ACADEMIC SENATE

A meeting of the Academic Senate will be held at 9:30am on Tuesday 24 May 2016 in the Senate Room, Level 3, Lincoln Building (C8A), 16 Wally’s Walk.

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

Members who are unable to attend the meeting are requested to send their apologies to Zoe Williams (Head of Governance Services) by email senate@mq.edu.au.

AGENDA

Page Numbers

★ 1. ACKNOWLEDGEMENT OF COUNTRY

★ 2. WELCOME AND APOLOGIES

★ 3. ARRANGEMENT OF AGENDA

3.1 Disclosure of conflicts of interest

3.2 Adoption of unstared items

Pages 4 to 15

★ 4. MINUTES OF THE PREVIOUS MEETING

4.1 The Minutes of the meeting held 5 April 2016 are provided.
(For approval)

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

Oral

★ 6. REPORT FROM THE CHAIR

Oral

★ 7. VICE-CHANCELLOR UPDATE

★ 8. QUESTION TIME

★ 9. ACADEMIC SENATE PROJECTS

Oral

9.1 Approach to Projects and Priorities
(For discussion)

Pages 16 to 21

★ 9.2 Focused Discussion: Academic Freedom
(For discussion)

Pages 22 to 24

9.3 Progress Report: Academic Progression
(For information)

Pages 25 to 26

9.4 Progress Report: Academic Prizes and Awards
(For information)

10. GENERAL BUSINESS

Pages 27 to 34

★ 10.1 Research and Research Training Committee and Thesis Examination Subcommittee: Terms of Reference
(For approval)

Pages 35 to 50

★ 10.2 Research Training Performance
(Presentation by Professor Nick Mansfield)

Pages 51 to 52

★ 10.3 Casual Vacancies Faculty Elected Representatives
(For discussion)

Pages 53 to 54

10.4 Student Representatives to the Academic Senate
(For information)
11. QUESTIONS ON NOTICE

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

12. ITEMS FOR APPROVAL FROM ACADEMIC SENATE COMMITTEES

12.1 2017 New Program: Master of Accounting (Extension) (ASQC)

12.2 2017 New Program: Graduate Diploma and Graduate Certificate of Public Health (Exit Awards) (ASQC)

12.3 2017 Change to Award: Bachelor of Engineering Honours Criteria and Offerings (ASQC)

12.4 2017 Schedule: Change of Award Names (ASQC)

12.5 2017 Schedule: Change of Specialisation Names (ASQC)

12.6 2017 Schedule of Programs: Awards for Deletion (ASQC)

12.7 Joint PhD Program with Katholieke Universiteit Leuven (HDRC)

12.8 Combined PhD Masters of Clinical Psychology, of Clinical Neuropsychology or of Organisational Psychology (HDRC)

12.9 Approval to proceed: Peer Assisted Learning Policy (SLTC)

12.10 Amendment to the Grade Appeal Policy (SLTC)

13. REPORTS FROM ACADEMIC SENATE COMMITTEES

13.1 Academic Senate Standing Committee
   Report of the meeting held 3 May 2016
   (For noting)

13.2 Academic Standards and Quality Committee
   Report of the meeting held 26 April 2016
   (For noting)

13.3 Higher Degree Research Committee
   Reports of the meetings held 11 March, 8 and 29 April 2016
   (For noting)

13.4 Senate Learning and Teaching Committee
   Reports of the meetings held 18 April and 9 May 2016
   (For noting)

14. REPORTS FROM FACULTY BOARDS

14.1 Faculty of Business and Economics Faculty Board
   Report of the meeting held 12 April 2016
   (For noting)

14.2 Faculty of Human Sciences Faculty Board
   Report of the meeting held 5 April 2016
   (For noting)

14.3 Faculty of Medicine and Health Sciences Faculty Board
   Report of the meeting held 11 April 2016
   (For noting)

14.4 Faculty of Science and Engineering Faculty Board
   Report of the meeting held 26 April 2016
   (For noting)
15. considered of confidential items

15.1 university hearing committee

Minutes of the meetings held 16 April and 4 May 2016 will be tabled.

16. other business

17. next meeting

The next meeting of the Academic Senate will be held on Tuesday 26 July 2016.
Agenda Items are due by Tuesday 12 July 2016.
ITEM 4.1  MINUTES OF THE PREVIOUS MEETING

The Minutes of the meeting held 5 April 2016 are provided.

For approval.

Recommended resolution
Academic Senate resolve to approve the Minutes of the meeting held 5 April 2016 as a true and correct record.
ACADEMIC SENATE

Minutes of a meeting of the Academic Senate held at 9:30 am on Tuesday 5 April 2016 in the Senate Room, Level 3, Lincoln Building (C8A), 16 Wally’s Walk.

MINUTES

PRESENT

Professor Dominic Verity
Deidre Anderson
Professor Amanda Barnier
Dr Ayse Bilgin
Dr Wylie Bradford
Dr Yvonne Breyer
A/Professor David Coutts
Professor Linda Cupples
Harry Dang
Professor Catherine Dean
Professor Bruce Dowton
Professor Mark Gabbott
Professor Simon George
Anna Glen
Professor Simon Handley
Gabrielle Hardy
Professor Norma Harrison
Professor Mariella Herberstein
Professor Lesley Hughes
Professor Mike Jones
Professor Kathryn Millard
Professor Martina Mollering
Professor Peter Nelson
Dr Kerry-Ann O’Sullivan
Dr Mitch Parsell
Professor Jacqueline Phillips
Simon Populin
Professor Peter Radan
Cathy Rytmeister
Professor John Simons
Professor Lucy Taksa
Cheryl Ware
Julia Yang

IN ATTENDANCE

Professor Charles Areni
Ellen Carlson
Nicole Gower
Tessa Green
Ainslee Harvey
Shirley Sorensen
Abigail Tweedie
Susan Vickery
Kathryn Whittingham
Zoe Williams
Professor Leigh Wood
Jonathan Wylie

APOLOGIES

Dr Trudy Ambler
Nicole Brigg
Associate Professor Pamela Coutts
Professor Alex Frino
Dr Kate Fullagar
Jeremey Gunter
Professor Kevin Jameson
Professor Patrick McNeil
Professor Nick Mansfield
Professor Barbara Messerle
Professor Sakkie Pretorius
JoAnne Sparks
Professor Sherman Young
1. **ACKNOWLEDGEMENT OF COUNTRY**

The Chair acknowledged the traditional custodians of the land and welcomed members and attendees to the meeting.

2. **WELCOME AND APOLOGIES**

The Chair noted that apologies had been received from: Dr Trudy Ambler, Nicole Brigg, Associate Professor Pamela Coutts, Professor Alex Frino, Dr Kate Fullagar, Jeremey Gunter, Professor Kevin Jameson, Professor Nick Mansfield, Professor Patrick McNeil, Professor Barbara Messerle, Professor Sakkie Pretorius, JoAnne Sparks, and Professor Sherman Young.

The Chair noted that the following are new ex-officio members to Academic Senate: Professor Kevin Jameson (Acting Executive Dean of the Faculty of Business and Economics); Professor Charles Areni (interim Dean of the MGSM); and Nicole Brigg (Pro Vice-Chancellor International).

The Chair welcomed Professor Catherine Dean and Professor Enrico Coiera as the Faculty of Medicine and Health Sciences representatives to Academic Senate.

The Chair welcomed Nicole Gower, Director Human Resources (speaking to item 9.1) and noted that Susan Vickery was in attendance on behalf of JoAnne Sparks and Professor Leigh Wood was in attendance on behalf of Professor Kevin Jameson.

3. **ARRANGEMENT OF AGENDA**

Academic Senate noted that the Faculty of Science and Engineering requested to unstar their Faculty Board report at item 15.5. Academic Senate accepted a proposal that the Higher Degree Research Committee report at item 14.3 be starred, and noted that the proposal to star the item was subsequently withdrawn later in the meeting.

The Chair advised that item 9.5, Academic Integrity Report - A Framework for Action, would be discussed after item 9.6, Academic Appeals Policy.

3.1 Disclosure of conflicts of interest

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

3.2 Adoption of unstarred items

**Resolution 16/139**


4. **MINUTES OF THE PREVIOUS MEETING**

4.1 The Minutes of the meeting held 16 February 2016.

**Resolution 16/140**

Academic Senate resolved that the minutes of the meeting held on 16 February 2016 be signed as a true and correct record.

5. **BUSINESS ARISING FROM THE MINUTES**

*(not dealt with elsewhere in the Agenda)*

5.1 Academic Senate items requiring action.

The outstanding action items were noted. The Chair noted that some items were included on the agenda, and reported on the progress of the following matters:

- Session 1 2014 Examination Reports from Executive Deans were referred to, and discussed by, the Senate Learning and Teaching Committee;
- the Question on Notice about Indigenous representation on Senate will form part of the review of the membership of Academic Senate;
- the Working Groups on University Medals had achieved their objectives, and a new Working Group has been established to conduct a holistic review of Medals and Prizes; and
- A Chair has been appointed for the Review of the Master of Research Program.

Members noted that these items could now be closed.
6. REPORT FROM THE CHAIR

The Chair referred members to the report included with the agenda. In addition to the matters included in the report, the Chair identified Academic Progression as a key project and invited the Deputy Registrar, Jonathan Wylie, to provide an update on the implementation plan.

The Deputy Registrar confirmed that the student system could deliver functionality to identify and quarantine students as they progressed through the stages of academic standing. Academic Senate noted that a tiered system of interventions will be supported by the establishment of an early identification support/remedial action plan to improve a student’s chance of success. Resourcing to support the approach will be provided by areas including Campus Wellbeing (noting that the Director of Campus Wellbeing is a member of the Implementation Steering Committee), and the Converged Services Group.

