A meeting of the Academic Senate will be held at 9.30am Tuesday 6 August 2013 in the Senate Room, Level 3, Lincoln Building.

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

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

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

AGENDA

Page Numbers

* 1. APOLOGIES / WELCOME

2. ARRANGEMENT OF AGENDA

* 2.1 Disclosure of Conflicts of Interest

* 2.2 Starring of Items

* 2.3 Adoption of Unstarred Items

Pages 3 - 21

★ 3. MINUTES OF PREVIOUS MEETING
Meeting held on 12 July 2013

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

Pages 22 - 24

★ 4.1 Academic Senate items requiring action

Pages 25 - 40

★ 4.2 Program Structure Statement: Postgraduate Coursework Programs

★ 4.3 Review of ASQC

5. CONSIDERATION OF CONFIDENTIAL ITEMS

5.1 Standing Committee on Appeals
The minutes of the Standing Committee on Appeals meeting of 24 June 2013 will be tabled.

★ 6. CHAIR ORAL UPDATE

★ 7. VICE-CHANCELLOR ORAL UPDATE
8. **QUESTIONS ON NOTICE**  
*Members are requested to submit Questions on Notice to the Chair two days in advance of the meeting.*

9. **REPORTS FROM STANDING COMMITTEES**

   **Pages 41 - 46**  
   *9.1 Academic Standards and Quality Committee  
   Report of the meeting 16 July 2013*

   **Pages 47 - 59**  
   *9.2 Senate Learning and Teaching Committee  
   Report of the meeting 8 July 2013*

10. **GENERAL BUSINESS**

    **Pages 60 - 61**  
    *10.1 Review of University Rules*

    **To be tabled**  
    *10.2 Draft Calendar of Governance 2014*

    **Pages 62 - 63**  
    *10.3 Prizes Awards*

    **Pages 64 - 67**  
    *10.4 Vice Chancellor’s Commendations*

    **Pages 68 - 69**  
    *10.5 Saving Clause Cases  
    Ratification of recommendations*

    **Page 70**  
    *10.6 Grade Appeal*

    **Page 71 - 72**  
    *10.7 Late Additions to the June 2013 Graduation List*

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

Attached are the minutes of the meeting held on 12 July 2013.

Recommendation

That the minutes of the meeting held on 12 July 2013 be signed as a true and correct record.
Minutes of a meeting of Academic Senate held on 12 July 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
                  A/Professor David Coutts
                  Professor Bruce Dowton
                  A/Professor Mark Evans
                  Professor Mark Gabbott
                  Professor Simon George
                  Professor Janet Greeley
                  Professor Mariella Herberstein
                  Professor Lori Lockyer
                  Professor Nick Mansfield
                  Mr Nicholas McGuigan
                  Professor Sakkie Pretorius
                  Professor Jacqueline Phillips
                  Professor Anne Ross-Smith
                  Professor Judyth Sachs
                  A/Professor Ian Solomonides
                  Ms JoAnne Sparks
                  A/Professor Michelle Trudgett
                  Dr Edward Watts
                  Dr Rod Yager
                  A/Professor Sherman Young

In Attendance:     Ms L Filardo
                   Ms R Grewal
                   Ms M Kwok
                   Ms S Kelly
                   Ms B Mclean
                   Ms A Phelps
                   Ms Z Williams
                   Mr J Wylie

Apologies:         Professor John Croucher
                   A/Professor Guy Ford
                   Mr Alexander Hughes
                   Mr Nigel Khine
                   Ms Jessica Kirkness
                   Professor Catriona Mackenzie
                   Mr Nicholas McGuigan
                   Professor Jacqueline Phillips
                   Professor Judyth Sachs
                   Professor John Simons
1. APOLOGIES/WELCOME

Academic Senate noted that apologies were received from Professor John Croucher, Associate Professor Guy Ford, Mr Alexander Hughes, Mr Nigel Khine, Ms Jessica Kirkness, Professor Catriona MacKenzie, Mr Nicholas McGuigan, Professor Jacqueline Phillips, Professor Judyth Sachs and Professor John Simons.

The Chair welcomed the new Deputy Vice-Chancellor (Research), Professor Sakkie Pretorius and Ms Amanda Phelps the new University Committee Secretary. The Chair thanked Ms Zoe Williams, Manager, Governance Services for her assistance in providing support to the Academic Senate.

2. ARRANGEMENT OF THE AGENDA

The following items were starred for discussion:

4.1. Academic Senate items requiring action
4.2. Curriculum Renewal Implementation Team II (CRIT)
4.3. Progress Report – Chiropractic Program
4.4. Academic Standards and Quality Committee (ASQC)
6. Chair Oral Update
7. Vice-Chancellor Oral Update
8.1. Reports from Executive Deans
10. Questions on Notice
11.1. Academic Standards and Quality Committee
11.2. Higher Degrees Research Committee
11.3. Senate Learning and Teaching Committee
12.1. Nomination for Award of the Title of Macquarie University Emeritus Professor – Professor Jim Piper
12.2. MRes – Department Proposals – 800 level units
12.3. Discussion Paper: The New Working With Children Check
12.4. Faculty of Human Sciences (FOHS) Representative
12.5. Faculty of Arts (FOA) Representative
12.6. Senate Learning and Teaching Committee Terms of Reference
12.7. Nomination for a Posthumous Award – Faculty of Science
12.8. Academic Appeals Working Group – Terms of Reference
12.9. Review of University Discipline Committee Penalties Working Group – Terms of Reference

2.1 The Chair requested that Senate members declare any conflicts of interest.

No conflicts of interest were declared.

3. MINUTES OF MEETING HELD ON 4 JUNE 2013

Resolution 13/181

That the minutes of the meeting held on 4 June 2013 be signed as a true and correct record.

4. BUSINESS ARISING FROM THE MINUTES

4.1. Academic Senate items requiring action

The Chair noted that this table reflects the current status of items requiring action arising from the Academic Senate minutes. The Chair requested that any listed action items requiring an update are to be provided to the next Academic Senate meeting on 6 August 2013.

4.2. Curriculum Renewal Implementation Team II (CRIT II)

Professor Janet Greeley, Chair CRIT II, spoke to the proposal supplied under this agenda item and reminded the meeting that the purpose of CRIT II was to simplify degree
structures and administrative processes, to enhance degree and program planning, to ensure a clearer and more coherent articulation of program outcomes and to improve the student experience through the provision of more accurate advice. Professor Greeley acknowledged the contribution of the Chair in the development of the paper.

Academic Senate resolved to support the recommendations outlined in the CRIT II paper with the minor amendments listed below.

Resolution 13/182  
That Academic Senate adopts the following resolutions and approves changes to its policies and to the degree rules, where appropriate, to put into effect the following changes to the operation of the University’s degree programs.

1. All generic, un-named, 3 year Bachelor degrees shall have majors of a standard size
   1.1. This will apply to the Bachelor of Arts, the Bachelor of Science, the Bachelor of Human Science and the Bachelor of Commerce.
   1.2. Majors in these degrees will either comprise 24 and/or 36 credit points of study.
   1.3. Extended majors of 36 credit points in duration are regarded as being exceptional, and will only be approved under strict conditions to be developed by ASQC.

2. All other Bachelor degrees that are structured on majors shall each have a single standard size to which all majors in that degree will conform.
   2.1. Academic Senate will determine the number of credit points that comprise all majors in each named Bachelor degree on the recommendation of ASQC.

3. The rules governing minors within Bachelor degrees shall be amended as follows:
   3.1. All minors within each Bachelor degree that admits minors will be of a standard size.
   3.2. Academic Senate will determine the number of credit points that comprise the minors in each Bachelor degree on the recommendation of ASQC.
   3.3. All minors will comprise subsets of corresponding Majors. This restriction will be reviewed by ASQC in 2015.
   3.4. The rule that stipulates that all minors must contain at least 6 credit points of study at 300 level shall be repealed.
   3.5. That rule shall be replaced by one that states that all minors must contain at least 6 credit points of study at 200 level or above.

4. ASQC shall develop a document, for approval by Academic Senate, describing the criteria that shall be applied to the development and approval of Majors and Minors. As a minimum this will:
   4.1. Articulate the conditions under which extended majors will be approved.
   4.2. Describe how the distinctiveness of majors and minors will be assessed.
   4.3. Specify the standards to be applied to the development and expression of program level learning outcomes and associated commentary.
   4.4. Provide annotated templates and exemplars to support the development of majors and minors in Departments and Faculties.

5. The rules governing People and Planet units shall be amended as follows:
   5.1. The following rule shall be repealed “One of those units must be taken outside the Department administering the qualifying major which the student is admitted to, and the other unit must be taken outside the Faculty administering the qualifying major which the student is admitted to.”
   5.2. That rule shall be replaced by the following rule “Those units must be taken in two different Faculties.”
   5.3. The following rule shall be repealed “Units which are already a required unit of the student’s program of study will not satisfy the People unit requirement or Planet...
5.4. That rule shall be replaced by the following rule “Any unit which can be taken as a required unit in a student’s degree or qualifying major cannot be taken to satisfy the People or Planet unit requirement of that program of study.”

6. All students will be registered into a specific degree and qualifying major (where applicable).
   6.1. Where a degree is structured around majors, students will be registered into a qualifying major from initial enrolment into that degree and will remain registered in some qualifying major for the duration of their enrolment in that degree.
   6.2. The process of transfer between qualifying majors within a given degree will not be subject to academic approval. Students will, however, be strongly advised to take academic and/or program advice before making any such transfer.
   6.3. It is envisaged that transfer between degrees and qualifying majors will be an online process, the practicalities of which are currently being considered by the DVC Students and Registrar’s office.
   6.4. Certain practical limitations may need to be placed upon this transfer process, these will be notified to ASQC once further work has been undertaken by the DVC Students and Registrar’s office to map this process.

7. Transfer into the generic Bachelor of Arts and Bachelor of Science degrees will not be subject to a transfer requirement.

8. All other transfer criteria will be reviewed by ASQC with a view to rationalisation and simplification.

9. The Chair of Academic Senate will work with the DVC Students and Registrar’s office to develop a position paper clarifying the distinction between program advice and academic advice.
   9.1. Appropriately trained professional staff may deliver program advice.
   9.2. Academic Senate will consider the adoption of these recommendations on the advice of ASQC.

4.3 Progress Report – Chiropractic Program
   The Executive Dean of the Faculty of Science provided a progress report on the proposed transfer of the Chiropractic program to a third party provider. Professor Baldock advised the Senate that an Expression of Interest (EOI) for external education providers was currently in development. Professor Baldock estimated that the EOI would be finalised and released within the next few weeks. The need to consult widely was identified as a critical concern as was the need ensure prospective students are provided with accurate information on transition arrangements.

4.4 Academic Standards and Quality Committee (ASQC) - extension of members
   The Chair advised Senate that due to the current review of ASQC, the membership of some members would be extended until 31 December 2013. The Chair also advised Senate the he would provide an update on the progress of the ASQC review at the next Academic Senate meeting on 6 August 2013.

5. CONSIDERATION OF UNSTARRED ITEMS

Resolution 13/183
   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

6.1 Standing Committee on Appeals
The Chair advised Senate that the minutes of the Standing Committee on Appeals meeting held on 24 June 2013 are to be considered at the 6 August 2013 Academic Senate meeting.

7. CHAIR ORAL UPDATE
The Chair advised Academic Senate that he would provide an oral update regarding his recent attendance at the Open Universities Australia Conference at the next Academic Senate meeting on 6 August 2013.

Academic Senate noted the update.

8. VICE-CHANCELLOR ORAL UPDATE
The Vice-Chancellor thanked members of Senate who had participated in the consultation session to review Framing Our Futures and updated members on the feedback received to date from members of Council. Framing Our Futures is in the final stages of review before being presented to Council for formal endorsement.

The Vice-Chancellor indicated while the timeframe for implementation of Framing Our Futures does not align with financial planning for 2014 it does allow a period of time to hang some initiatives from this framework with an incremental transition towards the 2015 financial year.

The Vice-Chancellor indicated that while the remediation of support functions had been identified as critical, it would be premature to discuss priorities at this stage. While the University’s web presence and student information systems had been identified as priorities, the way in which these issues will be addressed would require a deep and broad engagement to identify the needs of the business owners.

The Vice-Chancellor advised that planning has commenced for the Macquarie University 50th Anniversary and the Vice-Chancellor referred members to the website designed to gather the community’s thoughts on an appropriate way to mark this milestone event. One concept gathering momentum is celebrating 50 years in 50 days. This would involve 50 days of non-consecutive events involving a celebration of the inaugural date and encompassing Conception Day.

The Vice-Chancellor asked members to join him in acknowledging the achievements of Professor Katherine Demuth, Director of the Child Language Laboratory who has been awarded an Australian Laureate. The Vice-Chancellor invited the Deputy Vice-Chancellor (Research) to comment on this prestigious award. Professor Pretorius advised members that he had the pleasure of being notified by the Australian Research Council of the award of the Australian Laureate to Professor Demuth on his first day at the University. Professor Pretorious spoke of Professor Demuth’s research achievements, which had resulted in an enormous growth in the understanding of language acquisition and development.

The Vice-Chancellor updated Senate on the planning process between ASAM and University Hospital to progress teaching and hospital integration. The Vice-Chancellor went on to provide Academic Senate with a detailed brief on the University’s involvement with a joint venture submission in response to the State Government’s request for expressions of interest for the proposed Northern Beaches Hospital. The University has formed a consortium to submit a bid as the public operator of the public/private Northern Beaches Hospital. The consortium partners are architecture firms with comprehensive
hospital design experience, non-profit pre- and after hospital care providers, financial institutions and a construction firm with a track record for delivery of large-scale projects.

The Vice-Chancellor spoke to the challenges faced by the University Hospital in terms of sustainability, scalability and competition. These issues are closely connected to the question of whether the University should consider exploring a pre-registration medical student education program. The Vice-Chancellor advised that while postgraduate medical coursework development is on an upward trajectory, competition with the Royal Colleges, for example, for specialised clinical training raises questions of scale and ultimate size potential.

