting</td>
<td>Change to Prerequisite</td>
<td>TRAN820 or TRAN822 or admission to MADvTrans</td>
<td>Admission to MADvTrans or MTransInter or PGDipTransInter or MTransInterMAppLing or MTransInterMIntRel</td>
</tr>
<tr>
<td>TRAN880</td>
<td>Discourse and Text Analysis for Translators and Interpreters</td>
<td>Change to Prerequisite</td>
<td>Admission to MADvTrans or MTransInter or PGDipTransInter or MTransInterMAppLing or MTransInterMIntRel</td>
<td>Admission to MADvTrans or MConfInt or MTransInter or PGDipTransInter or MTransInterMAppLing or MTransInterMIntRel</td>
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<tr>
<td>TRAN884</td>
<td>Advanced Consecutive Interpreting</td>
<td>Change to Prerequisite</td>
<td>Admission to MConfInt</td>
<td>Admission to MADvTrans or MConfInt</td>
</tr>
<tr>
<td>TRAN886</td>
<td>Legal Translation and Interpreting</td>
<td>Change to Prerequisite</td>
<td>TRAN820 or TRAN822 or TRAN869 or admission to MADvTrans or MConfInt</td>
<td>TRAN820 or admission to MADvTrans or MTransInter or PGDipTransInter or MTransInterMAppLing or MTransInterMIntRel</td>
</tr>
<tr>
<td>TRAN888</td>
<td>Medical Translation and Interpreting</td>
<td>Change to Prerequisite</td>
<td>TRAN820 or TRAN822 or TRAN869 or admission to MADvTrans</td>
<td>TRAN820 or admission to MADvTrans or MConfInt or MTransInter or PGDipTransInter or MTransInterMAppLing or MTransInterMIntRel</td>
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</table>

**MGSM**
Academic Senate
5 March 2013
Minutes

All 700 level units in the MRes – Change to prerequisites

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
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<tbody>
<tr>
<td>XXXX7XX</td>
<td>Various</td>
<td>Change to Prerequisite</td>
<td>Admission to MRes and Permission of Executive Dean of Faculty</td>
<td>Admission to MRes</td>
</tr>
</tbody>
</table>

Units to be reinstated for the purpose of teaching out in 2013

Resolution 13/51
That the reinstatement of the following units is approved, for teaching out in 2013:

Faculty of Science

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIR883</td>
<td>Chiropractic Technique 3</td>
<td>Unit Reinstated for 2013</td>
<td>Unit Deleted for 2012 Not offered</td>
<td>To be Taught Out in 2013 S1 Day</td>
</tr>
<tr>
<td>CHIR884</td>
<td>Chiropractic Technique 4</td>
<td>Unit Reinstated for 2013</td>
<td>Unit Deleted for 2012 Not offered</td>
<td>To be Taught Out in 2013 S2 Day</td>
</tr>
<tr>
<td>CHIR885</td>
<td>Diagnostic Image Interpretation I</td>
<td>Unit Reinstated for 2013</td>
<td>Unit Deleted for 2012 Not offered</td>
<td>To be Taught Out in 2013 S1 Day</td>
</tr>
<tr>
<td>CHIR886</td>
<td>Diagnostic Image Interpretation II</td>
<td>Unit Reinstated for 2013</td>
<td>Unit Deleted for 2012 Not offered</td>
<td>To be Taught Out in 2013 S2 Day</td>
</tr>
<tr>
<td>CHIR887</td>
<td>Clinical Studies 1</td>
<td>Unit Reinstated for 2013</td>
<td>Unit Deleted for 2012 Not offered</td>
<td>To be Taught Out in 2013 S1 Day</td>
</tr>
<tr>
<td>CHIR888</td>
<td>Clinical Studies 2</td>
<td>Unit Reinstated for 2013</td>
<td>Unit Deleted for 2012 Not offered</td>
<td>To be Taught Out in 2013 S2 Day</td>
</tr>
<tr>
<td>CHIR894</td>
<td>Advanced Patient Management 1</td>
<td>Unit Reinstated for 2013</td>
<td>Unit Deleted for 2012 Not offered</td>
<td>To be Taught Out in 2013 S1 Day</td>
</tr>
<tr>
<td>CHIR895</td>
<td>Advanced Patient Management 2</td>
<td>Unit Reinstated for 2013</td>
<td>Unit Deleted for 2012 Not offered</td>
<td>To be Taught Out in 2013 S2 Day</td>
</tr>
</tbody>
</table>

2013 Unit Renewals

Resolution 13/52
That the renewal of the units below is approved, with effect from 1 January 2013:

MGSM

MGSM891 Operations and Logistics Strategy
MGSM951 Report 2
MGSM986 Healthcare: The Australian Perspective

Dual Degree Arrangements

Resolution 13/53
That the following dual degree arrangements are approved with immediate effect:

Faculty of Business and Economics
Indonesia – dual degree with Universitas Bina Nusantara
Amendment to articulation agreement with Universitas Bina Nusantara for a period of three years.

Mexico – dual degree with Tecnologico De Monterrey
Amendment to articulation agreement with Tecnologico De Monterrey for a period of three years.

Chile – dual degree with Universidad del Desarrollo
Proposal to continue dual degree arrangement with Universidad del Desarrollo for a period of three years.

France – dual degree with École Superieure de Commerce et Management (ESCEM)
Proposal to continue dual degree arrangement with École Superieure de Commerce et Management for a period of three years.

France – dual degree with School of Business (INSEEC)
Proposal to continue dual degree arrangement with School of Business (INSEEC) for a period of three years.

Colombia – articulation agreement with Universidad Nacional de Colombia
Proposal for an articulation agreement with Universidad Nacional de Colombia for a period of three years.

Resolution 13/54
That the following dual degree arrangements are approved, effective May 2013:

Faculty of Human Sciences
China – dual degree with Beihang University
Proposal for a dual degree articulation with Beihang University, Haidian District, Beijing for a period of three years.

Case for the Establishment of New Postgraduate Award

Resolution 13/55
That the establishment of the following awards is approved with effect from 1 January 2014:

MGSM
- Master of Social Entrepreneurship (MSocEntre)

Resolution 13/56
That the establishment of the new OUA awards of Master of Education, Postgraduate Diploma of Education Studies and the Postgraduate Certificate of Education Studies with specialisations in Curriculum and Pedagogy and ICT in Education are approved, with effect from 1 January 2014:

Faculty of Human Sciences

Master of Education (OUA) with specialisations in:
- Curriculum and Pedagogy
- ICT in Education

With Nested awards of:
- Postgraduate Diploma of Education Studies (OUA)
- Postgraduate Certificate of Education Studies (OUA)

Case for the Establishment of a New Specialisation
Resolution 13/57
That the introduction of the specialisation in School Education in the OUA awards of Master of Educational Leadership, Postgraduate Diploma of Educational Leadership and the Postgraduate Certificate of Educational Leadership is approved, with effect from 1 January 2014:

Revised Programs of Study

Resolution 13/58
That the revised programs of study for the following awards is approved, with effect from 1 January 2014:

Faculty of Human Sciences
- Master of Clinical Sciences (MClincSci)
- Master of International Clinical Practice (MIntClinPrac)

Units for Deletion 2014

Resolution 13/59
That the deletion of the units below is approved, with effect from 31 December 2013:

Faculty of Business and Economics
- ACCG845 Performance Measurement and Management
- ACCG846 International Taxation
- ECON835 Applied Econometrics II
- ECON896 Applied Time Series Analysis

New Units 2014

Resolution 13/60
That the introduction of the following units is approved, with effect from 1 January 2014:

Faculty of Arts
- MHPG851 Euro-Visions of Islam and the Middle East [submitted as MHPG8XX/MHPG9XX]

Faculty of Human Sciences
- MEDI841 Structure and Function of the Human Body 1
- MEDI871 Specialist Skills Rotation 1
- MEDI872 Specialist Skills Rotation 2
- MEDI873 Specialist Skills Rotation 3
- MEDI897 Assessing Specialist Competence
- PHTY812 Health and Wellbeing Across Lifespan A
- PHTY813 Physiotherapy in Workplace and Recreation
- PHTY814 Health and Wellbeing Across Lifespan B
- PHTY815 Physiotherapy, Healthcare and Society

New OUA Units
- ECEX600 Early Childhood Philosophy and Pedagogy
- ECEX601 Health and Well-being in Early Childhood
- ECEX602 Early Childhood Development
- ECEX820 Families in Context
- ECEX828 Creativity and the Arts: Contemporary Perspectives
- ECEX830 Early Intervention: Theory and Practice
- EDUX800 Introduction to Educational Research
Implementation of 2012 Postgraduate Curriculum Renewal

During the 2012 postgraduate curriculum renewal process it was resolved that greater flexibility would be offered to postgraduate students commencing in the new curriculum. Students wishing to undertake additional units of study for interest or additional specialisations over minimum requirements would therefore be permitted to do so. The Sub-Committee discussed issues that have arisen during the implementation of this decision.

**Resolution 13/61**

*That the following is approved in relation of the Implementation of the 2012 Postgraduate Curriculum Renewal:*

- Students may only take additional units from within their program of study;
- If they wish to study units outside their program, they will need to study units as non award except in special cases, which may be approved by the FSQC.*

MQC – Foundation Program

**Changes to Credit Points**

A proposal was considered and recommended at the meeting held on 23 October 2012 to amend the credit points for three units from the Foundation Program with effect from 1 January 2013. MQC have since reconsidered and would now like to retract that proposal and make no changes to workload or assessment for 2013 for FPEN032, FPEN033 and FPEN034.

**Resolution 13/62**

*That the resolution to change the credit points for FPEN032, FPEN033 and FPEN034 in the MQC Foundation Program be retracted, with effect from 1 January 2013.*

**Changes to Grading of Units**

A proposal was considered at the meeting on 23 October 2012 and recommended to Academic Senate to change the grading of the units FPTP021, FPTP032, FPEN021, FPEN022, FPEN031 and FPEN034 subject to provision of further details to demonstrate that the amendment assessment for the units that are proposed as fully graded satisfactorily meets the University assessment guidelines. The Committee considered further details as submitted by MQC.

**Resolution 13/63**

*That the change of grading for FPTP021, FPTP032, FPEN021, FPEN022, FPEN031 and FPEN034 is approved, with effect from 1 January 2013.*

**TOEFL Entry Requirements for all English Language Categories**
A proposal has been received from Macquarie International dated 6 February 2013 for a revised methodology for setting TOEFL entry requirements for all IELTS English Language categories, for implementation from Session 2, 2013.

The Committee agreed that with the revision of the TOEFL iBT Total Score from “79 – 93” to “83 – 93” against the IELTS Overall Band Score of 6.5.

Resolution 13/64

That Macquarie University adopts the revised methodology for setting TOEFL entry requirements for all IELTS English Language categories, for implementation from Session 2, 2013.

Sijil Pelajaran Malaysia Test (STPM) for English Recognition

A proposal has been received from Macquarie International dated 15 January 2013 in regards to seeking approval for the Sijil Pelajaran Malaysia Test (STPM) as meeting the English Language requirements for entry to Macquarie University.

Resolution 13/65

That that students achieving a grade level of C pass in 920 or B pass in 914 English in the Sijil Pelajaran Malaysia Test (STPM) qualification will meet the English Language requirements for entry at Macquarie University is approved.

9.2 Higher Degree Research Appeals Committee

Academic Senate considered the recommendation from the HDRAC.

The Chair invited the Deputy-Vice Chancellor (Research) to speak to the matter. Professor Piper advised that the role of the HDRAC is to ensure that due process is followed by the Program and Examination Sub-Committee (PESC) in reviewing examiner’s reports and recommending a course of action to the Higher Degree Research Committee. The role of the PESC is not to judge the merit of academic decisions. Professor Piper indicated he had fundamental concerns with the recommendation of the HDRAC for the reason that it went beyond the remit for the Committee and was seeking to change an academic decision regarding the thesis in question.

Professor Piper invited the Dean of Higher Degree Research to provide an overview of the PESC and the process followed in recommending a response to the HDRC. The Dean of the Higher Degree Research indicated that it is not unusual to have dissenting decisions from examiners and that this is an issue not infrequently encountered by the PESC in reviewing the examination of all theses examinations across the University.

Members of Senate commented on the processes followed by PESC in providing feedback to candidates and whether this process required further consideration.

The Dean of Higher Degree Research indicated that while feedback from the PESC is provided to the candidate this process could be formalised in acknowledgement of the impact that the recommendation made by PESC has upon a candidate’s future. The Dean of Higher Degree Research indicated that the Examination Policy and Procedure were scheduled for revision and that the revision would include the feedback from members of Senate.

The Chair surmised that the HDRAC’s role is to review appeals on procedural grounds and where necessary, make recommendations relating to process improvements and amendments to policies and procedures. The Chair determined that the resolution doesn’t fit within the mandate of the HDRAC and therefore cannot be approved by Senate.

The Chair determined that an appeal panel would be convened to review the appeal.
Resolution 13/66

That the resolution presented by the HDRAC does not meet remit of this Appeals Committee as delegated by Academic Senate

Action: Feedback provided by Senate to be forwarded to the Dean of the Higher Degree Research for inclusion in the revision of the HDR Examinations Policy and Procedure.

9.3 Senate Learning and Teaching Committee (SLTC)

The Chair spoke to the report of the meeting of 18th February 2013. The Chair referred members to the draft Recognition of Prior Learning Policy which has been adopted in principle and will govern the development of an RPL operational plan and associated procedure. The Chair advised Senate that the April meeting of SLTC would involve a forum on RPL.

Academic Senate noted the report of the meeting of 18th February 2013.

10. GENERAL BUSINESS

10.1 Student Code of Conduct

The Chair welcomed the University’s General Counsel to provide an update on the development of a Student Code of Conduct.

The General Counsel spoke to the tabled draft version of a Student Code of Conduct and provided the background to the development of the Student Code of Conduct. The General Counsel spoke to the challenges in terms of the complexity and volume of issues related to framing student behaviour.

The General Counsel advised that the development of the Student Code of Conduct is connected to the need for a broad review of legislation governing students, including the Student Discipline and Misconduct rules. He also mentioned that engaging discussions were underway to determine whether the policy framework or the University rules were the most appropriate mechanism for articulating standards surrounding behavior and conduct.

The General Counsel advised members of the appointment of a contractor with experience in the University sector who had worked on similar projects for other institutions and who would be reviewing the current Student Misconduct and Discipline rules and finalising the Student Code of Conduct. He indicated that the Student Code of Conduct would initially be a stand-alone document, which could then be published as part of a broader policy statement or rule framework following the outcome of the review.

The General Counsel spoke to the need for the University to consider what is required to make disciplinary procedures work? The current Student Misconduct and Discipline rules have evolved over a period of time to address issues as they have presented. He spoke to the need for a uniform process, as far as practicable, across the University for addressing issues of misconduct and discipline. He also indicated that he had been in discussion with the Chair of Senate on the types of structures required, to allow for what is considered to be, low -level academic misconduct to be managed at the Faculty-level with central processes and structures to manage more serious cases.

Several members raised questions and issues in relation to the draft Student Code of Conduct tabled at the meeting. There was significant discussion surrounding the issues of student accommodation, failure to disassociate from peers and social media. Key issues which were discussed include:

- Clarification of whether student housing is to be included in the definition of University
Premises
- Inter-relationship with other University Policies such as the Information Technology Policy
- Interactions which result in students vs student and student vs staff cases
- The development of a Social Media policy and the breadth of its jurisdiction
- Interconnection between various Codes of Conduct such as those that apply to residential colleges and avoiding the duplication of penalties
- The concept of intent and the impact that this has on defining misconduct and the application of penalties
- Reputational damage to the University and behavior which brings the University into disrepute
- Not limiting students’ ability to protest

The General Counsel indicated that the key issues discussed all need to be taken into account and explored further. The General Counsel advised that the Student Code of Conduct was in an early draft form and was still a work in progress. Academic Senate was invited to provide further feedback.

Academic Senate noted the update.

The General Counsel departed at 10.08am

10.2 Postgraduate Curriculum Renewal (CRIT)

The Executive Dean of Human Sciences provided an overview of the review of both the undergraduate and postgraduate curriculum and the outcomes and achievements of both exercises.

Professor Greeley advised that, following a period of reflection, there has been a review of the implementation of the new postgraduate curriculum and a need had been identified for realignment with AQF and TEQSA. Professor Greeley advised that the review of the curriculum renewal will be finalized by the end of the year with a paper being presented to Academic Senate.

The Chair thanked Professor Greeley for the update and advised members that the report on the curriculum renewal would be made available to members.

10.3 Review of ASQC

The Chair spoke to progress in relation to Resolution 12/386 as outlined in the attached document. The Chair advised that the Working Group would be consulting with members of ASQC and would aim to present a paper to the June meeting of Academic Senate.

10.4 Review of Appeals Committee

The Chair spoke to progress in relation to Resolution 12/387 as outlined in the attached document. The Chair advised that the Working Group would be consulting with members of HDRAC and would be drawing on members of Senate to be involved in the review. The Chair advised that a paper would be presented to the June meeting of Academic Senate.

10.5 Timeframe for Election of Deputy Chair

Academic Senate approved the following timeframe for the nominations and voting for Deputy Chair:

- Nominations Open 8th April 2013
- Voting Opens 18th April 2013
- Votes counted 29th April 2013
10.6 **Academic Year Plan 2014**

Academic Senate approved the Academic Plan for 2014.

*Action: Publication of 2014 Academic Year Plan and MQ Announcement announcing publication.*

**Resolution 13/67**

> That the Academic Plan for 2014 is approved for publication

10.7 **Draft Academic Plan for 2015**

Academic Senate noted the draft Academic Plan for 2015. Academic Senate noted that the review of the academic year structure may impact upon the proposed academic plan for 2015.

10.8 **Saving Clause Cases**

The Chair advised he would review the Saving Cases presented in consultation with the relevant Faculty staff and would report recommended decisions to the 30th April meeting.

10.9 **Prizes and Awards**

**Resolution 13/68**

> That prizes be awarded to the students nominated and attached to these minutes as Attachment 1.

10.10 **Qualified Students**

The Chair referred members to the list of qualified students, tabled for approval.

**Resolution 13/69**

> That the candidates in the tabled report have satisfied requirements for the awards stated.

There being no further business the meeting was declared closed at 11.20am.

Professor D Verity  
**Chair**
### PRIZE AWARDS

#### 1. FACULTY OF ARTS

<table>
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<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student Number</th>
</tr>
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<tr>
<td>Ashurst Prize in Law</td>
<td>for proficiency in one or more 200-level LAW units</td>
<td>42474140</td>
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<tr>
<td>Dean's Award for Outstanding Academic Achievement in LAW</td>
<td>for First Class Honours in Law</td>
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<td>40514730</td>
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<td>Dean’s Award for Outstanding Contributions to the Macquarie Law Community</td>
<td>for outstanding service by LLB students to the Macquarie Law School and/or the wider University community</td>
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<td>Freehills Prize</td>
<td>for proficiency in the unit LAW317 Equity and Trusts</td>
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<td>Helen Sham Ho Prize</td>
<td>to the best graduating student in the distance education Law program</td>
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<tr>
<td>John Peden Memorial Prize for Contracts Law</td>
<td>for proficiency in the unit LAW204 Contracts</td>
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<tr>
<td>John Peden Memorial Prize</td>
<td>for First Class Honours in Law and the highest weighted average mark in LAW units</td>
<td>41485386</td>
</tr>
</tbody>
</table>
ITEM 4.1: SAVING CLAUSES

For ratification

Faculty of Arts

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 40001954 to satisfy degree requirements for the Bachelor of Laws with Second Class Honours, with a GPA of 3.329, provided all other degree requirements are met.

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 4211865 to satisfy degree requirements for Bachelor of Arts in Media without completing the People/Planet unit outside the Faculty of Arts, provided all other degree requirements are met.

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 41905725 to satisfy degree requirements for the Bachelor of Social Science with a major in Sociology, without completing 6 credit points of the 12 credit points of the Sociology units required at 300 level for the major, provided all other degree requirements have been met.

Faculty of Human Sciences

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable student identified as 41606884 to satisfy the Bachelor of Teaching (Birth to Five Years), having satisfactorily completed 67 of 68 credit points, provided all other degree requirements are met.

Faculty of Science

Recommendation
That in accordance with Rule 14 of the Master by Coursework Degree Rule, the Saving Clause be invoked to allow student identified as 41702948 to graduate with a Master of Museum Studies completing at least 34 credit points instead of 36 credit points of study, provided all other degree requirements are met.
ITEM 4.3: DRAFT STUDENT CODE OF CONDUCT

For information
STUDENT CODE OF CONDUCT

Academic Senate Working Group

Notes from the meeting held on Wednesday, 27 March 2013 at 2:00pm in Room 372, Building C5C.

WORKING PARTY:  A/Professor Marie Herberstein
                   Professor Lori Lockyer
                   Ms Lavinia Simpson
                   A/Professor Leigh Wood
                   A/Professor Sherman Young
                   Ms Zoe Williams

IN ATTENDANCE:  Mr Adam Stepcich
                 Ms Iona Scheepstra (Secretary)

The working party discussed the draft Code of Conduct and provided the following feedback:

General feedback

- Reframe Code to focus on types of conduct that are encouraged rather than misconduct. Focus on positive conduct, rights & responsibilities, obligations
- Align nomenclature with University terms (eg program, unit)
- Use student-facing language

Detailed feedback:

- Refine PURPOSE
  - Civic virtues – definition, meaning to students?
  - Educational purposes – University has other purposes
- Differentiate between illegal behaviour and misconduct, which is legal but unacceptable, noting that the University has a different standard of proof. It was noted that there is no mention of taking illicit drugs within the code when other forms of illegal behaviour is included
• Prioritise types of misconduct in order of severity, and academic/general categories – it was noted that the Code is at times very specific and at other times very broad
• Review and consolidate definition of ‘student’ eg residents of colleges who are not students poses issues of jurisdiction as do students who are made an offer but have not enrolled (and may never enrol). It was suggested to adopt Council’s definition of a student
• Review definition on University premises with regards to online presence

The working party made the following suggestions:

• Include an overarching value statement at beginning of document
• Include a clause regarding reputation of the University
• Include a range of possible sanctions and penalties
• Consider procedures – eg at what point will students sign their agreement to the Code? Who will police the Code?
• Highlight social media and online behaviour
• Consider connection point with other university policies (eg acceptable use, nettiquette) and other codes of conduct (eg colleges)
• Combine with staff code of conduct

Next meeting: To be confirmed.
ITEM 9.1: ACADEMIC STANDARDS AND QUALITY COMMITTEE

Reports of the meetings held on 19th March 2013 and 23rd April 2013
Minutes of the meeting of the Academic Standards and Quality Committee held on Tuesday, 19 March 2013 in Room 310, Lincoln Student Services Building, from 10:00am to 11:35am.

PRESENT:  Ms D Anderson  
Dr N Anderson  
Mr K Baird  
Ms L Clark  
Associate Professor P Coutts (Acting Chair)  
Associate Professor M Hitchens  
Associate Professor N Klein  
Mr W Lee  
Professor J Sachs (Provost)  
Professor A Ross-Smith  
Dr A Semple  
Ms J Sparks  
Ms S Spinks  
Mr G Tomossy

APOLOGIES:  Associate Professor M Gosper  
Mr J Wylie

IN ATTENDANCE:  Ms F Courtis  
Ms S Kelly  
Ms B Liu  
Ms K Shorrock  
Ms Z Williams

1. MINUTES OF MEETING HELD ON 19 FEBRUARY 2013

The minutes of the meeting held on 19 February 2013 were approved with the following amendments:

Item 4.2, second paragraph: “The Committee also agreed that until the appointment of the new Chair takes place, any appeal that needs to be considered outside of ASQC meetings will be considered by a panel consisting of the Acting Chair and two several members from other faculties.”

Item 12.2, first sentence: “Ms Kelly Spinks reported that the Enrolment Planning Manager had expressed concerns over a potential lack of training of academic advisors from the recent enrolment experience.”

2. BUSINESS ARISING FROM THE MINUTES

2.1 Report to Academic Senate

Academic Senate at its meeting on 5 March 2013 approved the recommendations from
the ASQC meeting held on 19 February 2013.

2.2 Process for English Waivers

The Committee considered a revised *Macquarie University English Language Requirements Waiver Form*, submitted by Ms Roth to provide clarification requested after the last meeting:

The Committee agreed that a framework of monitoring of risk factors is warranted as part of the process for English Waivers, in line with the TEQSA Regulatory Risk Framework in identifying and assessing risk and reviewing quality assurance activities in the higher education sector. Macquarie International is asked to develop a framework that addresses the quality of the student language experience and the context in which English is spoken with specific examples. Further the Committee noted that the requests for English Wavers are currently approved by the Director, Macquarie International or the Provost and recommends that input from the relevant FSQC would be necessary in the approval process.

2.3 Repeating a Unit of Study

Academic Senate at its meeting on 5 March 2013 noted the following item as part of the report from the ASQC minutes of 19 February 2013:

"12.1 Repeating a Unit of Study

Ms Kelly raised a matter on behalf of the Faculty of Human Sciences in relation to the University policy on repeating a unit of study in psychology for the purpose of achieving a higher GPA for meeting eligibility requirements into the fourth year honours program of the Bachelor of Psychology. Currently students may repeat such a unit of study as non award study, noting that there is no Commonwealth support in this pathway.

The Committee expressed support for a case to be made by the Faculty to Academic Senate to allow students in the above scenario to repeat the unit of study as part of their admitted program."

It was clarified that as the above change was required to take immediate effect for the commencement of Session 1, 2013, the last paragraph of the above item is to be revised as follows:

"The Committee expressed support for a case to be made by the Faculty to Academic Senate to allow **RECOMMENDS TO ACADEMIC SENATE** that students in the above scenario will be allowed to repeat the unit of study as part of their admitted program with effect from Session 1, 2013."

3. INDIVIDUAL STUDENT CASES

3.1 Faculty Reports

The Committee noted Individual Case Reports that have been received from the Faculties of Arts, Business and Economics and Human Sciences.

The Committee wishes to seek clarification on the following cases from the Faculty of Arts report:

s/n 40536874
“To deem FOAR301 as 12cp of MAS units at 300 level” – FOAR301 is a 1cp unit?
s/n 41905725
“To allow student to have SOC301 counted as 6cp towards his major as well as his degree”
– the type of case was noted as Saving?

### 3.2 Appeal (s/n 42352169)

The Acting Chair reported that a subcommittee consisting of Associate Professor Klein, Professor Ross-Smith and Ms Spinks considered an appeal by the above student against a Faculty of Science decision. The student sought to appeal the decision of the FSQC that she be required to complete an additional unit to satisfy the requirements of the Master of Museum Studies. As recommended, the Committee resolved to uphold the appeal on the basis that the student was not provided with accurate and timely advice in relation to the closure of the Museum Studies program and the associated implications for her remaining program requirements. The Committee therefore RECOMMENDS THAT ACADEMIC SENATE invokes the Saving Clause to allow the student to satisfy degree requirements without the need to complete any additional unit of study.

The Committee noted that the above case highlighted the need to review the procedures around appeals in Individual Student Cases. It was apparent that there was no clear mechanism in place regarding the responsibility over the provision of documentation for the appeal. The Committee noted that Academic Senate is reviewing the Academic Appeals Committee and such Individual Case appeals may well fit within the new remit.

### 4. REPORT OF THE UNDERGRADUATE SUB-COMMITTEE

The Committee reviewed the minutes of the Undergraduate Sub-Committee meeting held on 5 March 2013. The agenda and associated papers for the Sub-Committee’s meeting can be found for review by members on the ASQC web site at:

http://senate.mq.edu.au/apc/sub_committees.html

#### 4.1 2013 Academic Program

**Urgent Changes to Units Approved by Chair, Academic Senate/Deputy Chair of ASQC**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Urgent Change</th>
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<tbody>
<tr>
<td>AHIS208 Ancient Greek A</td>
<td>The Faculty requested that admission to BAncHist be added to the prerequisites.</td>
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<tr>
<td>AHIS218 Latin A</td>
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<tr>
<td>AHIS258 Classical Hebrew</td>
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<td>AHIS212 Rome and the Caesars</td>
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<tr>
<td>AHIS312 Rome and the Caesar</td>
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<tr>
<td>CHN232 Intermediate Chinese I</td>
<td>The Faculty requested that the prerequisites be changed from “CHN105 or HSC (Non-BS) Chinese” to “CHN or HSC (Non-BS) or CHN149).</td>
</tr>
<tr>
<td>CHN223 Intermediate Chinese III</td>
<td>The Faculty has requested to remove CHN253 from the prerequisites.</td>
</tr>
<tr>
<td>CHN331 History of Chinese Art</td>
<td>The Faculty has requested to add a quota of 357 to the unit to cap the unexpectedly large enrolment numbers.</td>
</tr>
</tbody>
</table>
The Faculty has requested for LAW448 and LAWZ448 to be NCCW with each other.