Consideration is being given on the approach to communicate a student’s academic standing, and although academic status can be viewed in E-Student, this information is also available on internal transcripts. The use of iLearn as a communication tool is also being investigated.

A faculty-elected member from the Faculty of Business and Economics sought confirmation as to whether resources would be made available to ensure students were provided with the appropriate support and the Deputy Registrar advised that this would form part of the converged services project and that the Director of Campus Wellbeing is a member of the Implementation Steering Committee.

7. VICE-CHANCELLOR ORAL UPDATE

The Vice-Chancellor reported that this was the final meeting for Professor Dominic Verity as Chair of Academic Senate, and commended him for his extraordinary service to the University. The Vice-Chancellor noted that Professor Verity had served with distinction on University Council and various academic governance committees, including the Senate Learning and Teaching Committee, the Academic Programs Committee, Academic Standards and Quality Committee, the Academic Appeals Committee and other bodies which have convened over many years. The Vice-Chancellor acknowledged Professor Verity’s contributions to the recent TEQSA re-registration, and his role in addressing the impact of academic integrity on internal and external risk.

The Academic Senate applauded Professor Verity for his significant contribution to academic governance at the University. The Vice-Chancellor thanked the newly elected Chair, Professor Mariella Herberstein, for her preparedness in assuming this role at a significant time in the growth and direction of Academic Senate.

The Vice-Chancellor reported that Professor Charles Areni and Professor Norma Harrison have been appointed interim Dean and Vice Dean (respectively) for the Macquarie Graduate School of Management and that Professor Kevin Jameson had been appointed as the Acting Executive Dean of the Faculty of Business and Economics. This will provide an opportunity for strengthening the alignment of the two entities, assisted by close consultation with the Deputy Vice-Chancellors Academic and Research.

In terms of external matters, the Vice-Chancellor reported that the new Minister for Education, Senator the Hon. Simon Birmingham, has signalled that the deregulation of fees could be back on the government’s agenda and has indicated the need for greater transparency around university admission processes. Academic Senate noted that the Deputy Vice-Chancellor Academic is already addressing the issue of admissions, including flexible entry programs.

Members were advised that TEQSA has approved the reregistration of the University as a Higher Education Provider for the next seven (7) years without a site visit and with no concerns with the University’s submission. The Vice-Chancellor commended the Deputy Vice-Chancellor Academic and his Executive Officer, Dr JoAnne Page, for completing this enormous body of work.

In closing, the Vice Chancellor confirmed that Professor Jim Angus from the University of Melbourne has been engaged as the Chair of the Master of Research Review Panel and that further details regarding the review would be reported to Academic Senate as they became available.

8. QUESTION TIME

The Chair reminded members of the trial introduction of Question Time questions to the Vice-Chancellor or the Chair were invited.

There were no questions raised.

Anna Glen departed the meeting at 10.00am.

9. STRATEGY AND POLICY


Nicole Gower, Director Human Resources, presented on the proposed model for an updated Academic Promotions Policy, and acknowledged the input provided by Professor Dominic Verity to enhance the process. An update on the Honorary Appointments Policy Review was also provided.
**Academic Promotions Policy**

Academic Senate was informed that following a review of existing practices, sector benchmarking, and consultation with the University community, a new framework is being developed to streamline processes and create a better experience for candidates and committee members, which is fair and consistent and offers greater transparency and clarity.

The proposed model allows for Faculty Promotion Committees for Level B, C and D, and a University Committee for Level D and E promotions. The proposed model includes streams focused either on learning and teaching, research or on a balance of the two. Candidates will have access to: Level specific information sessions; resources outlining eligibility, stream specific selection criteria and procedures; sample applications and required information to substantiate performance. Selection criteria will be reviewed to align with current research and teaching standards and University expectations.

Academic Senate noted that the revised policy will be written in a more user friendly language style, and that the policy will retain the appeal process.

Members commented that the process can be stressful for all parties, and noted the importance of referee’s reports, and the integrity and need for appropriate membership of promotion committees. The Director Human Resources suggested that the Performance Development Review (PDR) process would naturally align with planning for promotion pathways.

Further consultation on the new model will continue to take place, with a view to finalising and implementing the new model by 1 January 2017. Members were encouraged to provide feedback directly to the Director Human Resources/Academic Promotion working group.

**Honorary Appointments Policy Review.**

The Director Human Resources provided an update on the review of the Honorary, Visiting and Clinical Academic Appointments Policy, which will encompass Emeritus Professors and Conjoint Appointments, which are of particular relevance to the Faculties of Medicine and Health Sciences and Human Sciences. The approach aims to streamline the existing approach, and facilitate increased collaboration and innovation within the sector and with industry and research partners.

Academic Senate noted that the revised policy will include the categories of Emeritus, Honorary, Visiting, Adjunct and Conjoint appointments. The Director Human Resources noted that visiting student internships was outside the scope of this policy. The Director Human Resources undertook to take on notice a question in relation to the proposed renaming of the positions of “Lecturer” and “Senior Lecturer” (as included in the Learning and Teaching White Paper).

Members noted that an update will be provided to a future meeting of Academic Senate prior to the projected implementation date of mid-2016.

**9.2 The Quality Enhancement Committee (QEC) – Future Directions**

The Chair of Academic Senate spoke to the agenda paper, confirming that the primary role of the QEC is to oversee:

- Development and ownership of the Quality Enhancement Framework;
- Administration of the quality enhancement process; and
- Ownership of the Academic Risk Register.

Members noted that the Academic Senate Standing Committee has supported the proposal to disestablish the QEC, and agreed that it is unnecessary for the primary activities to be supported by a committee structure. Under a revised model, the Quality Enhancement Framework will be realigned, and will be conducted by a working group jointly convened by the Deputy Vice-Chancellor (Academic) and Academic Senate. The review cycle of Faculties, Departments and courses will be overseen by the Academic Senate Standing Committee, referring matters to the Executive, Academic Senate or one of its expert committees.

Academic Senate noted that it was not within its remit to develop or monitor matters against a separate Academic Risk register, and that risk registers at Faculty/Office level already identify many academic risks which could be used by Senate Committees to inform their work. Academic Senate considered that the maintenance of an Academic Risk Register requires targeted expert input and determined that these activities should not to be undertaken by a generalist committee.

The Deputy Vice-Chancellor (Academic) was invited to comment on this matter, and reflected on his experience as a quality auditor both within Australia and overseas. He contextualised the University’s approach to quality by comparing the University’s performance in the 2006 AUQA Audit where many areas of critical risk were identified, to the 2016 TEQSA reregistration, where no significant risks had been identified. Members were reminded that the Quality Enhancement Framework was developed following the 2006 AUQA Audit and when a compliance based response was required. Members noted the University has matured since that time, and is well supported by its Executive and Academic Governance framework.

Academic Senate noted that a new approach underpinned by clear principles and guidelines is required to develop academic quality to support the University moving towards greater Faculty autonomy. It is envisaged that:
• Academic Senate will retain oversight for academic standards;
• Faculties to be empowered to develop and continually implement improvements across a course lifecycle;
• Quality will be closely linked to risk identification and mitigation to support the new approach; and
• Faculties will be invited to take on greater responsibility for approval of programs and reviews as part of their domain.

An elected member commented that measures would need to be taken to ensure a silo approach did not emerge in devolving responsibility for course approval. The Chair responded that the Quality Enhancement Framework is under review and the approval of programs and quality assurance processes will be retained at the ASQC level.

Resolution 16/141

Academic Senate resolved to approve the following recommendations:

i. The disestablishment of the Quality Enhancement Committee as a Committee of Academic Senate;

ii. The Academic Senate Standing Committee assume the Quality Enhancement Committee’s responsibilities for approving terms of reference for departmental reviews, considering review reports, and triaging systemic issues to Senate committees;

iii. The development of a new Quality Enhancement Framework, by a jointly governed working party;

iv. The establishment of a standardised review process for Academic Departments and Faculties, which would be executed under the management authority and would report dually and directly to University Executive and Academic Senate; and

v. The allocation of any residual responsibilities of the Quality Enhancement Committee to the Academic Standards and Quality Committee and the Office of the Deputy Vice-Chancellor (Academic).

9.3 Assessment Policy and Schedules

Dr Mitch Parsell, Chair of the Senate Learning and Teaching Committee (SLTC), spoke to the consultation which has taken place with individual Faculty-based groups and highlighted some key changes to the Assessment Policy and Schedules presented to Academic Senate for approval. The following matters were discussed:

• Amendments requested by SLTC have been added to the document in track changes. In particular, Academic Senate noted changes in Schedule 2 relating to ‘serious attempt’, ‘academic dishonesty’, ‘late submission’ and the removal of clause 10.1 in relation to ‘sufficient notice’ provided to the University to cater for students with a disability or other special needs as it was felt the provision was adequately addressed in clause 10.2.

• A concern was raised in relation to the removal of clause 10.1. Members were reminded to be mindful of the management of administrative and course requirements in the context of inherent requirements under the Disability Discrimination Act and other requirements such as those required under the Anti-Discrimination Act and other related legislation. It was agreed that upon the finalisation of the University’s approach to Inherent Requirements, this clause would be re-visited.

• Members agreed to move the definition of serious attempt from Clause 3.4 of Schedule 2 Unit Assessment Requirements to the Definitions section in the Policy and to amend part of the definition as follows:

In an examination, students are required to attempt a range of question types throughout the paper; for example, simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious.

• Schedule 3: Higher Degree Research Assessment Requirements was not included in the suite of documents provided for approval, as it remains under development by Professor Nick Mansfield, Dean Higher Degree Research (HDR) and will be presented to the Higher Degree Research Committee, Senate Learning and Teaching Committee, and Academic Senate for discussion and final approval in the coming weeks.