The Vice-Chancellor spoke of the recent media coverage regarding the resignation of Professor Salby and in particular to the facts surrounding this matter. Professor Salby's employment was terminated due to his decision to not perform a critical part of his role—namely his refusal to teach. Despite repeated directives, Professor Salby refused to teach and did not attend a class he was scheduled to run. In addition, Professor Salby has misused University resources, had travelled internationally without approval using a non-approved travel provider. The Vice-Chancellor spoke of reports in the media regarding claims that the University had cancelled a return leg of a trip for Professor Salby. The Vice-Chancellor advised members that while this airfare had been purchased without approval and was in breach of the University's travel policy, he questioned that decision. The Vice-Chancellor advised members that there would be a review of the decision-making process that resulted in this outcome.

The Vice-Chancellor invited questions from members of Senate. A/Professor Coutts raised a series of questions surrounding the relationship between the University and the proposed Northern Beaches Hospital and resources. The Vice-Chancellor advised that while the consortium must be lead by a hospital operator the proposal doesn't necessarily commit University funding. The proposed hospital will be part of Sydney Clinical School of the University of Sydney and as such, arrangements surrounding adjunct and teaching staff would not necessarily impact upon the University in terms of staff appointments into ASAM.

Professor Lockyer asked if the University has decided to embark on the delivery of medical training. The Vice-Chancellor advised that new medical schools are a vexed and complex political issue. The Vice-Chancellor advised that should the University determine that this was an appropriate strategic direction, innovative non-traditional models would be investigated, such as the model delivered by New York University which contracted medical education to a 3 year program.

The Vice-Chancellor thanked members for their attention and advised he would need to depart to attend a meeting with media.

Academic Senate noted the update.

Vice-Chancellor departed the meeting at 10.02am

9. 2013 – SESSION 1 UNIT RESULTS

9.1 Reports from Faculties
The Chair invited the Executive Deans to speak to the Session 1 Unit Results.
Faculty of Arts – Associate Professor Sherman Young spoke to the Faculty of Arts report and confirmed that failure rates can be attributed to the failure of some students to submit assessments.

Faculty of Business and Economics – The Executive Dean spoke to his report and emphasised the need to encourage greater engagement by students. Professor Gabbott noted in particular the issue of student attendance at lectures and tutorials, a heavy reliance on I-Learn and ‘cramming’ content towards the end of session and the high number of Special Consideration requests. Professor Gabbott spoke to the need for a review of certain types of assessment methodologies to prevent academic misconduct and the lack of understanding amongst parts of the cohort of what constituted plagiarism. He also spoke to the support available within the Faculty and expressed the view that while the level of available support was significant it may not be sufficient.

Faculty of Human Sciences – The Executive Dean spoke to her report and spoke of the lack of student engagement in some departments. Furthermore she mentioned that a number of students from alternate pathways had succeeded in their first year, in which they had received extra support, but had then gone on to fail in later years. Professor Greeley went on to note that this may be the result of admission standards, but that it was equally likely that students articulating into the second year of programs had found it harder to succeed without the foundation of support and assistance provided to first year students.

Faculty of Science – The Executive Dean provided a verbal update and stated that high failure rates were currently an issue and that these were in the process of being reviewed. A review had been conducted of the ATAR level and the failure rates and subsequently 3 programs had their ATAR raised. Another issue raised by the Executive Dean was that not all Science students in first year do compulsory mathematics and there would be a move for all first year Science students to be required to complete mathematics.

The Chair thanked the Executive Deans and noted that the topic of Academic Dishonesty and Plagiarism had arisen in a number of their reports. He advised that a staff development and training module on this topic had been developed by the Learning and Teaching Centre in collaboration with the University’s Academic Integrity Special Interest Group and that this was available as an iLearn module. He also advised that a corresponding module on this topic targeted at students was in preparation, and that it was hoped that this could be made available to students during Session 2 2013.

Associate Professor Michelle Trudgett departed the meeting at 11:17am.

9.2 Consideration of Schedule of Results, Session 1, 2013

Resolution 13/184
(a) That Academic Senate thanks the Faculties for their Session 1 2013 examination reports
(b) That the Chair of Academic Senate is authorised to approve examination results released after 13 July 2013 on behalf of Academic Senate.

9.3 Candidates who have now Satisfied Requirements for Undergraduate Degrees/ Diplomas/ Certificates

Resolution 13/185
That the candidates in the reports under items 8.3, 8.4, 8.5 and 8.8 have satisfied requirements for the awards stated
9.4 Prize Awards

Academic Senate resolved as recommended the list of prize awards submitted for its consideration at the meeting.

**Resolution 13/186**

*That prizes be awarded to the students nominated for the prize awards.*

9.5 Approval for Communication of Results

Academic Senate considered the communication of results.

**Resolution 13/187**

*That the schedule of results be approved as the official record and that the Deputy Vice-Chancellor (Students and Registrar) be authorised to convey these results to students.*

10. OTHER RESULTS FOR NOTING

Academic Senate noted the following results:

10.1 ICMS Study Period 3, 2012

10.2 OUA Term 3, 2012

10.3 OUA Term 4, 2012

10.4 Macquarie City Campus IBT 3, 2012

10.5 Macquarie City Campus Study Period 3, 2012

10.6 Session 3, 2012/13

10.7 Vacation 2012/13

11. QUESTIONS ON NOTICE

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

Nil received.

*Professor Mark Gabbott departed the meeting at 11:24 am.*

12. REPORTS FROM STANDING COMMITTEES

12.1 Academic Standards and Quality Committee

Academic Senate noted the report of the meeting of 25 June 2013 and resolved as recommended:

**Amendments to minutes of ASQC meeting held on 17 July 2012**

**Amendments to OUA Program Structures (Tabled Paper)**

This item was omitted from the minutes of the ASQC meeting held on 17 July 2012

**Resolution 13/188**

*That Academic Senate approves the revised program structures for the following OUA programs with effect from 1 January 2013:***
Master of International Security Studies
Postgraduate Diploma of International Security Studies
Postgraduate Certificate of International Security Studies
Master of Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies (specialisations in Counter Terrorism, Cyber Security, General Policing, Intelligence and Counter Terrorism, Intelligence and Policing)
Master of Policing, Intelligence and Counter Terrorism (specialisations in Counter Terrorism, Cyber Security, General Policing, Intelligence and Counter Terrorism, Intelligence and Policing)
Postgraduate Diploma of Policing, Intelligence and Counter Terrorism (specialisations in Counter Terrorism, Cyber Security, General Policing, Intelligence and Counter Terrorism, Intelligence and Policing)
Postgraduate Certificate of Policing, Intelligence and Counter Terrorism

UNDERGRADUATE PROGRAMS

2013 Academic Program

Urgent Changes to the Schedule of Units

Resolution 13/189
That Academic Senate approves the following urgent changes with immediate effect:

Faculty of Arts

MUS306 Musical Creativity and Performance

The Faculty has requested a change to the prerequisite to ‘39cp including (3cp in MUS units at 300 level)’. There are currently 25 students enrolled for session 2 and the Faculty has advised that waivers have been entered so as to not disadvantage these students.

Faculty of Human Sciences

EDUC108 Science: Today and Tomorrow

The Faculty has requested an enrolment quota of 100 to be applied against the Session 3 offering.

EDUC261 Information Technology and Education

The Faculty has requested an enrolment quota of 75 to be applied against the Session 3 offering.

PSY250 Music, Mind and Message

The Faculty has requested an enrolment quota of 80 to be applied against the Session 3 offering.

PSY235 Developmental Psychology

The Faculty has requested an enrolment quota of 100 to be applied against the Session 3 offering.

PSY248 Design and Statistics II
The Faculty has requested an enrolment quota of 100 to be applied against the Session 3 offering.

PSY350 The Psychology of Human Relationship

The Faculty has requested an enrolment quota of 100 to be applied against the Session 3 offering.

PSYC104 Introduction to Psychology I

The Faculty has requested an enrolment quota of 100 to be applied against the Session 3 offering.

Late Amendment to the Schedule of Majors

Resolution 13/190
That Academic Senate approves the following late amendment with immediate effect:

Faculty of Arts

English Major EGL01

The Faculty has requested that ENGL200 be added to the 200 level option set.

2014 Academic Program

Request to Change Programs/ Majors for 2014

Resolution 13/191
That Academic Senate approves the following amendment with effect from 1 January 2014:

Faculty of Human Sciences

Bachelor of Arts with the degree of Bachelor of Education (Secondary) (ARTS24)
Bachelor of Science with the degree of Bachelor of Education (Secondary) (SCIE10)
Bachelor of Education (Secondary) (EDUC03)

The Faculty requested amendments to the 300 level and 400 level program structures for the above programs to provide more explicit guidance to students in meeting program requirements and professional accreditation standards.

Units to be Deleted 2014

Resolution 13/192
That Academic Senate approves the deletion of the following units with effect from 31 December 2013:

DEM356 Using Demographic Data in Management
LAW485 Comparative Legal History
LAW487 China Trade and Investment Law
LAW576 Language, Violence and Justice: the Legal Regulation of Hatred
LAW579 Property Rights
LAW589 Property in Natural Resources
MKTG213 Marketing Channels
Change of Unit Code (including Prerequisites, Co-requisites, NCCW & Offerings)

**Resolution 13/193**
That Academic Senate approves the following unit recodes with effect from 1 January 2014:

<table>
<thead>
<tr>
<th>Current Details</th>
<th>Future Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty of Arts</strong></td>
<td></td>
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<tr>
<td>AHPG706</td>
<td>AHIS706</td>
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<td>Ancient Languages A</td>
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<td>AHPG707</td>
<td>AHIS707</td>
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<tr>
<td>Ancient Languages B</td>
<td>Ancient Languages B</td>
</tr>
<tr>
<td>SOCI302</td>
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<tr>
<td>Global Politics of Food and Eating</td>
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<tr>
<td><strong>Faculty of Business and Economics</strong></td>
<td></td>
</tr>
<tr>
<td>DEM127</td>
<td>MKTG127</td>
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<tr>
<td>Demographic Fundamentals</td>
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<tr>
<td>MKTG210</td>
<td>MKTG310</td>
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<tr>
<td>DEM255</td>
<td>MKTG216</td>
</tr>
<tr>
<td>Australia’s Population: Past, Present and Future</td>
<td>Consumer Demographics</td>
</tr>
</tbody>
</table>

Proposal to Add an Existing Unit to the Schedule of Participation Units

**Resolution 13/194**
That Academic Senate approves the addition of the following unit to the Schedule of Participation Units, with effect from 1 January 2014:

**Faculty of Science**

BIOL349 Biodiversity and Conservation

New Units 2014

**Resolution 13/195**
That Academic Senate approves the introduction of the following units, with effect from 1 January 2014:

**Faculty of Arts**

AHIS355 A History of Magic: From the Magi to Merlin
ANTH300 Pacific Cultures: Kings, Cannibals, and Other Mysteries
CHN113 Basic Spoken Chinese
ENGL734 Jane Austen and Her World
PHIL230 The Moral Psychology of Good and Evil
PICT201 Cybercrime
POL397 Global Environmental Politics
RSN280 Russia: Myths and Facts
SOCI707 The Sociology of Food and Eating

**Faculty of Business and Economics**

MGMT255 Global Population Challenges
Resolution 13/196

That Academic Senate approves the following Emergency Change with immediate effect:

Faculty of Arts

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Action</th>
<th>Existing Entry</th>
<th>Revised/New Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHPG903</td>
<td>Studies in Egyptian Religion</td>
<td>Change to NCCW</td>
<td>NCCW AHPG861</td>
<td>No NCCW</td>
</tr>
</tbody>
</table>

Resolution 13/197

That Academic Senate approves the application of the “Applied Linguistics” designation to the following units with immediate effect:

Faculty of Human Sciences

The Faculty requested that the designation “Applied Linguistics” be applied to the following units:

APPL920 Linguistics and Language Teaching
APPL921 Language and Teaching Methodologies

2014 Academic Program

Award to be Rested 2014

Resolution 13/198

That Academic Senate approves the resting of the following award with effect from 1 January 2014:

Faculty of Human Sciences

Master of International Clinical Practice – INCL11M

Revised Programs of Study 2014

Resolution 13/199

That Academic Senate approves the revised programs of study for the following awards with effect from 1 January 2014:
Faculty of Human Sciences

Doctor of Advanced Medicine
Postgraduate Diploma of Organisational Behaviour [ORBE21D]
Master of Organisational Psychology [ORPS11M]
Doctor of Organisational Psychology [ORPS01T]

Amendments to Schedule of Units 2014

Resolution 13/200
That Academic Senate approves the following amendments with effect from 1 January 2014:

Faculty of Science

The Faculty requested the following amendments:

CHIR903 Clinical Chiropractic 3
Removal of the NCCW of CHIR883

CHIR904 Clinical Chiropractic 4
Removal of the NCCW of CHIR884

GSE844 Management Practice
Revised prerequisite:
32cp at 800 level and admission to MEnv or MEnvEd or MEnvMgt or MEnvStud or MEnvPlan or MEnvSc or MSocEntre
OR
16cp at 800 level and admission to PGDipEnv or PGDipEnvEd or PGDipEnvStud or MSusDev or PGDipSusDev or MSc in Remote Sensing and GIS or PGDipSc in Remote Sensing and GIS.