The Faculty requested that BComBA-Psych be added to the prerequisites.

The Faculty has requested to add BBA201 to the prerequisites.

The Faculty requested that “admission to BComBA-Psych” be added to the prerequisites.

The Faculty has requested to remove the prerequisites and add “MATH132 or MATH135” as a corequisite.

The Faculty have requested to change the grading method from Pass/Fail to a graded unit.

The Faculty requested to add “admission to GDipChiroSc” to the prerequisites.

The Committee recommends that Academic Senate approves the Urgent Change requests for the above units, with effect from 1 January 2013.

Proposal to Co-Teach Units 2013

The Committee considered a proposal (tabled) to co-teach the following units:

**GEN312 Naughty boys, bad girls: Gender and discipline at home and at school**

**SOC317 Naughty boys, bad girls: Gender and discipline at home and at school**

The Committee recommends that Academic Senate approves the above co-teaching with effect from 1 January 2013.

Late Amendments to Programs

Faculty of Arts

Bachelor of Ancient History

The Faculty has requested that AHIS150 be added to the 100 level “required 9cp from” option set.

The Committee recommends that Academic Senate approves the above late amendment with effect from 1 January 2013.

Changes to Majors in the Bachelor of Arts (OUA)

Ancient History Major (OUA)

Cultural Studies Major (OUA)
English Major (OUA)  
Modern History Major (OUA)  
Philosophy (OUA)  

The Committee RECOMMENDS THAT ACADEMIC SENATE approves changes to the above majors for the Bachelor of Arts (OUA), as advised by the Centre for Open Education, with effect from 1 January 2013.

4.2 2014 Academic Program

Amendments to Programs

Faculty of Science

Bachelor of Medical Sciences

The Faculty has submitted revised program structures for the Bachelor of Medical Sciences replacing previous structures containing specialisations. The proposal also included the removal of the Planet exemption.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above amendments with effect from 1 January 2014.

Change of Unit Codes and Names 2014

<table>
<thead>
<tr>
<th>Current Unit Code and Name</th>
<th>New Unit Code and Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEM256 Population, Markets and Labour</td>
<td>MGMT256 Workforce Demography and Planning</td>
</tr>
<tr>
<td>TEP318 Curriculum and Teaching in the Primary School 1</td>
<td>EDTE251 Curriculum and Teaching in the Primary School 1</td>
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<td>TEP319 Curriculum and Teaching in the Primary School 2</td>
<td>EDTE252 Curriculum and Teaching in the Primary School 2</td>
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<td>TEP320 Curriculum and Teaching in the Primary School 3</td>
<td>EDTE353 Curriculum and Teaching in the Primary School 3</td>
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<td>TEP420 Curriculum and Teaching in the Primary School 6</td>
<td>EDTE456 Curriculum and Teaching in the Primary School 6</td>
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</table>

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the change of unit codes and names as listed above with effect from 1 January 2014. The Committee also RECOMMENDS THAT ACADEMIC SENATE approves that the units EDTE403 and EDTE404 be assessed as pass/fail with effect from 1 January 2014.

Units to be Designated as People Units 2014

Faculty of Human Sciences

COGS201 Disorders and Delusions of Mind (People Unit)  
COGS202 Brain and Language (People Unit)  

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the addition of the
above units to the Schedule of People Units with effect from 1 January 2014.

Proposal to add an existing unit to the Schedule of Participation Units 2014

Faculty of Business and Economics

ACCG315 Research Project

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the addition of the above unit to the Schedule of Participation Units with effect from 1 January 2014.

New Units 2014

Faculty of Arts

ANTH224 Mad, Bad, Sad: The Anthropology of Deviance (submitted as ANTH223)
LAWS398 Civil and Criminal Procedure
LAWS399 Evidence
LAWS552 International Participation and Community Engagement

Faculty of Human Sciences

EDTE455 Curriculum and Teaching in the Primary School 5
EDUC702 Sociology and Education
EDUC703 Curriculum Studies
PSYC718 Advanced Research Design and Statistics
PSYC736 Advanced Issues in Personality
PSYC764 Advanced History and Theory of Psychology
PSYC768 Advanced Issues in Developmental Psychology: Development problems across the lifespan
PSYC771 Advanced Ethics and Assessment in Psychology
SPED102 Why People Believe Weird Things: Making Rational Decisions in an Irrational World

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the introduction of the above units with effect from 1 January 2014. The Committee also **RECOMMENDS THAT ACADEMIC SENATE** approves the addition of LAWS552 to the Schedule of Participation Units with effect from 1 January 2014.

Proposal for New Awards

Faculty of Business and Economics

*Bachelor of Business Leadership and Commerce (BBusLeadCom)*

ASQC discussed the proposal at its last meeting and sought a revised proposal to address a number of issues. The revised proposal was circulated to members of ASQC for consideration subsequent to the meeting. The revised proposal included a change of name from the *Bachelor of Business Leadership with the Degree of Bachelor of Commerce* to the *Bachelor of Business Leadership and Commerce (BBusLeadCom)* requiring the completion of a minimum of 96 credit points and the following qualifying majors: Accounting, Business Information Systems, Decision Science, Economics, Finance, Human Resources, International Business and Marketing. The revised proposal was supported by members of ASQC for recommendation to Academic Senate. Academic Senate at its 5 March 2013 meeting agreed to recommend to Council the approval of the introduction of the award
Bachelor of Business Leadership and Commerce (BBusLeadCom) with effect from 1 January 2014.

Faculty of Human Sciences

Bachelor of Arts - Psychology with the degree of Bachelor of Education (Primary) (BA-PsychBEd(Prim))

The above award is a 4 year full time program requiring the completion of a minimum of 96 credit points.

The Committee RECOMMENDS THAT ACADEMIC SENATE RECOMMENDS TO COUNCIL the approval of the introduction of the Bachelor of Arts - Psychology with the degree of Bachelor of Education (Primary) (BA-PsychBEd(Prim)) with effect from 1 January 2014.

Proposal to Discontinue Major 2014

Wireless Engineering Major

The above major is a qualifying major for the following awards:

Bachelor of Engineering
Bachelor of Engineering with the degree of Bachelor of Arts
Bachelor of Engineering with the degree of Bachelor of Commerce
Bachelor of Engineering with the degree of Bachelor of Science

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the discontinuance of the above major with effect from 31 December 2013.

Proposal for New Major 2014

Web Design and Development

The above major is to be a qualifying major for the Bachelor of Information Technology and the Bachelor of Science, requiring the completion of a minimum of 33 credit points.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above major as a qualifying major for the Bachelor of Information Technology and the Bachelor of Science, with effect from 1 January 2014.

Procedures and Timetable for Curriculum Proposals

The Committee approved the amendment to the Procedures and Timetable for Curriculum Proposals to change the due date for proposing new capstones, people, planet and participation units to 31 May 2013 as this would better align with the strategic plans currently being prepared for participation.

4.3 Definition of Double and Combined Degrees

The Committee considered an extract of the draft Undergraduate Sub-Committee minutes (tabled) that included feedback from Sub-Committee members after their meeting on the recommendation of the wording for the definition of combined degrees and double degrees for inclusion in the Glossary. The Committee RECOMMENDS THAT ACADEMIC SENATE approves the following wording for the definition of
combined degrees and double degrees for inclusion in the Glossary:

Combined degree:
A recognised combination of two programs which are studied at the same time. At least one of the programs must be a Bachelor degree. The second degree is usually a graduate entry award. Combined degrees are additive and usually offer no savings in time or credit points. They can be completed separately, but the second degree (i.e. the graduate entry award) cannot be completed first.

Double degree:
A recognised combination of two programs which allows students to qualify for two degrees with fewer credit points and in less time than it would take to complete each separately. Once you have exited with one degree you cannot return to the double degree.

As a result of the discussions and changes to the definition of Double and Combined Degrees it is recommended that the following existing combined awards be redefined as double degrees with effect from 1 January 2014.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the following awards as double degrees for new admissions with effect from 1 January 2014:

Bachelor of Applied Finance with the degree of Bachelor of Laws
Bachelor of Arts – Media with the degree of Bachelor of Laws
Bachelor of Arts – Psychology with the degree of Bachelor of Laws
Bachelor of Arts with the degree of Bachelor of Laws
Bachelor of Business Administration with the degree of Bachelor of Laws
Bachelor of Commerce – Professional Accounting with the degree of Bachelor of Laws
Bachelor of Commerce with the degree of Bachelor of Laws
Bachelor of Environment with the degree of Bachelor of Laws
Bachelor of Information Technology with the degree of Bachelor of Laws
Bachelor of International Studies with the degree of Bachelor of Laws
Bachelor of Science with the degree of Bachelor of Laws
Bachelor of Social Science with the degree of Bachelor of Laws
Bachelor of Psychology (Honours) with the degree of Bachelor of Laws

4.4 Individual Cases

The Committee considered an extract of the draft Undergraduate Sub-Committee minutes (tabled) that included feedback from Sub-Committee members after their meeting on the recommendation of guidelines for the preparation of Individual Student Cases. The Committee RECOMMENDS THAT ACADEMIC SENATE approves the following guidelines in relation to where the responsibility lies amongst Faculties for the preparation of Individual Student Cases:

1. For single degrees, Faculty appearing on the student’s transcript;
2. Students completing a degree for which they are not admitted, Faculty owning the program to which the student is currently admitted;
3. For double/combined degrees, Faculty owning the program which is causing the issue;
4. Deeming requests across Faculties should include evidence of consultation with the Faculties involved;
5. Saving cases should be a last resort and should only be made when the student has no other options. Saving cases should be when the student is within their last semester of study.
The Committee also discussed the need to seek guidance from Academic Senate in the use of Deeming and Saving provisions in relation to Individual Cases that involve people, planet and participation units, which are believed to form a core component of the Macquarie curriculum. The Committee agreed that further discussion needs to take place in establishing parameters around the use of Deeming and Saving provisions in this context, before a recommendation is forwarded to Academic Senate.

5. REPORT OF THE POSTGRADUATE SUB-COMMITTEE

The Committee reviewed the minutes of the Postgraduate Sub-Committee meeting held on 7 March 2013. The agenda and associated papers for the Sub-Committee’s meeting can be found for review by members on the ASQC web site at: http://senate.mq.edu.au/apc/sub_committees.html

5.1 2012 Academic Program

2012 Late Amendments to Programs

Faculty of Arts

The Committee noted that the retrospective amendments to the 2012 programs as listed below have been approved by the Chair of Academic Senate.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGDipCompForensics</td>
<td>Postgraduate Diploma of Computer Forensics</td>
<td>Addition to 2012 Specialisation Structure</td>
<td>Specific minimum requirements: Credit 800 level Required PICT819 Computer Forensics:</td>
<td>Specific minimum requirements: Credit 800 level Required 4cp from PICT819 Computer Forensics:</td>
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<tr>
<td>[PICT11S]</td>
<td>General Specialisation of Master of Policing, Intelligence and Counter Terrorism</td>
<td>Addition to PICS11S 2012 Specialisation Structure</td>
<td>Required 4cp from PICT813 Intelligence Analysis: Concepts and Application PICT814 Intelligence and National Security PICT844 Advanced Intelligence Analysis PICT845 Intelligence Product and Decision Making PICT846 Competitive Intelligence</td>
<td>Required 4cp from PICT813 Intelligence Analysis: Concepts and Application PICT814 Intelligence and National Security PICT838 Insurgency and Non-State Security Challenges PICT844 Advanced Intelligence Analysis PICT845 Intelligence Product and Decision Making PICT846 Competitive Intelligence</td>
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<tr>
<td>[PICT21S]</td>
<td>General Specialisation of Postgraduate Diploma of Policing, Intelligence and Counter Terrorism</td>
<td>Addition to PIC215 2012 Specialisation Structure</td>
<td>Required 4cp from PICT813 Intelligence Analysis: Concepts and Application PICT814 Intelligence and National Security PICT844 Advanced Intelligence Analysis PICT845 Intelligence Product and Decision Making PICT846 Competitive Intelligence</td>
<td>Required 4cp from PICT813 Intelligence Analysis: Concepts and Application PICT814 Intelligence and National Security PICT838 Insurgency and Non-State Security Challenges PICT844 Advanced Intelligence Analysis PICT845 Intelligence Product and Decision Making PICT846 Competitive Intelligence</td>
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<tr>
<td>MEnvLaw [ENVL11M]</td>
<td>Master of Environmental Law</td>
<td>Late Amendment to 2012 Program</td>
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<td>LAW850 Sustainable Corporate Governance and Financing</td>
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<td>LAW851 Climate Change Law</td>
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<td>LAW852 Trade and Environment Law</td>
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<td>LAW853 Comparative Environmental Law</td>
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<td>LAW857 Environmental Litigation and Mediation</td>
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<td>LAW858 Pollution, Law and Environmental Management</td>
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<td>LAW859 Heritage Law and Policy</td>
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<tr>
<th>MintEnvLaw [INEL11M]</th>
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<th>Required 8cp from:</th>
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<td>GSE845 Environmental Impact Assessment</td>
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|                    |                                            |                               | Required 8cp from: |
|                    |                                            |                               | LAW850 Sustainable Corporate Governance and Financing |
|                    |                                            |                               | LAW851 Climate Change Law |
|                    |                                            |                               | LAW852 Trade and Environment Law |
|                    |                                            |                               | LAW853 Comparative Environmental Law |
|                    |                                            |                               | LAW859 Heritage Law and Policy |
|                    |                                            |                               | LAW860 International Environmental Law |
|                    |                                            |                               | LAW865 Biodiversity and Biotechnology Law |
|                    |                                            |                               | LAW866 Indigenous Law and Natural Resource Management |
|                    |                                            |                               | LAW867 Water and Marine Biodiversity Law |
|                    |                                            |                               | LAW869 Law, Globalisation and Cultural Transformations |
|                    |                                            |                               | LAW879 Environmental Law and Policy Clinic |
|                    |                                            |                               | GSE803 Science in Environmental Management |
|                    |                                            |                               | GSE818 Environmental Planning |
|                    |                                            |                               | GSE845 Environmental Impact Assessment |

5.2 2013 Academic Program

Late Amendments to Programs 2013

Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
</table>

Page 46
The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above late amendments.

The Committee noted that the late amendments to the 2013 programs as listed below have been approved by the Chair of Academic Senate.

Faculty of Arts

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
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Faculty of Human Sciences

<table>
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<th>Action</th>
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<th>Revised/New Entry</th>
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<tr>
<td>MEdLead with Specialisation in EC [ECH11S]</td>
<td>Master of Educational Leadership with Specialisation in Early Childhood</td>
<td>2013 Program Late Amendment to Specialisation</td>
<td>800 level Required ECED822 Issues in Early Childhood Policy and Pedagogy Required EDCN841 Educational Institutions as Organisations Required EDCN842 Leadership for Learning Required EDCN845 Organisation of Early Childhood Education Required 4cp from ECED units at 800 level Required 12cp from EDCN units at 800 level</td>
<td>800 level Required ECED822 Issues in Early Childhood Policy and Pedagogy Required EDCN841 Educational Institutions as Organisations Required EDCN842 Leadership for Learning Required EDCN845 Organisation of Early Childhood Education Required 16cp from ECED or EDCN units at 800 level</td>
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</tbody>
</table>

Faculty of Science

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<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
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<th>Revised/New Entry</th>
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<td>GEOS876</td>
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<td>- BIOL87</td>
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<td>- BUS891</td>
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<td>CBMS807</td>
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<td>Postgraduate Diploma of Research Preparation</td>
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Urgent/Emergency Changes to Units 2013

The Committee noted that the urgent/emergency changes to 2013 units as listed below have been approved by the Chair of Academic Senate.

**Faculty of Arts**

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<td>JPS816</td>
<td>Issues in Intercultural Communication</td>
<td>Change to Prerequisite</td>
<td>(12cp in JPS units at 300 level) or admission to MA or PGCertArts in Intercultural Language Pedagogy</td>
<td>(12cp in JPS units at 300 level) or admission to MA or PGCertArts in Intercultural Language Pedagogy</td>
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<tr>
<td>PICT816</td>
<td>Internship</td>
<td>Change to Prerequisite</td>
<td>Admission to MIntSecSt or MIntSecStud and Permission of Executive Dean of Faculty</td>
<td>Admission to MIntSecSt or MIntSecStud and Permission of Executive Dean of Faculty</td>
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**Faculty of Business and Economics**

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<tr>
<td>BUS804</td>
<td>International Business Strategy</td>
<td>Change to Prerequisite</td>
<td>(BUS651 or MKTG696) or (4cp at 800 level and (admission to MIntRel or admission to MCom or mintbus or MEC or MActPrac prior to 2011))</td>
<td>(BUS651 or MKTG696) or (4cp at 800 level and (admission to MIntRel or admission to MCom or mintbus or MEC or MActPrac prior to 2011)) and 4 cps at 800-level</td>
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<td>BUS854</td>
<td>Leading and Managing in Culturally Diverse Environments</td>
<td>Change to Prerequisite</td>
<td>(BUS651 or MKTG696) or (4cp at 800 level and (admission to MIntRel or admission to MCom or mintbus or MEC or MActPrac prior to 2011))</td>
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<td>International Business Strategy</td>
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<td>(BUS651 or MKTG696) or (4cp at 800 level and (admission to MIntRel or admission to MCom or mintbus or MEC or MActPrac prior to 2011)) and 4 cps at 800-level</td>
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<td>BUS854</td>
<td>Leading and Managing in Culturally Diverse Environments</td>
<td>Change to Prerequisite back to previous version</td>
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<td>(BUS651 or MKTG696) or (4cp at 800 level and (admission to MIntRel or admission to MCom or mintbus or MEC or MActPrac prior to 2011)) and 4 cps at 800-level</td>
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<td>ECON853</td>
<td>Economics of Public Issues</td>
<td>Change to Prerequisite</td>
<td>(ECON632 or admission to MAppAnth or PGCertPASR or PGDipPASR or MDevCult or PGDipDevCult or MPP)</td>
<td>(ECON632 or admission to MAppAnth or PGCertPASR or PGDipPASR or MDevCult or PGDipDevCult or MPP) or PGCertPASR</td>
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<td>ACCG877</td>
<td>Emerging Issues in Financial Crime</td>
<td>Change to Prerequisite</td>
<td>ACCG614</td>
<td>4cp in ACCG or ACST or BUS or ECON or MKTG units at 600 level</td>
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<td>ACCG878</td>
<td>Fraud Detection, Investigative Techniques</td>
<td>Change to Prerequisite</td>
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Faculty of Human Sciences

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Faculty of Science

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<td>Introduction to Geographic Information Science for Postgraduates</td>
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<td></td>
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<td></td>
<td>Health or Remote Sensing and GIS) or PGDipSc in Remote Sensing and GIS or</td>
<td>PGDipDevCult or PGCertDevCult or PGDipDevCult or PGCertDevCult or MDevCult or PGCertDevCult</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>PGDipSIA in Remote Sensing and GIS or PGCertS in Remote Sensing and GIS or</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>PGDipSc in Remote Sensing and GIS or PGDipSIA in Remote Sensing and GIS</td>
<td></td>
</tr>
<tr>
<td>INFO843</td>
<td>Project and Risk Management</td>
<td>Change to Prerequisite</td>
<td>Admission to MBIotech</td>
<td>Admission to MBIotech</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

**Science Designation of Faculty of Science Units**

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that all postgraduate coursework units offered by the Faculty of Science, with the exception of the Chiropractic (CHIR) units be designated as Science units effective immediately.

**New Study Periods for 2013**

An urgent request was raised by the Australian School of Advanced Medicine to create new Study Period offerings to allow candidates to be admitted to courses and enrol in units at any time of the academic year.
The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the establishment of 12 new study period offerings of School of Medicine 1-12 (SM1, SM2, SM3, SM4, SM5, SM6, SM7, SM8, SM9, SM10, SM11, SM12) effective immediately.

### 5.3 2014 Academic Program

**Proposal for New Awards**

**Faculty of Human Sciences**

*Postgraduate Certificate of Advanced Surgery (PGCertASurg)*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** **RECOMMENDS TO COUNCIL** the approval of the introduction of the award *Postgraduate Certificate of Advanced Surgery (PGCertASurg)* with effect from 1 January 2014.

**MGSM**

*Postgraduate Certificate of Social Entrepreneurship (PGCertSocEntre)*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** **RECOMMENDS TO COUNCIL** the approval of the introduction of the *Postgraduate Certificate of Social Entrepreneurship (PGCertSocEntre)* as a nested award in the Master of Social Entrepreneurship (MSocEntre) with effect from 1 January 2014.

**Specialisations to be Discontinued**

- Networking
- Software Engineering
- System Security
- Web Technologies

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the discontinuance of the above specialisations in the Master and Postgraduate Diploma of Information Technology, with effect from 31 December 2013.

**Proposal for New Specialisations**

**Faculty of Science**

*Web Engineering*

*Security and Network Management*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the introduction of the above specialisations in the Master of Information Technology with effect from 1 January 2014.

**New Units 2014**

**Faculty of Arts**

- **SGYX817** *Individual Project (OUA)*
- **SGYX890** *Evaluation and the Policy Process (OUA)*
Faculty of Human Sciences

ECEX604  Leading and Managing Early Childhood Services (OUA)
ECEX605  Early Childhood Development Research and Practice (OUA)
ECEX822  Issues in Policy and Pedagogy (OUA)
ECEX823  Language and Literacy in Early Childhood (OUA)
ECEX833  Child Development in Context (OUA)
ECEX886  Multimodality and Early Childhood (OUA)
EDUX845  Organisation of Early Childhood Education (OUA)
EDUX864  Implementing Learning Design using E-technologies (OUA)

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above units with effect from 1 January 2014.

5.4 Double counting of 600 level units

The Committee noted that the Sub-Committee discussed the situation of a student being granted credit for one course and the same credit applying to a second course and agreed this was permissible within the scope of the current rules. Such scenarios would be addressed as part of the development of an RPL Policy and Procedure.

6. SEKOLAH MENEGAH ATAS OR SMA FROM INDONESIA - ENTRY REQUIREMENT FOR MACQUARIE

The Committee considered a proposal received from Macquarie International for the Sekolah Menengah Atas (SMA) which is the academic secondary school qualification from Indonesia, to be accepted for entry to Macquarie University.

The Committee noted the recommendation from Macquarie International as “Macquarie University accept students with the SMA from Indonesia achieving an average overall score of 8.5 in all subjects.” The Committee expressed concern over the lack of reference to explicit English requirements in this recommendation. The Committee also seeks more information on whether there are other Universities in Australia that recognise the SMA for entry apart from Monash University and Adelaide University that were listed in the proposal. The Committee requests Macquarie International to resubmit a revised proposal addressing these issues.

7. UPDATE ON AQF COMPLIANCE ISSUES

The Acting Chair provided an update on the identified need to examine Macquarie’s programs in relation to compliance with AQF requirements. The Committee noted that University programs are to be compliant with AQF requirements for new admissions in 2015. The Committee noted that the timeframe to address the compliance issues needs to also take into account the timeline of issuing offers to international students (which may be up to 18 months in advance).

The Acting Chair summarised two main issues that need to be addressed – the first relates to compliance with the AQF definitions regarding level 9 awards; the second relates to nomenclature, especially with Macquarie’s use of Diplomas, Graduate Certificates and Diplomas and Postgraduate Certificates and Diplomas. The Chair of Academic Senate will discuss with the Provost about ways forward, including the possible development of a policy framework. It was noted that the administrative timeframe in relation to submissions of curriculum changes will also need to be considered accordingly.
The Acting Chair also reported on a recent review by OUA on their programs regarding compliance with AQF requirements and quality assurance in units of study. The Committee agreed that the Provost will write to the OUA Academic Program Committee to provide clarity and guidance to the role of quality assurance by OUA in relation to that of ASQC.

8.  ANY OTHER BUSINESS

Nil.

9.  NEXT MEETING

The Committee noted that the next meeting is scheduled for Tuesday 23 April 2013 commencing at 10:00am in Room 310 Lincoln Student Services Building.
Minutes of the meeting of the Academic Standards and Quality Committee held on Tuesday, 23 April 2013 in Room 310, Lincoln Student Services Building, from 10:00am to 11:55am.

PRESENT:  Ms D Anderson  
Dr N Anderson  
Associate Professor H Carter  
Associate Professor P Coutts (Acting Chair)  
Associate Professor M Hitchens  
Associate Professor N Klein  
Mr W Lee  
Professor A Ross-Smith  
Dr A Semple  
Ms S Spinks  
Mr G Tomossy

APOLOGIES:  Mr K Baird  
Ms L Clark  
Associate Professor M Gosper  
Professor J Sachs (Provost)  
Mr J Wylie

IN ATTENDANCE:  Ms F Courtis  
Associate Professor M Evans  
Ms S Kelly  
Ms B Liu  
Ms K Roth  
Ms K Shorrock  
Professor D Verity  
Ms Z Williams  
Associate Professor S Young

1. MINUTES OF MEETING HELD ON 19 MARCH 2013

The minutes of the meeting held on 19 March 2013 were approved.

2. BUSINESS ARISING FROM THE MINUTES

2.1 Report to Academic Senate

The Committee noted that Academic Senate has not met since the last ASQC meeting.

2.2 Faculty Reports (Item 3.1)

The Committee noted that no feedback has been received from the Faculty of Arts in response to the queries raised in the two cases. The Faculty should be reminded to provide their feedback for the next ASQC meeting.
3. INDIVIDUAL STUDENT CASES

3.1 Faculty Reports

The Committee noted Individual Case Reports that have been received from the faculties.

The Acting Chair will call a meeting of a working group consisting of a representative from each faculty (members nominated: A/Prof Coutts, A/Prof Hitchens, Prof Ross-Smith, Ms Spinks, A/Prof Young) to prepare a paper in establishing parameters around the use of Deeming and Saving provisions in a range of contexts, including that involving people, planet and participation units and deeming up of units. The Committee will consider the paper and forward recommendations to Academic Senate.

4. REPORT OF THE UNDERGRADUATE SUB-COMMITTEE

The Committee reviewed the minutes of the Undergraduate Sub-Committee meeting held on 9 April 2013. The agenda and associated papers for the Sub-Committee’s meeting can be found for review by members on the ASQC web site at: http://senate.mq.edu.au/apc/sub_committees.html

4.1 2013 Academic Program

Urgent Changes to Units 2013

Faculty of Arts

BCM310 Social Marketing and Sustainability

The Faculty requested to change the department offering details of BCM310 from the Department of Marketing and Management within the Faculty of Business and Economics to the Department of Indigenous Studies within the Faculty of Arts.

LAW599 Legal Governance and Professional Leadership

The Faculty requested to add “permission of the Executive Dean” to the prerequisites and to implement an enrolment quota of 90.

Faculty of Human Sciences

PSY465 Introduction to Theories of Counseling
PSYC425 Introduction to Theories of Counseling

The Faculty requested to increase the enrolment quota of the above units from 30 to 40 students.

Faculty of Science

ISYS355 Information Systems Project

The Faculty requested to add ISYS358 as an NCCW to ISYS355.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the Urgent Change requests for the above units with immediate effect.
4.2 2014 Academic Program

Bachelor of Laws (96cp)

ASQC, at its meeting held on 20 November 2012, approved the establishment of the new award Bachelor of Laws (LLB) of four years with 96 credit points. The new award will be structured on majors and will have the following qualifying majors:

Criminology (existing)
International Law and Global Governance
Environmental Law and Management
Social Justice
Corporate and Commercial Law
Media, Technology and the Law
Public Policy, Law and Governance (existing)

Furthermore it was noted that the following new majors will also be included as qualifying majors, as indicated:

International Law and Global Governance – BA
Environmental Law and Management – BA
Social Justice – BA, BSocSc
Media, Technology and the Law – BA

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the list of qualifying majors for the Bachelor of Laws, Bachelor of Social Science and the Bachelor of Arts as indicated above with effect from 1 January 2014.