• In the lead up to implementation at the beginning of Session 2 2016, Faculty Boards will be required to develop Faculty-based procedures to guide implementation of the Policy locally. A guidance document is currently being drafted to assist Faculty Boards in this process, and a video will be produced to assist with the socialisation and change in practice that will be required as a result of the new Policy.

• Members expressed some reservations about the tight timeframe to have Faculty processes and guideline in place by Session 2, commenting that it may not allow sufficient time to allow full implementation.

• Members noted that Schedule 1: Grading Requirements provides introduces that students who commence from 1 January 2017 to have their Grade Point Average (GPA) calculated on a 7-point scale, as outlined in the Schedule.

Resolution 16/142
Academic Senate resolved to:

i. approve the Assessment Policy for effect from Session 2, 2016;

ii. note that Schedule 3: Higher Degree Research Assessment Requirements remains under development and will be provided to a future meeting of Academic Senate; and

iii. approve the following schedules to the Assessment Policy for effective from Session 2, 2016:

   a. Schedule 1: Grading Requirements;
   b. Schedule 2: Unit Assessment Requirements;
   c. Schedule 4: Final Examination Requirements; and
   d. Schedule 5: Moderation Requirements

Action: Guidance document to be provided to Faculty Boards to assist with the development of Faculty-based procedures.

9.4 Academic Freedom Working Group – Progress Report

The Deputy Chair of Academic Senate, Associate Professor Jacqueline Phillips, provided an update on the current progress of the Academic Freedom Working Group.

Academic Senate noted the following key points:

- A draft Academic Freedom Statement has been developed to define and outline the importance of academic freedom, and details the rights and responsibilities of staff, students and the University.
- The Working Group supports and recommends the revision of the University’s Public Comment Policy to align with contemporary principles of academic freedom.
- The Defence Trade Control act came into effect on 2 April 2016, creating criminal offences for the supply, brokering and publication of goods and technologies listed on the Defence and Strategic Goods List (DSGL). The Working Group suggests that the legislation has specific implications on academic freedom.

Academic Senate noted that the Working Group will provide its final version to the 24 May 2016 Academic Senate meeting.

9.5 Academic Integrity – Towards A Framework for Action

The Chair presented on the Academic Integrity report Towards A Framework for Action, outlining the evolution of its development against Macquarie’s current contextual background which included. The November 2015 two-day academic integrity workshops; support provided by the student-lead Academic Integrity Matters Ambassadors (AIMA); MyMasters and an increasing environment of contract cheating; the Government Office for Learning and Teaching (OLT) joint project on Academic Integrity in Australia – Understanding Changing Culture and Practice lead by the University; and the recent realignment of Student Discipline Processes were referenced as influencing the report.

The Chair spoke to the following primary recommendations contained in the report, which were developed to provide a solid platform to ensure that academic integrity remains a strategic priority for 2016 and beyond:

i. Develop a positively framed statement of values, rights and responsibilities in relation to academic integrity, to apply equally to all members of Macquarie’s academic community (students and staff).

ii. Establish a rolling campaign of positive academic integrity messaging on campus, using mechanisms such as banners, information screens, lab screensavers, e-mail newsletters, and the University website / social media spaces.

iii. Develop and implement an institutional strategy for academic integrity education, to encompass a coherent and sustainable program to design and deploy educational modules, learning resources, and staff training materials.

iv. Appoint an “Academic Integrity Tsar” reporting to the Deputy Vice-Chancellor (Academic) and responsible for promoting academic integrity values and co-ordinating academic integrity initiatives across the University.

v. Renew the University’s commitment to the AIMA society and implement a support plan to ensure its sustainability. This would include consideration of how we might ensure it is supported by an appropriately expert and committed staff sponsor.

vi. Appoint work loaded Academic Integrity Champion(s) within each department, who would be responsible for discharging minor breaches, supporting the preparation of cases for referral to discipline committees, assisting staff in implementing educational and assessment processes, liaison with AIMA members and support of AIMA sponsored activities, and promoting positive academic integrity culture within departments.

vii. Develop a new Academic Integrity Policy (or statement) and associated support materials. This should complement the Student Discipline Rule and Procedure, by articulating Macquarie’s shared academic integrity values and providing staff and students with greater detail in regard to the application of those principles.
Discussion by Academic Senate on the report included the following key points:

- Acknowledgement of the potential risk and magnitude of academic integrity matters.
- The need for appropriate policies and procedures and consistent centralised record keeping processes for Faculty and University level activities be developed, including appropriate training. It was noted that some professional accreditation bodies and external and internal processes may require access to these records.
- The opportunity to improve assessment design to counter possible issues.
- The potential for the academic integrity campaign to learn from approaches such as that taken by recent anti-smoking campaigns, which demonstrate the positive benefits and not just negative outcomes. Sporting analogies were noted, which suggest that the Australian culture places great emphasis on the integrity of reputation, as well as good health.
- Anecdotal evidence suggests that overall, Macquarie students respect academic integrity and do not support cheats. It is important for students to be actively involved in building an environment which values integrity, rather than having a culture which reactively focuses on the penalties. It was that many USA institutions share responsibility with their student bodies to manage academic integrity.
- That the University continue to support AIMA to ensure its sustainability, and consider identifying an appropriately experienced and committee staff sponsor.

The Chair proposed that the Academic Integrity Report *Towards a Framework for Action* be referred to the Academic Senate Standing Committee for consideration prior to the Deputy Vice-Chancellor (Academic) and Academic Senate further developing the report.

**Resolution 16/143**

Academic Senate resolved to refer the Academic Integrity Report *Towards a Framework for Action* to the Academic Senate Standing Committee for further consideration of its development.

### 9.6 Academic Appeals Policy

The Head of Governance Services, Zoe Williams, reported on the ongoing work to review and improve the academic appeal framework, including the consolidation of processes to manage research and coursework appeals. Members noted that this work connected with the Rapid Improvement Initiative review of the Higher Degree Research (HDR) candidate termination, and that, as a consequence, consistent grounds for both coursework and research appeals have been developed with the General Counsel.

Academic Senate noted that it was specifically requested to endorse that the grounds for appeals for both coursework and HDR matters and be limited to grounds of procedural fairness. Although processes will continue to be underpinned by the principles of natural justice, appeals will be limited to due process and will not provide an avenue for undermining the integrity of academic decisions. Members discussed the need to triage appeals to ensure that the grounds were substantiated. It was noted that the draft policy mandates supporting documentation to accompany an appeal.

Academic Senate considered the grounds outlined in the draft Academic Appeals Policy and the template for an appeal procedure (based upon documentation received from the General Counsel’s Office). Members also considered the scope of the draft policy, the development of workflows within Ask@MQ to assist students with appeal submission, the development of student-facing material and the training needs analysis for the Appeals panel.

An opportunity was identified to separate the Grade Review and Grade Appeal functions. It was endorsed that the Grade Appeal policy be reviewed and the institutional-level grade appeal component would be incorporated into the Academic Appeals Framework.

In response to comments from a student-elected member in relation to a need for better promotion of University policies amongst the student body, the Deputy Vice-Chancellor Students and Registrar advised that this could be included in the internal communication plans currently being developed.

Academic Senate noted that a full suite of documents will be provided to the next Academic Senate meeting for consideration.

**Resolution 16/144**

Academic Senate resolved to:

i. note the update on the development of an Academic Appeal framework;

ii. endorse the grounds for an academic appeal outlined in the report provided to Academic Senate; and

iii. approve the review of the Grade Appeal policy with a view to separating the current arrangements for Grade Review and Grade Appeal processes, thus enabling Grade Appeals to be within the scope of the Academic Appeals Policy.

Professor Mariella Herberstein departed the meeting at 12noon.

### 9.7 Qualifications Issuance Policy – Update
At its 14 July 2015 meeting, the Academic Senate Standing Committee established a Working Party to progress draft policy and related procedures on the issuing of qualifications to streamline existing policy documents covering all AQF and non-AQF documentation produced by the University (including testamurs, transcripts, AHEGS, jointly badged documentation, MUIC awards and certificates of attainment). A new policy will also enable related matters such as posthumous awards, and Academic Transcript Request procedures to be incorporated.

At its meeting of 25 August 2015, Academic Senate expanded the scope of Working Party’s brief to consider appropriate delegations for the approval of the development and delivery of non-AQF academic activities. Academic Senate discussed the update, and following consideration of an appropriate mix of members from relevant work units to form the Working Group, recommended that the Chair of the Academic Standards and Quality Committee be appointed as Chair of the Working Group. Academic Senate endorsed time frames to report on key milestones, with the final draft policy anticipated to be provided to the 26 July 2016 meeting of Academic Senate.

Resolution 16/145

Academic Senate resolved to:

i. endorse a revised membership for the Working Party to include:
   - Chair of the Academic Standards and Quality Committee
   - Pro Vice-Chancellor Learning and Teaching;
   - Head of Student Administration;
   - Manager, Policy Unit;
   - Manager, Quality Assurance and Compliance;
   - a member from the Macquarie Graduate School of Management;
   - a member from Access MQ; and
   - a member of the Academic Senate.

ii. recommend that the Chair of the Academic Standards and Quality Committee assume the role of Chair of the Academic Working Party, and

iii. endorse the following timeline:
   - an update on the Working Party’s deliberations to be provided to the next meeting of Academic Senate on 24 May 2016;
   - the draft policy to be provided to the Academic Standards and Quality Committee meeting of 31 May 2016 for consideration;
   - the draft policy to be provided to the Senate Learning and Teaching Committee meeting of 6 June 2016 for consideration; and
   - the final policy draft to be provided to Academic Senate meeting of 26 July 2016.