Units to be Deleted 2014

Resolution 13/201
That Academic Senate approves the deletion of the above units with effect from 31 December 2013:

Faculty of Human Sciences

TRAN866 Simultaneous Interpreting 1
TRAN867 Simultaneous Interpreting 2

Retention and Teach out of Units due to be deleted

Resolution 13/202
That Academic Senate approves the retention of the following units with effect from 1 January 2014:

Faculty of Human Sciences

LING930 Research Methods for Communication Disorders Part A
LING931 Special Project Communication Disorders Part A
LING932 Special Project Communication Disorders Part B
LING934 Linguistics Dissertation Part A
LING935 Linguistics Dissertation Part B
Units to move to the Department of Biological Sciences

Resolution 13/203
That Academic Senate approves that the following units be moved from the Department of Environment and Geography to the Department of Biological Sciences, with effect from 1 January 2014:

GSE852 Wildlife Habitat Management  
GSE853 Wildlife Management Principles and Practices  
GSE854 Biodiversity Survey and Habitat Assessment Techniques  
GSE855 Communication and Wildlife Management  
GSE856 Wildlife Survey (Design, Conduct and Interpretation)

New Units 2014

Resolution 13/204
That Academic Senate approves the introduction of the following units with effect from 1 January 2014:

Faculty of Arts

LAWS802 Criminal Justice and Public Policy  
LAWS803 The Law of Obligations I - Contracts  
LAWS805 Theories of Law and Justice  
LAWS806 Applied Legal Ethics  
LAWS813 Civil and Criminal Procedure  
LAWS814 Evidence  
MECO802 The Digital Newsroom

Faculty of Business and Economics

AFCP806 Risk in Financial Institutions  
AFCP856 Credit and Lending Decisions  
AFCP859 Advanced Valuation for Corporate Finance  
AFCP860 Applied Business Valuation  
AFCP861 Corporate Financial Strategy  
AFCP862 Managing Shareholder Value

Faculty of Human Sciences

PSYO904 Counselling and Cultural Perspective for Organisational Psychology

Faculty of Science

CLIM804 Climate Change and The Climate System  
CLIM805 Climate Change: Policies, Management and Adaptation  
ITEC873 Machine Learning  
ITEC874 Big Data Technologies
POLICY FOR 200 LEVEL UNIT PREREQUISITES

Resolution 13/205
That Academic Senate approves that the principles outlined below be established in relation to prerequisites and corequisites for 200 level units:

i) The maturity prerequisite should be a minimum of 12 credit points for 200 level units that have no corequisites and rely on a maturity prerequisite only.

ii) If individual units are specified without a maturity prerequisite the prerequisite should include a minimum of 3 credit points at 100 level.

iii) Units with a corequisite requirement do not require a prerequisite requirement as long as the corequisite unit(s) are at 200 level or above.

POSTGRADUATE ARTICULATED/NESTED AWARDS

Resolution 13/206
That Academic Senate approves the following arrangements for articulated awards:

i) All articulated award sets to be reviewed and approved through the following governance channels:
   - FSQC: Initial review.
     Suitable articulated award sets recommended to ASQC;
   - ASQC: Review of FSQC recommendations.
     Suitable articulated award sets recommended to Academic Senate;
   - Academic Senate: Review of ASQC recommendations
     Suitable articulated award sets approved.
   - It was noted that review of articulated award sets should be made against the principles of the AQF statement on nested qualifications.

ii) A Schedule of Postgraduate Articulated Award Sets is developed. Where an articulated award set is approved by Academic Senate, it is added to the schedule. The schedule is the formal document to inform the application of Rule 2(10).

iii) The following definition of articulated awards is included in the University Glossary:
   Articulated Awards: An approved set of postgraduate awards which are ‘nested’ and permit full credit transfer from one complete award in the set to one other award in the set. The set of awards are approved by Academic Senate and recorded in the Schedule of Postgraduate Articulated Award Sets.

QUALITY ASSURANCE REVIEW OF ENGLISH LANGUAGE PATHWAYS

Resolution 13/207
That Academic Senate approves that the English Language Requirements for the English Language Pathways be increased as follows:

<table>
<thead>
<tr>
<th>Name of College</th>
<th>Revised English Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenwich College</td>
<td>Overall High Distinction for Entry</td>
</tr>
<tr>
<td>Australian International College of English</td>
<td>Overall High Distinction for Entry</td>
</tr>
<tr>
<td>Australian Pacific College</td>
<td>Minimum overall A</td>
</tr>
</tbody>
</table>
Internal Degree Transfer

Resolution 13/208

That Academic Senate resolves that on successful completion of 12 credit points and attainment of a GPA of 2.0, that students be permitted to transfer to the Bachelor of Teaching (Birth to Five Years), with effect from Session 2, 2013.

Change to the IELTS Requirements for the Bachelor of Teaching (Birth to Five Years) and the Bachelor of Education (Early Childhood Education) (Birth to 12)

Resolution 13/209

That Academic Senate resolves that the IELTS requirements (and other equivalent scores) for entry to the Bachelor of Teaching (Birth to Five Years) and the Bachelor of Education (Early Childhood Education) (Birth to 12) be changed to 7.5 overall with no score below 7.0 in any of the four areas (listening, reading, writing and speaking) and a score of no less than 8.0 in speaking and listening, with effect from Session 2, 2013.

12.2 Higher Degrees Research Committee

Academic Senate noted the report of the meeting of 5 July 2013 and resolved as recommended:

Completion of Requirements

Resolution 13/210

That the students included in the Report of the Higher Degree Research Committee of 5 July 2013 have satisfied the requirements for the awards stated.

The following correction was noted – the award was previously erroneously noted as a PHD (it should have been a DPSYCH):

TAN, WEE CHONG     FOHS     DPSYCH
Principal Supervisor: Associate Professor Andrew Baillie
Associate Supervisor: Associate Professor Michael Jones
Thesis submitted for examination: 21 December 2012
Thesis title: Functional gastrointestinal disorders: Psychological characteristics
Award Recommended: Doctor of Psychology

Nominations for Vice- Chancellor’s Commendation

Resolution 13/211

That Erica Maree Crome’s combined PhD/Master of Clinical Psychology thesis entitled “Latent structures of social phobia” be awarded a Vice-Chancellor’s Commendation.

Resolution 13/212

That Anthony Maniaty’s PhD thesis entitled “Persona and authenticity in the war
12.3 Senate Learning and Teaching Committee (SLTC)

Report of Meeting of 17 June 2013

Academic Senate noted the report of the meeting of 17 June 2013.

13. GENERAL BUSINESS

13.1 Nomination for the Award of the Title of Macquarie University Emeritus Professor – Professor Jim Piper

The Senate agreed unanimously to the awarding of the title of Emeritus Professor to Professor Jim Piper.

Resolution 13/213

That Academic Senate recommend to Council that Professor Jim Piper be awarded Title of Macquarie University Emeritus Professor

13.2 MRes – Department Proposals – 800 level units

The Chair passed on his thanks to all Deans for their assistance with this 8 month project.

Resolution 13/214

That Academic Senate approve the 800 level units proposed for the MRes

13.3 Working With Children Check

The Deputy-Registrar spoke to the paper and advised that there will be a phased implementation with respect to the new requirements of the Working With Children Check. The Chair flagged that this item will return to the Academic Senate in the future for further discussion.

13.4 Faculty of Human Sciences (FOHS) Representative

The Chair spoke to the issue of the under representation of the Faculty of Human Sciences on Academic Senate and proposed that a further member be co-opted from that Faculty as an additional appointed member. The Chair proposed that the Executive Dean and the elected representatives of the FOHS consult and nominate a suitable representative for consideration by Academic Senate.

Action: The Executive Dean and the elected representatives of the FOHS consult and nominate an appropriate member of staff to be co-opted to Senate: Responsible Officer Executive Dean

13.5 Faculty of Arts (FOA) Representative

That the position currently held by Dr Nick Baker will become vacant when he takes a leave of absence from 16 July 2013 until July 2014. The Chair thanked Dr Baker for his service to Academic Senate and encouraged him to consider standing for an Academic Senate position on his return from overseas.

Action: The Executive Dean and the elected representatives of the FOA consult and nominate an appropriate member of staff to be co-opted to Senate: Responsible Officer Executive Dean

Action: Consideration be given to amending the current Academic Senate rule 3.(2)(ii) to identify the appropriate process for the selection of co-opted Faculty members to fill vacancies arising from vacations of office.

13.6 Senate Learning and Teaching Committee (SLTC) Terms of Reference (TOR)
The Chair advised that the annual review of the Senate Learning and Teaching Committee Terms of Reference was scheduled. The Chair advised that A/Professor Ian Solomonides had agreed to Chair the Working Party. The other members of Academic Senate to make up the Working Party will be advised at the next meeting of Senate.

Action: Chair of Academic Senate to consult with A/Professor Solomonides in determining the membership of the working party.

13.7 Nomination for Posthumous Award

Resolution 13/215

That Mr Brendan Searle 30350034 be awarded a Posthumous Award of the degree of Bachelor of Science

Action: That the University develops a policy regarding posthumous awards. Responsible Officer, Chair Academic Senate

Ms Deidre Anderson departed the meeting at 11:37am

13.8 Academic Appeals Working Group – Terms of Reference

Academic Senate noted the Academic Appeals Working Group Terms of Reference.

13.9 Review of the University Discipline Committee Penalties Working Group – Terms of Reference

Academic Senate noted the Review of the University Discipline Penalties Working Group – Terms of Reference.

13.10 Saving Clause Cases

Faculty of Arts

Resolution 13/216

That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 42116953 to satisfy degree requirements for Bachelor of Arts without completing the People/Planet unit outside the Faculty of Arts, provided all other degree requirements are met.

Resolution 13/217

That in accordance with Rule 3 of the Bachelor Degree Rule (Open Universities Australia), the Saving Clause be invoked to enable the student identified as 42093120 to satisfy requirements for the Bachelor of Arts by Open Universities Australia, provided all other degree requirements are met.

Resolution 13/218

That the Saving Clause be invoked to enable the student identified as 40504395, currently enrolled in a Bachelor of Arts, to satisfy degree requirements for a Diploma of Languages, provided all other degree requirements are met.

Resolution 13/219

That the Saving Clause be invoked to enable student identified as 42218462, currently enrolled in a Bachelor of Arts, to satisfy degree requirements for a Diploma of Languages, provided all other degree requirements are met.

There being no further business the meeting was declared closed at 11:42am.

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

For information
### Academic Senate items requiring action as at 6 August 2013

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/02/13</td>
<td>2.2</td>
<td>Executive Dean of Science to confer with elected members from the Faculty and forward a nomination for the casual vacancy resulting from the election of the Chair. Academic Senate to consider and vote on nominee to fill this casual vacancy at its meeting scheduled for 5 March 2013.</td>
<td>Completed</td>
</tr>
<tr>
<td>14/02/13</td>
<td>5.1</td>
<td>The Chair to approach Academic Senate members to form a Working Group to develop a white paper on the feasibility of reducing the duration of the mid-semester break and report back to the 30 April 2013 meeting.</td>
<td>Completed</td>
</tr>
</tbody>
</table>
| 14/02/13        | 5.2         | The Executive Dean, Faculty of Business and Economics to communicate this resolution to the Timetable Project Team.  
(Related Resolution 13/03 That lectures for First Year day units are prioritised within the timetable for scheduling between the hours of 9am to 5pm.) | Update required |
| 05/03/13        | 9.2         | Feedback provided by Senate to be forwarded to the Dean of the Higher Degree Research for inclusion in the revision of the HDR Examinations Policy and Procedure.  
(Related Resolution 13/66 That the resolution presented by the HDRAC does not meet remit of this Appeals Committee as delegated by Academic Senate) | Update required |
| 05/03/13        | 10.6        | Publication of 2014 Academic Year Plan and MQ Announcement announcing publication. | Completed/in progress |
| 04/06/13        | 9.2         | That the correspondence sent to supervisors by the HDRO be revised to clarify the need to maintain confidentiality of the examiner’s reports until the examiner’s reports had been considered by PESC and an outcome determined. Responsible Officer: Professor Nick Mansfield. | Update required |
| 04/06/13        | 9.3         | That the Chair approve the recommendations relating to Completion of Requirements and Vice-Chancellor’s Commendations of the HRDC meeting of 31 May 2014. Responsible Officer: Professor Verity, Chair, Academic Senate. | Completed       |
| 04/06/13        | 10.2        | Marketing to be involved in the development of a communication plan regarding the changes to the undergraduate curriculum envisaged in the CRIT process. Responsible Officer: Professor Greeley, Chair of CRIT. | In progress     |
| 04/06/13        | 10.3        | Expressions of Interest sought for participation on the Working Party. The Chair to draft Terms of Reference and circulate to members: Responsible Officers: The Chair and members of Academic Senate.  
(Related resolution 13/170 - That Academic Senate establish a working party to consider the design of a new quality assurance process by which it might discharge its responsibilities in regard to the ratification of unit results and the qualification of students for awards. For the Working Party to recommend on threshold standards to govern the preparation and consideration of results in Faculties and in regard to the principles and processes to be applied in Academic Senate’s post hoc reviews of these processes.) | In progress     |
<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>Item number</th>
<th>Action required</th>
<th>Status</th>
</tr>
</thead>
</table>
| 04/06/13        | 10.4        | University Discipline Committee - Academic Misconduct Penalties  
Expressions of Interest sought for participation on the Working Party. The Chair to draft Terms of Reference and circulate to members: Responsible Officers: The Chair, Deputy Vice-Chancellor (Students and Registrar) and members of Academic Senate.                                                                 | In progress  |
| 12/07/13        | 13.4        | Action: The Executive Dean and the elected representatives of the FOHS consult and nominate an appropriate member of staff to be co-opted to Senate: Responsible Officer Executive Dean                                                                                                                                                                    | In progress  |
| 12/07/13        | 13.5        | Action: The Executive Dean and the elected representatives of the FOA consult and nominate an appropriate member of staff to be co-opted to Senate: Responsible Officer Executive Dean                                                                                                                                          | In progress  |
| 12/07/13        | 13.5        | Action: Consideration be given to amending the current Academic Senate rule 3.(2)(ii) to identify the appropriate process for the selection of co-opted Faculty members to fill vacancies arising from vacations of office.                                                                                                                             | To be commenced |
| 12/07/13        | 13.6        | Action: Chair of Academic Senate to consult with A/Professor Solomonides in determining the membership of the working party.                                                                                                                                                                                                                   | In progress  |
| 12/07/13        | 13.7        | Action: That the University develops a policy regarding posthumous awards. Responsible Officer, Chair Academic Senate Related Resolution 13/215                                                                                                                                              | To be commenced |
ITEM 4.2: PROGRAM STRUCTURE STATEMENT: POSTGRADUATE COURSEWORK PROGRAMS

For discussion
STAGE TWO: AQF Compliance and Macquarie’s Academic Programs

Academic Senate approved a paper entitled “AQF Compliance and Macquarie’s Academic Programs” on 30th of April. That paper captured the critical issues, discussions and recommendations of the Working Party, and presented structures for a range of programs at Macquarie University.