Proposal to Delete Major 2014

Physiology and Neuroscience (PHN01)

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the deletion of the above major with effect from 31 December 2013.

Proposal to Delete Units 2014

ECON332  Econometric Models
ECON356  Evolution of Economic Ideas
HRM333  International Human Resources Law
DEM356  Using Demographic Data in Management

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the deletion of the above units with effect from 31 December 2013.

Amendments to Units 2014

POL372 Europe and Islam

The Faculty requested to change the unit name for POL372 from “Europe and Islam” to “Islam and the West”.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above unit name change with effect from 1 January 2014.
Change of Unit Codes 2014

<table>
<thead>
<tr>
<th>Current Code</th>
<th>New Code/ Name</th>
<th>New Prerequisite</th>
<th>New NCCW</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM207</td>
<td>Human Resources Learning and Development</td>
<td>6cp at 200 level including (HRM201 or HRM250 or HRM222)</td>
<td>HRM207</td>
</tr>
<tr>
<td>HRM300</td>
<td>Human Resources Learning and Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above change of unit codes with effect from 1 January 2014.

Planet Nomination of a New Unit

**SPED102**  *Why People Believe Weird Things: Making Rational Decisions in an Irrational World*

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the addition of SPED102 to the Schedule of Planet units with effect from 1 January 2014.

Proposal to Nominate an existing Unit as a Participation Unit

**MATH399**  *Communicating Mathematical Science*

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the addition of MATH399 to the Schedule of Participation Units with effect from 1 January 2014.

Academic Case for the Establishment of a New Graduate Certificate Major 2014

**Contemporary Vocal Studies Major (Pedagogy)**

The Committee RECOMMENDS THAT ACADEMIC SENATE approves *Contemporary Vocal Studies (Pedagogy)* as a new qualifying major for the Graduate Certificate of Arts, with effect from 1 January 2014.

New Units 2014

**Faculty of Arts**

ENGX206  *Gothic Visions: From Sublime to Suburban Gothic*
ENGX209  *Children’s Literature*
INTS700  *Critique in Language, Literature and Culture Studies*
MHIS703  *Public History Internship*

**Faculty of Business and Economics**

AFIN100  *Introductory Corporate Finance*

**Faculty of Human Sciences**

ECED720  *Families in Context*
ECED731  *Pedagogical Approaches to Early Childhood Curriculum*
ECED732  *Contemporary Approaches to Infant and Toddler Theory and Practice*
ECED733  *Child Development in Context*
EDCN706  *Learning and Technology*
EDTE354  *Curriculum and Teaching in the Primary School 4*
The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the introduction of the above units with effect from 1 January 2014.

### 4.3 Distinctiveness in Double Degrees

This item was referred back to the Subcommittee from the ASQC meeting of 19 February 2013. Clarification was required for the distinctiveness in a combined or double degree in which one degree is fully specified while the other is structured on majors and there is overlap in the required units.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that distinctiveness in double degrees does not cause a problem in regards to overlap of required units, as there should be at least 24 credit points of distinctiveness.

### 4.4 OUA People and Planet Units

The following MQ units have a People or Planet designation however their OUA equivalents do not carry this designation. It was requested that the OUA units listed below receive a People or Planet designation as per their MQ equivalent.

<table>
<thead>
<tr>
<th>OUA Code</th>
<th>Unit title</th>
<th>People/Planet</th>
<th>Equivalent on-campus code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT151</td>
<td>Human Evolution and Diversity</td>
<td>People</td>
<td>ANTH151</td>
</tr>
<tr>
<td>ANT202</td>
<td>Culture and Healing</td>
<td>People</td>
<td>ANTH202</td>
</tr>
<tr>
<td>BIOX260</td>
<td>Science of Sex</td>
<td>Planet</td>
<td>BIOL260</td>
</tr>
<tr>
<td>ENGX108</td>
<td>Literature and the Political</td>
<td>People</td>
<td>ENGL108</td>
</tr>
<tr>
<td>GEOX251</td>
<td>Minerals, Energy and the Environment</td>
<td>People</td>
<td>GEOS251</td>
</tr>
<tr>
<td>SGY110</td>
<td>Australian and Global Society</td>
<td>People</td>
<td>SOC175</td>
</tr>
<tr>
<td>HST220</td>
<td>War and Peace in World History</td>
<td>People</td>
<td>MHIS211</td>
</tr>
<tr>
<td>PLT120</td>
<td>Introduction to Global Politics</td>
<td>People</td>
<td>POL107</td>
</tr>
<tr>
<td>PLT310</td>
<td>States and Nations</td>
<td>People</td>
<td>POL304</td>
</tr>
</tbody>
</table>

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that the Macquarie People and Planet designations carry over to their equivalent OUA units, as indicated in the table above, with immediate effect. The Committee also **RECOMMENDS THAT ACADEMIC SENATE** approves that all future People and Planet designations for Macquarie units carry over to the equivalent OUA unit.
5. REPORT OF THE POSTGRADUATE SUB-COMMITTEE

The Committee reviewed the minutes of the Postgraduate Sub-Committee meeting held on 11 April 2013. The agenda and associated papers for the Sub-Committee’s meeting can be found for review by members on the ASQC web site at: http://senate.mq.edu.au/apc/sub_committees.html

5.1 2012 Academic Program

2012 Late Amendments to Programs

Faculty of Science

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWldMgt</td>
<td>Master of Wildlife Management</td>
<td>Addition to Program</td>
<td>Required: 4 credit points from: GSE856 Wildlife Survey (Design, Conduct and Interpretation) OR HCEO803 Cultural Issues in Wildlife Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Required: 4 credit points from: GSE856 Wildlife Survey (Design, Conduct and Interpretation) OR HCEO803 Cultural Issues in Wildlife Management OR BIOL861 Conservation of Australasian Wildlife</td>
</tr>
</tbody>
</table>

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the retrospective change to the above 2012 programs of study with immediate effect.

5.2 2013 Academic Program

2013 Late Amendments to Programs

Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
</tr>
</thead>
</table>

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above late amendments to program offerings with immediate effect.

2013 Urgent Changes to Units

Faculty of Science

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Program Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVG850</td>
<td>Introduction to Remote Sensing</td>
<td>Change to Prerequisite</td>
<td>ENVE808</td>
<td>Admission to MCC or MEnv or MSc in Remote Sensing and GIS or PGDipSc in Remote Sensing and GIS</td>
</tr>
</tbody>
</table>

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The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the above revised prerequisite with immediate effect.

**Master of Management**

The Dean of the Macquarie Graduate School of Management (MGSM) submitted a proposal to defer the 2014 implementation of the revised 48 credit point Master of Management program, which had been approved by Academic Senate on 7 June 2012 (Resolution 12/136). The Dean identified that MGSM would be undertaking a further review of their programs in light of the AQF review and thus it was agreed that a 2014 implementation may be premature.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the deferment of the 2014 implementation of the revised 48 credit point Master of Management program. The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the reinstatement and offering of the 40 credit point Master of Management program with effect from 1 January 2014.

**Change in Unit Assessment**

AMED836  *Ethics and Professionalism*
AMED884  *Medical Education and Evidence-Based Practice*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves a change from Pass/Fail to graded assessment of the above units with effect from Session 2, 2013.

**Unit for Renewal**

MGSM879  *Managing with a Global Mindset*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the renewal of the above unit with immediate effect.

**5.3  2014 Academic Program**

**Amendment to Program**

*Master of Translating and Interpreting*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the restructure of the Master of Translating and Interpreting from a 48 to a 64 credit point award, which will not be structured on specialisations and will include both areas of translating and interpreting, with effect from 1 January 2014.

**Awards to be Discontinued 2014**

The following awards are no longer required due to the introduction of the Master of Research in 2013:

*Postgraduate Certificate of Research Preparation (Science)*
*Postgraduate Diploma of Research Preparation (Science)*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the discontinuance of the above awards with effect from 31 December 2013.
Specialisations to be Discontinued 2014

Discontinuance of the following specialisations in the Postgraduate Diploma of Information Technology:

- Networking [NET21S]
- Software Engineering [SOE21S]
- System Security [SYS21S]
- Web Technologies [WEB21S]

Discontinuance of the following specialisation in the Master of Environment:

- Environmental Education [ENE11S]

Discontinuance of the following specialisation in the Master of Environmental Planning:

- Environmental Planning Research [EPR1S]

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the discontinuance of the above specialisations with effect from 31 December 2013.

Awards to be Rested 2014

- Master of Climate Change
- Master of Radiopharmaceutical Science

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the resting of the above awards with effect from 31 December 2013.

Award Title to be Rescinded

The Australian School of Advanced Medicine (ASAM) submitted a proposal to rescind the award title of Master of International Clinical Practice (MIntClinPrac) from 2014. The new award title Master of Clinical Practice was proposed as the replacement.

Subsequent to the Sub-Committee meeting ASAM submitted a request to retract the above proposal and to retain the original proposed award title Master of International Clinical Practice (MIntClinPrac).

Units for Deletion 2014

**Faculty of Arts**

- MUS805 Research Project - MRA
- MUS851 An Introduction to Improvisation
- MUS852 Musicianship
- MUS853 World Musics
- MUS855 If it ain’t got that swing: Rhythm, Groove and Microbeats
- MUS856 Laying down the tune: Melodies, Modes and Microtones

**Faculty of Science**

- FOSC800 Research Preparation
- FOSC801 Research Project
- FOSC802 Special Project
The Committee RECOMMENDS THAT ACADEMIC SENATE approves the deletion of the above units with effect from 31 December 2013.

New Awards 2014

Faculty of Arts

Master of Future Journalism (MFJ)

Associate Professor Evans and Associate Professor Young addressed the Committee on the Faculty’s response (tabled) to queries raised by the Sub-Committee against the proposal to introduce the Master of Future Journalism from 2014.

The Committee noted that the following queries were raised:

- The proposed award title does not appear to align with the content of the degree.
- There were concerns about how the award could appropriately be structured to accommodate the two different cohorts of target students according to the AQF requirements specifying volume of learning.
- There was inadequate information regarding competitor offerings to make an informed decision.
- The award was proposed as being a cross faculty initiative promoting critical thinking skills across all four faculties. However it was noted that there was very little contribution of content from other faculties and no evidence of consultation.

The Committee considered the response from the Faculty and agreed to RECOMMEND THAT ACADEMIC SENATE RECOMMENDS TO COUNCIL the establishment of the award Master of Future Journalism (MFJ) with effect from 1 January 2014. The Faculty is requested to review the length of the program and entry requirements in respect to AQF compliance.

Faculty of Human Sciences

Further to the review and restructure of the Master of Translating and Interpreting the Faculty submitted a proposal to establish the following new named awards of 48 credit points each:

Master of Translating (MTrans)
Master of Interpreting (MInter)

The Committee RECOMMENDS THAT ACADEMIC SENATE RECOMMENDS TO COUNCIL the establishment of the above awards with effect from 1 January 2014.

Faculty of Science

Master of Data Science (MDataSc)
Postgraduate Diploma of Data Science (PGDipDataSc)
Postgraduate Certificate of Data Science (PGCertDataSc)

The Committee RECOMMENDS THAT ACADEMIC SENATE RECOMMENDS TO COUNCIL the establishment of the above awards with effect from 1 January 2014. The Faculty is requested to review and revise the structure of the proposed awards in respect to
AQF compliance.

New Specialisations 2014

Faculty of Human Sciences

Case for the Establishment of New Postgraduate Specialisations in the Master of Advanced Surgery:

Hernia and Abdominal Wall Reconstruction
Otolaryngology
Head and Neck Surgery

Faculty of Science

Case for the Establishment of New Postgraduate Specialisations in the Postgraduate Diploma of Information Technology:

Security and Network Management
Web Engineering

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the establishment of the above specialisations with effect from 1 January 2014.

New Units 2014

Faculty of Human Sciences

PHTY816 Business Management and Law for Health Professionals
PHTY817 Advanced Physiotherapy Practice
PHTY818 Leadership, Policy and Advocacy
PHTY819 Advanced Research Training

Faculty of Science

STAT604 Statistical Methods for Research
STAT806 Statistical Inference

OUA Units

ECEX603 Early Childhood Professional Practice 1
ECEX825 Early Childhood Professional Practice 2
ECEX827 Learning Through Mathematics, Science and Technology in Early Childhood Settings
ECEX831 Pedagogical Approaches to Early Childhood Curriculum

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above units with effect from 1 January 2014.

5.4 Assessments Standards Framework

The Committee noted a concern raised by the Sub-Committee in relation to the variability in postgraduate unit assessments tasks.

The Committee agreed that a quality framework needs to be developed to provide guidance
on the relationship between assessment types, volume of work and learning outcomes in both undergraduate and postgraduate units and that the issue will be revisited when the new terms of reference for ASQC are established.

6. TOEFL ENTRY REQUIREMENTS

The Committee considered a proposal from Macquarie International dated 8 April 2013 recommending the Section Bands for TOEFL in Macquarie University's entry requirements. The minimum TOEFL is currently set at 83 overall. The Committee noted that a proposal was received and recommended to Academic Senate in February 2013 for a revised methodology for setting TOEFL entry requirements for all IELTS English Language categories, for implementation from Session 2, 2013.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves that the minimum bands for TOEFL in Macquarie University's entry requirements be set as follows: 21 in Writing, 18 in Speaking, 13 in Reading and 12 in Listening.

7. CAMBRIDGE ADVANCED ENGLISH (CAE) AND CAMBRIDGE PROFICIENCY ENGLISH (CPE)

The Committee considered a proposal from Macquarie International dated 15 April 2013 seeking approval of the Cambridge English Qualification levels for entry to Macquarie. Macquarie University has recognised the Cambridge English examination scores for entry to Macquarie. Cambridge English has proposed adjustments to the Cambridge English language level for entry to Macquarie due to recent changes in the structure of their examinations.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the Cambridge English Qualification levels as presented in the paper.

8. CHINA SCHOLARSHIP COUNCIL TOP UNIVERSITY FOUNDATION COURSE FOR ENTRY TO MACQUARIE UNIVERSITY

The Committee considered a proposal from Macquarie International dated 17 April 2013 seeking approval for students completing the Chinese Scholarship Council Top University Foundation Course for entry to the Bachelor of Commerce, Bachelor of Arts, Bachelor of Science and Bachelor of Engineering at Macquarie University without completing another form of English Language Proficiency.

The proposal put forward the following recommendations:

(i) Macquarie University to consider students completing the Chinese Scholarship Council Top University Foundation Course and achieving an average mark of 75% for entry to the Bachelor of Commerce, Bachelor of Arts, Bachelor of Science and Bachelor of Engineering;

(ii) Students successfully completing the Chinese Scholarship Council Top University Foundation Course would not be required to indicate another form of English Language Proficiency.

The Committee expressed concerns over the lack of IELTS requirements in the recommendations and queried the average mark of 75% for entry which sits at the low end of the average mark ranges by other Australian Universities. The Committee therefore
agreed not to forward the above recommendations to Academic Senate at this stage.

9. ANY OTHER BUSINESS

9.1 AQF Compliance of Macquarie’s Academic Programs

Professor Verity spoke to the Discussion Paper: AQF Compliance of Macquarie’s Academic Programs (tabled). The Committee noted that the paper is intended to capture the critical issues, discussions and recommendations of the Working Party, with a view to ensuring Macquarie University is compliant with the AQF Levels Criteria and Qualifications Type requirements by 1 January 2015. The Committee noted that the issues paper will be considered by Academic Senate at their 30 April meeting and upon adoption of the recommendations the Working Party will formulate a detailed policy document that expands on the structures and actions summarised in the paper. The Working Party, ASQC and the Registrar’s Office will also collaborate to formulate a plan and timeframe for implementation.

10. NEXT MEETING

The Committee noted that the next meeting is scheduled for Tuesday 21 May 2013 commencing at 10:00am in Room 310 Lincoln Student Services Building.
ITEM 9.2: HIGHER DEGREES RESEARCH COMMITTEE

Report of the meeting held on 5th April 2013
A meeting of the Higher Degree Research Committee was held on Friday 05 April 2013 at 09:30 am in the Academic Senate Room, Lincoln Building

A. MATTERS FOR INFORMATION

Professor Piper welcomed Dr Harry Blatterer to his first HDRC meeting. Professor Dominic Verity was introduced to the committee. Professor Piper advised that there were no further expected changes to committee membership this year.

Professor Piper reported that he was in China last week with Dr Ren Yi and Mr Peter McCarthy. The purpose of this trip was planning for Jilin Week 6-10 May. Jilin is the largest university in China, is well established, has strong studies across the board and the basic sciences and engineering are its research strengths, The week is being held on suggestion from Jilin University. The key aim of the week is to promote Macquarie as a destination for Jilin students. On the Tuesday there will be an official opening and launch of the Joint Macquarie University – Jilin University Centre on Australian Studies.

A new agreement has been signed between Macquarie University and the China Scholarship Council. 40 scholarships are the limit per year in this new agreement. The agreement allows for Cotutelles over 2 years.

Professor Nick Mansfield discussed the Admissions table. Key points from the discussion included: For admission from the Master of Research to the PhD the criteria is on the performance in the second year only, The University’s Recognition of Prior Learning policy is still in draft form, Flexibility of the PhD degree needs to remain with 3 or 3.5 depending on credentials at admission, The duration of the MPhil was discussed for those with international masters. It was agreed that the wording on the HDRO website would be reviewed to, mention Faculty discretion on allowing admission. Professor Mansfield undertook to discuss this with the HDRO. The Committee resolved that the Admissions Table be approved.

Professor Piper advised the Committee that the plan is to enrol students for Year 2 of the MRes in Nov//Dec the year before to enable to them to start their research and to be covered by the University’s insurance. Professors Piper and Mansfield advised that they are aware that there will be logistical issues to make this work, including Session 3 results being approved by Senate on the 12th December so domestic candidates needing to receive provisional offers and international fees.

Professor Mansfield advised that DDOGs are working on a proper funding model for MRes programs across the country. This process is complicated with this being an election year.
Professor Mansfield has made a presentation on the MRes to UTS and will be presenting to UWS.

The Committee noted the 56% response rate to the MUSEQ-R which is more than double the response received in 2009. Professor Mansfield advised the committee that the ratings on the surveys are good overall. The work being done by the Faculty’s and Associate Professor Dowling on improving support and skills of supervisors was noted and is being reflected in supervisory related scores.

B. MATTERS FOR RECOMMENDATION

(1) COMPLETION OF REQUIREMENTS

ABEDIN, MD. JAKERUL FOA PHD
Principal Supervisor: Professor Rafiqul Islam
Associate Supervisor: Dr Shawkat Alam
Thesis submitted for examination: 26 October 2012
Thesis title: The Ganges-Brahmaputra-Meghna (GBM) watershed governance: Potentials for a multilateral regulatory and integrated management under international law
Award Recommended: Doctor of Philosophy

ALBAQAWI, NASSER FOA PHD
Principal Supervisor: Professor Anthony Cousins
Associate Supervisor: Dr Rosemary Colmer
Thesis submitted for examination: 31 July 2012
Thesis title: H. Rider Haggard's 'She' sequence: Modernity, Imperialism, and the Novel
Award Recommended: Doctor of Philosophy

ALMAHMOUD, MAHMOUD ABDULLAH FOHS PHD
Principal Supervisor: Associate Professor Ilija Casule
Associate Supervisor: Dr Jan Tent
Thesis submitted for examination: 29 November 2012
Thesis title: Saudi university students' attitudes towards the use of Arabic and English: Implications for language planning
Award Recommended: Doctor of Philosophy

AQUINO, KRISTINE ANGELA FOA PHD
Principal Supervisor: Dr Amanda Wise
Associate Supervisor: Dr Selvaraj Velayutham
Thesis submitted for examination: 05 September 2012
Thesis title: Everyday racism and resistance: The lives of Filipino migrants in Australia
Award Recommended: Doctor of Philosophy

ATES, ONUR FOBE PHD
Principal Supervisor: Professor David Throsby
Associate Supervisor: Associate Professor Massimiliano Tani Bertuol
Thesis submitted for examination: 10 December 2012
Thesis title: Cultural capital: At the crossroads of economics and culture
Award Recommended: Doctor of Philosophy

AYAD, MARY BOULOS FOBE PHD
Principal Supervisor: Professor Peter Gillies, Dr Niloufer Selvadurai
Associate Supervisor: -
Thesis submitted for examination: 28 March 2012
Thesis title: A proposal to guide future draft article provisions for a model of harmonised international commercial arbitration law code (HICALC) in the Middle East and North Africa or a uniform Arab
Award Recommended: Doctor of Philosophy

BALI, HANA FAISAL  FOS  MPHIL
Principal Supervisor: Professor Helena Nevalainen
Associate Supervisor: -
Thesis submitted for examination: 17 October 2012
Thesis title: Detection and identification of extracellular proteases in Trichoderma reesei
Award Recommended: Master of Philosophy

BARNES, LACHLAN  FOS  PHD
Principal Supervisor: Dr Jane Williamson
Associate Supervisor: -
Adjoint Supervisor: C. Gray
Thesis submitted for examination: 04 May 2012
Thesis title: Comparative assessment of the growth, reproductive biology and life history characteristics of coexisting coastal flathead (Platyccephalidae)
Award Recommended: Doctor of Philosophy

BIBOST, ANNE LAURENCE  FOS  PHD
Principal Supervisor: Associate Professor Culum Brown
Associate Supervisor: Dr Darren Burke
Thesis submitted for examination: 28 September 2012
Thesis title: The development and the evolution of brain lateralization: using fish as model organism
Award Recommended: Doctor of Philosophy

BIRNBAUM, CHRISTINA  FOS  PHD
Principal Supervisor: Associate Professor Michelle Leishman
Associate Supervisor: Professor Lesley Hughes
Thesis submitted for examination: 02 August 2012
Thesis title: The role of soil biota in the invasion success of legumes in Australia
Award Recommended: Doctor of Philosophy

BOISVERT, ISABELLE  FOHS  PHD
Principal Supervisor: Dr Catherine McMahon
Associate Supervisor: -
Adjoint Supervisor: B. Lyxell, R. Dowell
Thesis submitted for examination: 29 June 2012
Thesis title: Outcomes of Cochlear implantation in an auditory deprived ear
Award Recommended: Doctor of Philosophy

BOOMER, JESSICA  FOS  PHD
Principal Supervisor: Dr Adam Stow
Associate Supervisor: Dr Malcolm Francis
Adjoint Supervisor: -
Thesis submitted for examination: 08 October 2012
Thesis title: Molecular ecology and conservation genetics of Mustelus (gummy shark, rig) in Australasia
Award Recommended: Doctor of Philosophy

CHEN, XIAO XIAO  FOHS  PHD
Principal Supervisor: Professor Ingrid Piller
Associate Supervisor: Dr Kimie Takahashi
Thesis submitted for examination: 07 November 2012
Thesis title: Opening China to the tourist gaze: Representations of Chinese people and language in newspaper travel writing since the 1980s
Award Recommended: Doctor of Philosophy

DUCKETT, PAUL EDWARD  FOS  PHD
Principal Supervisor: Dr Adam Stow
Associate Supervisor: Professor Michael Gillings
Thesis submitted for examination: 08 November 2012
Thesis title: The impacts of climate change to an Australian arid zone gecko species (Gehyra Variegata)
Award Recommended: Doctor of Philosophy

EGWUENU, EYITEMI JOSEPH  FOHS  PHD
Principal Supervisor: Professor Paul Pilowsky
Associate Supervisor: Dr Angelina Fong
Thesis submitted for examination: 08 October 2012
Thesis title: The role of melanin concentrating hormone in central cardiorespiratory regulation
Award Recommended: Doctor of Philosophy

FOLEY, FIONA VALERIE  FOS  PHD
Principal Supervisor: Associate Processor Tracy Rushmer
Associate Supervisor: Professor Simon Turner
Adjunct Supervisor: J. Adam
Thesis submitted for examination: 10 September 2012
Thesis title: Open-system processes at Solander Volcano, New Zealand: Implications for Adekite Petrogenesis
Award Recommended: Doctor of Philosophy

GARDINER, MARY ELISABETH  FOS  PHD
Principal Supervisor: Dr Mark Dras
Associate Supervisor: Dr Rolf Schwitter
Thesis submitted for examination: 31 May 2012
Thesis title: Natural language processing methods for attitudinal near-synonymy
Award Recommended: Doctor of Philosophy

GREENTREE, SHANE  FOA  PHD
Principal Supervisor: Professor Mary Spongberg
Associate Supervisor: Dr Helen Groth
Adjunct Supervisor: C. Tuite
Thesis submitted for examination: 23 November 2012
Thesis title: Reading the female historian: Representations of Catharine Macaulay 1760-1900
Award Recommended: Doctor of Philosophy

HANCOCK, NOLA MAY  FOS  PHD
Principal Supervisor: Professor Lesley Hughes
Associate Supervisor: Associate Professor Michelle Leishman
Adjunct Supervisor: A. Young
Thesis submitted for examination: 30 October 2012
Thesis title: The role of plant provenance in restoration ecology under climate change
Award Recommended: Doctor of Philosophy

HANDLEY, KAREN LISA FOBE PHD
Principal Supervisor: Associate Professor Elaine Evans
Associate Supervisor: Dr Susan Wright
Adjunct Supervisor: Mr K Reilly
Thesis submitted for examination: 27 March 2013
Thesis title: Accounting standards for Australian SMEs: Identifying, considering and incorporating the needs of users into financial statements
Award Recommended: Doctor of Philosophy

HERMES, KERSTIN FOS PHD
Principal Supervisor: Associate Professor Michael Poulsen
Associate Supervisor: -
Adjunct Supervisor: K. Ruming
Thesis submitted for examination: 11 April 2012
Thesis title: A comparative study of community linkages
Award Recommended: Doctor of Philosophy

HUANG, AIJUN FOHS PHD
Principal Supervisor: Professor Stephen Crain
Associate Supervisor: Associate Professor Rosalind Thornton
Thesis submitted for examination: 24 October 2012
Thesis title: Acquisition of polarity-sensitive items in Mandarin Chinese
Award Recommended: Doctor of Philosophy

HUNT, LOUISE FOHS DPSYCH
Principal Supervisor: Dr Jennifer Cornish
Associate Supervisor: Associate Professor Judith Homewood
Thesis submitted for examination: 07 December 2011
Thesis title: The effect of complex environmental enrichment on locomotor, memory and affective function following dopamine receptor antagonism in adult rats with an investigation into a model of early-stage Parkinson's disease in aged rats
Award Recommended: Doctor of Psychology

INGLOTT, MELISSA ANN FOHS PHD
Principal Supervisor: Professor Paul Pilowsky
Associate Supervisor: Dr Melissa Farnham
Thesis submitted for examination: 01 February 2013
Thesis title: The role of PACAP in central cardiorespiratory control
Award Recommended: Doctor of Philosophy

IRELAND, PHILIP EDWARD FOA PHD
Principal Supervisor: Professor Alanna Nobbs
Associate Supervisor: Dr Katharine McKinnon
Thesis submitted for examination: 10 September 2012
Thesis title: Climate change adaptation and development aid: Emerging challenges and opportunities
Award Recommended: Doctor of Philosophy
KARIM, MD. SAIFUL FOA PHD
Principal Supervisor: Professor Natalie Klein
Associate Supervisor: Dr Erika Techer
Thesis submitted for examination: 26 September 2013
Thesis title: The role of judicial institutions in combating piracy and maritime terrorism
Award Recommended: Doctor of Philosophy

KIFLEY, ANNETTE FOS PHD
Principal Supervisor: Associate Professor Gillian Heller
Associate Supervisor: Dr Kenneth Beath, Dr David Bulger, Dr Jun Ma
Adjunct Supervisor: V. Gebski
Thesis submitted for examination: 12 September 2012
Thesis title: Latent variable models for global health-related life quality
Award Recommended: Doctor of Philosophy