10. QUESTIONS ON NOTICE

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

11. GENERAL BUSINESS

11.1 Student Members of Academic Senate Election Timeframe

Resolution 16/146

That Academic Senate note the timeframe for the election of student representatives on Academic Senate.

11.2 2015 Savings Cases – Summary Report

Resolution 16/147

Academic Senate resolved to:

i. note the 2015 Savings Cases summary report; and

ii. ratify the actions taken by the Chair of Academic Senate under delegated authority to waive the requirements under the General Coursework Rules and invoke the savings clause for the students listed in the 2015 Saving Cases schedule.

11.3 Quarter 1 2016 Savings Cases – Summary Report

Resolution 16/148

Academic Senate resolved to:
i. note the Quarter 1 2016 Savings Cases summary report; and
ii. ratify the actions taken by the Chair of Academic Senate under delegated authority to waive the
requirements under the General Coursework Rules and invoke the savings clause for the students
listed in the Quarter 1, 2016 Saving Cases schedule.

12. ITEMS APPROVED BY THE CHAIR

On behalf of Academic Senate, the Chair of Academic Senate approved the Macquarie University
International College (MUIC) Foundation Program Completions.

Resolution 16/149

Academic Senate resolved to note and ratify the following matter approved by the Chair of Academic
Senate on behalf of Academic Senate:

- Macquarie University International College (MUIC) Foundation Program Completions.

13. ITEMS FOR APPROVAL FROM ACADEMIC SENATE COMMITTEES

13.1 2017 Change of program names (ASQC)

Resolution 16/150

Academic Senate resolved to:

i. approve the renaming of the following programs from 1 January 2017; and

ii. approve the deletion of the former programs identified from 31 December 2016.

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate of Policing, Intelligence and Counter Terrorism</td>
<td>Graduate Certificate of Cyber-Security, Policing, Intelligence and Counter Terrorism</td>
</tr>
<tr>
<td>Graduate Certificate of Policing, Intelligence and Counter Terrorism (OUA)</td>
<td>Graduate Certificate of Cyber-Security, Policing, Intelligence and Counter Terrorism (OUA)</td>
</tr>
<tr>
<td>Graduate Diploma of Policing, Intelligence and Counter Terrorism</td>
<td>Graduate Diploma of Cyber-Security, Policing, Intelligence and Counter Terrorism</td>
</tr>
<tr>
<td>Graduate Diploma of Policing, Intelligence and Counter Terrorism (OUA)</td>
<td>Graduate Diploma of Cyber-Security, Intelligence and Counter Terrorism (OUA)</td>
</tr>
<tr>
<td>Master of Policing, Intelligence and Counter Terrorism</td>
<td>Master of Cyber-Security, Policing, Intelligence and Counter Terrorism</td>
</tr>
<tr>
<td>Master of Policing, Intelligence and Counter Terrorism (OUA)</td>
<td>Master of Cyber-Security, Policing, Intelligence and Counter Terrorism (OUA)</td>
</tr>
<tr>
<td>Master of Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies</td>
<td>Master of Cyber-Security, Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies</td>
</tr>
<tr>
<td>Master of Development Studies and Global Health</td>
<td>Master of Development Studies</td>
</tr>
</tbody>
</table>

13.2 2017 Program and Specialisation Deletions (ASQC)

Resolution 16/151

Academic Senate resolved to approve the deletion of the following programs and specialisations with effect
from 31 December 2016:

i. FINR11M Graduate Certificate of Financial Regulation;

ii. GEN31C Graduate Certificate of Gender Studies subject to the review of a teach out schedule on the
basis of 2016 results;

iii. FINR32C Master of Financial Regulation;

iv. COR12S Corporate Governance;

v. ENM13S Environmental Management; and

vi. ENS12S Environmental Science.

13.3 2017 New Program: Master of Accounting (ASQC)

Resolution 16/152

Academic Senate resolved to approve the academic case for the Master of Accounting for implementation
from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).

13.4 2017 New Program: Master of Planning (ASQC)

Resolution 16/153
Academic Senate resolved to approve the academic case for the Master of Planning for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).

13.5 2017 New Program: Master of Creative Industries with the degree of Master of Future Journalism (ASQC)

**Resolution 16/154**
Academic Senate resolved to approve the academic case for the Master of Creative Industries with the Degree of Master of Future Journalism for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).

13.6 2017 New Program: Bachelor of Media (ASQC)

**Resolution 16/155**
Academic Senate resolved to approve the academic case for the Bachelor of Media for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).

13.7 2017 New Program: Bachelor of Media with the degree of Bachelor of Laws (ASQC)

**Resolution 16/156**
Academic Senate resolved to approve the academic case for the Bachelor of Media with the Degree of Bachelor of Laws for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).

13.8 2017 New Program: Bachelor of Security Studies with the degree of Bachelor of Laws with Honours (ASQC)

**Resolution 16/158**
Academic Senate resolved to approve the academic case for the Bachelor of Security Studies with the Degree of Bachelor of Laws with Honours, subject to the existing unit prefix PICT continuing to be used, for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).

13.10 2017 New Program: Bachelor of Media with the degree of Bachelor of Laws with Honours (ASQC)

**Resolution 16/159**
Academic Senate resolved to approve the academic case for the Bachelor of Media with Degree of Bachelor of Laws with Honours for implementation from 1 January 2017, subject to the approval of a business case by the Deputy Vice-Chancellor (Academic).

13.11 Visiting Undergraduate Research Internship (HDRC and ASQC)

**Resolution 16/160**
Academic Senate resolve to approve the establishment of a Visiting Undergraduate Research Internship as a non-award program to enable high-quality students from overseas to undertake research internships under the supervision of Macquarie academics.

14. **REPORTS FROM STANDING COMMITTEES**

14.1 Academic Senate Standing Committee

Academic Senate noted the Academic Senate Standing Committee meeting held 15 March 2016. (Refer to Item 9.2.)

**Resolution 16/161**
Academic Senate noted the report of the Academic Senate Standing Committee meeting of 15 March 2016 and, where appropriate, ratified the resolutions of the Academic Senate Standing Committee.

14.2 Academic Standards and Quality Committee

Academic Senate noted the report from the Academic Standards and Quality Committee meeting held on 1 March 2016. (Refer to Items 13.1 to 13.11.)

14.3 Higher Degree Research Committee

Academic Senate noted the report from the Higher Degree Research Committee meeting held 12 February
2016. (Refer to Item 13.11.)

14.4 Senate Learning and Teaching Committee
Academic Senate noted the report from the Senate Learning and Teaching Committee meeting held 7 March 2016. (Refer to Item 9.3.)

15. REPORTS FROM FACULTY BOARDS
15.1 Faculty of Arts Faculty Board
Academic Senate noted the Faculty of Arts Faculty Board report of its meeting of 9 February 2016.

15.2 Faculty of Business and Economics Faculty Board
Academic Senate noted the Faculty of Business and Economics Faculty Board report of its meeting of 8 February 2016.

15.3 Faculty of Human Sciences Faculty Board
Academic Senate noted the Faculty of Human Sciences Faculty Board report of its meeting of 9 February 2016.

15.4 Faculty of Medicine and Health Sciences Faculty Board
Academic Senate noted the Faculty of Medicine and Health Sciences Faculty Board report of its meeting of 22 February 2016.

15.5 Faculty of Science and Engineering Faculty Board
Academic Senate noted the Faculty of Science and Engineering Faculty Board report of its meeting of 9 February 2016, noting that the issues arising from the Session 3 2015 Ratification of Results processes were considered by the Academic Standards and Quality Committee meeting of 1 March 2016.

16. CONSIDERATION OF CONFIDENTIAL ITEMS
16.1 University Discipline Committee
A confidential report of the University Discipline Committee meeting held 17 February 2016 was tabled.

16.2 University Hearing Committee
A confidential report of the University Hearing Committee meeting held 16 March 2016 was tabled.

16.3 Standing Committee on Appeals
A Report of the Standing Committee on Appeals meeting held 25 February 2016 was tabled.

17. OTHER BUSINESS
There was no other business raised.

18. NEXT MEETING
The next meeting of the Academic Senate will be held on Tuesday 24 May 2016.
Agenda Items are due by Tuesday 10 May 2016.
There being no further business, the meeting closed at 12.02 pm.
ITEM 9.2 FOCUSED DISCUSSION: ACADEMIC FREEDOM

For discussion.
ITEM 9.2  FOCUSED DISCUSSION: ACADEMIC FREEDOM

Summary

- Academic Senate is responsible for advising University Council and the Vice-Chancellor on 'measures to safeguard the academic freedom of the University'.
- The current Senate Statement on Academic Freedom has not been reviewed since 2006.
- A new statement has been drafted by the Academic Freedom Working Group and feedback is being sought.
- If the statement is adopted, the working party recommends that the University’s Public Comment Policy be urgently revised as it contains provisions contrary to commonly held principles of academic freedom.

Issue

Following significant discussion, the academic freedom working group has drafted a new Senate Statement on Academic Freedom. As part of this process the working party reviewed statements from other Australian Universities and the 2005 Academic Freedom Statement of the first Global Colloquium of University Presidents. Members of the working group will present to Senate on the following matters:

Introduction – why are we doing this?

Current Academic Freedom Statement - drafted in 2006

What is Academic Freedom?

- Consider the following scenarios:

Revised Senate Statement on Academic Freedom

Next steps & consultation

Recommendations

That Academic Senate provide feedback on the revised Senate Statement on Academic Freedom, and in particular:

(a) Agree on the definition of academic freedom;
(b) Confirm that the rights and responsibilities are appropriately balanced;
(c) Comment on how easily this statement could be misinterpreted leading to a conflict with other university policies or legislation;
(d) Comment on the standing of this statement. For example, could staff/students rely on this statement if dealing with a misconduct allegation?
(e) Comment on how this statement would impact your daily practice.