Following Academic Senate’s approval, the working party has convened on a number of occasions to examine the practicalities of this transition, to further refine the information to be provided to Faculties to assist them in understanding these new program structures and to draft templates for the documentation of programs and their learning outcomes.

The document presented here entitled ‘Academic Senate Program Structure Statement: Postgraduate Coursework Programs’ refines and articulates the structures approved at Academic Senate on the 30th of April. It is intended to lay out the minimum standards to be applied to the approval and re-approval of programs and to provide Departments with a clear roadmap to the development of programs that conform to Academic Senate’s expectations in regard to postgraduate degree structures.

This predecessor to this structure statement, referred to above, has been widely circulated since mid-April. This document itself was circulated to Associate Deans Standards and Quality on the 9th of July, with the express intention that it be promulgated widely to Departments for comment. This circulation has also given program leaders an opportunity to start process of assessing what changes need to be made in their programs to meet these new program requirements. Associate Deans were also asked to brief their Executive Deans on the practical impact of these changes.

It has been revised substantially in response to feedback from all Faculties, and it was presented for discussion and endorsement at the ASQC meeting on the 16th of July. Since then it has undergone further substantial amendment in response to feedback from the all Faculties.

Impact Statement

As discussed at Academic Senate on the 30th of April, these changes to the structures of our postgraduate coursework programs are intended to facilitate their accreditation by Academic Senate as AQF compliant programs at level 8 and 9. The primary impacts of these changes are:

- The retirement of all existing diploma, graduate certificate and graduate diploma programs.
- The replacement of existing postgraduate certificate and postgraduate diploma programs with corresponding AQF level 8 graduate certificate and graduate diploma programs and qualifications.
- Changes to the volumes of learning required for the completion of masters degree (coursework) programs. There are two offsetting factors to take into account here:
  - the expansion of expected nominal volumes of learning from a minimum of 1 full time equivalent (FTE) year (eight 4 credit point units) to 1.5 FTE years (twelve 4 credit point units).
  - a reduction in the University’s expectations in regard to the nominal hours that make up a single FTE year, from 1440 (180 hours per 4 credit point unit) to 1200 (150 hours per 4 credit point unit).
- Longer volumes of learning for students who wish to transition from one discipline into a postgraduate program in a different discipline.
• A more permissive RPL policy and process which will allow programs to recognise formal, non-formal and informal learning, such as that associated with work experience or industry qualifications, both for entry into and credit towards these programs
• The introduction of program level learning outcomes and a requirement that all programs must have learning outcomes which address AQF mandated skills in the areas of research methodology training, independent research and capstone experience / project work / professional practice.

This transition imposes some significant burdens on program leaders, Departments and Faculties and on Academic Senate itself. In particular it will involve the rebalancing of some units to meet volume of learning expectations, the introduction of some new units of study, the formulation of program level learning outcomes and the incorporation of research and capstone related components. ASQC is currently in the process of determining a schedule for the re-accreditation of all of the University’s postgraduate coursework programs. This will ensure that Academic Senate can accredit all of these as AQF levels 8 or 9 programs by January 2015.

The University will also need to consider how these changes to its postgraduate program structures should be factored into its determination of the fees charged for these programs.

Recommendations

A set of recommendations are provided below for consideration by Senate:

**Recommendation 1:** That Academic Senate approve the document entitled ‘Academic Senate Program Structure Statement: Postgraduate Coursework Programs’ as a statement of the structure of the University’s postgraduate coursework programs which is consistent with the resolutions it passed at its 30th of April meeting.

**Recommendation 2:** That Academic Senate approve the following definitions for inclusion in the University Glossary:

- **Gateway Unit:** A foundational unit, typically offered at 600 level, designed to provide an introduction to the discipline for students entering a postgraduate program from a non-cognate discipline.

- **Graduate Capabilities:** Interdisciplinary skills, knowledge and attitudes that equip students to live and work in a rapidly changing and complex world. The nine graduate capabilities identified by Macquarie are located in a framework that represents the values of Scholarship, Ethical Practice, Engagement and Sustainability.

- **Curriculum Mapping:** A systematic documentation of what the student experiences in the course of their studies to view various aspects of the curriculum such as the development of Graduate Capabilities, generic and/or discipline specific skills, accreditation requirements etc. It can also be used to check for alignment between curriculum elements such as learning outcomes, teaching/learning activities and assessment tasks.

- **Volume of learning:** A dimension of the complexity of a qualification. It identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.
Recommendation 3: All current diploma, graduate certificate and graduate diploma programs to be retired, with no new admissions from Session 2 2014 onwards.

Recommendation 4: If Departments and Faculties identify a continuing need for a qualification to replace current Level 7 graduate certificate and graduate diploma programs, they should consider promoting them to AQF compliant Level 8 graduate certificate and graduate diplomas with consequent changes to structure and learning outcomes.

Professor Dominic Verity,
Chair of Academic Senate, 1 August 2013
ACADEMIC SENATE PROGRAM STRUCTURE STATEMENT:
POSTGRADUATE COURSEWORK PROGRAMS

1. Preamble
   1.1. Purpose and scope
   This document outlines the structure of Macquarie University’s postgraduate coursework programs leading to the award of graduate certificate, graduate diploma, and masters degree (coursework). The provisions of this document will apply to the approval of all new programs and to the revision of existing programs. Reference to the masters degree (extended) programs can be found in Appendix C.

   1.2. Definitions
   Definitions are consistent with the Macquarie University Glossary: www.mq.edu.au/glossary. For the purposes of this document, where an award comprises a number of distinct specialisations the term program shall be taken to apply to each such individual specialisation.

   1.3. Requirements
   The requirements set out in this statement are established as minimum requirements and are consistent with the Australian Qualifications Framework (AQF): www.aqf.edu.au. From January 2015, all programs leading to Macquarie accredited qualifications of AQF level 8 graduate certificate and graduate diploma and AQF level 9 masters degree (coursework), excepting those granted the explicit exemption of Academic Senate, will conform to the minimum requirements laid out here.

   1.4. Reference points
   This statement should be read in conjunction with the University’s policy in regard to the Recognition of Prior Learning (RPL)1 and Australian Qualifications Framework Second Edition January 2013.2 In particular, pages 55-62 of that document describe its provisions in regard to graduate certificate, graduate diploma and masters degree (coursework) programs and pages 77-80 lay out its provisions in regard to the recognition of prior learning.

2. Principles of design for Macquarie University postgraduate coursework programs
   2.1. Overarching principles of design
   The following principles of design apply to all Macquarie University postgraduate coursework programs at AQF levels 8 and 9:

   • Program documentation will specify program learning outcomes (knowledge, skills and the application of knowledge and skills) that are appropriate to the qualification level and discipline, and align with the Macquarie University graduate capabilities and discipline threshold standards. The Learning and Teaching Centre can provide support in the development of program learning outcomes.

   • Program documentation will specify the Recognition of Prior Learning (RPL) options available to the program, including details on how this will be assessed, where applicable.

   • Program documentation will specify any Articulated Award arrangements that apply, where applicable.

   • Programs will be designed around 4 credit point units or multiples thereof, where the workload is equivalent to 150 hours per 4 credit points.

   • Programs will have durations that are expressed as a multiple of 16 credit points (0.5 Full Time Equivalent Years) of study.

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1 currently in draft, but available from the Academic Senate website.
Programs may comprise cognate foundation units (typically at 600 level) and disciplinary and advanced disciplinary units (typically at 800 and/or 900 level).

Where foundation units (600 level) are included in the program, and where these are similar to undergraduate units, the pedagogy, assessment and learning outcomes should be at a higher level than would be expected for the equivalent undergraduate units.

All programs will have an Academic Senate approved program specification document, which will act as the source of truth for the conduct and content of that program. This document will conform to standards and templates established by the Academic Standards and Quality Committee (ASQC) and will be made public on the University website.

2.1.1. Further principles of design for masters degree (coursework)
As a reference point, the AQF skills specification for level 9 masters degree (coursework) and masters degree (extended) qualifications state that:

Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently:

- analyse critically, reflect on and synthesise complex information, problems, concepts and theories
- research and apply established theories to a body of knowledge or practice
- interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences

... Graduates at this level will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice

It goes on to say that graduates of a level 9 qualification must meet the following standard in regard to the application of these skills:

Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.

Masters degree (coursework) programs
Consistent with these principles, all of Macquarie University’s masters degree (coursework) programs at AQF level 9 will have program learning outcomes, associated assessments and curriculum structures which address each of the following principles of design:

- Capstone or professional-practice: This being a component that delivers a capstone experience, project work or practice-related learning. This must be designed to integrate and synthesise knowledge and skills from across the program domain and demonstrate their application. The precise nature of this component will vary from discipline to discipline, but in total volume of learning terms it will typically be equivalent to (at least) one 4 credit point unit. It can be delivered through a standalone Capstone unit whose prerequisites place it at the end of the program. However other models are possible and, where such a model is applied, the program specification document must clearly identify how this requirement is to be distributed across multiple units and must demonstrate how the assessment of that learning outcome will ensure that its attainment is evidenced for every graduating student.
• **Independent research**: This being a research-based component that calls upon students to engage in an independently executed and documented research project or piece of scholarship.\(^3\) In general, the precise nature of this component will vary from discipline to discipline, but in total volume of learning terms it will typically be equivalent to (at least) one 4 credit point unit. These activities may be distributed across multiple units and, where this is the case, the distribution should include at least one substantial final assessment item. Academic Senate does not require that every masters program should incorporate a standalone research unit. However, if the completion of a standalone research unit is not required then the program specification document must clearly identify how this component is to be distributed across multiple units and must demonstrate how the assessment of that learning outcome will ensure that its attainment is evidenced for every graduating student.

• **Research methodologies**: This being comprised of content and training in research methodologies that is adequate to provide students with a working knowledge of research principles and methods as applied within a discipline or professional practice. Further, this should provide adequate research training to support the execution of the independent research component of the program. This component may be distributed across multiple units, and can form part of the level 8 and/or level 9 component of that qualification.

Where one of these components is distributed across multiple units of study, the program specification documentation should identify:

- Which unit learning outcomes and assessments have been designed to address these requirements,
- How the assessments, learning opportunities, project work, practice-related learning and/or capstone experiences involved are coherent with each other and fulfil the expectations outlined above, and
- How the assessment processes of the units involved collectively ensure that all graduating students will have demonstrated the achievement of the learning outcomes associated with that component.

*Masters degree (coursework)* programs should be structured in such a way as to ensure that all graduating students must have demonstrated their attainment of each of the three benchmark components outlined above.

Please note that this statement does not set out standard definitions of terms such as *independent research, capstone experience* or *research methodology*. These concepts are open to specification on a discipline-by-discipline basis, subject to the requirement that those interpretations are demonstrably consistent with common practice in the discipline and are made explicit in the program documentation.

### 2.2. Cognate and Non-Cognate Disciplines

The AQF provides for level 8 and level 9 qualifications whose entry points and volume of learning requirements differ depending on whether or not students enter with a background in the same (or a very similar) discipline as the qualification in question.

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\(^3\) This sentence should not be taken to imply that these projects should be individually supervised or that they should necessarily comprise research or scholarship of a traditionally conceived academic form.
In this document, the term *cognate disciplines* is used to denote a pair of disciplines which are regarded by Macquarie University as similar enough to be treated as the same for the purposes of this provision of the AQF.

The RPL section of the specification documentation of a program must provide a clear account of those disciplines that may be regarded as cognate with its discipline area. It must also detail the conditions under which factors like significant professional experience in an appropriate field may be used to grant cognate discipline status under the Recognition of Prior Learning policy.

As a reference point, it should be noted that TEQSA has provided the following advice in regard to the question of determining whether two disciplines may be regarded as cognate:4

‘Providers could make out a case that certain fields of study (in the humanities, for instance) had sufficient commonality that this rule could be relaxed. But the underlying principle must be observed: all students should start a course with a sufficient basis of prior knowledge and skills to achieve the course learning outcomes and the learning outcomes for the AQF level in the time available in the course. If students with no prior knowledge in the field need extra time in order to start the course on an equal footing with students who do have prior knowledge in the field, then this should be required.’

That document also states that:

‘Higher education providers will need to ensure that where RPL is used as a pathway to an MBA (or any other course of study) that the extent of that previous experience is appropriately defined if it is to be recognised as both an admission criteria as well as contributing to credit (and therefore a shorter volume of learning) within the course of study.’

2.3. Minimum requirements for Graduate certificates

Graduate certificate programs are intended for graduates and practicing professionals who wish to develop specialised knowledge in a discipline or professional area.

A graduate certificate program:

- Is an AQF level 8 qualification;
- Is typically for students entering with
  - an AQF level 7 *undergraduate degree* in a non-cognate discipline
    (or equivalent qualifications and/or professional experience under RPL policy);
- Will comprise 16 credit points (4 units) at 600 level or above, where at least 8 credit points (2 units) are at 800 level or above; and
- Will have a volume of learning of 0.5 Full Time Equivalent Years (600 hours).