KOELEWIJN, LOES FOHS PHD
Principal Supervisor: Associate Professor Anina Rich
Associate Supervisor: Dr Paul Sowman
Thesis submitted for examination: 22 August 2012
Thesis title: Balancing stimulus and goal-driven attentional demands: Investigating the role of gamma oscillations in human early visual cortex using magnetoencephalography
Award Recommended: Doctor of Philosophy

KWOK, CHUN MAI CECILI MGSM DBA
Principal Supervisor: Professor Ernest Jordan
Associate Supervisor: -
Thesis submitted for examination: 01 August 2012
Award Recommended: Doctor of Business Administration

LAN, YI CHEN DORA FOHS PHD
Principal Supervisor: Associate Professor Mary Jane Torr
Associate Supervisor: Dr Sheila Degotardi
Thesis submitted for examination: 04 October 2012
Thesis title: Taiwanese Mothers' beliefs about home-based English teaching and learning for Children prior to school age
Award Recommended: Doctor of Philosophy

LIU, JIAN JUN FOS PHD
Principal Supervisor: Professor Karu Esselle
Associate Supervisor: Professor Anthony Parker
Adjunct Supervisor: Z. ShunShi, S. Hay
Thesis submitted for examination: 23 November 2012
Thesis title: Super-wideband and ultra-wideband antennas for wireless systems
Award Recommended: Doctor of Philosophy

LOUNDAR, REBECCA FOHS DPSYCH
Principal Supervisor: Dr Maria Kangas
Associate Supervisor: Associate Professor Andrew Baillie
Thesis submitted for examination: 18 June 2012
Thesis title: Evaluation of a residential treatment program for young women with comorbid psychological problems
Award Recommended: Doctor of Psychology

**LOVEDAY, THOMAS DONALD**  
**FOHS**  
**PHD**  
Principal Supervisor: Associate Professor Mark Wiggins  
Associate Supervisor: Dr Benjamin Searle  
Thesis submitted for examination: 05 October 2012  
Thesis title: Cue utilisation and expert performance  
Award Recommended: Doctor of Philosophy

**MALA, RAJNI**  
**FOBE**  
**PHD**  
Principal Supervisor: Dr Parmod Chand  
Associate Supervisor: Professor Chris Patel  
Thesis submitted for examination: 01 June 2012  
Thesis title: Accounting convergence: The role of experiences, accountability and decision aids in enhancing judgements of accountants in Australia and Malaysia  
Award Recommended: Doctor of Philosophy

**MALOUF, TANIA MARY**  
**FOHS**  
**PHD**  
Principal Supervisor: Associate Professor Robyn Langdon  
Associate Supervisor: Dr Jennifer Batchelor, Professor Max Coltheart  
Thesis submitted for examination: 30 October 2012  
Thesis title: Development of the “Insight Interview”: A new tool assessing longitudinal change in awareness deficits following traumatic brain injury  
Award Recommended: Doctor of Philosophy

**MCCARTHY, TANYA MIRANDA**  
**FOHS**  
**PHD**  
Principal Supervisor: Dr Stephen Moore  
Associate Supervisor: Dr John Knox  
Thesis submitted for examination: 05 December 2012  
Thesis title: Advising-in-action: An exploratory study of the inner dialogue of eight learning advisors  
Award Recommended: Doctor of Philosophy

**MCLEAN, DUNCAN**  
**FOA**  
**PHD**  
Principal Supervisor: Dr Jane Simon  
Associate Supervisor: Dr Catherine Simpson  
Thesis submitted for examination: 04 June 2012  
Award Recommended: Doctor of Philosophy

**MEDYNSKYJ, MICHAEL**  
**FOS**  
**PHD**  
Principal Supervisor: Mr Benjamin Ross Herbert  
Associate Supervisor: Professor Paul Haynes  
Thesis submitted for examination: 14 August 2012  
Thesis title: Proteomics of adipose derived cells and secretions: Implications of renal failure  
Award Recommended: Doctor of Philosophy

**MOWSZOWSKI, LOREN RINA**  
**FOHS**  
**DPSYCH**  
Principal Supervisor: Dr Jennifer Batchelor  
Associate Supervisor: Dr Susanne Meares  
Adjunct Supervisor: D. Hermens, S. Naismith  
Thesis submitted for examination: 01 August 2012
Thesis title: Neurophysiological changes associated with Cognitive Training in older adults ‘at risk’ for dementia: application of the Mismatch Negativity event-related potential
Award Recommended: Doctor of Psychology

MURRAY, BOYD MCGREGOR FOS PHD
Principal Supervisor: Associate Professor Sam Reisenfeld
Associate Supervisor: Professor Michael Heimlich, Professor Eryk Dutkiewicz
Thesis submitted for examination: 12 September 2012
Thesis title: An investigation of Quantization effects in OFDM at Digital IF in high capacity digital wireless systems
Award Recommended: Doctor of Philosophy

NGUYEN, NINH FOHS PHD
Principal Supervisor: Associate Professor David Butt
Associate Supervisor: Professor Martin Matthiessen
Thesis submitted for examination: 02 August 2012
Thesis title: Linguistic theory and translation practice: The impact of thematic shift on semantic and functional aspects of the translated text
Award Recommended: Doctor of Philosophy

ORBE-TARUC, LIBERTY FOA PHD
Principal Supervisor: Associate Professor Marion Maddox
Associate Supervisor: Dr Philip Ablett
Thesis submitted for examination: 05 March 2012
Thesis title: Challenges to the presidency: The Filipino Catholic Church’s evolving stance towards people power
Award Recommended: Doctor of Philosophy

PANKHURST, MATTHEW JAMES FOS PHD
Principal Supervisor: Dr Bruce Schaefer
Associate Supervisor: Professor Simon Turner
Thesis submitted for examination: 07 December 2012
Thesis title: Determining the source of post-orogenic magmatism to constrain terminal orogenesis
Award Recommended: Doctor of Philosophy

PETRAK, ANA FOHS PHD
Principal Supervisor: Dr Kerry Sherman
Associate Supervisor: Professor Julie Fitness
Thesis submitted for examination: 28 November 2012
Thesis title: Factors influencing breast and cervical cancer control in ethnically diverse groups of women
Award Recommended: Doctor of Philosophy

POWIS, TRACEY FOHS PHD
Principal Supervisor: Dr Alan Taylor
Associate Supervisor: -
Adjunct Supervisor: S. Chamberlain, D. Hewson
Thesis submitted for examination: 14 August 2012
Thesis title: Songs from a resting place: An autoethnographic score
Award Recommended: Doctor of Philosophy

PRITCHARD, STEPHEN FOHS PHD
PUTHIYAVEETIL OTHAYOTH, SURESH  FOS  PHD
Principal Supervisor:  Dr Paul Hesse
Associate Supervisor:  Dr Heather Handley, Dr Anthony Dosseto
Thesis submitted for examination:  09 November 2012
Thesis title:  Landscape processes investigated using Uranium-series isotopes
Award Recommended:  Doctor of Philosophy

RUCH, ADAM WILLIAM  FOA  PHD
Principal Supervisor:  Associate Professor Sherman Young
Associate Supervisor:  Dr Stephen Collins
Thesis submitted for examination:  17 August 2012
Thesis title:  Understanding videogames: 3 genres for criticism
Award Recommended:  Doctor of Philosophy

SAMMONS, VANESSA  FOHS  MPHIL
Principal Supervisor:  Professor Marcus Stoodley
Associate Supervisor:  Professor Michael Morgan
Thesis submitted for examination:  26 September 2011
Thesis title:  Vascular targeting enhancement of radiosurgery for the treatment of brain arteriovenous malformations
Award Recommended:  Master of Philosophy

SENDALL, KERRIE  FOS  PHD
Principal Supervisor:  Dr Ian J. Wright
Associate Supervisor:  Professor Mark Westoby, Dr Christopher Lusk
Thesis submitted for examination:  01 October 2012
Thesis title:  Size-related variation in physiology, carbon gain and growth of trees in deciduous and evergreen forests
Award Recommended:  Doctor of Philosophy

SUN, YU HSIN ANGELA  FOS  PHD
Principal Supervisor:  Professor Helena Nevalainen
Associate Supervisor:  Professor Nicolle Packer, Dr Valentino Te’o
Thesis submitted for examination:  01 January 2013
Thesis title:  Heterologous expression of the mammalian peptide hormone obestatin in Trichoderma reesei
Award Recommended:  Doctor of Philosophy

SUTANTYO, DANIEL ARMAND  FOS  PHD
Principal Supervisor:  Dr Christophe Doche
Associate Supervisor:  Professor Igor Shparlinski
Thesis submitted for examination:  12 September 2012
Thesis title:  Some theoretical and practical aspects of the use of elliptic curves in cryptography
Award Recommended:  Doctor of Philosophy
WALLACE, KAREN LEE  FOHS  DPSYCH
Principal Supervisor:  Professor Arthur Shores
Associate Supervisor:  Dr Jennifer Batchelor
Thesis title:  Increasing equity of neuropsychological services for Chinese Australians: The Chinese Australian Neuropsychological Normative Study (CANNS)
Award Recommended:  Doctor of Philosophy

WANG, HAN  FOS  PHD
Principal Supervisor:  Professor Iain Colin Prentice
Associate Supervisor:  Dr Ian Wright
Adjunct Supervisor:  J. Ni
Thesis submitted for examination:  25 September 2012
Thesis title:  Modelling vegetation changes in China
Award Recommended:  Doctor of Philosophy

WISE, NERALIE  FOA  PHD
Principal Supervisor:  Professor Peter Menzies
Associate Supervisor:  Professor Jeanette Kennett, Dr Mitch Parsell
Thesis submitted for examination:  10 October 2012
Thesis title:  The Capgras Delusion: An integrated approach
Award Recommended:  Doctor of Philosophy

WOOTTON, BETHANY MAY  FOHS  PHD
Principal Supervisor:  Associate Professor Nikolai Titov
Associate Supervisor:  Professor Ronald Rapee
Thesis submitted for examination:  13 August 2012
Thesis title:  An evaluation of the acceptability and efficacy of remote treatment for Obsessive Compulsive Disorder
Award Recommended:  Doctor of Philosophy

WU, CHING YAN  MGSM  PHD
Principal Supervisor:  Professor John Matthews
Associate Supervisor:  Professor Richard Badham
Thesis submitted for examination:  05 November 2012
Thesis title:  The technological innovation capabilities in Asian latecomers: Patenting evidence from the solar PV industries of Taiwan, Korea and China
Award Recommended:  Doctor of Philosophy

YALCINKAYA, CAN TURHAN  FOA  PHD
Principal Supervisor:  Dr Catherine Simpson
Associate Supervisor:  Dr Denis Crowdy
Thesis submitted for examination:  15 October 2012
Thesis title:  ‘Wounds of Difference’: Melancholy in Turkish film and popular music
Award Recommended:  Doctor of Philosophy

YUEN-COLLINGRIDGE, RACHEL SUSAN  FOA  PHD
Principal Supervisor:  Dr Stephen Llewellyn
Associate Supervisor:  Dr Ian Plant, Dr David Phillips
Thesis submitted for examination:  03 October 2012
Thesis title:  Historical lexicology and the origins of philosophy: Herodotus’ use of φιλοσοφεειν, σοφιστης, and cognates
Award Recommended:  Doctor of Philosophy
ZHANG, YI HAO  FOS  PHD  
Principal Supervisor: Professor Mehmet Orgun  
Associate Supervisor: Dr Cyrill Flax  
Thesis submitted for examination: 01 August 2012  
Thesis title: Element oriented analysis for financial knowledge discover  
Award Recommended: Doctor of Philosophy

ZIBELIUS, MARJA  FOA  PHD  
Principal Supervisor: Professor Martina Mollering  
Associate Supervisor: -  
Thesis submitted for examination: 14 September 2012  
Thesis title: Cooperative learning in virtual space: A critical look at new ways of foreign language teacher education  
Award Recommended: Doctor of Philosophy

(2) NOMINATION OF VICE-CHANCELLOR’S COMMENDATION  
HUANG, AIJUN  FOHS  PHD  
Principal Supervisor: Professor Stephen Crain  
Associate Supervisor: Associate Professor Rosalind Thornton  
Thesis submitted for examination: 24 October 2012  
Thesis title: Acquisition of polarity-sensitive items in Mandarin Chinese

On 05 April 2013, the Higher Degree Research Committee recommended that Huang Aijun’s PhD thesis be awarded.  
The following comments were received from the examiners:

“This dissertation presents a coherent and very well integrated piece of work on experimental and a theoretical issue concerning Polarity Sensitive items in Mandarin-Chinese. These items are comparable to English any and their peculiarity is that they must occur in certain linguistic contexts, such as under negation, in yes-no questions and so on. For this reason, they are held to be Polarity Sensitive (PS). They may give rise to meanings that cannot be expressed by single words in English (e.g. insignificant reading, small amount reading) and their comprehension requires sensitivity to syntactic, semantic and pragmatic aspects. These intricacies make the investigation of these items in Mandarin-Chinese particularly telling and the dissertation has succeeded in offering new and convincing evidence. This interplay of experimental and theoretical thinking makes the dissertation a rare piece of work. … it provides totally new experimental and theoretical evidence that contributes to the advancement of our knowledge about the structure and typology of Mandarin-Chinese and about acquisition of PS items in this language. The experimental part has been carried out in a rigorous way, using an appropriate methodology, testing an adequate number of subjects and performing an adequate analysis of results. The procedure of experiment is particularly creative. The discussion of the results in detailed and clear. … I rate it as one of the top dissertation I read in the last years. … this work provide(s) new insight into the issue of polarity and its acquisition.”

“I enjoyed reading the thesis very much. It is well organized, contains new evidence and definitely contributes to the field. The theoretical analysis of ji ge is brilliant and the relevant experiments are cleverly designed. I thus recommend the degree to be awarded to the candidate without further examination…”

“The thesis is focused on the interpretation of three polarity sensitive items in Mandarin, renhe, shenme, and ji-ge, and their acquisition by Mandarin speaking children. The research project is well designed, well implemented and well presented. The author has demonstrated high familiarity with the literature on the subject both in English and Chinese. All the major conclusions are drawn from outcomes of well-constructed experiments. The author is to be commended for paying special
attention to the factual details which are often ignored in the current literature, such as the “insignificance” interpretation of *shenme* in negated sentences. A comprehensive and coherent account is presented of the features in the interpretation and acquisition of the three polarity sentence items in Mandarin, which has contributed substantially to our knowledge in the area. ...I rank this thesis highly as an excellent piece of academic work.”

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

**RECOMMENDED**
That Huang AiJun’s PhD thesis entitled “Acquisition of polarity-sensitive items in Mandarin Chinese” be awarded a Vice-Chancellor’s Commendation.
ITEM 9.3: SENATE LEARNING AND TEACHING COMMITTEE

Report of the meeting held on 18th March 2013
Minutes of the meeting of the Senate Learning and Teaching Committee held on 18 March 2013 at 10:00am in the Senate Room, Lincoln Building C8A

Present: A/Professor Sherman Young (Chair)
Mr Nathan Asher
Mr Andrew Burrell
Dr Michael Cavanagh
Ms Lindie Clark
A/Professor Pamela Coutts
A/Professor Jenny Donald
Dr Justin Dutch
Ms Tessa Green
Ms Sonia Jeffares
Ms Gabriela Mariana Fernandez-Paredes
Ms Lucy Filardo
Mrs Jane Franklin
Dr Neil Fraser
Dr Ian Jamie
Ms Sonia Jeffares
Dr Peter Keegan
Ms Gillian Lay
Ms Barb McLean
Dr Mitch Parsell
Mr Darren Peters
Professor Nick Mansfield
A/Professor Susan Page
Dr Mitch Parsell
Dr Greg Robertson
Professor Judith Sachs
Ms Grazyna Tydda
A/Professor Leigh Wood
Mr Jonathan Wylie (on behalf of Ms Deidre Anderson)

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

Apologies: Ms Deidre Anderson
Ms Hayley Harris
Mr Benjamin Roe
A/Professor Ian Solomonides
A/Professor Max Tani
Professor Dominic Verity
Professor Gail Whiteford
1. **APOLOGIES AND WELCOME**

The Chair welcomed A/Professor Page as a Member representing the Department of Indigenous Studies and Mrs Jane Franklin, the newly appointed Higher Degree Research student representative.

Guest presenters Dr Neil Fraser, Ms Chandrama Acharya, Dr Greg Robertson and A/Professor Pamela Coutts were also welcomed.

The Committee noted apologies from Ms Anderson, Ms Harris, Mr Roe, A/Professor Solomonides, A/Professor Max Tani, Professor Dominic Verity and Professor Gail Whiteford.

2. **MINUTES OF THE PREVIOUS MEETING**

The Committee **RESOLVED** to approve the minutes of the meeting held on 18 February 2013 as a true and accurate record.

3. **BUSINESS ARISING FROM THE MINUTES**

The Chair provided updates on Items 6, 7 and 13, as noted in the Comments column below.

**From the meeting held on 18 March 2013**

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mr Peters would arrange for a further update later in the year, after more detailed work had been conducted on the implementation logistics of the Disruption to Studies Policy. Also, it would be ensured that the Procedure for Disruption to Studies would clearly state that Indigenous students are to be referred to Warawara in the first instance.</td>
<td>D Peters</td>
<td>June 2013</td>
<td></td>
</tr>
<tr>
<td>2. The Acting Chair, A/Professor Young, and A/Professor Coutts meet and liaise with the Associate Deans of Learning and Teaching and the Associate Deans of Curriculum and Quality Assurance to investigate the issues that come to light and formulate a strategic approach for submission to the Provost for consideration.</td>
<td>S Young</td>
<td>ASAP</td>
<td></td>
</tr>
<tr>
<td>3. Members to forward feedback and suggestions on the Learning and Teaching Planning Policy to Dr Greg Robertson.</td>
<td>All</td>
<td>ASAP</td>
<td></td>
</tr>
<tr>
<td>4. Dr Fraser/Ms Acharya to look into the Skills Development, Student Support and Teaching Quality performance results for First Year Mathematics units and report back to A/Professor Donald.</td>
<td>N Fraser/C Acharya</td>
<td>ASAP</td>
<td></td>
</tr>
</tbody>
</table>

**Items in progress/pending from previous meetings**

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Status as at 18 February</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Associate Deans L&amp;T to forward Faculty professional development proposals to the Chair for review and discussion.</td>
<td>Associate Deans Learning and Teaching, Dominic Verity</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>6. M Parsell to forward benchmarking report on assessment in Psychology units to the Chair.</td>
<td>M Parsell</td>
<td>7 March 2013</td>
<td></td>
</tr>
<tr>
<td>Matter</td>
<td>Responsibility</td>
<td>Date Due</td>
<td>Status as at 18 February</td>
</tr>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>7. Audit of compliance to the Unit Guide Policy.</td>
<td>D Verity / I Solomonides / S Young</td>
<td>end April 2013</td>
<td>To be reported at the May meeting of SLTC.</td>
</tr>
<tr>
<td>8. A discussion paper on Level Descriptors to be presented for discussion at the SLTC meeting in January.</td>
<td>I Solomonides</td>
<td>End April 2013</td>
<td>This discussion paper will be presented at the May meeting.</td>
</tr>
<tr>
<td>9. Ensure that the question of ex-officio membership of the Head of Warawara is considered in the annual review of the SLTC terms of reference.</td>
<td>D Verity</td>
<td>July 2013</td>
<td>Meeting with Associate Deans held on 5 February. The Chair included an update in his tabled report.</td>
</tr>
<tr>
<td>10. Themes for Senate Learning and Teaching in 2013-14 biennium</td>
<td>D Verity</td>
<td>As soon as possible</td>
<td></td>
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<tr>
<td></td>
<td>Professor Verity to draft a second theme statement and to consult on the co-option of members to represent these themes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Creation of a working Party to further refine the Policy document on Disruption to Studies and draw up a detailed operational plan.</td>
<td>D Verity</td>
<td>January 2013</td>
<td></td>
</tr>
<tr>
<td>12. A discussion paper on Pilot of Electronic submission and assessment of assignments to be presented at the February meeting.</td>
<td>S Young</td>
<td>May 2013?</td>
<td></td>
</tr>
<tr>
<td>13. Establish working party to discuss development of guidelines for supporting students part way through a subject who become incarcerated (or otherwise unable to attend campus).</td>
<td>A Burrell</td>
<td>Early 2013</td>
<td>An update was provided at the March meeting that this had been referred to the Deputy Librarian last week. Grazyna Tydda will report back to SLTC.</td>
</tr>
<tr>
<td>14. On line provision of unit readers - refer the proposal to the Library Committee and seek a report at the end of the year on progress</td>
<td>G Tydda</td>
<td>May SLTC meeting?</td>
<td></td>
</tr>
<tr>
<td>15. Development of expanded Academic Integrity policy. Formation of working party, development of working paper and initial consultation.</td>
<td>D Verity</td>
<td>April 2013</td>
<td></td>
</tr>
<tr>
<td>16. The Provost requested that a paper on quality assurance in the iLearn implementation be compiled for review by this Committee in mid 2013.</td>
<td>I Solomonides</td>
<td>mid 2013</td>
<td></td>
</tr>
<tr>
<td>17. Process for setting the standards for LEU and AUSSE data and monitoring to be discussed at a future meeting</td>
<td>D Verity</td>
<td>July 2013</td>
<td>Further discussions to be held with stakeholders during 2013.</td>
</tr>
</tbody>
</table>
1. REPORTS

1.1 Provost's Report

The Provost reported on the following matters:

- **Compacts**: Visit to Macquarie University in May by Federal Government personnel regarding Compacts (contract between Federal Government and the Universities) which provide a framework for universities to pursue their distinctive missions and strategic goals while contributing to the national objectives for higher education, research, research training and innovation. The visit will focus on the Teaching Standards Framework and collaborative work undertaken will assist with quality assurance/enhancement and alignment with the AQF Standards framework positioning MQ well for 2015. Key areas of focus:
  - Increase in participation rate in PACE units by Undergraduate cohorts.
  - Increase in pass rates for domestic students.
  - Formal teaching qualifications: Access to ongoing professional development. Team from DIST visiting the University in the near future.

- **English Language competency**: It is now widely recognised that English language is a challenge for all Universities. The Provost recently visited the University of Melbourne and RMIT. The University of Melbourne has recently developed a tool to assess English Language Proficiency. This tool has been validated by ACER and the assessment places students into three groups:
  - Students who do not require support
  - Students who require some support
  - Students who require intensive support

  English competency at graduation is also a significant challenge faced by all tertiary institutions. The Provost, at her meeting with RMIT, had vocalised that “every class is an English class”. In remarking that there was a strong consensus that this is the case, the Provost confirmed that English Language competency would be one of her main projects in collaboration with RMIT this year.
• **Distance/Online Learning:** A green paper is being prepared. Discussion will take place in the Faculty Learning and Teaching Committees and the paper will be presented to SLTC. OUA wants to build its profile in the MOOC online space and Macquarie University will be offering the following courses of four weeks duration each, one from each Faculty. The courses will encompass high quality production values, the aim being to developing pathways to further study with Macquarie:
  
  o Anthropology
  o Financial Literacy
  o Climate Change
  o Cognitive Science

• **In 2015 TEQSA will be visiting Macquarie University.**

Ms McLean is the contact person for TEQSA and provided a brief overview of the process. She reported that TEQSA process is a dialogue and that data provided by Macquarie University will be incorporated into the overall data for dissemination. All data gathered by TEQSA will be made available prior to registration.

The following staff’s involvement has been confirmed thus far as experts:

  o Professor Judyth Sachs
  o Professor Graham Town
  o A/Professor Ian Solomonides
  o Dr Michael Hitchens
  o A/Professor Susan Page
  o Ms JoAnne Sparks

1.2 **Chair’s Report**

No report at this meeting, Professor Verity was an apology for this meeting.

*Ms Fernandez-Paredes arrived at 10:29am*

1.3 **Reports from the Offices**

**Macquarie City Campus**

The Committee noted the report.

*Mr Asher commented that the report focussed on the Macquarie University Foundation Program (MQFP) and provided a snapshot of progress since its commencement in 2012 as a pre-University enabling course for Macquarie University in 2012. There is evidence to indicate the MQFP is gaining momentum and increasingly providing Macquarie University with an additional cohort of students from a new market segment. It was particularly noteworthy that one student had attained a GPA of 4.000.*

**Learning and Teaching Centre**

The Committee noted the report. A/Professor Ian Solomonides was an apology for this meeting.
Centre for Open Education
The Committee noted the report.
Mr Burrell highlighted that functional groups within the Centre for Open Education had been renamed to accommodate the current and new directions of the Centre, mainly to reflect the increased involvement in Internet-based (online) support and delivery of services to students and staff.

PACE
The Committee noted the report.
Ms Clark mentioned that PACE had welcomed five new staff members in the broader PACE Team (at Faculty level). Additionally, she highlighted the following:

• In 2013 40% of the Undergraduate cohort of students at Macquarie University is expected to completed a PACE unit. The target for 2015 is 60% of the annual student intake to complete a PACE unit.
• Increased collaboration with the Research Office and agreement to ‘cross-market’ programs.
• The Academic Standards and Quality Committee is considering a new proposed 300 level unit submission from the Department of Accounting and Corporate Governance, which could potentially mean 1,500 more students to be accredited with a PACE unit in the Faculty of Business and Economics in 2014.

First Year Experience
The Committee noted the report.
Dr Justin Dutch was accompanied by Ms Tessa Green, Manager of Learning Skills, and Dr Rebekah Wegener, who provided a verbal update on uniWISE and the positive feedback received from parents and students, with over 500 students attending during orientation week. 7,500 enquiries had been received in uniWISE for English Proficiency modules.
There was a noticeable increase (20%) in the Learning Skills enquiries during Week 1 and up to 90% attendance at workshops.
The FYEU is also working with the Centre of Open Education regarding online mentoring for OUA units.

Sydney Institute of Business and Technology
The Committee noted the report.

• Ms Jeffares remarked on the Integrated Model approach that is used to support students’ development of English language and communication skills, and the importance placed on this in the teaching of all units.
• She also highlighted the landmark achievement of 20,000 successful graduates.
ATTACHMENT 1

The Committee noted the report.

- Ms Tydda highlighted that the new library usage figures have increased by 17% in the 2010-2012 period. The University Librarian, Ms Sparks, is to lead a review of the building to ensure the space is meeting the needs of the majority of clients.

- Library opening hours have been extended to meet the needs of Session 3 enrolees.

- Following a Service Review, the restructuring has resulted in the following structure changes:
  - Three new Managers been appointed to improve services line with the recommendations of the Service Review
  - Discipline Group Leaders affiliated to Faculties to lead teams of Research Librarians and Services Librarians.

GENERAL BUSINESS

5.1 Policies and Procedures

5.1.1 Disruption to Studies Policy

Mr Peters reported that the Chair of Academic Senate and Senate Learning and Teaching Committee, Professor Verity, the Deputy Registrar, Mr Jonathan Wylie, and he had met to discuss the operational aspects to commence planning the implementation of the Disruption to Studies Policy.

Mr Peters provided a brief update to Members of how some of these aspects are likely to be addressed from a Campus Wellbeing perspective when this Policy is implemented, and elaborated how the University of Sydney and the University of New South Wales handle these facets. He presented an example of a Professional Authority Form and remarked that a taxonomy and remedy approach is applied and a health practitioner’s statement is at the core of evaluating the severity of the disruption.

Once more work has been conducted on the implementation planning, Mr Peters would arrange for Campus Wellbeing to provide a more detailed update on the progress to this Committee.

Mr Wylie remarked that with the introduction of Tracker, for the first time there is meaningful data available regarding special considerations and it reflects a high approval rating at 86% in Academic Year 2012.

It was requested by Ms Page that Indigenous students be referred to Warawara and it was acknowledged that this would be clearly articulated in the Procedure.

It was RESOLVED that Mr Peters would arrange for a more detailed update later in the year. Also, it would be ensured that the Procedure for Disruption to Studies would clearly state that Indigenous students are to be referred to Warawara in the first instance.
5.1.2 Learning and Teaching Space Planning Policy

Dr Robertson presented the draft Learning and Teaching Space Planning Policy to the Committee. The Policy is aspirational in nature and he requested feedback and suggestions to be sent to him to relay to the Learning and Teaching Spaces Planning Committee.