---

1 Academic Senate Rules, Clause 10(1)(b)
### Project timeline:

<table>
<thead>
<tr>
<th>Event</th>
<th>Nov 2015</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Group Meetings</td>
<td>25th Nov</td>
<td>15th</td>
<td>15th</td>
<td>5th</td>
<td>10th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update to Senate</td>
<td>15th Dec</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Report to Senate</td>
<td></td>
<td></td>
<td>5th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused discussion at Senate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senators to seek feedback from their networks by 30th June</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30th</td>
<td></td>
</tr>
<tr>
<td>Approval by Senate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26th</td>
</tr>
<tr>
<td>Socialisation of new Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Related Policies
- Public Comment Policy
- Staff Code of Conduct
- Student Code of Conduct
- Naming rights for University Chairs (Donation or Sponsorship) Policy
- Open Access Policy
- Export Controls and Sanctions Policy
- Social Media Guideline
- Enterprise Bargaining Agreement

### Working Group Members
Professor Jacqueline Phillips (Chair), Professor Dominic Verity, Professor Richie Howitt, Professor Linda Cupples, Professor Simon George, Associate Professor David Coutts, Dr Paul Formosa, Dr Nikola Balnave, Cathy Rytmeister and Ainslee Harvey.

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

### For enquiries contact:
Ainslee Harvey, Academic Senate Project Officer, x6346
(Ainslee.harvey@mq.edu.au)
SENATE STATEMENT ON ACADEMIC FREEDOM

The University's value as an institution of learning depends upon its ability and its determination to challenge, revise and renew accepted ideas, its encouragement of vigorous debate, and its support for the development and testing of theories. For the University to fulfill this role, its academic staff must have the right and duty to exercise their own professional judgment in engaging in teaching and research, and to disseminate the results of that research, without undue interference from governments, the University's administration, the media, private corporations and other organisations.

Academic freedom includes the right and duty of staff to:

- Carry out research and disseminate and publish the results in a timely way.
- Play a significant role in determining the curriculum and the standards and methods of teaching.
- Read broadly and without fear of being judged on what they read.

Researchers and teachers at Macquarie University are bound by high academic standards, including a commitment to intellectual honesty, rigour in the construction of arguments, and the appropriate use of evidence. The maintenance of these standards is especially important when staff comment in public forums outside the university, including the media. Academics are not in the privileged position of being able to say whatever occurs to them on any matter whatsoever, nor are they entitled to inflict gratuitous damage on others, but when they act with high professional standards, researchers and teachers should be free to challenge the most fundamental values and beliefs of society in the spirit of open inquiry.

Students and staff should be able, however, to expect that their right to hold values of their own choosing will be respected even when those values are being questioned. Academic freedom carries associated responsibilities to exercise professional care and competence in the conduct of teaching and research, to subject academic work to the critical scrutiny of others, to consider the impact that one's work may have on others, and not to impinge on the ability of others to engage freely in teaching and learning, research, and academic debate.

Academic freedom is fundamental to the academic work of the University itself. It is also emblematic of the values that the University stands for and strives to cultivate in the wider society. Teachers and researchers can only fulfill their obligation to society in a context of academic freedom. More than this, however, since the University stands for, promotes and defends the right and need of all people to have access to open debate, academic freedom is the enactment of the University's commitment to society.

NOTE
This is a statement about Academic Senate's views concerning academic freedom. It is not designed to be a policy document, and it should be read in conjunction with other documents, such as the Enterprise Agreement and the University's media policy.

Endorsed by Academic Senate
10 October 2006
Academic Senate Statement on Academic Freedom

Academic Senate is responsible for advising University Council and the Vice-Chancellor on ‘measures to safeguard the academic freedom of the University’.¹

The Definition of Academic Freedom

Academic freedom is the principle that staff and students should be free to conduct research, undertake learning and teaching, communicate, and publish, subject to the standards of scholarship, without undue interference or penalty.

The Importance of Academic Freedom

Academic freedom has both intrinsic and practical value. The value of a University as a public institution depends upon its ability and its determination to create new knowledge and understanding, to challenge accepted ideas, test novel hypotheses and encourage rigorous academic debate. For a University to fulfil this role, staff and students must have the right and duty to exercise their own informed judgment in engaging in teaching and research, and disseminate the results of that research, without undue interference from governments, University administration, the media, private corporations, or other organisations.

Academic freedom, therefore, is fundamental to the values that Macquarie University upholds and strives to cultivate in the wider society. Macquarie University stands for, promotes and defends the right of all people to have access to knowledge, education and open debate. Macquarie University’s commitment to academic freedom therefore benefits society both directly and indirectly, through the creation, preservation, and transmission of ideas, and the advancement of knowledge and understanding, irrespective of immediate application.

The Practice of Academic Freedom

Academic freedom confers both rights and responsibilities on individuals, governance bodies, and constituencies within the university.

Macquarie University Staff and Students have rights to:

- Engage in critical enquiry and scholarly endeavour without fear of intimidation, in an environment of tolerance for and engagement with divergent opinions, unconstrained by institutional censorship.

- Engage in public discourse, expressing their informed views whether within their defined areas of expertise or not. In doing so they may identify themselves as members of, but not spokespersons for, the University. This freedom of expression extends to making statements on political matters, including policies

¹ Academic Senate Rules, Clause 10(1)(b)
affecting higher education, and to criticism of Macquarie University and its actions.

Macquarie University Staff and Students have responsibilities to:

- Uphold commitment to high academic standards, including academic integrity, rigour in the construction of arguments, and the appropriate use of evidence.

- Foster intellectually vigorous and open discussion, adhering to the standards of scholarship, and avoid actions that may inhibit freedom of inquiry and expression.

- Exercise awareness of the parameters of academic freedom including legislative and internal policy requirements, and therefore apply a degree of self-regulation.

- Undertake discourse reasonably and in good faith, with declarations of conflicts of interest where appropriate. When speaking in public on topics outside their expertise, staff and students should consider whether it is appropriate to link their comments to their role and relationship with the University.

Macquarie University has rights to:

- Assert institutional autonomy, and in particular the right to determine for itself, on academic grounds, its research and teaching practices and priorities.

- To support staff and students in advancing knowledge, ideas, theories, and technology, and in serving society at large.

Macquarie University has institutional responsibilities to:

- Protect staff and students from improper pressures, whether political, cultural, economic, or ideological, from unnecessarily restricting their academic freedom and seek wherever possible to minimise that impact.

- Have administrative and governance processes and policies that place academic freedom principles at the forefront of their concept and implementation.

- Contribute positively to an environment of freedom of inquiry, discourse, teaching, research, and publication for all staff and students.

- Not disadvantage or subject staff and students to less favourable treatment for exercising their right to academic freedom, including no threat to security of employment for staff, regardless of the nature of that employment.
ITEM 9.3 PROGRESS REPORT: ACADEMIC PROGRESSION

For information.

Recommended resolution
Academic Senate note the progress report on Academic Progression.
ITEM 9.3 PROGRESS REPORT: ACADEMIC PROGRESSION

Issue
At its 16 February resolved to endorse a support model for the early identification and support of students experiencing difficulty in achieving academic success and on 21 April 2015 meeting Academic Senate resolved to introduce an Academic Progression Policy.

Since the last update to Academic Senate, the following has been achieved:
- identification of the need for an academic sponsor
- establishment of an implementation working group
- development of a draft policy which reflects the identification and support model identified by the Academic Senate for consultation with Faculties
- development of a draft procedure for consultation with Faculties
- development of a project plan incorporating streams of Rules, Policy and Procedures, Business Processes, Support, Systems, Communication, Training and Development

In depth discussions with Associate Deans Learning and Teaching and across Faculties are scheduled to commence in June and will continue through to implementation which is scheduled for the release of Session 2, 2016 academic results.

The following review and approval timeline has been established:

<table>
<thead>
<tr>
<th>Event</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Group Meetings</td>
<td></td>
<td>f/nightly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update to Senate</td>
<td></td>
<td>5th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress Report to Senate</td>
<td>16th</td>
<td>24th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused discussion at SLTC</td>
<td></td>
<td>14th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused discussion at Senate</td>
<td></td>
<td>26th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval by Senate</td>
<td></td>
<td>13th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval of amendments to</td>
<td></td>
<td>27th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules by Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socialisation of new</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Members of Academic Senate (at previous meetings)
- Chair of Academic Senate (incoming)
- Chair of Senate Learning and Teaching Committee
- Across the division of the Deputy Vice-Chancellor (Students and Registrar)
- An initial working group, led by the Chair of Academic Senate (outgoing)
Recommendation
That Academic Senate note the progress on Academic Progression.

Operational Impact
- Faculties
- Campus Wellbeing
- Office of the Deputy Registrar
- Office of the Pro Vice-Chancellor Learning and Teaching

Submitted by:  
Professor Sherman Young, Pro Vice-Chancellor Learning and Teaching

For enquiries contact:  
Jonathan Wylie, Deputy Registrar
E: jonathan.wylie@mq.edu.au
T: 9850 1143
ITEM 9.4   PROGRESS REPORT: ACADEMIC PRIZES AND AWARDS

For information.

Recommended resolution
Academic Senate note the progress report on Academic Prizes and Awards including the responsibilities of the Working Party and the project timeline.
ITEM 9.4 PROGRESS REPORT: ACADEMIC PRIZES AND AWARDS

Summary
- Following the review of the University Medal Policy/Procedure in 2015, Academic Senate identified a number of areas that require further revision.
- A working group has been established to examine the scope of all University academic awards and prizes, the relationship between the Vice-Chancellor's Commendations and University Medal, and the process by which they are awarded.