The program structure, and its relationship to other postgraduate program structures, is visually represented in Appendix A.

2.4. Minimum requirements for Graduate diplomas

Graduate diploma programs are intended for graduates and practicing professionals who wish to develop advanced knowledge in a discipline or professional area.

Typically, graduate diploma programs will be 32 credit points (8 units), but may be 16 credit points (4 units) if it can be demonstrated that applicants have prior learning, through formal learning or RPL, equivalent to the learning outcomes of the foundational unit requirements.

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

A 16 credit point graduate diploma program:
- Is an AQF level 8 qualification;
- Is for students entering with
  - an AQF level 7 undergraduate degree in a cognate discipline, or
  - an AQF level 8 graduate certificate in a cognate discipline, or
  - an AQF level 8 graduate diploma or honours degree in a non-cognate discipline
    (or equivalent qualifications and/or professional experience under RPL policy);
- Will comprise 16 credit points (4 units) at 800 level or above; and
- Will have a volume of learning of 0.5 Full Time Equivalent Years (600 hours).

This program is a variant of the 32cp graduate diploma whose volume of learning is justified through the granting of 16cp of RPL for the foundation/600-level component. This credit can be granted on the basis of cognate level 7 studies or equivalent. The program documentation for such programs must detail the conditions that apply to the assessment and granting of this RPL. Under the RPL policy, no further RPL credit may be granted towards the completion of this program.

The program structure, and its relationship to other postgraduate program structures, is visually represented in Appendix A.

2.5. Minimum requirements for Masters degrees (coursework)
Masters degree (coursework) programs are intended for graduates and practicing professionals who wish to develop and ‘apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.’

Graduates of a masters degree (coursework) program will have undertaken a program of structured learning that includes research methodologies, independent research, and a capstone or professional-practice experience.

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Where this is a qualification intended to prepare graduates for a profession, then it is generally expected that a significant component of its curriculum would be developed in collaboration with a relevant professional, statutory or regulatory body.

Typically, masters degree (coursework) programs will be 64 credit points (16 units), but may be 48 credit points (12 units) or 32 credit points (8 units) if it can be demonstrated that applicants have acquired foundational and disciplinary knowledge, through formal learning or RPL, equivalent to the stated admission requirement.

A 64 credit point masters degree (coursework) program:
- Is an AQF level 9 qualification;
- Is typically for students entering with
  - an AQF level 7 undergraduate degree in a non-cognate discipline (or equivalent qualifications and/or professional experience under RPL policy).
- When offered to students holding a cognate undergraduate degree, programs of this duration may also allow those individuals to refresh or expand undergraduate knowledge, explore a discipline in more depth, attain more disciplinary breadth or meet professional accreditation requirements;
- Will comprise 64 credit points (16 units) at 600 level or above, where at least 48 credit points (12 units) are at 800 level or above;
- Will have a Volume of Learning of 2.0 Full Time Equivalent Years (2400 hours).

A 48 credit point masters degree (coursework) program:
- Is an AQF level 9 qualification;
- Is typically for students entering with
  - an AQF level 7 undergraduate degree in a cognate discipline, or
  - an AQF level 8 graduate certificate in a cognate discipline, or
  - an AQF level 8 graduate diploma or honours degree in a non-cognate discipline (or equivalent qualifications and/or professional experience under RPL policy).
- When offered to students holding a cognate honours or graduate diploma, programs of this duration may also allow those individuals to explore a discipline in more depth, attain more disciplinary breadth or meet professional accreditation requirements;
- Will comprise 48 credit points (12 units) at 800 level or above;
- Will have a Volume of Learning of 1.5 Full Time Equivalent Years (1800 hours).

A 32 credit point masters degree (coursework) program:
- Is an AQF level 9 qualification;
- Is typically for students entering with
  - an AQF level 8 graduate diploma or honours degree in a cognate discipline (or equivalent qualifications and/or professional experience under RPL policy);
- Will comprise 32 credit points (8 units) at 800 level or above; and
- Will have a Volume of Learning of 1.0 Full Time Equivalent Years (1200 hours).

The program structures, and their relationship to other postgraduate program structures, are visually represented in Appendix A.

2.6. Double Masters degrees
Double Master degrees (coursework) are a combination of two master degree (coursework) programs, typically undertaken concurrently. Individual units may contribute to the program learning outcomes and requirements of both programs, up to a maximum of 25% of the total required units of any single program. Where a Double Master degree (coursework) is a combination of single programs, the single program components should comply with the structures outlined in this policy.

2.7. ARTICULATED AWARDS
Articulated postgraduate coursework awards provide a pathway to masters degree (coursework) programs for students who are not eligible for direct entry to these programs or who may wish to undertake a staged approach to their postgraduate study.

Articulated award sets are designed to provide full credit transfer from the lesser awards to the higher awards.

Admission to the higher awards within a set may be subject to the achievement of a particular Grade Point Average (GPA).

The learning outcomes and units for all programs that form part of an articulated award set should align with the learning outcomes and units of the master degree (coursework) program.

The typical articulation pathways arrangements are:

- 16 credit point graduate certificate → 32 credit point graduate diploma → 64 credit point master degree (coursework);
- 16 credit point graduate certificate → 64 credit point master degree (coursework);
- 32 credit point graduate diploma → 64 credit point master degree (coursework).

These typical articulation pathway arrangements are visually represented in Appendix B.

3. Recognition of Prior Learning
Macquarie University’s Recognition of Prior Learning Policy allows for the recognition of formal, non-formal and informal learning both for entry into and for credit towards programs of study. So it is possible for programs to recognise learning gained through work experience, training programs, industry accredited qualifications and so forth. The granting of RPL credit of this form may contribute materially to reducing the required volumes of learning for some students.

Programs wishing to recognise prior informal or non-formal learning should document how that learning will be assessed and how it will be shown to be equivalent to the attainment of the corresponding learning outcomes of that program. This assessment may be made on the basis of a variety of mechanisms including, but not restricted to, portfolios and e-portfolios, interview, challenge examination, essay assessment and so forth.

Further information in regard to the general conditions and caps that apply to the granting of RPL may be found in the University’s RPL policy.6

6 currently in draft, but available from the Academic Senate website.
APPENDIX A

1. Structures provide minimum requirements for Postgraduate programs at Macquarie University.
2. These structures are based on 4cp units as the standard.
3. MQU currently uses 800- and 900- level codes to reflect postgraduate level study. These do not map directly onto "level 8" or "level 9" units.

<table>
<thead>
<tr>
<th>0.5 FTE Years</th>
<th>4cp</th>
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<td>0.5 FTE Years</td>
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<td>0.5 FTE Years</td>
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</table>

- Cognate level 8 Entry
- Cognate level 7 Entry

Graduate Certificate (level 8) | Graduate Diploma (level 8) | Masters by Coursework (level 9)
<table>
<thead>
<tr>
<th><strong>FOUNDATIONAL DISCIPLINARY &amp; COGNATE KNOWLEDGE</strong></th>
<th><strong>DISCIPLINARY KNOWLEDGE</strong></th>
<th><strong>DISCIPLINARY AND ADVANCED DISCIPLINARY KNOWLEDGE</strong></th>
</tr>
</thead>
</table>
| Foundation units (typically 600 level) designed to provide an introduction to the discipline for students from a non-cognate discipline. | 800 and/or 900 level units designed around the following skill-attainment:  
• cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems;  
• cognitive skills to think critically and to generate and evaluate complex ideas;  
• specialised technical and creative skills in a field of highly skilled and/or professional practice;  
• communication skills to demonstrate an understanding of theoretical concepts, and  
• communication skills to transfer complex knowledge and ideas to a variety of audiences.  
*May also include research methodologies.* | 800 and/or 900 level units designed around the disciplinary knowledge attainment and the following skill-attainment:  
• analyse critically, reflect on and synthesise complex information, problems, concepts and theories;  
• research and apply established theories to a body of knowledge or practice;  
• interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences.  
*May also include research methodologies.*  
*Must also include independent research and capstone/professional practice-related learning.* |
APPENDIX B

A. 16 credit point graduate certificate → 32 credit point graduate diploma → 64 credit point master degree (coursework)

Graduate Certificate
16 credit points (0.5 FTE Years)

Graduate Diploma
32 credit points (1.0 FTE Years)

Master degree (coursework)
64 credit points (2.0 FTE Years)

Complete an additional 16 cps
Complete an additional 32 cps

TOTAL: 64 credit points (2.0 FTE Years)

B. 32 credit point graduate diploma → 64 credit point masters degree (coursework)

Graduate Diploma
32 credit points (1.0 FTE Years)

Master degree (coursework)
64 credit points (2.0 FTE Years)

Complete an additional 32 cps

TOTAL: 64 credit points (2.0 FTE Years)
B. 32 credit point graduate diploma \(\rightarrow\) 64 credit point masters degree (coursework) [with RPL for cognate level 7 entry]

Admission
level 7 Undergraduate degree in a cognate discipline (or equivalent)

Graduate Diploma
16 credit points*
(0.5 FTE Years)

*Where 16cp of the 32cp program is granted via RPL for the foundation/600-lvl component based on cognate level 7 qualification studies, or equivalent

Complete an additional 32 cps

TOTAL: 48 credit points (1.5 FTE Years)

Master degree (coursework)
64 credit points
(2.0 FTE Years)

C. 16 credit point graduate certificate \(\rightarrow\) 64 credit point masters degree (coursework)

Admission
level 7 Undergraduate degree (or equivalent)

Graduate Certificate
16 credit points
(0.5 FTE Years)

Complete an additional 48 cps

TOTAL: 64 credit points (2.0 FTE Years)

Master degree (coursework)
64 credit points
(2.0 FTE Years)
APPENDIX C

For masters degree (extended) programs, the AQF provides the following nomenclature exceptions:

- The use of the qualification title ‘Juris Doctor’ is permitted for legal practice.
- The use of the qualification title ‘Doctor of…’ is permitted for five professions: medical practice, physiotherapy, dentistry, optometry and veterinary practice.  

The masters degree (extended) program has a professional-practice focus and should be designed to ‘prepare graduates to engage in a profession’. The program should be made up of a minimum of 96 credit points, with a minimum volume of learning of 3.0 Full Time Equivalent Years (3600 hours).

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8 Ibid.
ITEM 9:1 ACADEMIC STANDARDS AND QUALITY COMMITTEE

Report of the Academic Standards and Quality Committee held on 16th July 2013.

For approval
Minutes of the meeting of the Academic Standards and Quality Committee held on Tuesday, 16 July 2013 in Room 310, Lincoln Student Services Building, from 10:05am to 11:27am.

PRESENT:
Ms D Anderson
Dr N Anderson
Mr K Baird
Ms L Clark
Associate Professor M Gosper
Associate Professor M Hitchens
Mr W Lee
Professor A Ross-Smith
Ms S Spinks
Mr G Tomossy
Professor D Verity (Acting Chair)

APOLOGIES:
Associate Professor P Coutts
Professor J Sachs (Provost)
Dr A Semple

IN ATTENDANCE:
Ms R Grewal
Ms H Harris
Professor K Jameson (Director, Applied Finance Centre)
Ms B Liu
Ms A Phelps
Ms Z Williams
Mr J Wylie

1. MINUTES OF MEETING HELD ON 25 June 2013

The minutes of the meeting held on 25 June 2013 were approved with the following amendments:

Exemption from the 300 level prerequisite policy (Item 4.2)

The addition of “The Committee also agreed that a working group would meet to consider the matter further.” at the end of this item.

2. BUSINESS ARISING FROM THE MINUTES

2.1 Report to Academic Senate

The Committee noted that Academic Senate at its meeting on 12 July 2013 approved the recommendations from the ASQC meeting held on 25 June 2013.
2.2 English Language Requirements for International Students (Item 2.2)

The Acting Chair advised that the formation of the Working Group to consider issues around English language requirements for international students will be informed by a discussion on the topic of English Waivers to be held between Ms Kate Roth, Professor Mark Gabbott and himself on Wednesday 17 July.

2.3 Exemption from the 300 level prerequisite policy (Item 4.2)

Ms Spinks reported that a working group had met since the last ASQC meeting to consider issues arising from the request for an exemption from the 300 level prerequisite policy for the unit JPS301 Advanced Japanese I. The group examined prerequisite structures of comparable units at other Universities (Sydney, Wollongong, UNSW, ANU) and identified that a range of practices were involved. The structure employed by the University of Sydney was considered to be more favourable in terms of the concept of a stepped platform to allow students with HSC Language to enter second year undergraduate language study. The group also engaged in discussion around what constitutes a 300 level unit and in particular focussed on the need for a clear articulation of the University’s unit level descriptors.

The Acting Chair clarified that the Committee agreed not to recommend the above request at this stage. The Committee agreed that the Undergraduate Sub-Committee would engage in further discussion with relevant departments.

3. INDIVIDUAL STUDENT CASES

3.1 Faculty Reports

The Committee noted Individual Case Reports that have been received from the Faculty of Science and the Faculty of Human Sciences (tabled).

4. REPORT OF THE UNDERGRADUATE SUB-COMMITTEE

The Committee noted that the Undergraduate Sub-Committee has not met since the last meeting.

5. REPORT OF THE POSTGRADUATE SUB-COMMITTEE

The Committee noted that the Postgraduate Sub-Committee has not met since the last meeting.

6. ACADEMIC SENATE CODE: STRUCTURE OF MACQUARIE UNIVERSITY POSTGRADUATE COURSEWORK PROGRAMS

The Committee considered the paper Academic Senate Code: Structure of Macquarie University Postgraduate Coursework Programs, prepared by the Chair of Academic Senate and Governance Services. The Committee engaged in a wide ranging discussion around the following issues:

i) Academic Senate Code – Terminology

Members sought clarification on the terminology associated with the use of the word “Code” and discussed the appropriateness of its use in the context of this paper. The Acting Chair clarified that this paper articulated minimum standards and principles which would govern the program approval decisions of Academic Senate
and its sub-committees. It was noted that once approved this paper would articulate standards regarded as binding by Academic Senate in the discharge of its delegated powers to approve academic programs. The Committee therefore agreed that it would be more appropriate to replace “Code” with “Policy” throughout the paper.