The Provost suggested that the Policy be aligned with the Our University: A Framing of Futures initiative that the Vice Chancellor had launched on 22 February 2013.

**Action:** Members to forward feedback and suggestions on the Learning and Teaching Space Planning Policy to Dr Greg Robertson.

5.1.3 Recognition of Prior Learning Procedure – Progress Update  ATTACHMENT 2

A written progress report on Recognition was circulated for Members’ information.

5.1.4 Grants Procedure  ATTACHMENT 3

**Administration of Office of Learning and Teaching/ Internal Learning and Teaching**

Ms McLean presented the slightly amended Grants Procedure to the Committee and clarified that although all grant applications are to be forwarded to her as Institutional Contact Officer, the submission still needs to be completed online directly by the applicant. These changes formalise what has effectively been the practice for a short while.

Ms McLean reported that Macquarie University has had a bumper year with twenty grant applications.

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

5.2 AQF Requirements

A/Professor Pamela Coutts updated the Committee regarding compliance issues that had been identified in liaison with CoE.

The AQF is requirement is for all programs to be compliant by 2015. Moreover, clarity as to which programs are being offered in 2015 will need to be established in the next couple of months for marketing purposes. A strategic approach is to be formulated for submission to the Provost’s consideration and approval.

A/Professor Coutts mentioned that issues that had been identified would also be discussed at the Academic Standards and Quality Committee meeting scheduled for Tuesday, 19 March 2013.

It was **RESOLVED** that the Acting Chair, A/Professor Young, and A/Professor Coutts meet with the Associate Deans of Learning and Teaching and the Associate Deans of Curriculum and Quality Assurance to investigate the issues that come to light and formulate a strategic approach for submission to the Provost for consideration and approval.

*Professor Sachs and A/Professor Donald left at 11:55am.*

*Professor Mansfield left at 11.56am*
5.3 **Presentation on Student Experience Analysis**

Dr Fraser and Ms Acharya highlighted key points of the Student Experience Analysis and emphasised that the data presented was just for one year and cumulative data for 3-4 years would be required to establish a more accurate trend analyses.

A/Professor Donald commented that there seems to be an anomaly in that first year Mathematics units scored above the national average in the Skills Development, Student Support and Teaching Quality areas, yet very high failure rates are prevalent in First Year Mathematics units. It was agreed that this anomaly warranted a more detailed look and Dr Fraser/Ms Acharya would investigate and report back to A/Professor Donald.

**Action:** Dr Fraser and Ms Acharya would investigate this anomaly and report back to A/Professor Donald.

5.4 **Report from meeting of the Academic Senate**

The Committee noted the reports of meetings of the Academic Senate held on 14 February 2013 will be circulated separately.

6. **OTHER BUSINESS**

There were no matters to be addressed under Other Business.

7. **DATE OF NEXT MEETING**

The next meeting of the Senate Learning and Teaching Committee will be held on Monday, 15 April 2013 at 10:00am and is a special meeting on Recognition of Prior Learning and contributors include an external guest and other presenters.

There being no further business, the meeting concluded at 12.09pm.

A/Professor Sherman Young
Chair
1. Changes in Library's leadership role
JoAnne Sparks, the new University Librarian, commenced in the Library on 2 January 2013.

2. Building Review Project
The 'new Library' has been fully operational since July 2011 and has proven to be exceptionally popular with the University community and the general public. This popularity is reflected in the usage figures (door count) which have increased by 17%, between 2010 and 2012. This building exemplifies a new generation of Library design, providing a facility full of dynamic, collaborative and open spaces for learning. It features Learning Lounges with vending machines, post graduate research spaces, seminar, training and consultation rooms as well as state of the art technology and spaces for group presentations and group and individual study.

As planned, the Library will now conduct a review to ensure the space is meeting the needs of the majority of Library clients and the key points highlighted in the construction brief. The original architectural brief for the building outlined a series of key design concepts:

- light and connection
- a strong sense of place
- provide required seating numbers
- learning spaces form the central focus
- have a strong relationship to the rest of campus

The Review will conclude in June 2013 and provide recommendations for any changes and adjustments based on clients and stakeholders input, use data and staff comments.

3. Session 3 - Library support
Library opening hours - relevant to the demand
Following the introduction of Session 3 in January 2012 the Library extended its opening hours over the December/January period to ensure access to library services for the students enrolled for Session 3. The opening hours were increased from 58 hrs per week (8-6 Mon- Fri, 9-6 Sat) to 68 hours per week (8-8 Mon-Fri, 10-6 Sat). This is 17% increase as compared to the previous opening hours during summer schools.

Session 3 client groups and their use of the Library:
All faculties were represented. The undergraduates and postgraduates mainly used this time to catch-up or accelerate their studies. The majority of students were already studying at Macquarie University and so there was no need to provide many introductory sessions or other information literacy training.

The required support was around access to resources and included some assistance in the location of resources and some reference assistance. The impact on Learning Resources services was manageable and this client groups did not use to any great degree either Reserve or eReserve.
Comparison data in the use of Library services in 2011, when the Session 3 was introduced and with Session 3 in 2012/13 indicates some increases in the use of services. This reflects increased enrolments - by 21% as compared with first session 3. The use of resources (loans) is linked to the increase in enrolments and units. Also to the fact that in 2012 there was a recess in the middle over Christmas and New Year when the University shut down for one week and 2 days. Student may have borrowed more to be able to study over the break when we were closed.

**Students enrolment comparison data**

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<tbody>
<tr>
<td>No. of students enrolled</td>
<td>1984</td>
<td>3824</td>
<td>4629</td>
<td>+21%</td>
</tr>
</tbody>
</table>

**Session 3 Library Data**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Door Count</td>
<td>116,200</td>
<td>118,500</td>
<td>2%</td>
</tr>
<tr>
<td>Loans</td>
<td>17,000</td>
<td>23,100</td>
<td>36%</td>
</tr>
<tr>
<td>Enquiries</td>
<td>7,800</td>
<td>8,100</td>
<td>4%</td>
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<tr>
<td>Web Visits</td>
<td>489,800</td>
<td>539,100</td>
<td>10%</td>
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**Conclusions:**

- The new opening hours matched client demand.
- The experience from December 2012/January 2013 indicated that the Library offered sufficient staffing levels and staff expertise to manage expectations of the client groups.
- Planning for Session 3 2014 indicates a possible move towards significant increase of international students. This will require a review of services provided to ensure appropriate support, particularly in the area of introduction to library services and information literacy, is provided.
4. Service Improvements

Implementation of Service Review

Restructure of Library Services Department
The restructure of Library Services Department commenced in line with Service Review and three new managers were appointed:

- Manager, Client Services - Lenore O’Connor
- Manager, Partnerships and Information Literacy - Susan Vickery
- Manager, Client Collection - Jo Hardy is currently acting in this position, while Maureen Kattau is working on a project.

Expert library support for specific disciplines is provided through the implementation of four Discipline Groups organised around the Faculties and through implementation of senior roles (Discipline Group Leaders) to lead teams of Research Librarians (previously referred to as ‘Liaison Librarians’) and Services Librarians.

- Faculty of Arts – Discipline Group Leader – Geraldine Marsh
- Faculty of Business and Economics – Discipline Group Leader – Phanh Oudomlith is currently acting in this position
- Faculty of Science – Discipline Group Leader – Andrew Spencer is currently acting in this position
- Faculty of Human Sciences – Heather Cooper/Grai Calvey

The priorities for the newly restructured Library Services Department are to review its information literacy offerings and present the products online whenever possible, utilising channels such as iLearn and to review all services based on evidence so that they match client needs and expectations are easy to use.

5. New Services

Roving Service - now a regular service provided by the Library

- Following a successful Pilot of Roving Services, that was aimed to assist clients at the point of need anywhere in the Library, the service is now a regular feature of service offerings and is available 7 days a week. Clients’ feedback indicated a high level of satisfaction, particularly in relation to the immediate support in the use of equipment.

6. Resources

iShare (EQUELLA) and the move of eReserve

The Library is working in conjunction with LTC to move approximately 30,000 records from the existing eReserve collection into specially configured ‘copyright collections’ within iShare. eReserve will therefore be embedded into the University learning and teaching systems, and this should reduce compliance issues arising from the use of copyright and licenced teaching materials. It is anticipated that the system will be in use for Session 1, 2014.

New Resources

Recent purchases and content developments include:

Ebooks:
Two new ebook platforms are available for client use:
These platforms are aggregator style (that is, they host material from many different publishers) and offer great functionality to our clients. EBL offers downloads of whole ebooks to portable devices by clients (downloads are time limited to between 1-7 days), read online and read-aloud functions and a very streamlined process for Library staff to add chapters to online reserve.

Based on usage from previous years, the Library has also purchased access to additional content on specific publisher platforms. Recent additions have been made to

- Brill,
- Oxford Scholarship and
- Springer.

**Videostreaming:**
Following on from the introduction of videostreamed content in late 2011 via Kanopy, the Library has added the VEA (Video Education Australia) and Alexander Street Press (ASP) platforms. Clients currently have access to 26 titles on VEA and nearly 1,000 titles on ASP in the two subject areas of dance and psychology/counseling.

**Physical resources:**
*When online content is not available, or not the preferred format, physical resources are still added to the collection. In 2012 over 11,600 physical items (books, DVDs, etc) were added to the collection.*
## I. Client Research Project: aim, methodology

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

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

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

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

**Client segmentation**
An important goal of the staff consultation process was to use the experience of Library staff to develop an initial profile of the Library’s key client groups. There was a high level of agreement amongst staff that there are three main clusters of Library users.
- MQ Clients
- Clients who were MQ community in the past (e.g., Alumni)
- Non-MQ Clients

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

<table>
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<tr>
<th>II. OUTCOMES</th>
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<tbody>
<tr>
<td><strong>MQ Clients</strong></td>
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<tr>
<td><strong>Clients who were MQ community in the past (e.g., Alumni)</strong></td>
</tr>
<tr>
<td><strong>Non-MQ Clients</strong></td>
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</tbody>
</table>

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

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

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

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

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

III. Recommendations

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

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

3. **Develop services tailored to client groups**
Build a structure that is aligned to client needs
Review online services and consider extending these services in ways that align with the different needs of its clients.
Procedure: Recognition of Prior Learning (RPL)

CONTEXT
The draft RPL Policy was approved in principle at the 18 February SLTC meeting, providing a conceptual framework within which the RPL Procedures can be developed.

PROGRESS UPDATE
1. An RPL Procedures project plan has been created around the following key components: Benchmarking; Assessment Guidelines & Tools; Systems; Business Processes; Reporting, Reviewing & Auditing; Correspondence Packages, and Communication Strategies for internal and external stakeholders.
2. Benchmarking is currently underway and is expected to be completed by Monday 18 March:
   - Focus: RPL Procedures, mechanisms for assessing Informal and Non Formal learning, and Quality Assurance Frameworks which support RPL.
   - Sources: Other institutions, the TEQSA Good Practice Database, and the Australian Qualifications Framework (including AQF Explanations).
3. A program for the 15 April Special/Reserve meeting of SLTC is currently being developed, with a focus on strategic and operational issues associated with RPL.

NEXT STEPS
Work will continue in line with the project plan.
Key stakeholders will be engaged with relevant stages of the project plan, as per their area of expertise or responsibility. Engagement will be through consultation and/or membership to small Working Parties.

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Hayley Harris,
Project Officer, Governance Services
E: hayley.harris@mq.edu.au
T: 9850 1126

March 14, 2013
## Administration of Office for Learning and Teaching (OLT) Australian Learning and Teaching Council (ALTC) Grants Procedure

### Purpose
To document the steps for administering Office for Learning and Teaching (OLT) Australian Learning and Teaching Council (ALTC) Grants.

### Procedure
This procedure requires actions by the following:
- Associate Dean (Learning and Teaching)
- Budget Officer, Office of the Provost
- Faculty Director (Learning and Teaching)
- Grant Project Group
- Learning and Teaching Awards and Grants Officer, Office of the Provost
- Staff member

This procedure consists of the following steps:
- Identify potential nominees.
- Select nominees.
- Prepare application.
- Assist with application.
- Submit application.
- Receive OLT ALTC Grant Selection Panel decision.
- Manage application.
- Manage contract.
- Pay Grant Money.
- Announce the winners to the University community.
- Monitor Project Progress.

### Identify Potential Nominees
- Compile the Internal Grants Reports and Grant Selection Panel recommendations for potential ALTC Grant nominees.
- Send to Associate Deans (Learning and Teaching) and Faculty Directors (Learning and Teaching).

Circulate OLT Grant guidelines and timelines to:
- previous Macquarie University Grant winners
- Associate Deans (Learning and Teaching)
- Faculty Directors (Learning and Teaching)

### Assist with Application
- Check the application for compliance with OLT ALTC guidelines.
PROCEDURE

Administration of Internal Learning and Teaching Grants Procedure

**Purpose**
To document the steps for administering Internal Learning and Teaching Grants.

**Procedure**
This procedure requires actions by the following:
- Associate Dean (Learning and Teaching)/ Faculty Director (Learning and Teaching)
- Budget Officer, Office of the Provost
- Learning and Teaching Awards and Grants Officer, Office of the Provost
- Deputy Vice-Chancellor, Provost
- University Learning and Teaching Grants Selection Panel

This procedure consists of the following steps:
- Update Grant guidelines and Calendar for Learning and Teaching Awards and Grants
- Call for grant applications
- Receive grant applications
- Update Grants Management System database
- Assemble a Grant Selection Panel
- Agree successful applications
- Notify applicants of outcome
- Pay grant money
- Announce winners to the University community
- Monitor project progress
- Select nominees for Office for Learning and Teaching (OLT) Australian Learning and Teaching Council (ALTC) Grant schemes

**Learning and Teaching Awards and Grants Officer, Office of the Provost**

**UPDATE GRANT GUIDELINES AND CALENDAR**
- review and update Learning and Teaching Grant guidelines annually to align with:
  - OLTALTC Guidelines available on the OALTC website
  - strategic aims and objectives of the Macquarie Academic Plan
- review and update the Calendar for Learning and Teaching Awards and Grants, application forms and other templates
- upload updated documents to the Learning and Teaching Provost’s website

**CALL FOR GRANT APPLICATIONS**
Advise staff of the closing date for all Learning and Teaching Grants applications:
• Faculty Associate Deans (Learning and Teaching)/ Faculty Directors (Learning and Teaching)
• all Staff through an MQ Announcement

**UPDATE GRANTS MANAGEMENT SYSTEM DATABASE**

Receive soft copies of applications from the Faculty Associate Deans/Faculty Directors (Learning and Teaching).
Create a separate University file for each Grant.

**ASSEMBLE A GRANT SELECTION PANEL**

*For Learning and Teaching Grant Schemes* assemble an Grant Selection Panel consisting of:

- Deputy Vice-Chancellor (Provost) – Chair
- Chair, Vice-President of Academic Senate
- Chair, Senate Learning and Teaching Committee
- Director, Learning and Teaching Centre
- *A member of the Teaching Excellence Academy* A member of academic staff who has been awarded an ALTC Award or Grant
- Student representative
- Learning and Teaching Awards and Grants Officer – Secretary to the Panel

*For the Emerging Technologies Grants Scheme* request the Deputy Vice-Chancellor, Provost to appoint the Grant Selection Panel.

**NOTIFY APPLICANTS OF OUTCOME**

- draft letters to all applicants for the signature of the Deputy Vice-Chancellor (Provost), detailing why they were successful / unsuccessful
- for successful applicants:
  - prepare a Letter of Offer including the conditions of the Grant awarded and the project reporting requirements
  - include a Letter of Acceptance
  - enter details into Macquarie University Grants Management System database (IRIS)
  - advise the applicant of their IRIS Project Reference Number
- copy letters to the Head of Department, Executive Dean/Dean, Associate Dean (Learning and Teaching), Faculty Director (Learning and Teaching), Faculty Finance Manager, and Budget Officer, Office of the Provost

**ANNOUNCE WINNERS TO THE UNIVERSITY COMMUNITY**

List successful Grant applicants by Grant Scheme and upload copies of their successful applications onto the Provost’s website.

Liaise with the Marketing Unit to announce the successful Grant applicants to the University community.
MONITOR PROJECT PROGRESS
Monitor and administer all Grant extension requests and Project or Budget adjustment requests.
- remind successful applicants that Carry-Forward Request Forms need to be received by the Office of the Provost by 10 September of the current year.
- monitor Grant expenditure and liaise with Project leader if project account is over or under expended
- arrange for the Deputy Vice-Chancellor (Provost) to review extension requests
- notify applicants of the decision
- send a reminder through IRIS a month before a Progress Report or Final Report is due.
- receive a soft copy of the Final Report.
- update the status in IRIS.
- add the Final Report to the University file and upload it onto the Office of the Provost website.

Facilitate the completion of Project Reports so that the applicant maintains eligibility for further Learning and Teaching Grants.

SELECT NOMINEES FOR OLTALTC GRANT SCHEMES
Compile the Internal Grant Reports and the recommendations of the Grant Selection Panel concerning possible nominees for OLTALTC Grants.

Send to Faculty Associate Deans (Learning and Teaching) and Faculty Directors (Learning and Teaching).

RECEIVE GRANT APPLICATIONS
Support potential applicants for an internal grant.

Send in priority order soft copies of applications to the Office of the Provost

Appoint a Grant Selection Panel for the Emerging Technologies Grants Scheme.

AGREE SUCCESSFUL APPLICATIONS
Consider all Learning and Teaching Grant applications.
Agree successful applicants.

PAY GRANT MONEY
- receive the Letters of Acceptance
- create a budget account for each Grant
- inform successful applicants and Faculty Financial Managers of the budget account numbers
- pay current year amount in July (as per Grant Budget in Application)
- where applicable, pay second payment in January of the

Comment [K1]: No carry-over is allowed.

Comment [K2]: Still relevant?
following year

<table>
<thead>
<tr>
<th><strong>Contact Officer</strong></th>
<th>Learning and Teaching Awards and Grants Officer, Office of the Provost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date Approved</strong></td>
<td>24&lt;sup&gt;th&lt;/sup&gt; March 2013 – Draft 12 December 2012</td>
</tr>
<tr>
<td><strong>Approval Authority</strong></td>
<td>Senate Learning and Teaching Committee</td>
</tr>
<tr>
<td><strong>Date of Commencement</strong></td>
<td>6&lt;sup&gt;th&lt;/sup&gt; April 2013 – same date as re-appraisal</td>
</tr>
<tr>
<td><strong>Amendment Dates</strong></td>
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<tr>
<td><strong>Date for Next Review</strong></td>
<td>April 2016 – 3 years from date of re-appraisal</td>
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<tr>
<td><strong>Related Documents</strong></td>
<td>Applying for Internal Learning and Teaching Grants Procedure</td>
</tr>
<tr>
<td></td>
<td>Administration of Australian Learning and Teaching Council</td>
</tr>
<tr>
<td></td>
<td>Office for Learning and Teaching Grants Procedure</td>
</tr>
<tr>
<td></td>
<td>Macquarie Academic Plan (under development)</td>
</tr>
<tr>
<td><strong>Keywords</strong></td>
<td>Priority Grant, Competitive Grant, Teaching Equipment Grant, Innovation and Scholarship Program, Emerging Technologies Grant, Application, Grant, Learning and Teaching, Project, Applicant</td>
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</tbody>
</table>
• Arrange for the application to be signed by the Deputy Vice-Chancellor (Provost).

• Advise the OLT about the applications.

ANNOUNCE WINNERS TO THE UNIVERSITY COMMUNITY
• List successful Grant applicants by Grant Scheme and upload copies of their successful applications onto the Provost’s Learning and Teaching website.
• Liaise with the Marketing Unit to announce the successful Grant applicants to the University community.

MANAGE APPLICATION
• Create a University file for each successful application.
• File all relevant documentation that arises from the date of the application until the completion of the Project.
• Enter the Project details into IRIS so that its progress can be tracked.
• Check the OLT ALTC Grants Management System database (IRIS) for the application status.
• Advise the applicant of the IRIS Project Reference number.

MANAGE FUNDING AGREEMENT
• Receive the Funding Agreement from OLT ALTC.
• Request a Funding Agreement review by the Office of the General Counsel Contracts Team in the Research Office, following guidelines on the Research Office website.
• Arrange for the Funding Agreement to be signed by the Vice-Chancellor.
• Return the signed and reviewed Funding Agreement to OLT ALTC.
• File a copy of the Funding Agreement in the University file.

MONITOR PROJECT PROCESS
• Assist the Grant recipient with Project Management.
  • Monitor Grant expenditure and liaise with Project Leader if project account is over or under expended.
  • Monitor and administer all Grant extension requests and Project or Budget adjustment requests.
  • Keep the University file up to date.
  • Send a reminder through IRIS a month before a Progress Report or Final Report is due.
  • Receive a hard copy of the Final Report.
  • Send a copy of the Final Report to OLT ALTC.
- Update the status in IRIS.
- Add the Final Report to the University file and upload it onto the Learning and Teaching Office of the Provost’s website.

### Associate Deans (Learning and Teaching) and Faculty Directors (Learning and Teaching)

#### SELECT NOMINEES
- Take the Internal Grants Reports and the Grant Selection Panel recommendations to the Faculty Learning and Teaching Committee
- Select Faculty nominees for ALTC Grants
- Identify Grant applicants.
- Assist applicants nominees who accept to compile a Grant application Project Report.

### Grant Project Group

#### PREPARE APPLICATION
- Identify potential Grant partners.
- Work with applicant to prepare the Grant application, following the application guidelines on the OLTALTC website.
- Appoint the Learning and Teaching Awards and Grants Officer in the Office of the Provost to be the Institution Contact.

### Staff member

#### SUBMIT APPLICATION
- Submit a draft of the OLT Grant application to the Office of the Provost for endorsement.
- Submit the endorsed application through the online OLTALTC Grants Portal Management System or send letter of endorsement to Lead University.
- Submit a hard copy of the application to the Office of the Provost.

### Budget Officer, Office of the Provost

#### RECEIVE OLTALTC GRANT SELECTION PANEL DECISION
- Receive the decision of the OLTALTC Grant Selection Panel.

#### PAY GRANT MONEY
- Receive Grants from OLTALTC.
- Create a budget account for each Grant.
- Pay the Grant amount to the successful applicants.
- Notify the successful applicants of the account code.

### Contact Officer
Learning and Teaching Awards and Grants Officer, Office of the Provost

### Date Approved
24th March 2013

### Approval Authority
Senate Learning and Teaching Committee
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<tr>
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<td>Date for Next Review</td>
<td>April 2016 3 years after re-approval</td>
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<tr>
<td>Related Documents</td>
<td>Applying for Internal Learning and Teaching Grants Procedure Administration of Internal Learning and Teaching Grants Procedure</td>
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<tr>
<td>Keywords</td>
<td>Office for Learning and Teaching, OLT Australian Learning and Teaching Committee, ALTC, Grants, Priority Grants, Competitive Grants, Application, Grant, Project, Funding</td>
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</tbody>
</table>
# Applying for Internal Learning and Teaching Grants Procedure

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To document the steps to apply for, and manage, an internal Learning and Teaching Grant</th>
</tr>
</thead>
</table>
| Procedure | This procedure requires actions by the following:  
  • Staff member |

This procedure consists of the following steps:  
  • Prepare an application  
  • Submit an application  
  • Receive notification of the Selection Panel’s decision  
  • Receive the Grant money  
  • Comply with the conditions of funding.  

| Staff member | PREPARE AN APPLICATION  
  • check the Calendar for Learning and Teaching Awards and Grants before writing your application  
  • check Macquarie’s Internal Learning and Teaching Awards Grants guidelines before writing your application  
  • target the criteria and guidelines when writing your application |

| SUBMIT AN APPLICATION | consult the Faculty Associate Dean (Learning and Teaching)/Faculty Director (Learning and Teaching) regarding the faculty procedure for submitting a Learning and Teaching Grant application  
  • provide the Faculty Associate Dean (Learning and Teaching)/Faculty Director (Learning and Teaching) with a copy of your application before the faculty closing date |

| RECEIVE NOTIFICATION | receive a letter from the Office of the Provost with the Grant Selection Panel’s decision  
  If successful:  
  • check all the conditions in the Letter of Offer  
  • sign the Letter of Acceptance and send it to the Budget Learning and Teaching Awards and Grants Officer, Office of the Provost, within the stated time period  
  • make a note of all key dates and reporting requirements  
  If unsuccessful:  
  • consult the Faculty Associate Dean (Learning and Teaching)/Faculty Director of Learning and Teaching for feedback |
• if recommended by the Grant Selection Panel or Faculty Associate Dean (Learning and Teaching)/ Faculty Director (Learning and Teaching), submit a revised application for the current year’s Second Round of Learning and Teaching Grant Schemes selection process or for the following year’s selection process.

RECEIVE GRANT MONEY
• receive an account number from the Budget Officer, Office of the Provost.
• receive the first amount (as per the Grant Budget outlined in your application) in July of the current year.
• where applicable, receive a second payment within four weeks of the submission of your Progress Report.

COMPLY WITH CONDITIONS OF FUNDING
• evaluate your project to ensure you meet the milestones and key dates (i.e. Project start and end date, Progress Report and Final Report due date).
• provide the Learning and Teaching Awards and Grants Officer with a Progress Report and a Final Report.
• spend all your funds (i.e. ensure funds are paid out from your account) by 31 December of the current year. **There will be no carry-forward of unspent monies from one year to the next year.**
  • If you are unable to spend the allocated funds by 31 December, apply for a carry forward of unspent funds using the Application for Carry Forward form. Note: Requests for carry forward of unspent funds will be approved by the Deputy Vice-Chancellor, Provost only in exceptional circumstances.
  • Submit your request to the Office of the Provost by 10 September.
• if you are unable to meet the project milestones or the date of completion, seek an extension as per the conditions in the Letter of Offer.
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ITEM 10.1: AQF COMPLIANCE OF MACQUARIE'S ACADEMIC PROGRAMS

For discussion
DISCUSSION PAPER: AQF COMPLIANCE OF MACQUARIE’S ACADEMIC PROGRAMS

CONTEXT

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

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

Analysis of the University’s Academic Programs undertaken in February 2013 confirmed broad agreement between our Bachelor’s Degree Programs and the provisions of the AQF. However, it also revealed some significant divergences between the provisions of the AQF and the structures of some of our other programs, most especially in the postgraduate space. This discussion paper addresses those issues.

On 10 April 2013, a Working Party met to consider Macquarie University’s position in relation to the Australian Qualifications Framework (AQF) Levels Criteria and Qualifications Type requirements.

The Working Party membership comprised the Chair of Academic Senate, the Associate Deans - Learning & Teaching, the Associate Deans – Quality, the Manager of Academic Programs (MGSM), and the Project Officer, Governance Services.

Prior to the meeting of the Working Party, the Chair of Academic Senate discussed the situation with the Deputy Vice- Chancellor and Provost, and briefed the Executive Deans.

Note: it should also be observed that CRIT II is currently reviewing the student workload requirements, in terms of hours per unit, for undergraduate and postgraduate programs to bring them into line with the AQF.

PURPOSE

This paper is intended to capture the critical issues, discussions and recommendations of the Working Party, which are presented in an attempt to ensure Macquarie University is compliant with the AQF Levels Criteria and Qualifications Type requirements by 1 January 2015.

EXECUTIVE SUMMARY OF RECOMMENDATIONS

For easy reference, the following list summarises the recommendations made by the working party. Numbers cross reference to corresponding, more detailed, discussion in the “issues for consideration” section below.

1.3.1. All existing Graduate Diplomas to be rebranded as Diplomas.

1.3.2. All existing Graduate Certificates to be discontinued, or restructured as Diplomas.

2.2.1. That the General Requirements of the current Graduate Diploma and Diploma programs be explored with the view to standardising these requirements through modification of the Diploma in Languages/Ancient Languages requirements to include a Level 7 major structure. That is, a minimum of 24 credit points from a set, with a minimum of 12 credit points being at 300 – 500 level.

3.3.1. All existing Postgraduate Diplomas to be renamed Graduate Diplomas, and all existing Postgraduate Certificates be renamed Graduate Certificates.