Issues
The working group has been tasked to:

(a) Consider the relationship between the University Medal, Vice-Chancellor Commendations, and Faculty Prizes and establish what each should represent (what);
(b) Confirm the specification of those programs that qualify students for Vice-Chancellor commendations and University Medal and the relevant eligibility criteria (who);
(c) Consider revising the process by which the VC Commendations and University Medal awards are decided (for example, evidence requirements, assessment protocols, points of contact) (how);
(d) Consider the way in which information will be communicated to staff and students;
(e) Consider and recommend to Senate any amendments to the current policy and procedures governing the award of the University Medal; and
(f) Identify how this new policy will be implemented and whether other improvements can be made.

The working group will bring a series of recommendations and proposed amendments to Policy/Procedures to the Senate meeting on 26 July 2016.

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

Project timeline:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Group Meetings</td>
<td>11th</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email communication to working party re recommendations</td>
<td>17th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update to Senate</td>
<td>24th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of recommendations and approval by Senate</td>
<td></td>
<td>26th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of recommendations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendation
That Academic Senate note the responsibilities of the working party and project timeline.

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

For enquiries contact: Ainslee Harvey, Academic Senate Project Officer, x6346
(Ainslee.harvey@mq.edu.au)
ITEM 10.1  RESEARCH AND RESEARCH TRAINING COMMITTEE AND
THESIS EXAMINATION SUBCOMMITTEE: TERMS OF
REFERENCE

For approval.

Recommended resolutions
1. Academic Senate resolve to approve the:
   i. Research and Research Training Committee Terms of Reference; and
   ii. Thesis Examination Subcommittee Terms of Reference.

2. Academic Senate resolve to disestablish the Higher Degrees Research Committee and the
   Program and Examination Subcommittee, effective from a date to be determined by the
   Chair of Academic Senate and the Chair of the Higher Degrees Research Committee and the
   Chair Research and Research Training Committee to ensure that no candidate is
   disadvantaged by transition arrangements.

3. Academic Senate resolve that the Deputy Vice-Chancellor (Research) be appointed as the
   Chair of the Research and Research Training Committee.
ITEM 10.1 RESEARCH AND RESEARCH TRAINING COMMITTEE AND
THESIS EXAMINATION SUBCOMMITTEE: TERMS OF REFERENCE

Summary (see related Item 13.1)
Academic Senate has resolved to establish a Research and Research Training Committee and a Thesis
Examination Subcommittee and formed a Working Group to develop Terms of Reference.

Resolution 15/80 (6 October 2016)
Academic Senate resolved to approve the creation of a single Research and Research Training Committee.
This will assume the responsibilities of HDRC, and its sub-committee PESC, in respect of all matters
relating to the academic governance of research training programs.

Resolution 16/3 (16 February 2016)
That a Working Group be formed to draft Terms of Reference for the Research and Research Training Committee for presentation to the 5 April meeting of Academic Senate. That the working party is comprised of:

- Deputy Chair of Academic Senate
- Pro Vice-Chancellor (Research Integrity)
- The Chief of Staff of the Vice-Chancellor’s Office
- The Executive Dean of the Faculty of Human Sciences
- Faculty-elected representative, Professor Mariella Herberstein
- Head of Governance Services

Issue – Terms of Reference
The Working Group met on 2 May 2016 to discuss and finalise the draft Terms of Reference for the Research and Research Training Committee and Thesis Subcommittee. The proposed documentation is now presented to Academic Senate for approval.

Recommendation
That Academic Senate approve the Terms of Reference for the Research and Research Training and Thesis Examination Subcommittee.

Recommendation
That Academic Senate disestablish the Higher Degrees Research Committee and the Program and Examination Subcommittee, effective from a date to be determined by the Chair of Academic Senate and the Chair of the Higher Degrees Research Committee and the Chair Research and Research Training Committee to ensure that no candidate is disadvantaged by transition arrangements.

Issue – Chair of Research and Research Training and Thesis Examination Subcommittee
In addition, the Working Group discussed the role of the Chair of the Research and Research Training Committee. This matter was also discussed by the Academic Senate Standing Committee on 3 May. In accordance with the Standing Orders for Committees of Academic Senate the Academic Senate Standing Committee resolved that Dean Higher Degree Research be appointed as the Chair of the Thesis Examination Subcommittee. The Standing Committee further resolved to recommend the following:

Recommendation
That Academic Senate Standing Committee resolved to recommend to Academic Senate that the Deputy Vice-Chancellor (Research) be appointed as the Chair of the Research and Research Training Committee.
Operational Impact

- Faculties
- Higher Degrees Research Office
- Governance Services
- Student Administration

Outcome to be communicated to

- Faculties
- Higher Degrees Research Office
- Governance Services
- Student Administration

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

For enquiries contact:  
Zoe Williams, Head of Governance Services,  
T: x4322  
E: Zoe.Williams@mq.edu.au
Research and Research Training Committee
Terms of Reference

The Research and Research Training Committee (the Committee) was established by the Academic Senate of Macquarie University (the University) on XX 2016 under Rule 9(4)(c) of the Academic Senate Rules 2016, and is directly responsible and accountable to Academic Senate for the exercise of its responsibilities.

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

1. Objective

The Committee is responsible for advising Academic Senate on research and research training matters. The Committee will also engage broadly with the University community to identify and respond to emerging research challenges and to promote excellence in research and research training.

2. Role and responsibilities

The Committee is to:

1) Advise Academic Senate on:

   (a) External regulatory requirements, and their alignment with the University’s policies and procedures with respect to research activities and research training programs;

   (b) Research initiatives and research training programs, such as those that support the implementation of the Strategic Research Framework and achievement of the 2024 research targets;

   (c) The activities of Faculties and Offices that support the University's research activities and research training programs;

   (d) The implementation of the Macquarie University Code for the Responsible Conduct of Research, ethics policies and other legislative frameworks both internal and external;

   (e) The evolving risk profile of the University’s research activities and research training programs and on measures to effectively manage those risks; and

   (f) National and international trends in the development of performance indicators for research.
(2) Identify the need for new and review existing University policies governing research, activities research training and intellectual property and recommend required action to Academic Senate¹;

(3) Oversee the requirements of admission, supervision, academic progress and assessment for higher degrees by research;

(4) Advise on the establishment, review, revision or termination of higher degree research (HDR) programs and joint programs, and award rules;

(5) Receive and consider matters referred to it by its Thesis Examination Subcommittee; and

(6) Consider and report on any matters referred as required.

3. Membership

In accordance with Clause 22 of the Standing Orders for Committees of Academic Senate, the Committee shall have a membership, which comprises:

(a) The Chair of the Committee, appointed by the Chair of Academic Senate;

(b) The Deputy Chair of the Committee;
   - To be confirmed (to be drawn from the membership of the Committee)

(c) The Chair or Deputy Chair of Academic Senate;

(d) Deputy Vice-Chancellor (Research);

(e) Up to five (5) ex-officio members, nominated by the Chair, including:
   - Pro Vice-Chancellor Research (Integrity & Development)
   - Pro Vice-Chancellor Research (Performance & Innovation)
   - Dean of Higher Degree Research

(f) The Executive Dean or their nominee of each Faculty and the Dean or their nominee of the MGSM;

(g) One (1) member nominated by the Faculty Board of each Faculty and the Academic Board of the MGSM who is research active;

(h) Up to three (3) elected members of Academic Senate who are research active;

(i) Up to two (2) Early Career Researchers, nominated by Academic Senate; and

(j) At least two (2) student members, including the Postgraduate Research student representative on Academic Senate and one additional student member nominated by Academic Senate.

¹ under Academic Senate rule 11(1)
The Chair may invite staff with specialist knowledge and expertise to attend Committee meetings.

Tenure

(1) The term of appointment of all members, shall be two (2) years.
(2) The Chair of Academic Senate may renew any such term of appointment, in consultation with the Academic Senate Standing Committee.

4. Authorisations

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

(1) Determine that the requirements for a research higher degree have been met on the advice provided by its Thesis Examination Subcommittee; and

(2) Approve the award of Vice-Chancellor Commendation for HDR theses on the advice provided by its Thesis Examination Subcommittee.

5. Rules of operation

The Committee shall conduct its business subject to the Standing Orders for Committees of Academic Senate.
Thesis Examination Subcommittee
Terms of Reference

The Thesis Examination Subcommittee was established by the Academic Senate of Macquarie University (the University) in XX 2016 under Rule 9(4)(c) of the Academic Senate Rules 2016, and is directly responsible and accountable to the Research and Research Training Committee of Academic Senate for the exercise of its responsibilities.

This Terms of Reference sets out the objective, role and responsibilities, membership, tenure, and rules of operation of the Subcommittee.

1. Objective

The Thesis Examination Subcommittee is responsible for identifying and promoting best practice in thesis examination processes and adherence to University policies and procedures. It makes decisions regarding the outcome of Higher Degree Research (HDR) theses submitted for examination in accordance with policies of Academic Senate relating to the HDR examination processes.

2. Role and responsibilities

The Committee is to:

(1) Advise the Research and Research Training Committee of Academic Senate on:

(a) policies and procedures governing HDR examinations and their effectiveness; and
(b) the University’s rules regarding the examination of HDR theses;

(2) Consider reports from examiners of HDR theses and the supervisory panel and where appropriate, determine that the requirements for a higher degree research have been met and recommend to the Research and Research Training Committee for approval; and

(3) Make recommendations on the award of the Vice-Chancellor’s Commendation for HDR theses to the Research and Research Training Committee for approval.