It was noted that the term ‘Academic Senate Policy’ would need to be carefully defined, in order to distinguish it from the University Policies that reside in Policy Central. The Acting Chair observed that the primary distinguishing factor was that an Academic Senate Policy would only establish and articulate standards to regulate the decision making processes of Academic Senate and its sub-committees in its areas of delegated responsibility.

ii) Minimum requirements of Master degrees (coursework) – AQF compliance

According to AQF requirements, Master degree (coursework) programs are distinguished by a focus on fostering:
- knowledge of research principles and methods;
- cognitive technical and creative skills to investigate, analyse and synthesise; and
- the planning and execution of a substantial research based project, capstone experience and/or piece of scholarship

iii) Principles of design to apply to MQ Master degree (coursework) programs

Consistent with, and in support of the above minimum requirements, the paper identified that the following three principles of design will apply to all MQ Master degree (coursework) programs:

a) Capstone or Professional Practice

The paper proposed that the capstone or professional practice experience should be in the form of one standalone 4 credit point unit which is designed to synthesise knowledge and skills from across the program and demonstrate their application. Professor Jameson commented that this was a prescriptive model and suggested that flexibility, including the distribution of this component across multiple units, should be permitted to support innovation.

As part of the University’s drive to be building strong and academically rigorous programs, the Committee agreed that it was important to ensure that all Masters degrees incorporated this integrative learning component. It also re-iterated the principle that programs should be structured in such a way that all students would have to demonstrate this capacity, through an appropriate assessment process, as a precondition for graduation. Associate Professor Hitchens commented that, if distribution was the decided position then programs and assessments would need to be structured in such a way as to ensure students could not qualify unless they had attained all of the components, including capstone or professional practice. On the whole it was felt that the most appropriate mechanism for ensuring that these outcomes was that of a Capstone unit.

However, the Committee agreed that it would be appropriate to investigate other mechanisms, with a view to liberalising the Capstone requirement as requested by Professor Jameson. The Committee agreed that this experience should be, at least, equivalent to one 4 credit point unit and should be evidenced by assessments of an appropriate weight to ensure the demonstrated attainment of this outcome was a firm precondition of graduation. The Chair agreed to work
with Ms Harris to redraft the paper in the light of this discussion.

b) Independent Research

The paper required that all Masters degrees should incorporate an independent research component equivalent to one 4 credit point unit. It also allowed for the distribution of this component across a number of units, subject to the constraint that at least one assessment item should be of a substantial size. Here again, the primary concern was to ensure that the demonstrated attainment of this outcome should be a firm precondition of graduation. The Committee agreed with these recommendations.

c) Research Methodologies

The paper further stated that the research methodologies component of a program should provide students with a working knowledge of research principles and methods applied within a discipline or professional practice. They should also provide adequate research training to support the substantial research based project. The Committee again agreed that this may be distributed across multiple units, and can form part of the Level 8 and/or Level 9 qualification.

In summary, there was general consensus that each of the required components (a) and (b) above should be equivalent to one 4 credit point unit and that the inclusion of standalone units would be the easiest way to evidence this. Other models, including distribution across multiple units, will be considered by Academic Senate. Where it is proposed that required components be distributed across multiple units of study, the distribution should be justified in terms of assuring student attainment of the component and should be mapped to demonstrate equivalency. Equivalency is to be justified in terms of workload and assessment.

iv) Distinction of “Research” - Master of Research and Master degree (coursework)

The Committee identified the distinction in the definition of “research” as required in the Master of Research, in contrast to that in the Master degree (coursework). The AQF requirement of research applicable to Master degree (coursework) involves principally achieving adequate research training to support independent research engagement. The Master of Research, on the other hand, is designed as a research training degree which carries with it the primary function as a pathway to PhD and independent research.

Members noted that part of the entry requirements to the PhD, as published on the Higher Degree Research webpage, includes reference to “Master’s degree…with major research component…”. The Committee agreed that this needs clarification and the Acting Chair will liaise with Professor Nick Mansfield in this regard.

v) Visual Representation of Program Structures

Members suggested that the diagram Appendix A be visually adjusted to reduce an implied differentiation between 800 and 900 level units in the Graduate Diploma and Master Degree.

The Committee agreed that a revised version of the paper incorporating the above discussion will be prepared by Ms Harris and the Acting Chair to be circulated to members
for feedback. The revised paper will then be presented to the 6 August Academic Senate meeting for approval.

7. ANY OTHER BUSINESS

Nil.

8. NEXT MEETING

The Committee noted that the next meeting is scheduled for 13 August 2013 commencing at 10:00am in Room 310 Lincoln Student Services Building.
ITEM 9.2: SENATE LEARNING AND TEACHING COMMITTEE

Report of the Senate Learning and Teaching Committee held on 8th July 2013.

For approval
Minutes of the meeting of the Senate Learning and Teaching Committee held on 8 July 2013 at 10:00am in the Senate Room, Lincoln Building C8A

Present:  
A/Professor Sherman Young (Chair)  
Ms Deidre Anderson  
Dr Michael Cavanagh  
Ms Lindie Clark  
A/Professor Jenny Donald  
Ms Lucy Filardo  
A/Professor Maree Gosper  
Ms Tessa Green  
Dr Ian Jamie  
Ms Sonia Jeffares  
Dr Peter Keegan  
Ms Gillian Lay  
Mr Ward Lee  
Professor Nick Mansfield  
Ms Barb McLean  
A/Professor David Pitt  
Professor Judyth Sachs  
Ms JoAnne Sparks  
Ms Grazyna Tydda  
Professor Gail Whiteford  
Mr Jonathan Wylie

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

Apologies:  
Professor Dominic Verity  
Mr Nathan Asher  
Mr Andrew Burrell  
Dr Justin Dutch  
Mrs Jane Franklin  
Dr Susan Page  
Dr Mitch Parsell  
A/Professor Ian Solomonides  
A/Professor Leigh Wood

1. APOLOGIES AND WELCOME

The Chair welcomed A/Professor David Pitt, representing A/Professor Leigh Wood and Ms Tessa Green, representing Dr Justin Dutch.

The Committee also noted that Dr Michael Cavanagh would be replacing Dr Mitch Parsell, who would be on Outside Studies Program till early 2014. Professor Verity had requested for
consideration to be given for a Faculty of Human Sciences nominee to fill Dr Cavanagh’s vacancy on the Senate Learning and Teaching Committee during Dr Parsell’s absence.

**Action:** Dr Cavanagh

The Committee noted apologies from Mr Nathan Asher, Mr Andrew Burrell, Dr Justin Dutch, Mrs Jane Franklin, Dr Susan Page, Dr Mitch Parsell, A/Professor Ian Solomonides and A/Professor Leigh Wood.

**2. MINUTES OF THE PREVIOUS MEETING**

The Committee **RESOLVED** to approve the minutes of the meeting held on 17 June 2013 as a true and accurate record.

**3. BUSINESS ARISING FROM THE MINUTES**

From the meeting held on 8 July 2013

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In conjunction with discussions with the Academic Integrity common interest group, Professor Verity to review synergies and overlaps between coursework and higher degree research misconduct concerns and how these should would be best aligned in the Policy, Procedure and Penalties framework for the two cohorts.</td>
<td>D Verity</td>
<td>ASAP</td>
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<tr>
<td>2. CRIT II A synopsis of the discussion and resolutions agreed would be compiled and forwarded to Professor Verity prior to the Academic Senate meeting on 12 July. Ms Jeffares requested a meeting to discuss SIBT related issues. Ms Grewal to organise a meeting with the Chair.</td>
<td>S Young/R Grewal</td>
<td>10 July</td>
<td>Completed</td>
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<td></td>
<td>R Grewal</td>
<td>ASAP</td>
<td>Completed</td>
</tr>
<tr>
<td>3. A Working Party of Academic Senate is to review SLTC Terms of Reference. Any feedback for consideration to be sent to Ms Grewal for compilation.</td>
<td>Members/R Grewal</td>
<td>19 July</td>
<td></td>
</tr>
<tr>
<td>4. Members were requested to forward any feedback or concerns regarding the Retention of iLearn Units directly to A/Professor Solomonides to incorporate in the discussion paper.</td>
<td>Members</td>
<td>ASAP</td>
<td></td>
</tr>
<tr>
<td>5. A/Professor Gosper to compile a summary of issues identified in relation to Gradebook and circulate to SLTC Members for information</td>
<td>M Gosper</td>
<td>ASAP</td>
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**Items in progress/pending from previous meetings**

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Status as at 17 June</th>
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</thead>
<tbody>
<tr>
<td>6. 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>In progress</td>
</tr>
<tr>
<td>7. 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>Z Williams</td>
<td>Early 2013</td>
<td>The first draft Procedures had been discussed with CoE and work is continuing to refine the Procedures further. It is now envisage to present to the SLTC meeting.</td>
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<tr>
<td>Matter</td>
<td>Responsibility</td>
<td>Date Due</td>
<td>Status as at 17 June</td>
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<tr>
<td>8. 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>
<tr>
<td>9. 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>
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<tr>
<td>10. Associate Deans of Learning and Teaching to investigate the feasibility of the Unit Guides and Session 3 Timetable being available at the commencement of Session 2, to allow students time to plan their workload for Session 3 ahead of time. Discussion on mechanisms for approval of unit offerings to also be discussed.</td>
<td>Associate Deans, Learning and Teaching</td>
<td>July 2013</td>
<td></td>
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<tr>
<td>11. 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>In progress</td>
</tr>
<tr>
<td>12. Unit Guide Policy Compliance</td>
<td>I Solomonides, S Young/ Units/iTeach team</td>
<td>ASAP</td>
<td></td>
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<tr>
<td>• Information Technology capabilities ought to be ‘fast-tracked’ to optimise integration opportunities and eliminate issues of double handling.</td>
<td>D Verity, S Young/ J Wylie</td>
<td>ASAP</td>
<td></td>
</tr>
<tr>
<td>• Curriculum mapping: Exploration of program level specification.</td>
<td>D Verity, P Coutts</td>
<td>December 2013</td>
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</tr>
<tr>
<td>Quality Assurance Framework: Academic Standards and Quality Committee to devise a quality assurance framework for the Faculty Standards and Quality Committees to address quality assurance in a more structured way.</td>
<td>I Solomonides/ S Young/ Units/iTeach team</td>
<td>ASAP</td>
<td></td>
</tr>
<tr>
<td>13. A Working Party to be formed to review the Examination Policy, with a view to determining whether closed book examinations remain valid, having regard to the international position on professional examinations.</td>
<td>D Verity</td>
<td>August 2013</td>
<td></td>
</tr>
<tr>
<td>14. The Academic Integrity Working Group consider the University’s official position on the use of proofreading and editing services and the type of information that is appropriate to convey to students and staff about the use of third party proofreading and editing services and propose recommendations to be included in the Academic Integrity Student Module to be released in Session Two through the UniWISE iLearn unit. The Chair of the Senate Learning and Teaching Committee to be invited to the meeting of the Academic Integrity Working Group, at which this item is to be considered.</td>
<td>T Green</td>
<td>August 2013</td>
<td>In progress. The Chair is meeting with the Working Group on 23 July 2013.</td>
</tr>
<tr>
<td>15. 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>August 2013</td>
<td></td>
</tr>
<tr>
<td>16. A paper on Teaching Evaluation for Development Services would be presented at a future Senate Learning and Teaching Committee meeting after consultation with Faculties.</td>
<td>I Solomonides</td>
<td>September 2013</td>
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<tr>
<td>17. It was agreed to endorse the proposed amendment to the calculation of student GPAs to be commensurate with the attainment of a High Distinction and also align it with most other</td>
<td>D Verity</td>
<td>September 2013</td>
<td>In progress</td>
</tr>
<tr>
<td>Matter</td>
<td>Responsibility</td>
<td>Date Due</td>
<td>Status as at 17 June</td>
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<tr>
<td>Australian institutions. The Chair to investigate the practicalities of this change with the Deputy Registrar’s Office and report back to a future meeting of the Senate Learning and Teaching Committee.</td>
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<tr>
<td>18. Investigate a regulatory structure for MOOCs.</td>
<td>D Verity/H Harris/ S Young</td>
<td>September 2013</td>
<td></td>
</tr>
<tr>
<td>19. A progress paper on AQF Compliance of Macquarie University’s Academic Programs be considered at the Senate Learning and Teaching Committee in September, with a view to presenting the final draft of the Policy and Procedures to Academic Senate at the October meeting.</td>
<td>H Harris</td>
<td>September 2013</td>
<td></td>
</tr>
<tr>
<td>20. Macquarie University considers developing and publicising generic level descriptors as part of its quality enhancement framework.</td>
<td>D Verity/I. Solomonides/ Z Williams</td>
<td>October 2013</td>
<td></td>
</tr>
<tr>
<td>21. People and Planet Items form Student Feedback Surveys</td>
<td>Associate Deans, Learning and Teaching</td>
<td>report back August 2013</td>
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</tr>
<tr>
<td>Associate Deans to discuss the following two questions due to the broad scope of Planet units (or the imprecision and ambiguity of the criteria) to establish which units the criteria was relevant to and how it should be applied:</td>
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<tr>
<td>3. This unit provided an opportunity to reflect on the notion of environmental responsibility. (Grad caps: environmentally responsible)</td>
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<tr>
<td>4. This unit inspired me to consider how I might act in environmentally responsible ways. (Grad caps: active, ethical, engaged, environmentally responsible (Planet unit criteria: scientific literacy))</td>
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</tr>
<tr>
<td>22. 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.</td>
<td>D Peters</td>
<td>October 2013</td>
<td>Completed</td>
</tr>
<tr>
<td>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>R Grewal</td>
<td>July 2013</td>
<td></td>
</tr>
<tr>
<td>23. Themes for Senate Learning and Teaching in 2013-14 biennium</td>
<td>D Verity</td>
<td>As soon as possible</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>24. 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>In progress</td>
<td>Lucy Filardo has been assigned to provide project support on operational aspects. Updates/discussion items will be flagged with the Committee, as the project progresses.</td>
</tr>
<tr>
<td>25. 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>September 2013</td>
<td>An update was provided at the March meeting that this had been referred to</td>
</tr>
<tr>
<td>Matter</td>
<td>Responsibility</td>
<td>Date Due</td>
<td>Status as at 17 June</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>----------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the Deputy Librarian. Grazyna Tydda will report back to SLTC.</td>
</tr>
</tbody>
</table>