3.3.2. Standardise volume of learning/structure of all level 8 Graduate Certificate and Graduate Diploma programs at Macquarie University as follows:

- Graduate Certificate: A minimum volume of learning requirement of 0.5 FTE Years. That is, 16 credit points (4 units) at 600 level or above.
- Graduate Diploma: A minimum volume of learning requirement of 1 FTE Year. That is, 32 credit points (8 units) at 600 level or above.

3.3.3. Stipulate that all level 8 Graduate Diploma and Graduate Certificate qualifications must contain a minimum amount of content at 800 level or above, as follows:

- Graduate Certificate: At least 12 credit points (3 units) at 800 level or above.

- Graduate Diploma: At least 24 credit points (6 units) at 800 level or above.

4.3.1. Standardise admission and volume of learning requirements for all Level 9 Master by Coursework programs at Macquarie University around the structure provided by the AQF as outlined in paragraphs 4.1.1.1-4.1.1.4 below. The Recognition of Prior Learning (RPL) process to be used to argue for equivalence for admission or to reduce the volume of learning required.

4.3.2. All level 9 Master by coursework programs to consist of 64 credit points (16 units) of study of which at least 48 credit points (12 units) must be at 800 level or above.

4.3.3. All Level 9 Master by coursework programs to contain training in research practice and methodology, an individual research component, and a project work or practice related component.

5.2.1. Introduce program-level learning outcomes for all programs at Macquarie University, and map these to the unit-level learning outcome of constituent units.

6.2.1. All existing Double Masters degrees to be discontinued. The RPL policy will allow for a second stand-alone Masters degree in a related discipline to be completed after a 1 FTE year of level 9 study. Alternative models for packaged Double Masters programs will be explored.

7.2.1. A four-year Bachelor Degree program may be granted the status of a level 8 qualification. This status to be assessed on a case-by-case basis.

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**Figure 1: Proposed Structure of Graduate Certificate, Graduate Diploma and Masters by Coursework Programs**

**ISSUES FOR CONSIDERATION**

1. Graduate Diplomas and Graduate Certificates within the AQF structure

   1.1. AQF:

      1.1.1. The nomenclature of Graduate Diploma and Graduate Certificate, as employed by the AQF, refers to a Level 8 postgraduate qualification.

   1.2. Macquarie University’s position:

      1.2.1. Graduate Diplomas at Macquarie University are Level 7 qualifications, typically built around the General Requirements for a Major of a Level 7 Bachelor degree.

      That is, a minimum of 24 credit points in total, with a minimum of 12 credit points being at 300 – 500 level.
1.2.2. Graduate Certificates at Macquarie University are Level 7 qualifications, typically built around the General Requirements for a Minor of a Level 7 Bachelor degree. That is, a minimum of 12 credit points in total, with a minimum of 6cp being at 200 – 500 level.  

1.2.3. At Macquarie University, Graduate Diplomas and Graduate Certificates provide students holding a completed Bachelor degree with the opportunity to undertake an in depth study in a different discipline. These programs are pursued for a range of reasons: professional development, personal interest, and as conversion programs for the purpose of meeting the admission requirements of a postgraduate program. Enrolments in these programs are generally low, with the exception of the Graduate Diploma of Education which will be discontinued from 2014.

1.2.4. An equivalent qualification type does not exist within the AQF, with Graduate Diplomas and Graduate Certificates positioned as Level 8 qualifications.

1.3. Working Party Discussion and Recommendation:

1.3.1. Recommendation: All existing Graduate Diplomas to be rebranded as Diplomas.

Discussion: This will release the nomenclature for rebranding of the Postgraduate Diplomas and Postgraduate Certificates.

1.3.2. Recommendation: All existing Graduate Certificates to be discontinued, or restructured as Diplomas.

Discussion: The rebranding of these programs as Certificates is not viable. The AQF only provide for the existence of vocationally oriented Certificates: Certificate I, Certificate II, Certificate III and Certificate IV. For this same reason, the Certificate in Languages and the Certificate in Ancient Languages were discontinued in 2012.

1.3.3. Discussion: Other universities offer equivalent programs which appear to be made up of units from a Level 7 qualification. What are these institutions planning to do to ensure compliance?

1.3.4. For consideration: Rebranding the existing Graduate Diplomas as Diplomas, and making a case to the AQF that these programs, at Macquarie University, are equivalent to Level 7.

The basis for this case would be that the units undertaken in the Diploma are common to units undertaken in a major structure of a Bachelor degree and, therefore, there is a depth of knowledge which goes beyond a Level 5 qualification.

2. Standardisation of Diploma programs

2.1. Macquarie University’s position:

2.1.1. Currently, the only Diploma programs at Macquarie University are the Diploma of Languages and Diploma of Ancient Languages.

The General Requirements of these programs is a minimum of 24 credit points.

2.1.2. If the University rebrands Graduate Diplomas as Diplomas, there will be divergent General Requirements at this level. This would become especially problematic if the University considered making a case to the AQF to have the Diplomas recognised as a Level 7 qualification.

2.2. Working Party Discussion and Recommendation:

2.2.1. Recommendation: That the General Requirements of the current Graduate Diploma and Diploma programs be explored with the view to standardising these requirements through modification of the Diploma in Languages/Ancient Languages requirements to include a Level 7 major structure. That is, a minimum of 24 credit points from a set, with a minimum of 12 credit points being at 300 – 500 level.

Discussion: This proposal would best support a case to AQF to have the Diploma programs recognised as Level 7 qualifications (depth).

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2 This is the general structure of a Macquarie University Graduate Certificate; however an Undergraduate Minor requires the 6 credit points to be at 300 - 500 level.

3 Equivalent to Macquarie University’s current Postgraduate Diplomas and Postgraduate Certificates.

4 The Graduate Certificate of Teaching (8 to 12 years) and the Graduate Certificate of Biotechnology are the only Graduate Certificates which do not have a related Graduate Diploma program.
3. **Structure and rebranding of Postgraduate Diplomas and Postgraduate Certificates**

3.1. **AQF:**

3.1.1. The nomenclature of Postgraduate Diplomas and Postgraduate Certificates does not exist in the AQF.
3.1.2. The AQF stipulates volume of learning requirements for a Level 8 Graduate Diploma as 1 - 2 Full Time Equivalent (FTE) Years.
3.1.3. The AQF stipulates volume of learning requirements for a Level 8 Graduate Certificate as 0.5 – 1 Full Time Equivalent (FTE) Years.

3.2. **Macquarie University’s position:**

3.2.1. Macquarie University currently offer a range of Postgraduate Diplomas and Postgraduate Certificates.
3.2.2. Following exploration of Postgraduate Diplomas and Postgraduate Certificates at Macquarie University, it was found that:
   - the structure and volume of learning at both levels were not standardised/consistent,
   - the volume of learning of many programs, across both levels, is not compliant with the AQF requirements.

3.3. **Working Party Discussion and Recommendation:**

3.3.1. **Recommendation:** All existing Postgraduate Diplomas to be renamed Graduate Diplomas, and all existing Postgraduate Certificates be renamed Graduate Certificates.
   **Discussion:** With the nomenclature freed up by rebranding our Graduate Diplomas as Diplomas, and by discontinuing our Graduate Certificates, this is a straightforward modification.

3.3.2. **Recommendation:** Standardise volume of learning/structure of all level 8 Graduate Certificate and Graduate Diploma programs at Macquarie University as follows:
   - Graduate Certificate: A minimum volume of learning requirement of 0.5 FTE Year. That is, 16 credit points (4 units) at 600 level or above.
   - Graduate Diploma: A minimum volume of learning requirement of 1 FTE Year. That is, 32 credit points (8 units) at 600 level or above.
   **Discussion** The Associate Deans (L&T) to identify the most problematic/misaligned programs within their own faculty.

3.3.3. **Recommendation:** Stipulate that all level 8 Graduate Diploma and Graduate Certificate qualifications must contain a minimum amount of content at 800 level or above, as follows:
   - Graduate Certificate: At least 12 credit points (3 units) at 800 level or above.
   - Graduate Diploma: At least 24 credit points (6 units) at 800 level or above.
   **Discussion:** Level 8 and 9 qualifications may contain a proportion of introductory or gateway units designed for learners entering a program from a non-cognate background. The RPL mechanism applies to provide credit for these units to learners from a cognate level 7 background. The AQF indicates that a learner with a cognate level 7 qualification could complete a level 9 Masters degree after only 1.5 FTE years of study.

TEQSA state that it is ‘...doubtful whether advanced knowledge at Level 8 could be developed within a one-year Graduate Diploma if it made significant use of units from a Level 7 Bachelor Degree without adaptation.’ It is clear that the use of gateway Units must be limited within Level 8 awards. The minimum requirements for 800 level study in level 8 qualifications proposed here have been pro-rated from those suggested by the AQF for a level 9 Masters program.

4. **Structure of Masters programs:**

4.1. **AQF:**

4.1.1. The AQF stipulates volume of learning requirements for a Level 9 Masters in terms of admission requirements/previous qualifications:
   
   4.1.1.1. Following a Level 7 qualification in the same discipline: 1.5 Full Time Equivalent (FTE) Years.
   4.1.1.2. Following a Level 8 qualification in the same discipline: 1 Full Time Equivalent (FTE) Year.
   4.1.1.3. Following a Level 7 qualification in a different discipline: 2.0 Full Time Equivalent (FTE) Years.
   4.1.1.4. Following a Level 8 qualification in a different discipline: 1.5 Full Time Equivalent (FTE) Years.

4.1.2. TEQSA state: *The AQF goes on to require accrediting authorities (such as TEQSA) to ensure that ‘The Masters
Degree (Coursework) is designed so that graduates will have undertaken a program of structured learning with some independent research and project work or practice-related learning. TEQSA concludes that all Masters Degree (Coursework) graduates are required to have knowledge of research principles and methods, and to undertake some independent research, and that project work or practice-related learning are alternatives to each other, not alternatives to research.5

4.2. Macquarie University’s position:

4.2.1. Macquarie University currently offer a range of Master degrees.

4.2.2. Following exploration of Masters degrees at Macquarie University, it was found that:

- the structure and volume of learning was not standardised/consistent,
- the volume of learning of many of the programs is not compliant with the AQF requirements,
- the research principles and methods, independent research, and project work or practice-related learning components were not present in every program.

4.3. Working Party Discussion and Recommendation:

4.3.1. Recommendation: Standardise admission requirements and volume of learning requirements for all Level 9 Master by Coursework programs at Macquarie University around the structure provided by the AQF as outlined in paragraphs 4.1.1.1-4.1.1.4 above. The Recognition of Prior Learning (RPL) process to be used to argue for equivalence for admission or to reduce the volume of learning required.

This proposed structure for Graduate Certificates, Graduate Diplomas, and Masters by Coursework are summarised in figure 1 above.

Discussion: In this structure, the Graduate Certificate is not nested directly into the Graduate Diploma as in the currently typical Macquarie University arrangements. Both are Level 8 qualifications that differ in the volume of learning only.

4.3.2. Recommendation: All level 9 Master by coursework programs to consist of 64 credit points (16 units) of study of which at least 48 credit points (12 units) must be at 800 level or above.

Discussion: We might wish to explore the possibility of making a distinction between disciplinary (non-gateway) units within Graduate Diplomas and Certificates and advanced disciplinary units which would populate the second year of a 2-year Masters program. These could be differentiated using the 800/900 level descriptors.

4.3.3. Recommendation: All Level 9 Master by coursework programs to contain training in research practice and methodology, an individual research component, and a project work or practice related learning component.

Discussion: Material on research practice and methodology need not be delivered in a dedicated unit of study. However, if it is distributed across the program the attainment of the corresponding learning outcomes needs to be evidenced by appropriate assessments and these learning outcomes at a unit level must be mapped to program level research methodology learning outcomes. Units in which these learning outcomes in research methodology are evidenced must then be made core to the program.

Discussion: The research requirement does not necessarily mean an individually supervised dissertation/research project, but a piece of work that is individually submitted and has ‘some independent research’.6 Assessment of research outcomes can (and probably should) be broken down into a number of components across a semester, for example separate submission and assessment of literature survey, experimental design and final results.

Discussion: A Capstone Unit could be developed to satisfy the project work / practice related learning requirement. Research or Capstone Units may be developed for a specific program, or developed for a set of programs where the relevance can be justified against program-level learning outcomes. The concept of substantial research should be tied to the knowledge gained through execution of the research, not the credit point requirements.

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6 Ibid.
Discussion: The individual research component and the project work / practice related learning component should each comprise a volume of learning equivalent to at least one unit of study. It is possible for these components to be embedded into a number of units in a program, as long as they can be shown to deliver appropriate level 9 learning outcomes. Should these learning outcomes be distributed across a number of units in a program then its structure must ensure that every student will complete all of those units in order to attain the Masters qualification. In principle, all units into which this learning has been embedded would have to become compulsory - or at least where alternatives are available then all those alternates must deliver the same embedded learning outcomes.

Discussion: The AQF explicitly states that students must “plan and execute a substantial research-based project”. Consequently, a number of smaller embedded research projects may not necessarily meet the same level 9 learning objectives as a single, more in-depth research exercise. Proposals to embed individual research learning outcomes in this way will be considered on a case-by-case basis.

5. Introduction of program-level learning outcomes

5.1. Macquarie University’s position:

5.1.1. Currently, Macquarie University does not have a requirement to have program-level learning outcomes, with outcomes sitting primarily at the unit level.

5.1.2. The Recognition of Prior Learning Policy, which is scheduled for implementation by 1 January 2015, allows for credit to be granted where the prior learning can be mapped against learning outcomes at either the unit or program level.

5.2. Working Party Discussion and Recommendation:

5.2.1. Recommendation: Introduce program-level learning outcomes for all programs at Macquarie University, and map these to the unit-level learning outcome of constituent units.

Discussion: The AQF benchmarks the level of all qualifications against program-level learning outcomes.

Discussion: The draft HESP standard on Learning Outcomes (March 2013) states that:

- The learning outcomes to be achieved on completion of a course of study are specified for each course of study.
- The learning outcomes for each course of study are consistent with the qualification awarded, are comparable with those for courses of study that lead to the same or a similar qualification in Australia and are informed by international comparators.
- The relationship between the overall learning outcomes for each course of study and the learning outcomes for units that contribute to the course of study is demonstrable.
- The assessment of student learning, whether at unit level, course level, or in combination, encompasses all specified learning outcomes for each course of study.

Discussion: For generic degrees, such as the BA and BSc, program level learning outcomes to be attached to Majors and Minors.

Discussion: RPL credit can be in the form of individual units where mapped against unit learning outcomes, or in the form of block credit where mapped against program-level outcomes. Departments may choose to provide intermediate statements of learning outcomes that apply to (and are mapped onto) a specified collection of units, even if those units in themselves do not lead to an intermediate qualification.

For example, to facilitate the granting of credit for the gateway units of a degree it will be advantageous to have a single statement of the overall learning outcomes developed in those units. The completion of gateway units alone cannot lead to a level 8 qualification, but these intermediate learning outcome statements will allow for block credit to be granted for those components of a program.

Departments may choose to deliver programs that are only available to learners with cognate level 7 or non-cognate level 8 qualifications. In such cases, the Department in question need not deliver gateway units.

Under the RPL policy, Departments will develop RPL plans to describe how RPL decisions will be evidenced and made against learning outcomes in their discipline. Academic Senate will approve these plans and their implementation will be monitored by ASQC and FSQCs.

6. Double Masters degrees.
6.1. Macquarie University's position:

6.1.1. Macquarie University has a number of Double Masters degrees, some of which can be completed within 1.5 FTE Years. That is, 48 credit points.

6.2. Working Party Discussion and Recommendation:

6.2.1. Recommendation: All existing Double Masters degrees to be discontinued. Alternative models for packaged Double Masters programs will be explored.

Discussion: It was difficult to justify the reduction in the volume of learning embodied in existing Double Masters arrangements. With a comprehensive RPL policy, a second standalone Masters would be able to be completed in a minimum of one FTE year.

7. Four-Year Bachelor Degrees.

7.1. Macquarie University's position:

7.1.1. Macquarie University has a number of four-year Bachelor degrees from which it is possible to exit with an Honours designation. In some of these programs only a subgroup of students are awarded an Honours designation, which may be granted on the basis of performance or on the completion of an appropriate thesis (for example).

7.2. Working Party Discussion and Recommendation:

7.2.1. Recommendation: A four-year Bachelor Degree program may be granted the status of a level 8 qualification. This status to be assessed on a case-by-case basis.

7.2.2. Discussion: “TEQSA will assess any individual course that is designated as an honours course or equivalent against the criteria for Level 8 Bachelor Honours Degree in the AQF. TEQSA will take this approach also in the case where an honours degree is awarded on the basis of achieving a specified grade level. Although there may be a requirement to achieve a certain grade for awarding honours, this cannot be the only criteria. The course for honours students must meet the criteria for Level 8 Bachelor Honours Degree in the AQF, including the research components.” (TEQSA and the AQF FAQ, February 2013).

REMAINING AREAS OF NON-COMPLIANCE

It will be possible for the University to make argument to TEQSA to support some limited divergence from strict AQF compliance. Indeed the recommendations given above will not deliver strict AQF compliance, although they will bring us much closer to that position. The working party highlighted two areas in which it felt that the University should consider mounting such an argument:

- Under the AQF, Diploma programs are broad qualifications at level 5. On the other hand, the Diploma structure proposed in recommendation 2.2.1 delivers a focussed one-year qualification that is equivalent to a Major in a level 7 bachelor program. The working party was of the view that these Diplomas should themselves be regarded as level 7 qualifications. This may raise volume of learning concerns in those Diploma programs that allow for entry without an existing level 7 qualification. Furthermore, it may be necessary to adopt a different nomenclature for these qualifications, in order to avoid a clash with the existing AQF level 5 Diploma.

- While the Postgraduate Certificate / Diploma nomenclature is not entirely standard amongst Australian Universities, the working party was of the view that the University might consider arguing to retain these names as alternates to the Graduate Certificate / Diploma nomenclature of the AQF.
**NEXT STEPS**

On adoption of the recommendations of this issues paper by Academic Senate, the Working Party will formulate a detailed policy document that expands on the structures and actions summarised here. This policy document will be approved by a circulating minute of Academic Senate, with a deadline of Friday the 24th of May 2013.

The Working Party, ASQC and the Registrar’s Office will collaborate to formulate a plan and timeframe for implementation.

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**Working Party Membership**

Prof. Dominic Verity, Chair of Academic Senate (Chair)
A/Prof. Pamela Coutts, AD Curriculum Standards and Quality (FoHS), Acting Chair ASQC
A/Prof. Michael Hitchens, AD Curriculum Standards and Quality (FoS)
Prof. Anne Ross-Smith, AD Curriculum Standards and Quality (FoBE)
A/Prof. Sherman Young, AD Learning and Teaching (FoA)
A/Prof. Leigh Wood, AD Learning and Teaching (FoBE)
Dr. Mitch Parsell, AD Learning and Teaching (FoHS)
A/Prof. Jenny Donald, AD Learning and Teaching (FoS)
Mr. David McGrath, Manager Academic Programs MGSM
ITEM 10.2: REPORT OF THE SEMESTER STRUCTURE WORKING PARTY

For discussion
Report from Review of Semester Structure Working Group

At the 18 February 2013 meeting, Academic Senate agreed:

That the Chair is to approach Academic Senate members to form a Working Group to develop a white paper on the feasibility of reducing the duration of the mid-semester break and report back to the 30 April 2013 meeting.

The Chair of Academic Senate developed the following Terms of Reference for the Working Group:

Terms of Reference

1) Develop a prioritised set of principles that Senate might take into account when considering any change to the semester structure. For example, how should we prioritise factors such as effective pedagogy, examination administration, student catch up time, research commitments and so forth relative to each other.

2) Document the specific activities which might be impacted, or possibly enhanced, by any change to the current semester timetable. Examples of such activities might include field trips, workshops, fixed research activities, session 3 pedagogy and so forth.

3) Examine the fixed points that must be observed by any semester timetable. These are generally, but not always, imposed by external regulatory requirement

4) Collate information about the semester models employed by other Australian Universities and identify the drivers inherent in the adoption of those models.

5) Consider a couple of semester models and measure these against the principles and fixed points discussed under points 1-3.

In addition to the Terms of Reference, the Working Group noted the request tabled at the 7 December 2012 and 18 February 2013 meetings of Academic Senate that consideration be given to the reduction of the mid-semester break. To address this request and provide information for point 5 above, feedback was sought from internal stakeholders, including Heads of Department and professional staff involved in the delivery of services such as graduations, examinations, support and engagement, timetable and facility management. A survey was distributed to all staff and the Student Consultation Committee on the feasibility of reducing the mid-semester break from two weeks to one week.
The survey results and feedback from Heads of Department and other internal stakeholders are presented in Appendix A. The feedback obtained was categorised into themes, which were applied to the development of guiding principles to be taken into account when considering any change to the semester structure.

1. *Develop a prioritised set of principles that Senate might take into account when considering any change to the semester structure*

The Working Group initially identified a group of principles, the majority of which were reflected in the feedback from staff and students in surveying the feasibility of reducing the mid-semester break. The principles were grouped into three bands of priorities, which warrant a full and open discussion by the members of Academic Senate and across the University community more broadly.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Examples of What is Addressed</th>
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<tbody>
<tr>
<td><strong>Priority 1</strong></td>
<td></td>
</tr>
<tr>
<td>Feasibility and Capacity to Deliver Programs</td>
<td>Facilities and resources, maintaining flexibility in modes of offering, accommodating on-campus-sessions, ability to teach fieldwork and practical/lab classes</td>
</tr>
<tr>
<td><strong>Priority 2</strong></td>
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<tr>
<td>Pedagogical Impacts</td>
<td>Consolidation of learning and reflection on learning objectives, assignment and examination preparation</td>
</tr>
<tr>
<td>Alignment with the Macquarie Difference</td>
<td>PACE, the ability for students to enrol in units across all four Faculties</td>
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<tr>
<td>Academic Impact</td>
<td>Research, Program Development, Publications, Conference attendance</td>
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<tr>
<td><strong>Priority 3</strong></td>
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<tr>
<td>Alignment with the Universities Australia</td>
<td>Campus Life, Ability for students to participate in University Games</td>
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<td>Common Dates</td>
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<tr>
<td>Student Experience</td>
<td>Sufficient time to work on assignments, graduation ceremonies</td>
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<tr>
<td>Staff and Student Wellbeing</td>
<td>Balancing study, work and family commitments, alignment with School holidays,</td>
</tr>
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</table>

2. *Document the specific activities which might be impacted, or possibly enhanced, by any change to the current semester timetable.*

The specific activities identified which may be impacted or enhanced by a change to the current semester timetable included:
• Capacity for delivery of practical classes including laboratory classes
• Capacity to deliver fieldwork based units
• PACE Activities which involve activities scheduled in the mid-semester break, including fieldwork with industry partners, PACE International and the five Faculty participation units
• Graduation ceremonies
• Delivery of on-campus and block sessions for external students
• Capacity for delivery of practicum-based training
• Ability for students to participate in campus engagement activities such as University Games

3. **Examine the fixed points that must be observed by any semester timetable.**

The key regulatory requirements that must be observed relate to compliance with DIISRTE guidelines surrounding census dates. To comply with DIISRTE requirements the census date for each study period must be at least 20% of the way through the study period. The study period is measured from the start date of the units of study to the last day of the exam period. The University therefore has the flexibility to either:

- retain the current census dates, e.g. 31 March as the Session 1 census date, while still making small amendments such as shortening the study period by a week
- or amend the study period duration, start and end dates significantly, and amend the census date accordingly to ensure that it is at least 20% through the new study period.

4. **Collate information about the semester models employed by other Australian Universities and identify the drivers inherent in the adoption of those models.**

Benchmarking was undertaken with 8 other Australian Universities, including other Sydney-based institutions, G08 institutions, and institutions with a similar cohort composition and discipline focus to Macquarie University. Common models included the inclusion of a Study Vacation week and longer Summer Sessions. A comparative analysis is presented in Appendix C.

A common approach to semester structure was:

- 13 weeks of teaching, one week of mid semester break, the inclusion of a study vacation week, and a longer Summer Session (7-10 weeks)

Less common models included:

- 14 weeks of teaching, one week of mid semester break, no study vacation and a 7.5 week Summer Session
- 12 weeks of teaching, two mid semester breaks of one week, the inclusion of a study vacation, and a longer Summer Session (8 weeks)
- 12 weeks of teaching, one week of mid semester break, the inclusion of a study vacation, and two Summer Sessions
5. Consider a couple of semester models and measure these against the principles and fixed points discussed under points 1-3.

The Working Party identified and noted alternative models provided by academic staff. The alternative models identified were:

A. Reducing the length of the mid-semester breaks in Session 1 and 2 from two weeks to one week
B. Reducing the length of Session 1 and 2 by 1 week
C. Reducing the length of Session 1 and 2 by 1 or 2 weeks and increasing the length of Session 3
D. Including a Study Vacation week prior to the exam period into the semester model
E. Commencing Session 1 one week earlier, so as to align with other Australian universities
F. ‘O’ week and possibly preparatory classes could be run in the week prior to semester 1, thus enabling full scale teaching to commence in week 1 of session 1, and then reduction in the length of the session

The Working Party had insufficient time to investigate the pros and cons of all these models with the principles and fixed points discussed under points 1-3. The survey data does enable some points to be made about Model A.

Model A: Reducing the length of the mid-semester breaks in Session 1 and 2 from two weeks to one week

Pros: This would provide more time for academic staff to mark exam scripts, leading to less rush and better quality control of the results. This option was favoured by departments teaching very large units, especially in the Faculty of Business and Economics. This has some pedagogical benefits, and would help staff wellbeing during the exam period. It was pointed out that many other universities manage well with just a one week mid-semester break.

Cons: This change would have a negative impact on important differentiators of Macquarie University, including PACE, external study (ability to deliver on-campus and block sessions for external students), and the ability to teach fieldwork courses in some science and practicum-oriented units. Due to shortage of lab space, some internal units have intensive catch up practical classes in the mid-semester break. There would be adverse impact on students from indigenous backgrounds, who travel four times a year to study Arts and Human Sciences units in block modes of 10 days each. Feedback from staff and students (Appendix B) was dominantly (87% from the survey of staff and students) in favour of maintaining the two week mid-semester breaks in Session 1 and 2.

The Working Party noted that there are other possible ways of relieving marking stress other than reduction of the mid-semester breaks. For example, the process surrounding the submission of results could be examined to see what can be done to provide Faculties with additional marking time. Similarly, more time for the exam period might also be achieved by
reduction in the number of teaching weeks in Session 1 and 2. The Working Party noted that consideration of these issues, and measurement of the other possible semester models against the principles identified herein requires a broader engagement with the Academic Senate and University community.

Membership of Working Party

- Professor Simon George (Chair) (Faculty of Science)
- Professor Janet Greeley, Executive Dean (Faculty of Human Sciences)
- Dr Nicholas Baker, Academic Senate Member (Faculty of Arts)
- Dr Wylie Bradford, Academic Senate Member (Faculty of Business and Economics)
- Mr Tim Hendry (Post Graduate Student)
- Ms Barb McLean, Executive Officer (Provost’s Office)
- Ms Suzanne Kelly, Manager (Student Administration)
- Ms Zoe Williams, Manager (Governance Services)
Graduation Unit | Kate Maitland, Graduations Manager | No and Yes | Thank you for the opportunity to give my input.  

The Graduation Unit has been compelled to schedule more graduation ceremonies each year to cope with the increasing number of students eligible for graduation. In the first half of 2013 we will hold 24 graduation ceremonies. We introduced the February series of graduations this year in an attempt to spread the load of ceremonies as the April mid-session break only allows us 8 days to schedule graduations.  

In the first half of 2014 the number or ceremonies will increase to 26 ceremonies. The mid-session teaching recess in 2014 complicated by two Easter holidays and Anzac Day leaving us with seven days to conduct 19 ceremonies if we are able to hold some ceremonies in February. We are also under pressure to include Session 3 completions in the April graduation series which we are unable to do at present due to space restrictions.  

As our graduation venue is part of a teaching space, ceremonies may only be held during teaching breaks. The limited seating capacity of the graduation hall means that we must hold large numbers of ceremonies so that no graduand is excluded from participating on the basis of lack of seating.  