3. Membership

The composition of this subcommittee shall be as follows:

(1) The Chair of the Committee, appointed by the Chair of Academic Senate;

(2) The Dean, Higher Degree Research;

(3) Associate Dean HDR or their nominee for each Faculty and the MGSM; and

(4) A member nominated by the Faculty Board of each Faculty and the Academic Board of the MGSM who is an active HDR supervisor.
4. Tenure

(1) The term of appointment to the Thesis Examination Subcommittee of all Associate Deans and the Dean HDR shall be for their term in that appointment;

(2) The term for any other appointed members shall be two (2) years; and

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

5. Rules of operation

The Committee shall conduct its business subject to the general provisions of the Standing Orders for Committees of Academic Senate.
ITEM 10.2  MACQUARIE UNIVERSITY’S RESEARCH TRAINING PERFORMANCE

Presentation by Professor Nick Mansfield.
ITEM 10.2  MACQUARIE UNIVERSITY’S RESEARCH TRAINING PERFORMANCE

Introduction

During the last few years, Macquarie University has been working to develop its Higher Degree Research (HDR) program to become a sector-leader in research training. Major changes include the internationalisation of PhD programs through the Cotutelle and Joint PhD programs, an increasing focus on strategic partnerships with international funding agencies, and the introduction of the Master of Research (MRes) degree as the main pathway to the PhD. Other universities across Australia are now adopting the MRes or have announced that they intend to do so, and the issue of HDR pathways has been central to the Australian Council of Learned Academies’ (ACOLA) Review of Research Training in Australia.

Other Macquarie University initiatives in HDR have been:

- Tightening up admissions processes so that only candidates most likely to complete in time are admitted to the PhD program;
- Developing a flexible, large-scale HDR scholarship scheme to provide the best support for candidates, through the MRes and PhD;
- Adopting stricter out-of-time procedures to encourage on-time completion, and the review of marginal candidates who are unlikely to complete their higher degree;
- Developing a large and integrated HDR Support and Development Program to provide the best possible training for supervisors, as well as academic support and learning skills, professional development, and peer-to-peer mentoring for HDR candidates;
- Expanding Macquarie’s Joint and Cotutelle PhD programs, which are already the largest in Australia.

These initiatives align with Our University: A Framing of Futures by supporting the achievement of the University’s strategic priorities of: an accelerating and impactful performance in discovery; emboldening Macquarie University’s recognition and international presence; and improving those aspects of our support services to realise this aspiration and vision. Referencing the 2015 – 2024 Strategic Research Framework: World Leading Research, World Changing Impact, these initiatives are all designed to further Key Objective 2: Prepare world-ready higher degree research candidates, and its five supporting goals (pp. 36-39).

These initiatives are already yielding outstanding results as will be described in detail over the following pages.

1. HDR Commencements

HDR commencement figures indicate a significant increase in research student enrolments at Macquarie with the introduction of the MRes. Figures also show PhD and MPhil enrolments are on-track to being equivalent with pre-MRes numbers, while providing greater guarantees of the quality of the PhD cohort.

Figure 1 shows PhD enrolments 2010-15, and MRes enrolments 2013-15. Before the introduction of the BPhil/MRes in 2013-14, PhD commencements had decreased from 425 in 2010 to 347 in 2012. PhD commencements increased dramatically in 2013, as some candidates sought to commence a PhD before the MRes or equivalent became an entry requirement in 2014. 2014 saw a drop in the number of PhD commencements as most candidates could not enroll directly into the PhD and had to complete the full MRes or Year 2 of the MRes prior to enrolling in a PhD.
There were 275 new PhD commencements in 2015. Given MRes numbers in 2015 (522) were 13.25% higher than in 2014 (461), it is expected the 2016 PhD enrolments will be significantly higher than 2015. This is confirmed by early 2016 figures which show that by the end of February 2016, there were 86 PhD and MPhil enrolments compared to 57 at the same time in 2015 (a 51% increase). Other important points to note about Macquarie’s HDR commencements include:

- Of the 275 PhD commencements in 2015, 124 were MQ MRes graduates. The remaining 151 candidates entered the PhD without completing the MRes. This shows that the MRes has not been an obstacle to admitting candidates who have come through different pathways such as international Masters programs;

- Any comparison between pre- and post-MRes figures must be read with caution. By introducing the MRes, Macquarie has completely re-defined its HDR profile. Research candidates are now distributed across two different stages. Thus total HDR enrolments are significantly higher (797 in 2015, compared to 347 in 2012), showing a massive and continuing expansion of total research student enrolments.

- One of the aims of the MRes was to filter out candidates who might think they have research aptitude and ambition, but who are not necessarily suited to HDR. National attrition rates in PhD programs range between 8 and 10% per cohort year, so between 25 and 30% of PhD candidates do not complete. The hope with the MRes is that fewer of these non-completing candidates will enroll in a PhD, thus lessening the burden of monitoring, reviewing and discontinuing candidates unsuited to HDR. In short, it is anticipated that the MRes will result in an increase in the quality of the HDR cohort and lead to a reduction of HDR attrition, which should translate to a higher on-time completion rate.

Given the decline in PhD commencement that Macquarie experienced between 2010 and 2012 and the ever-increasing competition for high quality domestic and international candidates, the MRes has been pivotal in supplying a ‘home-grown’ pipeline of PhD enrolments (See Figure 2).
Prior to the introduction of the MRes approximately 40 MQ students progressed each year from Honours to a PhD at Macquarie. It is therefore of note that in 2015 a total of 124 MQ MRes students progressed to undertake a PhD and as at the 19th of April this year, 119 MRes completions have converted to PhD enrolments with more MRes completions to be finalised during the year.

2. HDR Completions
Macquarie’s Research Training completions have dramatically increased since 2010. Between 2010 and 2015, PhD completions increased from 184 to 325 (an increase of 76.2%). With the introduction of the MRes, research degree completions have skyrocketed, from 297 in 2013 (the last year without MRes completions) to 594 in 2015 (an overall increase of 100%). In 2013, Macquarie ranked 11th in the sector in terms of HDR completions. In 2014, the first year in which Macquarie completed MRes students, Macquarie ranked 7th, above the University of Adelaide and UWA. 2015 completion figures should see Macquarie move to at least sixth in the country in terms of HDR completions. Macquarie’s year-on-year growth in HDR completions is the highest in the sector, an impressive feat considering that some of the sandstone universities experienced declines in their HDR completions over the same time period.

The last year in which Macquarie mounted an Honours program across all departments was 2012. In that year, there were 230 Honours completions (outside of Psychology, where the Honours program is still running for professional accreditation reasons). There were 269 MRes completions in 2015, showing the MRes has outperformed Honours in bringing students to the HDR admission point. Additionally, in contrast to Honours completions, MRes completions are recognised as HDR completions and therefore each completion feeds into the formula that allocations Research Block Grant Funding to the University.

Figure 3 shows HDR completions between 2010 and 2015. Figures for 2014 and 2015 also show the breakdown between PhD/MPhil completions and MRes completions.
3. Master of Research Program

Macquarie’s BPhil/MRes program is now the sector-leading research training pathway. Other universities that have developed the MRes (WSU in 2015, and Wollongong in planning for 2017) have consulted extensively with the Dean: HDR and the Higher Degree Research Office (HDRO) and used Macquarie’s program as a model. Other Australian universities (for example, Monash and Sydney) have announced the intention to follow suit, but are yet to announce their schedule. The Expert Working Group responsible for the ACOLA Review of Research Training held lengthy discussions with Macquarie HDR staff on the structure of the MRes and the practicalities of mounting the program across the sector.

Macquarie designed its MRes based on the model of Bologna Cycle 2 (predominantly Masters) degrees. However, it is clear that practice across Bologna countries in Cycle 2 varies enormously. Macquarie’s research requirements are at the high end, compared to other Cycle 2 programs. The Dean: HDR and Director, HDRO presented at the Network of Universities from the Capitals of Europe (UNICA) Master Class of senior HDR administrators from across Europe in Dubrovnik in 2015. Macquarie’s requirement that students complete a major research project prior to PhD enrolment was seen by many participants as a possible solution for European universities struggling with a blowout of completion times in PhD programs (often to well over 10 years).

The BPhil/MRes program continues to attract candidates at an increasing rate. A high number of candidates have entered the program in its second year (100 in 2014, 113 in 2015 and 151 in 2016) defying the expectation that candidates would not come to Macquarie to do the MRes when they could directly enter PhD programs elsewhere.

As a Program, Macquarie’s MRes is still relatively early in its development with many elements of the full MRes cycle having only been through one or two iterations. Since the inception of the program, principles of continuous improvement involving consultation, reviews and refinements have been adopted. Over its first years a number of reforms have been put in place in response to feedback from Faculties and students:

- A reduction in co-badged or shell units in the BPhil program to make course content more consistently high level and transparent;
- Consolidating Faculty offerings to offer fewer larger units in order to build cross-disciplinary dialogue and a sense of cohort;
- Re-emphasising research in the 700-level program;
- Making HDR Learning Skills workshops available to MRes candidates;
• Building an extensive MRes exchange program to help foster related cotutelle agreements during the PhD;
• Working with Faculties to design their other Masters programs on the MRes template, so that graduates will automatically have MRes equivalence for PhD admission. The model example is the research option in the new Masters of Public Health degree;
• Negotiating a large number of arrangements with international funding agencies so that MRes Year 2 can be covered by their doctoral scholarship programs;
• Establishing a Faculty-based process for reviewing cases in which the MRes thesis has been submitted to a third examiner.

There will be an external review of the BPhil/MRes in 2016 which will provide the opportunity to evaluate the current strengths and weaknesses of the program in the context of the Australian Higher Education sector, suggesting new possible avenues for reform and improvement.