Items completed/closed

<table>
<thead>
<tr>
<th>Matter</th>
<th>Responsibility</th>
<th>Date Due</th>
<th>Status as at 8 July</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Ms Anderson to arrange for a copy of the letter that had been dispatched by Student Advocacy to students at academic risk to be forwarded to the Associate Deans of Learning and Teaching and A/Professor Page.</td>
<td>D Anderson</td>
<td>ASAP</td>
<td>Completed</td>
</tr>
<tr>
<td>27. Associate Deans to circulate the Redefining Distance Education Online (Draft Green Paper) within their respective Faculties, with feedback to be conveyed to Mr Andrew Burrell. Progression of this initiative would be discussed at future meetings.</td>
<td>Associate Deans, Learning and Teaching</td>
<td>end June 2013</td>
<td>Completed</td>
</tr>
<tr>
<td>28. OUA Teaching, Learning and Assessment Model. Feedback request.</td>
<td>Members</td>
<td>4 July 2013</td>
<td>Closed</td>
</tr>
<tr>
<td>29. Members to provide input to the Chair on UAC Code of Ethical Practice, for the consolidated input to be relayed to the Provost by 7 July 2013.</td>
<td>D Verity/Members</td>
<td>1 July 2013</td>
<td>Closed</td>
</tr>
<tr>
<td>30. 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>Completed</td>
</tr>
</tbody>
</table>

1. REPORTS

1.1 Provost’s Report

The Provost reported on the following items:

- Learning and Teaching Week has been in existence for the past six years and has become a notable fixture in the University Calendar. Planning for this year’s event in September is underway and active involvement and engagement from Faculties is crucial to make it as big a success as past events have been.

- A Postgraduate Review was conducted in the last week of June. Preliminary discussions suggest that this Review will result in astute recommendations, and a draft report is expected to be available in approximately four weeks.

- Positive feedback has been received in relation to the OUA Online Open2Study units, one from each Faculty and MGSM. In addition to raising awareness about production values, pedagogy and learning and teaching methodologies, running these units online will help to determine the University’s investment strategies in the MOOCs space from a production perspective and even more importantly, investment in people.

A dimension that requires improvement is the engagement of students by cultivating awareness of the advantages of this mode of delivery.
1.2 **Chair’s Report**

No report at this meeting, as the Chair was an apology for this meeting.

1.3 **Reports from the Offices**

**Faculty of Arts**

The Committee noted the report. A/Professor Young highlighted that the preliminary analytics from the Faculty’s first MOOC on the Open2Study platform had a completion rate of 30%, as opposed to completion rates on the big MOOCs which typically average at 10%.

Professor Young touched on one of the student reviews which expressed that the course in *Becoming Human: Anthropology* was academically rigorous while simultaneously employing interesting interactive and simulation learning techniques. The Provost remarked that managing students’ expectations in course content and assessment was a vital aspect of MOOCs.

**Faculty of Business and Economics**

The Committee noted the report. Acting Associate Dean, A/Professor David Pitt presented the report on A/Professor Wood’s behalf, who is on annual leave.

A/Professor Pitt remarked on the success of Lucy Mentoring, which had commenced in 2011 to provide high performing second year female students (ATARs above 99.5%) to avail of linking with industry mentors. This year has seen a three-fold growth, with 30 students being offered placements with partner organisations.

Progress with the various aspects of online teaching of Master of International Business was also highlighted.

**Faculty of Science**

The Committee noted the report. A/Professor Donald provided a brief verbal update on the work that is being undertaken to enhance academic literacy, including a pilot program being run in the Department of Biological Sciences. The effectiveness of this program will be evaluated to gauge future utility.

A/Professor Donald also commented on the Brazilian Science Without Borders program, with the first cohort of forty students arriving on Campus in July. Ms Tessa Green of FYEU would be involved in delivering the intensive English tuition to this cohort for 25 weeks, before these students enrol in Science and Engineering units in Academic Year 2014.

**GENERAL BUSINESS**

5.1 **Policies and Procedures**

It was noted that the Policies and Procedures that were included in the Agenda were for noting and further discussion would take place at the next meeting scheduled for 5 August.

5.1.1 **Academic Honesty/Integrity Policy, Procedure and Schedule**

The Chair informed the Committee that the Academic Honesty/Integrity Policy, Procedure and Schedule would be discussed in more detail at the next meeting and invited the Dean of Higher Degree Research, Professor Mansfield, to provide a perspective on work that is being
undertaken to compile the Academic Honesty Policy framework for HDR staff and students. Professor Mansfield outlined that a code of conduct for research specific issues was being formulated in response to the Government’s National regulatory protocols, notwithstanding that many of the generic issues for coursework and higher degree research had commonalities.

It was established that the Procedure also needs to be reconciled in terms of coursework and research misconduct issues double checked whether penalty guidelines are specified in the Code.

It was noted that the Schedule of Penalties had been approved last year and a lot more information had been incorporated in the guidelines. The University Librarian, Ms Sparks, enquired if the sabotage of university materials should be addressed in this Policy. Professor Young suggested that this aspect could be handled in the Student Code of Conduct, currently being formulated by the General Counsel’s office.

The HDR Academic Honesty Policy was being compiled by the Higher Degree Research Committee and it would be presented to the Senate Learning and Teaching Committee at a later date. There is a common interest group currently working on Academic Integrity and Professor Verity is meeting with this group in July. It was suggested that in conjunction with discussions in this forum, Professor Verity review synergies and overlaps between coursework and higher degree research misconduct concerns and how these should would be best aligned in the Policy, Procedure and Penalties framework for the two cohorts.

**Action:** Professor Verity

5.1.2 **Grading Policy**

This would be considered at the next meeting in conjunction with the amendments proposed to the calculation of students’ GPAs at the Senate Learning and Teaching Committee on 17 June.

Ms Harris enquired if the interaction of Grading Policy with the University glossary was being considered and if this aspect required active discussion.

5.1.3 **Student Feedback on Learning, Teaching and Curriculum Policy**

An in-depth discussion and review will take place at the next meeting on 5 August.

5.1.4 **Learning Technologies Policy and Procedure**

A review and discussion will take place at the next meeting.

A concern was raised, in that decisions about the technologies to be used for learning and teaching are vested with unit convenors in accordance with Faculty and Departmental arrangements. This could lead to inconsistencies even within the same Faculty/Department and it was acknowledged that this would especially be a weakness in the OUA realm. A/Professor Gosper clarified that responsibility rest with Unit Convenors was a conscious decision made by the Working Party at the time so as not to curtail innovation, however this could be assessed as part of the review process. It was noted that any proposed changes would have to be discussed and endorsed by the iLearn Steering Committee.
5.2 Senate Learning and Teaching Committee - Annual Review of the Terms of Reference

It was noted that the a Working Group of Academic Senate would review the Terms of Reference of the Senate Learning and Teaching Committee and Members are invited to send any suggestions / feedback to Rajee Grewal by Friday, 19 July 2013. This would be compiled and forwarded to Professor Verity for the Working Group’s consideration.

It was noted that in August 2012:

Academic Senate had RESOLVED to recommend the revised Terms of Reference for the SLTC subject to amending membership as follows:

- Sonia Jeffares to be an Ex-officio member; and
- Justin Dutch to be an Ex-officio member

Other membership changes include:

- Nick Mansfield, HDR to be a co-opted member
- Lindie Clark to be a co-opted member

At the Senate Learning and Teaching Committee meeting held on 18 February 2013 it was agreed that the question of ex-officio membership of the Head of Warawara (or a nominated representative) is considered in the annual review of the SLTC Terms of Reference.

**Action:** Members to forward input regarding the SLTC Terms of Reference to Rajee Grewal by Friday, 19 July 2013.

5.3 Evaluation of Student Experience

It was noted that the Framework for Evaluating Student Experience paper was presented and endorsed by PSG on 14th May and approved by the Executive Senate on 19th June.

A/Professor is now expected to develop and implementation plan for the recommendations.

5.4 CRIT II

The Committee reviewed the Recommendations that were contained in the CRIT II discussion paper being presented to the Academic Senate on Friday, 12 July 2013. The resolutions reached and issues raised are synopsised under each individual Recommendation below:

**Recommendation**

That Academic Senate adopts the following resolutions and approves changes to its policies and to the degree rules, where appropriate, to put into effect the following changes to the operation of the University's degree programs.

1. **All generic, un-named, 3 year Bachelor degrees shall have majors of a standard size**

   1.1. This will apply to the Bachelor of Arts, the Bachelor of Science, the Bachelor of Human Science and the Bachelor of Commerce.

   1.2. Majors in these degrees will either comprise 24 or 36 credit points of study.
1.3. Extended majors of 36 credit points in duration will only be approved under conditions to be developed by ASQC.

It was **RESOLVED** to endorse this change.

2. All other Bachelor degrees shall each have a single standard size to which all majors in that degree will conform.
   2.1. Academic Senate will determine the number of credit points that comprise all majors in each named Bachelor degree on the recommendation of ASQC.

   It was agreed that more clarity is required, ie, when it is specified that ‘All other Bachelor degrees shall each have a single standard size to which all majors in that degree will conform.’ What is meant by ‘other’ needs to be expanded. Is this saying there is a standard major size that covers **everything** or is it standard within each individual program?

3. The rule that stipulates that all minors must contain at least 6 credit points of study at 300 level shall be repealed.
   3.1. All minors within each Bachelor degree will be of a standard size.
   3.2. Academic Senate will determine the number of credit points that comprise the minors in each Bachelor degree on the recommendation of ASQC.
   3.3. All minors will comprise subsets of corresponding Majors. This restriction will be reviewed by ASQC in 2015.

   It was noted that the discussion paper had been circulated to ASQC members for consultation. The Committee agreed that more clarity was required as to how this would work in practice and more specific guidelines are required for the Committee to review and make an informed decision. It was observed that removing the 6cp took away from the notion that minors are tied to depth.

4. ASQC shall develop a document, for approval by Academic Senate, describing the criteria that shall be applied to the development and approval of Majors and Minors. As a minimum this will:
   4.1. Articulate the conditions under which extended majors will be approved.
   4.2. Describe how the **distinctiveness** of majors and minors will be assessed.
   4.3. Specify the standards to be applied to the development and expression of program level learning outcomes and associated commentary.
   4.4. Provide annotated templates and exemplars to support the development of majors and minors in Departments and Faculties.

   As mentioned in Point 3 above, Members agreed that more clarity was required as to how this would work in practice and more specific detail is required so that pedagogical and logistical issues are considered in tandem for Points 2 and 3.

5. The rules governing People and Planet units shall be amended as follows:
   5.1. The following rule shall be repealed “One of those units must be taken outside the Department administering the qualifying major which the student is admitted to, and the other unit must be taken outside the Faculty administering the qualifying major which the student is admitted to.”
5.2. That rule shall be replaced by the following rule “Those units must be taken in two different Faculties.”

5.3. The following rule shall be repealed “Units which are already a required unit of the student’s program of study will not satisfy the People unit requirement or Planet unit requirement.”

5.4. That rule shall be replaced by the following rule “Units which may be counted as a required unit of the student’s degree or qualifying major will not satisfy the People or Planet unit requirement of that program of study.”

It was RESOLVED to broadly endorse the rules governing People and Planet units, however clarity is requested for Points 5.3 and 5.4, in particular addressing the distinction between these two points. If it is that students cannot take alternate required units, this could be problematic for interdisciplinary programs.

6. All students will be registered into a specific degree and qualifying major.

6.1. Students will only be able to graduate with the degree and qualifying major in which they are registered at the end of their program of study.

6.2. The process of transfer between qualifying majors within a given degree will not be subject to academic approval.

6.3. It is envisaged that transfer between degrees and qualifying majors will be an online process, the practicalities of which are currently being considered by the DVC Students and Registrar’s office.

6.4. Certain practical limitations may need to be placed upon this transfer process, these will be notified to ASQC once further work has been undertaken by the DVC Students and Registrar’s office to map this process.

Some members felt that more discussion was needed to enable students to have a bigger timespan to decide on a specific career path and consider approaches that enable flexibility. It was suggested that students be allowed to choose a qualifying major at the conclusion of the first year of study with a more realistic timeframe for course transfers. One approach suggested was to have more structured programs at 100 level which would enable students greater flexibility by satisfying pre-requisite requirements for a wider array of qualifying majors.

7. Transfer into the generic Bachelor of Arts and Bachelor of Science degrees will not be subject to a transfer requirement.

7.1. Current transfer hurdles can lock students with low GPAs into programs from which they have no realistic chance of graduating. This rule change will provide these students with the opportunity to transfer into a generic Bachelor degree.

It was RESOLVED to endorse this change.

8. All other transfer criteria will be reviewed by ASQC with a view to rationalisation and simplification.

It was RESOLVED to endorse that in conjunction with all other transfer criteria, the ASQC also review the timeframe for course transfers. A longer duration for students to apply for course transfers would have a twofold effect of enhancing student experience as well as graduate capabilities.
9. The Chair of Academic Senate will work with the DVC Students and Registrar’s office to develop a position paper clarifying the distinction between program advice and academic advice.