Advantages to holding graduations during the teaching break:  
- Staff are available to participate  
- Parking is available for guests (Up to 1600 per day)  
- Campus facilities are available  
- No class noise in E7B  
- Limited risk of evacuation due to experiments in labs  

Possible solutions to shortened the break:  
- Evening graduation sessions - not desirable by international students who prefer to be able to attend and take photos during the day  
- Weekend graduation sessions - Possible issues with academic availability for processions  
- Build a new venue for graduations that is purpose built and not surrounded by labs and other classrooms.  

We are currently conducting a review of graduations and any proposed changes to the session schedule need to be considered as part of the review. I would appreciate being kept informed with progress.

Examinations Unit | Ellen Whitehead, Examinations Manager | Yes and No | The Exam Unit could support the reduction of the mid-semester break and allowing an additional week at the conclusion of exams however there would be an impact on Unit Convenors. Unit Convenors would have to confirm if an exam were to be held earlier and would have one week less to prepare exam papers. For reference, the triggers for the Exam Unit are:  

- Census date is the trigger for preparation of draft exam timetable to confirm student numbers  
- Draft timetable is released 8 weeks before exams commence  
- Final Exam Timetable is released 4 weeks before exams commence  
- End of teaching is the trigger for venue availability for holding exams  
- End of teaching is the trigger for setting up for exams (3 days – which includes 2 days for Security to configure venues for holding exams, room clean up and stocking with supplies such as work books + 1 day for set up by exam staff)
Doug Stewart
Campus Planning Director
No
Thanks for including me in the consultation process on this question. I will be around next week if you want to discuss. First I’d like to clarify a point of scope. Your email (and Announcement Page) specifically talk to a single need, “... the feasibility of reducing the duration of the mid-semester break from two weeks to one ...”. However the “Terms of Reference” for the working group start off with “Develop a prioritised set of principles that Senate might take into account when considering any change to the semester structure.”

While the former is trivial, the latter is much more interesting and appropriate!!! I’ll briefly comment on both.

Reduce mid-semester break to one week.

From a timetabling point of view this makes little difference, assuming that we can fit all the on-campus sessions into a single week. This might require wider hours of use of critical venues such as evening lab sessions in science. Craig Oliver would be able to model whether this is an issue.

From a campus refurbishment point of view the teaching breaks are potential times of building work. With a shorter break and more activities crammed in the break it will become more difficult to do building works in this time. Building works will need to be dovetailed into the timetable but this can be done.

Additional week for grading after exams.

I am surprised that this is seen as a huge driver because I am aware that as many academics as possible finish their marking and leave campus immediately. When I was involved in exam timetabling we always put the biggest exams on first in order to ensure the highest marking loads we available after the first 2 or 3 days. The load has been growing but the principle still remains. All high marking loads would be ready after week 1. An extra couple of days can be gained by starting exams on the Monday of Exam Week and I’ve never understood why we didn’t do this.

For disciplines that are suitable the use of multiple choice machine marked papers speeds up marking and these exams can safely be programmed towards the end of exams.

At present we work to a system of deadlines. All marks by X date for approval. But perhaps we can consider more flexible administration and process as they come in. Do we need to run exam marks past committees? Can exception reports do the same thing more efficiently. Can we handle late assessments later?

Lindie Clark
(Feedback provided via Barb McLean)
No

PACE response to the proposed changes to session structure

PACE has significant concerns with the proposed reduction of the mid-session break from two weeks to one week. Our reasons for these concerns are outlined below.

PACE local and regional

Those participation units which are based on field work with a partner (e.g. ENV339) require the mid-session break in order to go out into the field, complete the participation activity, and conduct assessments based on that activity. This is off-site and cannot be conducted during the session itself due to the obvious impact an absence from all other classes would have on students and staff (e.g. staff having to make alternative arrangements for such students which could impact on workload etc.).

All participation units need to have the capacity for their students to undertake activities during the mid-session break. Activities in a number of participation units (including the five Faculty Participation units) are currently conducted during this period. There are a number of reasons for this. Some partners require students to be available to do their participation activity in a block period of time, and one week is insufficient for this purpose. From a pedagogical perspective, in order for the student to be able to step away from class and focus their attention on the activity, the two week mid-session break is essential in terms of preventing negative impact on the student and staff. Additionally, given the competing demands that many of our students juggle (study, work, family commitments, etc.) having the opportunity to do their participation activities in a two week block is very important. If the length of the mid-session break were to be reduced, this would raise issues of equity for students who are unable to conduct activities in a mode other than as a block. In those participation units which require reflection over time, and particularly in a substantial assessment, having time away from the classroom forms an important environment in which students can take the time to reflect, document, and synthesise their learning. The mid-session break provides an important opportunity for sustained reflection, especially for those students who complete their participation activities during this time.

PACE international

Those concerns are also relevant to PACE International projects, but there are additional concerns that need to be addressed. We currently run PACE International projects during the mid-session break in Session 2. As PACE International expands over the next 2 years, we also plan to introduce a PACE International intake during the Session 1 mid-session break. Reducing the length of this break to any less than currently stands would mean PACE International cannot accommodate for the expected growth of the program.

In 2013, there are 38 students who are participating in PACE International projects during the mid-session break in Session 2. These students are enrolled in HLTH300, ENVG330, FOBE200, FOBE300 and ENVG380. As mentioned, with the projected growth of PACE International we anticipate up to 100 applying for projects in the two mid-session breaks in 2014/15. These students would miss out on the opportunity to do a PACE International project in 2014/15 should the midsession break be reduced, due to one week being too short for students to undertake a participation activity overseas.
Amongst other things, negative impact on:

- L&T Week.
- TEDS - Yes, the change has the potential to cause us problems simply because we have the same number of surveys to produce in a reduced amount of time. Also, in the past we used the two week semester break to
produce a lot of paper-surveys during a time when few new orders were received. This will change with a shortened break. These are not insurmountable problems but will need to be factored into our promotional activity.
- A benefit for the 2 weeks is that staff can also catch up on marking & preparing for 2nd half. Reducing the break will put stress on students - they need the time to catch up. The 2 weeks also allows extra support for
students identified at risk in the early assessment requirement (alignment with policy).
- The window for essential downtime and maintenance of core infrastructure is extremely tight and any further reduction will make it more difficult for our systems and AVTS.

I also wondered if there may be an impact on PACE if students have a block placement in the community. If this is reduced to 1 week, there may need to be some special dispensation for students enrolled in PACE to miss
classes.

I would advocate reducing the teaching session to 12 weeks rather than compressing the break, especially with Session 3 now available.

Feedback from Psychology, Faculty of Human Sciences

To summarise: A number of staff members within psychology appear to value the two week break for various reasons - including catching up on research, and using one of the two weeks to schedule mid-semester tests when they
can secure adequately-sized exam rooms. One interesting point was that the concept is somewhat contrary to the assessment policy in which less weight is placed on the final exam and more on work done during semester: less
time for "term work" may discourage innovative in-term assessments that students can work on over the break. Should the policy go ahead, a suggestion was made to start Session 1 a week later (rather than finishing earlier) in
order to give academic staff members time to juggle teaching preparation with deadlines for research grant applications - which are currently around the start of semester and difficult to manage. Individuals comments follow:

1. I concur - we have moved our test to the break. However having more time for essay exam question marking at the end of semester would be a big help.
2. 1. i have moved our test to the break. However having more time for essay exam question marking at the end of semester would be a big help.
3. Losing one week in the middle of the semester is offset by the early finish of the semester. But if we do move to the 1-week break, I would like the beginning of the semester to be aligned with the other universities - the early
beginning of semester 1 always catches me by surprise especially after a grant writing season. And please align the mid-sem break with the AVCC week as a number of national conferences are held during the "common" week
4. I also would have a problem with the reduction of the mid-semester break as I usually use that time to get essay marking done.
5. I don’t particularly like the idea of one week as the two week gives us a chance to catch up, however, if it has to happen, can we start the university year one week later to give us a bit more room for grant writing and align the
vac week with others?
6. I echo the previous sentiments: It is not necessarily a bad thing but concerns are:
(A) The two-week mid-semester break provides time for academics to catch up on our research that is often neglected during the early part of semester. This will be lost.
(B) It is a time for conference attendance for many; so if it has to happen, we should ensure it happens during the common week.
(C) Has anyone asked the students? Many of us set assignments to be due the week after the break with the idea that it gives students two weeks without classes to work on the assignment. Will students be happy to lose a week of
this assignment time?
7. The proposed change seems counter to the assessment policy in which less weight is placed on final exams and more on assessment during the term. Less break time will make it harder to keep up with more diverse assessment
conducted earlier in the semester. The change is also inconsistent with a family friendly workplace - this sort if commitment would see alignment of the break with school holidays to assist staff with the care of school age children
in their childcare responsibilities.
8. my thoughts exactly
9. I agree with many of the comments. Ultimately, the price will be paid by less time to work on publications as there is already so little down-time. We will know that at the end of the term, the wrapping up of teaching takes incredible
amounts of time so that the two week break is one of those times when there is actually a space to catch up. I suspect, we are all running fast enough already and changing that two week break to one will increase the pace once
again.

Feedback provided via Barb McLean

While MELCOE only teaches a small number of units within the Master of Education Program (and hence is a minor player in the big picture of this questions) my sense from current and past discussions with students is that
there is plenty of time to grade papers and that an extra week is not required. Both students and staff do appreciate the two week semester break as a time to recover and catch up on work. Students in
particular use the break to do major assignments. My submission is for no change.

Stephen Haswell

I believe that there is plenty of time to grade papers and that an extra week is not required. Both students and staff do appreciate the two week semester break as a time to recover and catch up on work. Students in
particular use the break to do major assignments. My submission is for no change.

James Dabiel

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particular use the break to do major assignments. My submission is for no change.

Bill Thompson

Feedback provided via Barb McLean

I believe that there is plenty of time to grade papers and that an extra week is not required. Both students and staff do appreciate the two week semester break as a time to recover and catch up on work. Students in
particular use the break to do major assignments. My submission is for no change.

No

No
<table>
<thead>
<tr>
<th>HoD, Anthropology</th>
<th>Chris Houston</th>
<th>No</th>
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<tbody>
<tr>
<td>Hi, here in Anthropology we would request that there be no changes to the current arrangements, for the following reasons:</td>
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<tr>
<td>1. Although the three week marking time is a rush at the end of each semester, it also works to concentrate the mind and to force staff to get their marking and grading finished. A fourth week will draw out this process, for no good reason.</td>
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<td>2. A two week break in mid-semester allows staff to mark in the first week, and then pursue their own research and writing in the second. It is a good arrangement.</td>
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<td>3. School holidays go for two weeks, and when they coincide with this mid-semester break it makes the managing of them (school holidays) much easier.</td>
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<td>4. In some universities now, the semester go for 12 weeks, not 13. Perhaps this should be included in the discussion.</td>
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<tr>
<th>HoD, School of Education</th>
<th>Lori Lockyer</th>
<th>No</th>
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<tbody>
<tr>
<td>The feedback I have collected from Education regarding reducing the 2 week mid-semester break to 1 week includes:</td>
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<td>Disadvantages:</td>
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<td>- The current structure of a 2-week break allows academic staff to engage in research activities while it allows students to consolidate learning.</td>
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<td>- In Education we often use the 2-week break to hold ‘on-campus’ classes for our external offerings. Reducing to 1-week would make scheduling these classes more difficult.</td>
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<tr>
<th>HoD, School of Education</th>
<th>Lori Lockyer</th>
<th>Yes</th>
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<tbody>
<tr>
<td>The feedback I have collected from Education regarding reducing the 2 week mid-semester break to 1 week includes:</td>
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<tr>
<td>Benefits:</td>
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<td>- Rather than increasing the amount of time available to mark at the end of session, reducing the break to one week could be used to increase the length of session 3 such that all 3 sessions could be more equal in length</td>
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<tr>
<th>HoD, Physics and Astronomy</th>
<th>Judith Dawes</th>
<th>No</th>
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<tr>
<td>I have consulted my colleagues in Physics, and they are in favour of the current scheme with 2 week breaks in semester.</td>
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<tr>
<td>The reasons include: allowing more time to collect one’s thoughts for teachers, and consolidate material taught or complete assignments during semester for students; matching better with school holidays for staff and students with school age children; allowing some flexibility to travel overseas during semester for a conference or short collaborative trip. Extending the grading period is not a reason favoured by staff in Physics.</td>
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<td>If the semester break is shortened, we would prefer to see a longer vacation period between semesters, and thus more time for session 3, rather than a longer exam period.</td>
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<tr>
<th>HoD, Economics</th>
<th>Lance Fisher</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Thank you for giving me the opportunity to respond to the proposal to shorten the mid-semester break from two weeks to one week.</td>
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<tr>
<td>The advantage of reducing the mid-semester break to one week is that it would make room for additional time at the end of each semester for my department to mark examination papers, and to collate and submit marks.</td>
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<td>Under the present arrangements, this is performed under exceptionally tight deadlines and this pressure can result in a greater likelihood for errors in the marking of final examination papers and in the compiling and signing off of results. I expect my staff to do a careful and thorough job in this regard, but, at the same time, they are placed under considerable time pressure to accomplish this without error. They are held to account if there is an error but the time-frames are too tight to expect the process to be error free.</td>
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<tr>
<td>Department</td>
<td>Name</td>
<td>Response</td>
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<tr>
<td>HoD, School of Law</td>
<td>Natalie Klein</td>
<td>No</td>
</tr>
<tr>
<td>HoD, Indigenous Studies</td>
<td>Michelle Trudgett</td>
<td>No</td>
</tr>
<tr>
<td>HoD, Computing</td>
<td>Bernard Manns</td>
<td>No</td>
</tr>
<tr>
<td>HoD, Applied Finance and Actuarial Studies</td>
<td>Sue Wright</td>
<td>Yes</td>
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</tbody>
</table>

In relation to the proposal considering 'The feasibility of reducing the duration of the mid-semester break from two weeks to one, so providing an additional week for grading at the conclusion of the exam period', I have consulted with staff members within Macquarie Law School. The following points were raised by colleagues, and include my own views:

- The rationale provided for reducing the duration of the mid-semester break prompted queries as to the compatibility of that approach with the Assessment Policy, which mandates three pieces of assessment and encourages continual feedback. The reduction of time for the stated reason risks sending the signal that the final assessment task is the most important and requires the most attention of staff and students alike. To accommodate an early low-risk assessment, as well as a mid-semester assignment, allows more preparation and marking time for other assessment items. The two-week break provides an important window for students to take stock of what they have learned so far, focus on assessment tasks away from the demands of regular classes, as well as providing staff with a window of time to mark assessments and provide meaningful feedback.

- The Law School has provided an LLB by distance for decades, and it is organised on the basis that the external students attend mandatory two day oncampus sessions (OCS) during each mid-semester break. At present, the graduate LLB by distance as well as our postgraduate coursework programs allows students to undertake a full-time load externally. For the graduate LLB students, they would need an 8 day window to fit in all of their OCS. There are already difficulties in fitting all units within the two week break provided and we inevitably have overlapping sessions, which reduces external students' choice of electives. The postgraduate students have three day OCS for each unit they study. With insufficient classrooms available outside of the mid-semester break, it does not seem feasible to run the OCS at the same time as internal classes. Even apart from timetabling constraints, expecting students to be fully prepared and engaged for back-to-back OCS is unrealistic.

- As an alternative to the current system, we could split the OCS days to fall on weekends at different times of the semester. While this would suit students who work fulltime and live in Sydney, it would not accommodate students in rural areas, interstate or overseas who would be put to a greater cost to travel to campus twice. Precise statistics concerning the relevant distance student cohort affected should be obtained from the Centre for Open Education in considering the potential impact of a revised offering in this regard. Even if students were not prejudiced, some staff members are unavailable to teach on weekends because of family and other commitments.

- Another alternative would be to rely on online learning more. The Law School does face some constraints potentially in this regard as the accreditation bodies still have reservations about learning law fully online. This perception is changing (slowly), but remains a relevant factor in maintaining reasonable face-to-face portion of time in our teaching.

- A separate concern was raised that the mid-semester breaks tend to overlap with school holidays and this accommodated both students with school-age children, as well as staff who would potentially need to take leave at this time and can most easily do so when teaching demands are not being interrupted.

As the Law School teaches students in programs across different faculties through its double degree structure, we would urge that a University-wide solution be applicable rather than a different solution per Faculty.

Feedback from the Department of Computing on "the benefits and disadvantages of reducing the duration of the mid-semester break from two weeks to one and the reasons we would appreciate it."

The Department of Computing is concerned that this specific proposal to reduce the length of the mid-semester break is solely considered without considering other changes impacting on our teaching structure. This does not provide the proper basis for Senate to develop a prioritised set of principles when considering any change to the semester structure e.g., effective pedagogy, examination administration, student catchup time, research commitments and so forth relative to each other.

In particular, if the motivation is solely understood as giving more time for examinations processing, it is a particularly weak and narrowly focussed argument. We would like this working party to look well beyond this particular issue.

Debating and agreeing on principles against which Senate will measure any proposed change to the semester structure will provide a much more balanced perspective. Now it is clear that there is a perceived need to have more time available between the end of exams and the senate deadline for grades. It is clear that this is an issue for a small number of large units (some from Computing) but not for the majority.

A longer exam period really emphasises the role of the exam in grading. This is counter to the move that the grading policy was trying to make to de-emphasise the exam and put a balance of grading on in-term work. This move gives less time for in-term work in order to provide more time for grading exams. This could be seen as encouraging more weight to be put back onto exams rather than less.

We can also see a danger of the exam period expanding as it has done over the last few years to fill the space available. With the increasing numbers of students needing to sit exams there are very few spare slots in the exam timetable, this extra week could well become another week of exams leaving us worse off than we are now.

The mid-semester break is commonly used to set assignment tasks for students. In computing, it is common to set a development task to span the mid-term break and enable students to have a longer period of time to work on the project. However, it is the case that many students don’t really take advantage of this and leave the work until the second week of the break or later. A reduced break would still be useful in this respect but we’d need to be aware that the overall elapsed time for project work is less.

The mid-semester break is commonly used to set assignment tasks for students. In computing, it is common to set a development task to span the mid-term break and enable students to have a longer period of time to work on the project. However, it is the case that many students don’t really take advantage of this and leave the work until the second week of the break or later. A reduced break would still be useful in this respect but we’d need to be aware that the overall elapsed time for project work is less.

Namely, the student workload model suggests 3hrs/cp/week and averages this over the 15 weeks of the semester. The proposal would have 14 weeks and so would either reduce the overall time we can allocate or increase the time per credit point.

The Department of Applied Finance and Actuarial Studies has identified the following advantages and disadvantages of reducing the duration of the mid-semester break from two weeks to one:

**Advantages**
1. There would be an additional week for grading at the end of each semester. This is particularly helpful as many of our units are very large with over 500 students enrolled.
2. There will also be more time to mark assessments that are due at the end of semester.
### Disadvantages

1. There may be implications for staff with school-aged children who have a two week holiday that usually coincides with our mid semester break.
2. There are implications for the ability of staff to take annual leave during the break.
3. There will be a concentration of graduations and staff on leave in a one-week break, with implications for graduation ceremonies. This is always difficult for FBE and AFAS where there are large numbers of students graduating and relatively few staff to attend the ceremonies due to the use of adjuncts.
4. There will be less time to mark assessments that may have been marked during this two week period.
5. There will be less time to set exam papers.

On the whole, the department is in favour of the reduction. The disadvantages were expressed by a minority of staff, and so they probably only apply to a small number of individual academics. The majority of academics would benefit from the additional time for exam marking and research at the conclusion of the teaching period. Thank you for the opportunity to contribute to this important decision.

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<table>
<thead>
<tr>
<th>HoD, Applied Finance and Actuarial Studies</th>
<th>Sue Wright</th>
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<tbody>
<tr>
<td><strong>Disadvantages</strong></td>
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<tr>
<td>1. Loss of income from reduction of external student enrolment; specifically in the case of Mathematics units equating to $200K per annum. External students attend on-campus sessions in the mid-semester breaks and it would be extremely difficult to schedule the two-part period that these students attend the on-campus sessions for MATH109, as part of their Education degree programs. The Department works closely with the Education Department to coordinate timings of these sessions with others held for other Education units, and although a solution is usually found with some difficulty, it is clear that it would be impossible to schedule the required on-campus sessions in any shorter period without denying a substantial number of students the opportunity to attend. Feedback from our external students tells us that they find attendance at on-campus sessions essential in progressing and eventually passing this unit. The loss in income to the University from losing the external student enrolment in MATH109 is calculated to be $200K per annum, at current enrolment levels. I understand that an number of other departments run external units whose curriculum would likewise result in a loss of income to the University. It is worth noting that Macquarie University’s situation is quite different from other Australian universities that do not accommodate external students in this way.</td>
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<td>2. In terms of research, the opportunity to travel overseas for research collaboration during April and September is much more effective over a two week period. A one week trip to Europe or the US is far less economical in terms of output; it does not give enough time for productive research collaboration.</td>
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<td>3. In terms of teaching, many of the students find the two-week mid-semester break essential to consolidate and to undertake preparation for assessment tasks due in the second half. In general we expect more submitted work from the students in the second half than in the first. From a staff perspective, the load involved in preparing appropriate materials is greater than in the first half; that second week becomes essential for staff with other duties such as service or outreach or attending a (national) conference/meeting. In this regard, it would also be helpful for the University to consider UA (previously AVCC) Common Week in future planning of the timing of the semester breaks.</td>
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<thead>
<tr>
<th>HoD, Mathematics</th>
<th>Paul Smith</th>
<th>No</th>
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<tbody>
<tr>
<td>Thank you for the opportunity to comment on the issues surrounding the feasibility of reducing the duration of the mid-semester break from two weeks to one. There are three aspects to consider.</td>
<td></td>
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<tr>
<td>1. Loss of income from reduction of external student enrolment; specifically in the case of Mathematics units equating to $200K per annum. External students attend on-campus sessions in the mid-semester breaks and it would be extremely difficult to schedule the two-part period that these students attend the on-campus sessions for MATH109, as part of their Education degree programs. The Department works closely with the Education Department to coordinate timings of these sessions with others held for other Education units, and although a solution is usually found with some difficulty, it is clear that it would be impossible to schedule the required on-campus sessions in any shorter period without denying a substantial number of students the opportunity to attend. Feedback from our external students tells us that they find attendance at on-campus sessions essential in progressing and eventually passing this unit. The loss in income to the University from losing the external student enrolment in MATH109 is calculated to be $200K per annum, at current enrolment levels. I understand that an number of other departments run external units whose curriculum would likewise result in a loss of income to the University. It is worth noting that Macquarie University’s situation is quite different from other Australian universities that do not accommodate external students in this way.</td>
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<thead>
<tr>
<th>HoD, Statistics</th>
<th>Ian Marschner</th>
<th>No</th>
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<tbody>
<tr>
<td>I have canvassed the views with the Statistics Department on this proposal. Overall the Statistics Department’s reaction to the proposal is negative. None of the opinions I received, which are condensed below, were positive.</td>
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<tr>
<td>One important theme to emerge is the negative impact on research. It is important that one element of the University’s mission (teaching) is not prioritised over another equally as important element of the mission (research). Another theme to emerge is the impact on work-life balance and an incompatibility of this proposal with the University’s policy of directed annual leave. Some specific comments that members of the department made are as follows:</td>
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<tr>
<td>- The exam processing time is most important for big units therefore if the big units organised to have exams earlier in the exam period then they would have more time for processing.</td>
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<td>- It is important for students (and staff) to catch up during the semester break. One week might not be sufficient.</td>
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<td>For external Science units we have on campus sessions during the semester break, this is the only way we can make sure the students are achieving the unit outcomes, shortening the semester break might create problems for such units and students studying in such manner.</td>
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<td>- Staff have used mid-semester breaks to attend international research conferences overseas. This would be unlikely with a one-week mid-semester break.</td>
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<tr>
<td>- A 2-week mid-semester break is a perfect time for preparation of the final exams.</td>
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<tr>
<td>- A 2-week mid-semester break is an excellent time to do some research since there is neither admission, enrolment nor advising at that time.</td>
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<tr>
<td>- A 2-week mid-semester break is a very good time for taking annual leave for the same reasons as above (it is difficult to take annual leave in January or July because of postgraduate admission and enrolment).</td>
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<tr>
<td>- The mid-semester two week break is important for staff with school-aged children, as it often matches school holidays. Much has been made about work-life balance, and being able to take leave for a family holiday is important. Also, many students use the break to consolidate and take a break... as do staff.</td>
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<tr>
<td>- At the moment, exams start straight after week 13 and go for 3 weeks. We then only have two working days for the Dept exam meeting. This could easily be extended to an entire week, as there is a 4 week gap between the end of exams and the start of Session 2.</td>
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<tr>
<td>I hope this helps the Senate’s deliberations on the proposal.</td>
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</table>
The Department of Biological Sciences has considered the benefits and disadvantages of the proposal to reduce the length of the mid-session breaks.

**Benefits**

1. Staff use the 2-week mid-semester break to prepare final and supplementary exam papers, assess class tests, undertake moderation of assessment tasks marked by tutors, and catch up with research projects.
2. Staff use the 2-week break to either mark major assignments, provide feedback to on these major assignments in time before the exam. As we have large classes this period is crucial for staff to ensure that the students are on track with either feedback or remedial work.
3. As we do have virtually 3 semesters during the year, with the marking, moderations, and other related tasks with SIBT/MQC, some staff would find the only time for some kind of break and to take short annual leave is during the mid-sem break time. This is essential for staff to catch a breath before the hectic examination period, which, in many cases, go straight into the following semester.
4. With the number of graduation ceremonies FBE and indeed accounting have, staff members are asked to attend graduation ceremonies. These are held during the semester break time. It is essential for staff to attend these functions and therefore holding classes during this time may impede on staff attendance at graduations.

**Advisories**

1. The extra week for grading lessens the pressure and risk of grading errors at the conclusion of the exam period.
2. Students do not lose the momentum of study.

**Advantages of KEEPING a 2-week mid-semester break**

1. Staff use the 2-week mid-semester break to prepare final and supplementary exam papers, assess class tests, undertake moderation of assessment tasks marked by tutors, and catch up with research projects.
2. Staff use the 2-week break to either mark major assignments, provide feedback to on these major assignments in time before the exam. As we have large classes this period is crucial for staff to ensure that the students are on track with either feedback or remedial work.
3. As we do have virtually 3 semesters during the year, with the marking, moderations, and other related tasks with SIBT/MQC, some staff would find the only time for some kind of break and to take short annual leave is during the mid-sem break time. This is essential for staff to catch a breath before the hectic examination period, which, in many cases, go straight into the following semester.
4. With the number of graduation ceremonies FBE and indeed accounting have, staff members are asked to attend graduation ceremonies. These are held during the semester break time. It is essential for staff to attend these functions and therefore holding classes during this time may impede on staff attendance at graduations.

**Suggestions**

1. Have we consider using the 'extra grading week' to be an extra revision week for students?
2. Reducing unnecessary administrative processes in the finalisation of marks.

The Department of Accounting and Corporate Governance adopts a rigorous co-examination and moderation system, together with a QA system whereby all marks are checked and remarking done before the results are finalised. While we appreciate a longer time for the finalisation of marks and results we also need time to manage the routine unit developments, fatigue and allow staff research time. We appreciate the consideration of the matter by the University but would also appreciate the University’s consideration of the need of large cohorts, also with different campuses’ operational processes as well.

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**Recommendations**

Although we agree that an increased time for processing of examinations and grading is beneficial, we feel that the disadvantages of reducing the midsession break outweigh the benefits. To gain additional examination processing time we suggest consideration of alternatives such as 1) increasing staff resources during examination periods (particularly if the additional time is localized to a single processing area) and 2) reducing session times to a 12 week term. We also recommend that consideration of number of weeks in session be addressed.
<table>
<thead>
<tr>
<th>Department of Biology, CBMS and Chiropractic</th>
<th>Rekha Joshi</th>
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<tbody>
<tr>
<td><strong>Senior Technical Manager</strong> (Memo sent to Professor Simon George, with copies to Mariella Herberstein and Helena Nevalainen)</td>
<td>No</td>
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**Background:**

Traditionally various departments have offered externally teaching mode to students who are unable to attend weekly classes. We have also offered block teaching in units where concurrent teaching over a few days is required, e.g., running a majority of the practical component and molecular experiments where the process of getting the result involves continuous process over 4-5 consecutive days. We have utilised the midterm break period to run various fieldtrips spread across two weeks to avoid clashes with other units running On-Camp Sessions (OCS).

**Current situation:**

Currently, we have 14 units running their sessions (from two days to 5 days blocks, to double OCS sessions) in mid-term break. Additionally, we have 3 large fieldwork and field trips during semester breaks.

1) These intensive sessions involve a number of practicals accomplished in a short period of time. To successfully achieve these, preparations play a crucial role. Usually labs are allocated one full day before and two days after to allow enough time for set up and pack up.

2) In addition to the above-mentioned rationale, we have an increased number of students across the departments and a laboratory space shortage. We do not have enough space to accommodate all units as internal sessions. This year we are running course (CBMS 332) as a block session purely due to lack of relevant space. We have also increased the number of On-Campus stream (Biol 115 – runs two streams of OCSs) offering to accommodate extra number of students.

3) Technical staff time off: we only allow technical staff to take annual leave or TIL during the semester break and holidays only. Due to session 3 running, the time when technical staff can take time off has reduced significantly. Currently, I am having a great difficulty in allowing staff to take time off due to the OCSs and session 3 commitments.

4) Maintenance and repair: The maintenance of laboratories is currently carried out only during the holidays, as lab space is currently fully booked during the semester time. Urgent repairs are also scheduled during mid-semester breaks.

**Recommendation:**

My recommendation is that we need the break period of two weeks to just about manage and accommodate students without compromising student-learning experience. We also need to consider if Work Health and Safety has to be compromised should we be forced to run overcrowded practical sessions. Extra stress to staff and their welfare may be compromised without enough time and space to prepare practical sessions.

<table>
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<tr>
<th>HoD, Earth and Planetary Sciences</th>
<th>Mark Lackie</th>
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<tr>
<td><strong>No</strong></td>
<td>No</td>
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</table>

I am totally against reducing the break from 2 weeks to 1 week, due to our fieldwork commitments and the impact this would have on running those trips. I have forwarded your email to staff in the Department of Earth and Planetary Sciences and asked staff to respond to me or to the senate email address or to Professor George. All the staff who responded to me are against change to the length of the mid-session break from 2 weeks to 1 week. The following points explain why.

The amount of time for fieldwork teaching (which is very important in our field) would be reduced by a week. This would have negative impacts particularly on our Department and Departments for which fieldwork is an essential part of learning and teaching, such as Department (Environment and Geography), and the Department of Biological Sciences. Some of our students need to undertake two fieldtrips from units in our Department in the break (e.g., GEOS207 and GEOS305) and these two trips cannot be accommodated in a single week. Some students need to undertake units from our Department and other Departments and once again this could not be accommodated. As well, some subjects (e.g., GEOS206) need to run two trips to accommodate the increasing student numbers and so this cannot happen in a single week.

Some subjects that run mid-semester trips are:

- **GEOS206** 5 days - two trips in 2013
- **GEOS207** 5 days - considering two trips in 2013
- **GEOS305** 5 days
- **ENVE338** 6 days
- **ENVE339** 6 days
- **Biol379** 7 days
- **Biol227** 3 days

As well as fieldtrips, there are also on-campus sessions for many units and so holding these and fieldtrips into a single week would not be possible, as students are likely to need to do both.

The University's graduations are held during the two week mid-semester breaks. There is a graduation on every day of the break. Graduations cannot happen during normal teaching days (disruption to classes in E7B, the lack of availability of parking spaces during the teaching semester, etc.). The full direct and indirect costs of having to run graduations elsewhere, and of not having graduands and their friends and families enjoy the Macquarie campus, would need to be carefully considered.

The amount of time to mark mid-semester assignments (i.e., assignment submitted leading up to and/or during the mid-semester break) would be reduced by a week.
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<tr>
<th>HoD, Earth and Planetary Sciences</th>
<th>Mark Lackie</th>
<th>No</th>
<th>Nathan Daczko</th>
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<td>I agree. We should provide examples of how our field trip structure currently works (e.g., collate all the dates for field trips and show that they can't fit into one week mid-semester breaks. The dates for GEO S207 are 14-18 September given the increasing size of the student cohort, we may need to split his trip into two thus doubling the days required. GEOSS07 are 30 June to 11 July and 11 July to 22 July (the class is split into two trips). I suggest that the committee rather recommend a shorter semester (say 11 weeks instead of 13). I think this is the case at UNSW? In my classes I see the students for 4 hours x 13 weeks = 52 hours. This could be shuffled into 5 hours x 11 weeks = 55 hours. This would allow the breaks to stay at two weeks and give plenty of time for extended exam processing. I would also like to see three semesters be 11 weeks. The year should look like: Week 1-3 No classes Week 4-9 Session 1 first half Week 10-11 Mid Session 1 Break Week 12-16 Session 1 second half Week 17-20 Break Week 21-26 Session 2 first half Week 27-28 Mid Session 2 Break Week 29-33 Session 2 second half Week 34-37 Break Week 38-42 Session 3 first half Week 43-44 Mid Session 3 Break Week 45-49 Session 3 second half Week 50-52 Break</td>
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<tr>
<th>HoD, Department of Media, Music, Communication &amp; Cultural Studies</th>
<th>Mark Evans</th>
<th>No</th>
<th>Nicole Matthews:</th>
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<td></td>
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<td>The current system works well for parents of school aged children as it means that it is possible, where the mid-semester break corresponds to the school holidays (currently the case for 5 of the 6 weeks of school holidays during Sessions 1 and 2) to organise annual leave/purchased leave so as to cover child care needs. Moving to week mid semester breaks would disadvantage staff with school aged children. The university seems to be proud of its &quot;employer of choice for women&quot; status and this change would make things more difficult for lots of parents (including lots of women). If we do move to 1 week mid semester breaks, we should be mindful of school holidays, so at least that 1 week corresponds to the school holidays. Also, we need to be aware of the challenges for units with ongoing formative/continuous assessment of moving to a 1 week break mid semester. The break is often used to do a slab of marking, especially in non-final exam oriented disciplines like the humanities and social sciences: the assessment policy locks us into at least 3 assessments, and for first and second years, one needs to be early (before Week 5). Currently, these early assessments are often marked during the break. Multiple choice assessments, etc, are much less possible for people in the humanities and social sciences. We should note the intersection of the two issues of workloads and semester timing. That is, junior staff are more likely to have lots of tutorials, hence lots of marking. Junior staff are also quite likely to teach 1st or 2nd year classes (with an early assessment). A tutor with 7-9 tutorials worth of marking is going to struggle with the change to 1 week mid semester breaks if they rely on that time do their marking. Perhaps if move to a 1 week mid semester break, we need to look at longer turnaround time expectations for early assessments, or a longer window for early assessments - eg having one or two units per programme per level having early assessments rather than having them in all units. Diane Hughes: Just to give you some quick feedback on the one week mid-semester break idea from the Music discipline: Most in Music are against or concerned as the proposal 1. Reduces available time for research at times of their year 2. Does not suit families as the current 2 weak break often coincides with school holidays. 3. Does not allow for adequate assessment marking time “during the break” particularly for larger units.</td>
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Semester Structure Working Party

Feedback from MQ Announcement and Survey

Overview

- 419 responses in total
- 343 completed responses
- 288 comments received after the inclusion of the option of ‘I am a student’
- 55 comments were lost at the point of inclusion of the option ‘I am a student’

Summary

Overall Response

Do you support the feasibility of reducing the mid-semester break from two weeks to one so providing an additional week for grading at the conclusion of the exam period?

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<th>#</th>
<th>Answer</th>
<th>Response</th>
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<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>33</td>
<td>10%</td>
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<tr>
<td>2</td>
<td>No</td>
<td>299</td>
<td>87%</td>
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<tr>
<td>3</td>
<td>Unsure</td>
<td>11</td>
<td>3%</td>
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<tr>
<td>Total</td>
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<td>343</td>
<td>100%</td>
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Table 1: Overall response to the question: Do you support the feasibility of reducing the mid-semester break from two weeks to one so providing an additional week for grading at the conclusion of the exam period?

Staff Response

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<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
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<td>31</td>
<td>79%</td>
</tr>
<tr>
<td>3</td>
<td>Unsure</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>39</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2: Staff response to the question: Do you support the feasibility of reducing the mid-semester break from two weeks to one so providing an additional week for grading at the conclusion of the exam period?

Student Response

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>14</td>
<td>6%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>228</td>
<td>92%</td>
</tr>
<tr>
<td>3</td>
<td>Unsure</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</table>

Table 3: Student response to the question: Do you support the feasibility of reducing the mid-semester break from two weeks to one so providing an additional week for grading at the conclusion of the exam period?
Themes in Feedback in Support of Reducing the Mid Semester Break Aligned to Principles from Survey

(30 Comments - a cross-section of verbatim comments are copied and pasted below)

- **(Priority One - Feasibility and Capacity to Deliver Programs)**
  - The turnaround between sessions is very tight for release of results and supplementary etc. This is especially true for S1-S2 break. We also run S3 now in the summer break and there are lots of administrative action required for S3 at the same time results are being resolved for S2.
  - One of the problems to be managed in a change to a one-week break will be the challenges presented to field-based teaching, and the workload implications, as well as the implications for research presentation at conferences. But the value of allowing longer period in mid-year and end-of-year without L&T workloads dominating would be a positive.
  - Having additional time for both marking and entering of grades and marks would be beneficial for all staff. Academic staff with exams scheduled later in the exam period are sorely disadvantaged. Professional staff are then put under extreme pressure to get the marks in before the cut-off. Students would see the ‘break’ as exactly that - a break from lectures and tutes to work on assignments etc, rather than a grand opportunity for a holiday. It would also enable them to retain the ‘momentum’ of attending classes and paying attention to their studies.

- **Priority Two - Pedagogical Impacts/Alignment with the Macquarie Difference/Academic Impact**
  - Ability to focus time on studying and not lose the confluence of the curriculum progress made.
  - 1. Better continuity of lectures/seminars within the session / 2. More time to grade at end if session / 3. Incentive to mark assignments more promptly at end if session so as to have a bit more bit for research between teaching sessions.

- **Priority Three - Alignment with the Universities Australia Common Dates/Student Experience/Staff and Student Wellbeing**
  - “The more time we got to prepared for the final exam. And we can have the same break time with other universities. It is more earlier for clubs and societies to have the chance to corporate together with other university”.
  - This would align with similar programs across other higher educational institutions and would provide academic and professional staff more time to complete the high volume of processing required at the end of a teaching session.
  - More time for grading at the end of semester is essential, and reducing the mid-semester break means that there is less disruption in the middle of semester.
  - Reduced errors and change of grades due to the unreasonable time we have to grade and compile marks.
  - Longer mid year break to actually get some research done.
  - The additional week for grading from reducing the mid-semester break would ensure that proper quality controls are able to be carried out without the strong time pressures currently experienced.
  - It gives more time for student demand for the appeals system to be monitored and checked appropriately. A large volume of students wish to appeal (irrespective of their grounds for doing so) once they receive their results. A large number of students also discover errors with the grades which have been entered. This time will enable students to have appropriate time to check and review their grades to ensure accuracy from the University and complete an appeal if appropriate. / This is also especially useful for international students who might be dependent on their results to determine if their degree is complete and they can return home. That is, if a Int. Student needs to launch an appeal then this can run into the second semester with the current structure; additional time would allow it to be resolved and avoid any visa implications.
Themes in Feedback Against Reducing the Mid Semester Break Aligned to Principles from Survey
(291 Comments – a cross-section of verbatim comments are copied and pasted below)

• Priority One - Feasibility and Capacity to Deliver Programs
  - This has huge ramifications for units and courses that have a large external offering. It is difficult even now to be able to find sufficient rooms in the two week recess to accommodate all the on-campus sessions. By reducing the mid-semester break this would place additional pressure on an already stretched infrastructure as well as placing additional pressure on staff. Furthermore, many students are enrolled in 4 external units per semester with each unit holding a two day on-campus - it would not be feasibly possible to timetable this into one week nor would it be pedagogically sound to expect students to attend classes 9-5 every day without a break.
  - In addition, this time is often a period of intensive marking as many unit convenors set assignment due dates to coincide with this period to accommodate a quick turn-around of assignments.
  - The impact of a reduction of the mid-semester break to one week would have significant issues on programs that are offered by Distance Education. These programs have compulsory on-campus requirements for students to attend which are on average 2 days a semester per unit. For a 96 credit point degree this entails mapping out enough on campus sessions for 16 units a session, some of these involving consultation with units across outside departments. It is already difficult to schedule on campus dates for these units without causing clashes of dates for students across various programs where the units are shared and would pose impossible if reduced to one week. This issue would become especially problematic if the University recess falls over the Easter period during first session.
  - Many environment science and geology subjects, especially 300 level ones, conduct mandatory field trips during the break. Most students will study more than 1 of these subjects a semester (for example I am studying ENVE340 and ENVE339, both have 6 day field trips) and having two weeks is the only way the field trips can run without clashing. If there was only one week there would be several options, none of which are viable:
    -Field trips condensed and conducted over the weekend (Going from 6 days to 2 would mean students would miss out on the vast majority of the practical learning experience and would most likely disrupt study on Friday and Monday either side of the trip due to travel).
    -Students miss out on field trips due to clashes (Again, missing out on practical learning experience).
    -Some trips conducted a week before/after the break (will heavily disrupt the study regime of students, especially for other subjects)
  - I recognise the value of more time for grading, especially for those units that have exams set at the end of the exam period. However, another side to this is the great uptake of online marking using Turnitin Grademark will speed up marking for non-handwritten scripts. It’s only a matte of time before exams are also done using technology. It seems this is not the right time to be considering the shift to a one-week break mid-semester in light of the above. Within a very short time, the need for an extra week for grading could become minimal over the university. It seems a big stick to bring to a problem that not all convenors and teaching staff are having.
  - Challenges: In our department, every unit is run both internally and externally, with on-campus session for the external students. These sessions are generally run during the mid-session break. It is almost impossible to run them at any other time (on a week-day) due to current space restrictions on campus. The alternative would be to run them on some weekends, which would cause difficulties to external students who have to come on campus for a number of on-campus sessions if they need to travel a long distance and/or arrange accommodation. Further to this, when staff are teaching across more than one unit, having to teach multiple on-campus sessions in a shortened time frame prevents them from having a break from teaching either to concentrate on research or to take leave themselves.
  - An easier solution would be simply to move the date at which Senate wants the results a week a head. This would cause less disruption and be easier to implement. Why does the Senate need to review all results anyway? Its overkill this can be done at the faculty level. Senate can just check the overall grade distribution. The micro management in this place is amazing.

• Priority Two - Pedagogical Impacts/Alignment with the Macquarie Difference/Academic Impact
  - Mid-semester break provides a valuable period for students who are working to their fullest potential to not only work ahead and catch up if needed, but to decompress from what is constant pressure. I believe shortening to mid-semester break would harm students’ potential.
  - less time for student to study and revision
  - Many students including myself have compulsory field trips during the mid semester break which occupy an entire week if not more. Plus many subjects have a mid semester exam on the first week back, meaning students on these trips would not have ample time to study for them. The midsemester break also provides lots of time to get assignments/revision done, especially valuable for students with high workloads and those who also work part time.
  - It would give students less time to catch up on work, or work on the multitude of assignments they’re given(it’s not really a ‘break’), it would also lead to greater burn out and would stress a lot of students out.
- It’s supposed to be a student based break - the students study break shouldn’t be compromised for the staff to get an extra week to do their jobs. Uni is only six months of the year they should be meeting their marking burden.
- This is the time where students get to work on other projects they have during the semester. I for one have more responsibilities than just Macquarie University and it is crucial that my ability to balance all of this over a semester is not impeded by decisions such as this. Macquarie is a great university as it offers (offered) students more than any other university, from niche courses to an amazing environment. Reducing this will only be slimming down the advantages of attending Macquarie University.
- The mid semester break allows the opportunity for students to complete research for essays and major course tasks
- Not enough time for marking mid term assignment, reflecting on teaching and catching up on some research, which is critical for an academic. Although it’s only one week, it would make a big difference. Actually more breaks would be needed. I don’t see why would reduce it.
- Increased stress. I use the mid semester break to catch up on missed work or lectures, finish assignments etc. Gives me a chance to unwind and see my friends guilt free without having to worry about something being due. As someone who suffers from anxiety I use the mid semester break as a tool to relieve stress - “It’s okay, mid semester break is in 15 days, you can do this then” Reducing it to one week would not allow me to complete uni work AND unwind.
- the 2 week break allows one to catch up on work that hasn’t been understood as well in the opening weeks of the semester thus enabling a better understanding of the subject going into the second half of the first semester

• Priority Three - Alignment with the Universities Australia Common Dates/ Student Experience/Staff and Student Wellbeing

Experience/Staff
- Students need a break as do teaching staff! The entire point of that mid-semester break is to allow student's to catchup on any work which hasn’t been attended to as well as refresh themselves for the second part of the semester! 13 weeks of continuous study is a long time and a week long break is not sufficient time to actually relax as well as do any additional uni work or assessments!
- The mid-semester break is crucial for us students to complete mid-semester assignments as well as catch up with essential readings and lectures that might have been missed in the first half of the semester. It also allows us to prepare for the second half of the semester, which usually has more challenging topics as lecturers go more in-depth into the course. Moreover, I believe that the mid-semester break is also a crucial time for the academic staff to mark early assessments that were due before the mid-semester break, as many academic staff teach more than 1 unit per semester so i believe their marking load must be really heavy, or sometimes an academic staff has the sole responsibility to mark all 100+ essays written by his/her students and he/she struggle to finish marking the papers and provide good feedback in time for us students to prepare for our final assessments which are often due at the beginning of the exam period in week 13 or 14.
- the university organizes the semester so that before and after the mid-semester break we generally have both assignments and exams at the same time for four subjects. Reducing the break without changing this structure as well, will just increase stress and anxiety. it would be okay to reduce the mid-semester break if the extra week goes towards stuvac instead of an extra grading week like other universities
- Less time to work on the 8000 words of essays we inevitably get on a full course load. The mid sem gives us a chance to catch up while we can without the interruption of classes. Furthermore, for those students who live on campus from the country - or even from overseas, use those breaks to go home AND catch up on work. Take away that second week and this might not be feasible, severely impacting their mental health.
- Reduced time dedicated to catch-up study, especially for first year students adapting to university life.
- This will negatively impact students who work, and students and staff who are carers for school-age children. It will particularly affect single parents.
  > Students often use the mid-semester break to catch up on study, especially when they are working
  > Students who support themselves often need to work more in break times, in order to save money for while they are studying; so I think this may disproportionately impact students who are supporting themselves financially
  > Students and staff with school-age children will have to arrange vacation care, if they are teaching/studying while their children are on holidays; for some students, this will be a significant extra financial burden, especially for those who are single parents and receiving Centrelink benefits
- Teaching, especially for early-career staff, is stressful and exhausting. The mid-semester break allows staff to give attention to research and other matters, and also to prepare for the final few weeks of teaching.
- This is just a way of making more space for Session 3, and increasing the workload of all staff
- If anything you should be taking this one week to give it to the students ad Stuvac before the exams like all other unis do, not give to the staff. We have to meet deadlines throughout our semester and lots of them between taking on a full time study load and working. Students manage to get their work done on time with these deadlines, academic staff should be able to do exactly the same thing.
- An extra week of marking after exams would be useful for larger classes; however, for classes with few students (often the case in arts/humanities), the bulk of marking occurs during the mid-semester break.
- As a student I can see the additional week for grading having a negative impact on a fair proportion of students' mental Health. Increased levels of anxiety, stress and depression may result if students are made to wait longer for the release of their marks.
# REVIEW OF SEMESTER STRUCTURE

<table>
<thead>
<tr>
<th>INSTITUTION NAME</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SUMMER SESSION</th>
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<tbody>
<tr>
<td></td>
<td>No of Teaching Weeks</td>
<td>Duration of Mid-semester Break</td>
<td>Number of Exam Weeks</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>Y 13 wks (4 wks, 9 wks)</td>
<td>2 wks</td>
<td>N/A</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>Y 13 wks (4 wks, 9 wks)</td>
<td>1 wk</td>
<td>1 wk</td>
</tr>
<tr>
<td>University of New South Wales</td>
<td>Y 13 wks  (7 wks, 6 wks)</td>
<td>1 wk</td>
<td>1 wk</td>
</tr>
<tr>
<td>University of Western Sydney</td>
<td>Y 14 wks (8 wks, 6 wks)</td>
<td>1 wk</td>
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<tr>
<td>University of Wollongong</td>
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<td>1 wk</td>
<td>1 wk</td>
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<tr>
<td>La Trobe University</td>
<td>Y 13 wks (4 wks, 9 wks)</td>
<td>1 wk</td>
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<td>Griffith University</td>
<td>Y 13 wks (5 wks, 8 wks)</td>
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<td>1 wk</td>
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<td>Monash University</td>
<td>Y 12 wks (4 wks, 8 wks)</td>
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<tr>
<td>Murdoch University</td>
<td>Y 12 wks (4 wks, 4 wks, 4 wks)</td>
<td>2 breaks (1 wk, 1 wk)</td>
<td>1 wk</td>
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Source: Information published on individual University websites, accessed 27 March 2013
ITEM 10.4: PRIZES AND AWARDS

Ratification of Prizes awarded and nominations for approval
MACQUARIE UNIVERSITY

Prize Awards

Recommendations for the award of prizes have been received as follows:

1. FACULTY OF BUSINESS AND ECONOMICS

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Nomination</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie University Alumni Kathryn Murphy Memorial Prize</td>
<td>for academic merit in 300-level units taken in the Faculty of Business &amp; Economics</td>
<td>Jiang Pan</td>
<td>41316967</td>
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2. MACQUARIE GRADUATE SCHOOL OF MANAGEMENT

<table>
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</thead>
<tbody>
<tr>
<td>Pearson Australia Prize</td>
<td>Awarded for academic excellence in the unit MGSM952 Research Project (SHARED)</td>
<td>Sobel Landers Sykes Leanne Glenys Gavin Paul Matthew Stephen</td>
<td>42670039 41675657 40900495 (shared)</td>
</tr>
<tr>
<td>Allen Knott Scholar Award</td>
<td>Awarded for academic merit in the Master of Business Administration program</td>
<td>Graham Matthew Campbell</td>
<td>42310474</td>
</tr>
<tr>
<td>E.C. Bloomfield Memorial Prize</td>
<td>Awarded for proficiency in the unit MGSM835 Financial Management</td>
<td>Venkatraaman Jeram</td>
<td>42606659</td>
</tr>
<tr>
<td>Peter Strickland Memorial Prize</td>
<td>Awarded for academic excellence in the unit MGSM880 Foundations of Management Thought</td>
<td>Werner Frank</td>
<td>42728096</td>
</tr>
<tr>
<td>Logistics Association of Australia Prize</td>
<td>Awarded for proficiency in the unit MGSM893 Supply Chain Management</td>
<td>unit not offered</td>
<td></td>
</tr>
<tr>
<td>Macquarie Graduate School of Management Halder Chowdhury Prize</td>
<td>Awarded for best academic results in the Master of Management degree program</td>
<td>Werner Frank</td>
<td>42728096</td>
</tr>
</tbody>
</table>

RECOMMENDED: that prizes be awarded to the students nominated above.

Deidre Anderson
REGISTRAR

The following prizes have been approved by Professor Judyth Sachs on behalf of Academic Senate

1. THE BERNARD CURRAN MEMORIAL PRIZE FOR GENERAL PROFICIENCY

Awarded for the most meritorious pass in the New South Wales Higher School Certificate Examination in the year immediately preceding entry to Macquarie University.

Chun Lam (MQID: 43279996)
ATAR: 99.85 (Carlingford High School)
Enrolled: BAFBACST
# 2. FACULTY OF ARTS

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Nomination</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>New South Wales Bar Association Prize</td>
<td>for proficiency in the unit LAW555 Remedies</td>
<td>Playford Elissa</td>
<td>41485386</td>
</tr>
<tr>
<td>Communities of Enquiry Prize</td>
<td>for the best overall performance in Macquarie University Philosophy units undertaken through OUA</td>
<td>Mottarely Ray</td>
<td>43092780</td>
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<tr>
<td>Peter Hunt Memorial Prize</td>
<td>for an essay or thesis on Environmental Law submitted by a Master degree or Postgraduate candidate</td>
<td>Jenkins Martin Sommer Alison</td>
<td>42592453 42262127 (shared)</td>
</tr>
<tr>
<td>Anthropology Fieldwork Prize</td>
<td>for demonstration of the most impressive anthropological fieldwork by a Masters of Applied Anthropology student in their thesis research</td>
<td>Bedford Kavita</td>
<td>42151171</td>
</tr>
<tr>
<td>Anthropology International Student Prize</td>
<td>for demonstration of a mastery of anthropological theory and/or methods by a Macquarie International student enrolled in either an undergraduate or postgraduate Anthropology Degree</td>
<td>Crytser Gabriele</td>
<td>42713641</td>
</tr>
<tr>
<td>Brian Fegan Award for Best Applied Anthropology Thesis</td>
<td>for best thesis in Applied Anthropology</td>
<td>Scott David</td>
<td>42787319</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW469 International Human Rights Law</td>
<td>Rayner Sarah-Jayne Gildine Dale</td>
<td>41135792 41138996 (shared revised nomination)</td>
</tr>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW572 Advanced Torts</td>
<td>Fleming Hugh</td>
<td>41487656</td>
</tr>
<tr>
<td>Dean’s Award for Outstanding Contributions to the Macquarie Law Community</td>
<td>for outstanding service by LLB students to the Macquarie Law School and/or the wider University community</td>
<td>Ferrari Nicholas</td>
<td>40970760</td>
</tr>
<tr>
<td>Macquarie Legal Centre Family Law Clinic Prize</td>
<td>for the best student in Family Law Clinic Legal Education</td>
<td>Winch Emma</td>
<td>41470958</td>
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</tbody>
</table>

# 3. FACULTY OF HUMAN SCIENCES

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Nomination</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo Pender Memorial Award</td>
<td>for proficiency in the units ABEC121 Young Children and the Arts in ATSI Contexts and ABEP130 Introduction to Teaching ATSI Children</td>
<td>Not Awarded</td>
<td></td>
</tr>
<tr>
<td>Jo Pender Memorial Award</td>
<td>for proficiency in the units ABEC340 Management in Early Childhood ATSI Contexts and ABEC240 Managing People</td>
<td>Hutchinson Marie Renee</td>
<td>41181956 41181638 (shared)</td>
</tr>
<tr>
<td>Ruth Way Memorial Prize</td>
<td>for the best final essay in ECH 416 Child Development: Research &amp; Practice</td>
<td>Wong Sharon Shu-Kiu</td>
<td>41788281</td>
</tr>
</tbody>
</table>

Deidre Anderson
REGISTRAR
ITEM 10.5: VICE CHANCELLOR’S COMMENDATIONS

For ratification
Memo

MEMORANDUM TO: Professor Dominic Verity – Chair of Academic Senate

FROM: Kate Maitland, Manager Graduations

DATE: 7 March 2013

(1) Nominations for Master coursework candidates

Nominations for a Vice-Chancellor’s Commendation for Master coursework candidates. 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>Faculty of Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41986725 ROGERS, Clansi Skye</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>42787319 SCOTT, David Jonathan</td>
<td>Master of Applied Anthropology</td>
</tr>
</tbody>
</table>

**Faculty of Human Sciences**

| 42355478 LESLIE, Felicity Victoria Crompton | Master of Clinical Neuropsychology |

**RECOMMENDED**

*That the Vice-Chancellor’s Commendation be awarded to the 3 Masters coursework graduands listed above.*

(2) Nominations for Bachelor Degree Candidates

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>Faculty of Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41778723 SAMSON, Matthew James</td>
<td>Bachelor of Arts - Psychology</td>
</tr>
</tbody>
</table>

**RECOMMENDED**

*That the Vice-Chancellor’s Commendation be awarded to the 1 Bachelor coursework graduand listed above.*