9.1. Program advice may be delivered by appropriately trained professional staff.
9.2. It is envisaged that IT systems will be introduced to support the accurate delivery of program advice, the practicalities of which are currently being considered by the DVC Students and Registrar’s office.
9.3. Academic Senate will consider the adoption of these recommendations on the advice of ASQC

The Deputy Registrar confirmed that once there is more clarity around the broad principles, work could commence on detailed process and systems analysis to execute the changes.

5.5 Retention of iLearn Units
A/Professor Maree Gosper provided a brief overview, outlining the status quo and the need to develop guidelines about assessment data and if other pieces of assessment should be treated the same as final examinations and published, as per the University Examinations Policy. The Policy states that all students will have access to archival copies and as a ‘good’ quiz can take anywhere between 2 hours – 16 hours to develop, should these quizzes be locked down or be available? The Guidelines also need to clarify if the responsibility for managing this lies with the Unit Convenor.

It was acknowledged that even if quizzes are locked down, the system would not be failproof, as students can still retain this information via other means, an example of this would be via screen captures.

A/Professor Solomonides is currently exploring if there are any legal obligations regarding the retention of iLearn units and will present a discussion paper at a later date. Members were requested to forward any feedback or concerns directly to A/Professor Solomonides to incorporate in the discussion paper.

Action: Members

Professor Judith Sachs left at 11.29am

5.6 Gradebook
A/Professor Maree Gosper outlined the key points in the discussion paper on A/Professor Solomonides’ behalf:

- Gradebook has been mandated in FBE, however there are concerns that the tool is not entirely robust and a pilot is underway to gather data on the use and usability of Gradebook to resolve the issues.
- It is now being requested that there be no further mandating of Gradebook, until issues are resolved.

A/Professor Gosper to compile a synopsis of the issues identified and circulate to members for information.

Action: A/Professor Maree Gosper
It was **RESOLVED** to endorse the recommendation that there is no further mandating of Gradebook whilst the Faculty of Business and Economics project and Learning and Teaching Centre evaluate the current issues and have time to evaluate them.

6. **OTHER BUSINESS**

6.1 **Schedule of Meetings for 2014**

Dr Jamie enquired if the Senate Learning and Teaching Committee meetings would continue to be held on Mondays in 2014. The Chair informed the Committee that the dates for 2014 had not yet been determined.

7. **DATE OF NEXT MEETING**

The next meeting of the Senate Learning and Teaching Committee will be held on Monday, 5 August at 10:00am.

Agenda Items are due by Thursday, 25 July 2013.

There being no further business, the meeting concluded at 11.43am.

Associate Professor Sherman Young
Chair
ITEM 10.1: REVIEW OF UNIVERSITY RULES

For consideration
Discussion Paper: Review of the University’s Internal Legislation

Background
The initiative to establish a formal framework for the delegating authority is in the final stages of development and is near completion. The implementation of the delegation of authority will have an impact upon the University’s internal legislation. A project has commenced to support the implementation of the Delegation of Authority through the revision of the University’s Rules and realignment of the policy framework. The project is being undertaken by Jane Morrison, who is contracted by the Vice-Chancellor to develop the Delegation of Authority framework. Ms Morrison will be assisted by staff from within the Office of the Deputy Registrar.

Review of University Rules and Policy
The project will be delivered in three stages to work within timeframes for consultation by Academic Senate and approval University Council:

Stage 1: Benchmarking and Scoping – Rules and Policy

Stage 2: Alignment of Internal Legislation with Delegations of Authority

Stage 3: Approval of Revised University Rules

Draft revised course rules will be presented to the October Academic Senate for recommendation to University Council.

Recommendation
Academic Senate is to nominate a consultative reference group from the membership of Academic Senate and its sub-committees to advise on the review of the academic rules.

Submitted by
Jonathan Wylie
Deputy Registrar

Approved by
Deidre Anderson
Deputy Vice-Chancellor (Students and Registrar)
ITEM 10.3: PRIZES AWARDS

For approval
MACQUARIE UNIVERSITY

Prize Awards

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

1. **FACULTY OF ARTS**

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW561 Advanced Legal Research Project</td>
<td>41481739</td>
</tr>
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</table>

2. **FACULTY OF BUSINESS AND ECONOMICS**

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG903 CPA - Global Strategy and Leadership</td>
<td>42141435</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG904 CPA - Assurance Services and Auditing</td>
<td>41539427</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG905 CPA - Financial Risk Management</td>
<td>42163684</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG907 CPA - Financial Reporting and Disclosure</td>
<td>42256682</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG908 CPA - Strategic Management Accounting</td>
<td>42314801</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG909 CPA - Taxation</td>
<td>42163684</td>
</tr>
<tr>
<td>Department of Accounting and Corporate Governance Prize</td>
<td>for academic excellence in the unit ACCG913 CPA - Ethics and Governance</td>
<td>42391121</td>
</tr>
<tr>
<td>John Wiley Marketing Prize</td>
<td>for proficiency in the unit MKTG101 Marketing Fundamentals, Session Two</td>
<td>43300022</td>
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<tr>
<td>Department of Marketing and Management Prize</td>
<td>for proficiency in MKTG202 Marketing Research</td>
<td>42465338</td>
</tr>
<tr>
<td>Department of Marketing and Management Prize</td>
<td>for proficiency in MKTG204 Integrated Marketing Communications</td>
<td>42807247</td>
</tr>
<tr>
<td>Department of Marketing and Management Prize</td>
<td>for academic excellence in the unit BUS851 Comparative Human Resource Management</td>
<td>41779665</td>
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</table>

_i. Applied Finance Centre_

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie University Applied Finance Prize (Singapore)</td>
<td>for the best overall performance in the Singapore class</td>
<td>42406285</td>
</tr>
</tbody>
</table>

**RECOMMENDED**: that prizes be awarded to the students nominated above.

Deidre Anderson

REGISTRAR
ITEM 10.4: VICE-CHANCELLOR’S COMMENDATIONS

For approval
Academic Senate  
6 August 2013  
File A01/302  
Item 10.4

MACQUARIE UNIVERSITY  
VICE-CHANCELLOR’S COMMENDATIONS

(1) NOMINATIONS FOR MASTER COURSEWORK CANDIDATES

Nominations for a Vice-Chancellor’s Commendation for Master coursework candidates are listed below. To be eligible for a Vice-Chancellor’s Commendation a Master coursework graduand must have a GPA of 4.0, no more than 25% satisfactory/fail type credit points allowed, and at least 75% of the requirements of the award credit points must have been completed at Macquarie University.

<table>
<thead>
<tr>
<th>Student Id</th>
<th>Student Name</th>
<th>Award</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>FACULTY OF ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>42614805</td>
<td>Cootes, Timothy</td>
<td>Master of International Relations</td>
</tr>
<tr>
<td>42371422</td>
<td>Gittos, Lisa</td>
<td>Master of International Relations</td>
</tr>
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<td>42754216</td>
<td>Graham, Philip</td>
<td>Master of International Relations</td>
</tr>
<tr>
<td>30051576</td>
<td>Kidson, Lyn</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>41726766</td>
<td>Marsh-Letts, Glennda</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>30704235</td>
<td>McCusker, Lesley</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>42369444</td>
<td>Moore, Nicolas</td>
<td>Master of International Security Studies</td>
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<tr>
<td>42592283</td>
<td>Morison, Carolina</td>
<td>Master of International Relations</td>
</tr>
<tr>
<td>42608597</td>
<td>Naeser, Nicole</td>
<td>Master of International Relations</td>
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<tr>
<td>42381460</td>
<td>O'Donnell, Darryl</td>
<td>Master of Policy and Applied Social Research</td>
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<tr>
<td>30387698</td>
<td>White, Lisa</td>
<td>Master of Arts</td>
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<td></td>
<td><strong>FACULTY OF BUSINESS AND ECONOMICS</strong></td>
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<tr>
<td>42156068</td>
<td>An, Yuan</td>
<td>Master of Accounting (Professional)</td>
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<td>42634822</td>
<td>Choi, Ching Yin</td>
<td>Master of Commerce</td>
</tr>
<tr>
<td>42377765</td>
<td>He, Lanxi</td>
<td>Master of Accounting (Professional)</td>
</tr>
<tr>
<td>42757800</td>
<td>Tsang, Jason Ka Chun</td>
<td>Master of Commerce</td>
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<td><strong>FACULTY OF HUMAN SCIENCES</strong></td>
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<tr>
<td>41720229</td>
<td>Dean, Siobhan</td>
<td>Master of Education</td>
</tr>
<tr>
<td>31502563</td>
<td>Fitzsimons, Peter</td>
<td>Master of Educational Leadership</td>
</tr>
</tbody>
</table>
RECOMMENDED

*That the Vice-Chancellor’s Commendation be awarded to the 30 Master coursework graduands listed above.*

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name, Given Name</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>42783070</td>
<td>Fujimoto, Mayuka</td>
<td>Master of Applied Linguistics</td>
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<tr>
<td>42038227</td>
<td>Hebert, Minyang</td>
<td>Master of Translating and Interpreting</td>
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<tr>
<td>41658477</td>
<td>Lynar, Emily</td>
<td>Master of Arts</td>
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<tr>
<td>30272122</td>
<td>Marquet, Michelle</td>
<td>Master of Education</td>
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<td>42370094</td>
<td>Mercanti, Chantal</td>
<td>Master of Clinical Psychology</td>
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<tr>
<td>42841461</td>
<td>Pat, Kevin</td>
<td>Master of Applied Linguistics</td>
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<tr>
<td>42189403</td>
<td>Qutub, Nada Nabeel</td>
<td>Master of Applied Linguistics</td>
</tr>
<tr>
<td>40612139</td>
<td>Thomson, Lucie</td>
<td>Master of Educational Leadership</td>
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**FACULTY OF SCIENCE**

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<tr>
<th>Student ID</th>
<th>Name, Given Name</th>
<th>Degree Program</th>
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<tbody>
<tr>
<td>40911128</td>
<td>McCauley, Kate</td>
<td>Master of Arts</td>
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<tr>
<td>42720028</td>
<td>Parker, Gina Anne</td>
<td>Master of Environmental Studies</td>
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<tr>
<td>42437520</td>
<td>Wan, Je Sun</td>
<td>Master of Information Technology</td>
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**MACQUARIE GRADUATE SCHOOL OF MANAGEMENT**

<table>
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<tr>
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<th>Degree Program</th>
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<tbody>
<tr>
<td>42415772</td>
<td>Hung, Lam</td>
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</tr>
<tr>
<td>42609682</td>
<td>Sen, Arun</td>
<td>Master of Business Administration</td>
</tr>
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</table>
(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>Student Id</th>
<th>Student Name</th>
<th>Award</th>
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</thead>
<tbody>
<tr>
<td>41993187</td>
<td>North, Anna</td>
<td>Bachelor of Arts</td>
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<td><strong>FACULTY OF ARTS</strong></td>
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<tr>
<td>42172306</td>
<td>Chan Tung Sing, Stephane</td>
<td>Bachelor of Commerce - Professional Accounting</td>
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<tr>
<td>41770617</td>
<td>Ediriwickrama, Ranga</td>
<td>Bachelor of Commerce</td>
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<td></td>
<td><strong>FACULTY OF BUSINESS AND ECONOMICS</strong></td>
<td></td>
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<tr>
<td>41962893</td>
<td>Walgama, Arundathi Indika</td>
<td>Bachelor of Environment</td>
</tr>
</tbody>
</table>

**RECOMMENDED**

*That the Vice-Chancellor’s Commendation be awarded to the 4 Bachelor coursework graduands listed above.*

**REGISTRAR**

Deidre Anderson  
Deputy Vice-Chancellor, Students and Registrar
ITEM 10.5: SAVING CLAUSE CASES – RATIFICATION OF RECOMMENDATIONS

For ratification
ITEM 10.5: SAVING CLAUSE CASES

Faculty of Business and Economics

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 42105080 to satisfy degree requirements for Bachelor of Commerce without fulfilling the minimum requirement at 300 level, provided all other degree requirements are met.

Recommendation
That in accordance with Rule 20 of the Bachelor Degree Rule, the Saving Clause be invoked to enable the student identified as 41882997 to satisfy degree requirements for Bachelor of Commerce without completing ACST101 Techniques and Elements of Finance, provided all other degree requirements are met.
ITEM 10.6: GRADE APPEAL

Recommendation
That following a Faculty Level Grade Review and University Grade Appeal, the grade for student identified as 42467993 be changed from a Pass to Credit for AFIN252 Applied Financial Analysis and Management for Session 2 2012.

Submitted by
Professor Dominic Verity
Chair of Academic Senate
ITEM 10.7: LATE ADDITIONS TO THE JUNE 2013 GRADUATION LIST
MEMORANDUM TO: Professor Dominic Verity  
Chair of Academic Senate

FROM: Kate Maitland  
Manager, Graduations

SUBJECT: Late additions to the June 2013 Graduation List

DATE: 24 June 2013

<table>
<thead>
<tr>
<th>Student Id</th>
<th>Student Name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>42119227</td>
<td>Clarke, Jodie</td>
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<tr>
<td>43109438</td>
<td>Jung, Eun-Hye Grace</td>
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<tr>
<td>43098894</td>
<td>Lee, Chang Hee</td>
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<td>41760611</td>
<td>Booth, Henrietta</td>
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<td>42470129</td>
<td>Chong, Leon</td>
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<tr>
<td>42949572</td>
<td>Guo, Jie Lan</td>
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<td>Huang, Xinting</td>
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<td>Julseth, Andre</td>
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<td>43141633</td>
<td>Kennewell, Matthew</td>
<td>Bachelor of Business Administration</td>
</tr>
</tbody>
</table>

RECOMMENDED
That the above 21 qualifications be approved on behalf of Academic Senate

[Signature]
Approved on behalf of Academic Senate
Prof Dominic Verity, Chair, 24th June 2013