4. ACOLA review and the MRES
In May 2015 the then Minister for Education and Training, the Hon Christopher Pyne MP, commissioned the Australian Council of Learned Academies (ACOLA) to conduct a comprehensive review of Higher Degree by Research training in Australia. Section 2 (pp. 17-28) of the ACOLA Review of Australia’s Research Training System (March, 2016) is dedicated to “exploring the different entry pathways to HDR training, issues associated with them, existing and potential responses to develop new entry pathways, and the barriers that need to be overcome to develop responses on a national scale”. The report acknowledged that the current Australian Honours model is not the best preparation for HDR training and leads candidates to be underprepared for HDR training compared with candidates who receive their training overseas. The Australian Honours is further impacted by the lack of international recognition for the degree which places Australian graduates at a disadvantage when applying for scholarships or places at overseas universities (p. 20).

Section 2.4 of the report provides an analysis of developing entry pathways with improved preparatory training and states “Perhaps the most innovative newly developed entry pathway model is that at Macquarie University”. Macquarie’s MRes is referred to in the report as the “Macquarie Model” and is referenced on several occasions throughout the report (see Appendix A for an excerpt from the report).


5. HDR Support and Development
Prior to 2012, HDR students only received support for their academic or professional development through narrowly targeted workshops in specific Faculties, Departments or research teams. Some of this was of very high quality, for example, the offerings of the Genes to Geoscience Research Enrichment Program (GGREP). However, this high quality development was not available to all students in all Departments. Programs in support of HDR supervisors were compliance rather than development-focussed.

Since 2012, the Dean: HDR’s office has developed a co-ordinated program in four inter-related areas: Supervision Enhancement, HDR Learning Skills, HDR Professional Development and HDR Mentoring (see below). The aim of this program is to provide HDR candidates with support in every aspect of their candidature: quality supervision, writing and software training, career preparation and social support. The Learning Skills program is the most developed of the student-facing elements of this program. In 2015, there were 1,940 registrations for Learning Skills workshops from 707 individual HDR students. This represents approximately 35% cohort coverage per calendar year, potentially offering 100% cohort coverage in the three-year PhD program. The value of the support program can be seen in consistently improving scores in student surveys for Skills Development (see Appendix B for MUSEQ-R scales).
The HDR Support and Development program has four components:

i. Supervision Enhancement Program (SEP): this program aims to provide a dynamic program of face-to-face and on-line options for improving the quality of the University’s supervision culture. Rather than focusing on training and compliance, the SEP hopes to encourage self-directed learning for supervisors in order to foster an active and engaged University-wide dialogue on supervision;

ii. HDR Learning Skills: this program aims to provide HDR and MRes candidates with support in their writing and academic skills, through writing courses, workshops, peer-to-peer writing groups, and one-on-one consultations. It also provides training workshops in specialist research software and a statistics consultancy service for HDR candidates;

iii. HDR Professional Skills: this program aims to provide candidates with advice and support in preparing themselves for work both in academia, but more importantly in other sectors of the economy. Currently, the program runs workshops designed to make HDR candidates work-ready, dealing with workplace culture, as well as an HDR Career Development Planning Clinic. This program is new in 2016 and is in response to a growing national and international debate about the career destinations of HDR graduates. The recently released ACOLA Review of Australia’s Research Training System focuses heavily on this issue with chapter 3 of the report (pp.33-62) concentrating on how research training delivers benefits to the nation by producing a workforce with the skills required to transform new knowledge into economic and social benefits (p. 36);

Further, the ACOLA report delves into enabling industry placements in research training, barriers and approaches to increasing the uptake of industry placements for HDR candidates, encouraging a flexible approach to involve industry in HDR training. Addressing the key findings of the report around industry-university collaboration for HDR candidates will affect our future planning as we look to find further means by which we can continue to improve Macquarie’s HDR program and make it increasingly relevant to the needs of the nation.

The Professional Skills and Learning Skills teams are also developing a PACE unit for the MRes to encourage greater engagement between research students and industry/community groups in the design of their research projects. It is our belief that true employability for HDR candidates will develop through encouraging them to define their research in relation to industry and external partners rather than merely attending workshops. By creating an expectation that all HDR research (where relevant) is defined from the outset with impact and linkage in mind, HDR graduates will be more skilled in moving between academia and industry.

iv. HDR Mentors: this program has developed through the MRes in order to encourage a more active and supportive peer-to-peer program for HDR candidates, where they can offer each other social and moral support and engage with each other’s research through the HDR Lounge.

Further information about the programs Macquarie offers to HDR candidates can be viewed at: (http://www.hdr.mq.edu.au/information_for/HDR_support_and_development)

6. Internationally aligned degrees with global relevance
Macquarie has the largest Joint and Cotutelle PhD program in Australia. We have had 256 Joint and Cotutelle PhD enrolments arising from agreements with 100 universities in more than 30 countries. Partner universities are selected based on already established collaborative research relationships or their ranking in the ARWU top 200 world universities. Cotutelle arrangements are of huge benefit to candidates by providing them with an international experience at a high-ranking partner university, and doubling the size of their research networks. For Macquarie University Cotutelle arrangements mean that Macquarie achieves an HDR completion for a student who may have only spent 50% of his or her time at Macquarie and has relied on the resources (supervision, space, projects costs) of an international university for the remainder of his or her candidature. Cotutelle arrangements are also a highly effective way to deepen collaborative research relationships between Macquarie researchers and international colleagues.
Table 1: Enrolment in the Cotutelle program by Region:

<table>
<thead>
<tr>
<th>Region</th>
<th>Current</th>
<th>Historical (completions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe (incl. UK)</td>
<td>72</td>
<td>108</td>
</tr>
<tr>
<td>China (incl HK and Taiwan)</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>Japan</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Latin America</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Middle East</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>North America</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>South Africa</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SE Asia</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>154</strong></td>
</tr>
</tbody>
</table>

Macquarie is ambitiously expanding exchange programs for MRes candidates, encouraging them to develop research relationships at the MRes level which may lead to Joint and Cotutelle PhDs down the track. Agreements covering MRes exchange are now in place with 10 universities.

Macquarie University is the only Australian University to participate in the Joint PhD program (IDEALAB) that received funding of 5.6 million Euros from the European Commission. The project is led by Potsdam University (Germany) with the University of Groningen (Netherlands), University of Trento (Italy) and Newcastle University (UK). Macquarie currently has 30 HDR candidates enrolled in this program and has achieved 7 HDR completions to date.

In 2015, the DAAD (German Exchange Funding agency) awarded 1 million Euros to Hamburg University (Germany), Fudan University (China) and Macquarie University for a strategic partnership including Cotutelle and Joint PhD programs. Once again, Macquarie University is the only Australian institution that has been awarded such a program. We are currently exploring the potential to replicate this three-way arrangement with other Universities in Germany, South Africa and China.

Macquarie University has signed joint funding agreements with more than 15 top international funding agencies including the China Scholarship Council, National Sciences Foundation (US), VIED (Vietnam), and Science without Borders (Brazil). These arrangements strengthen the flow of high quality candidates into the system and supplement Macquarie’s own internal scholarship funding which enables scholarships to be offered to greater numbers of high-potential HDR candidates. In the past, Macquarie relied exclusively on individual student approaches, but connecting directly with major national programs makes Macquarie a priority partner for international universities and funding agencies.

7. **Student Feedback**

Macquarie currently participates in two major surveys for HDR candidates - the Post-Graduate Research Experience Questionnaire (PREQ) which surveys HDR graduates nation-wide, and is run by Graduate Careers Australia, and MUSEQ-R, Macquarie’s own internal survey of currently-enrolled candidates. The charts in Appendix B show the percentage of Macquarie candidates who indicated that they were satisfied or very satisfied in specified areas in these two surveys over the period 2004-15. In 2015, the PREQ surveyed candidates who completed in 2013 and graduated in 2014. The PREQ results in Appendix B have been adjusted for time so the cohorts in the different surveys are aligned. The 2015 PREQ figures therefore appear under 2013. Traditionally, scores on PREQ are higher than those on MUSEQ-R as the former surveys successfully completed graduates, and the latter surveys currently enrolled students still dealing with the stresses and pressures of candidature. Recent reports, however, show a continuing upward trend in student satisfaction in MUSEQ-R, often meeting or surpassing both Macquarie’s PREQ scores and the National Average.

Key points to note:

- The satisfaction of currently enrolled HDR candidates with their supervision is now higher than the satisfaction of graduates both from Macquarie and across the sector;
- There is a flattening in student satisfaction with intellectual climate, though it remains consistent with national figures. Intellectual climate measures how engaged candidates feel with the academic culture of their departments and faculties. The HDR Lounge in the HDR Mentors program will be an opportunity for...
candidates to exhibit their research to one another in a supporting environment, but there is an ongoing need for departments to work to engage students in collegial academic activities;

- The steady increase in student satisfaction with skills development in recent years is testimony to the success of the HDR Learning Skills program, though there is still room for improvement, looking at the comparison with national figures;
- There is a surprising decline in satisfaction with infrastructure, though it remains comparative to national figures and at high levels. The trend here will need monitoring;
- Overall student satisfaction has plateaued recently, but at a high level (84-5%). The national average for completed HDR candidates is 87%, so a figure only slightly lower for currently enrolled candidates (who still feel the anxieties, pressures and uncertainties of candidature) is a strong result.

The Dean: HDR and Associate Deans: HDR analyse the breakdown of these figures every year to identify issues to address.

Further, insights from the 2015 International Student Barometer administered by i-graduate International Insight, depicted in Figure 4, shows that of undergraduate, postgraduate coursework, and higher degree research cohorts, it is Macquarie's HDR candidates who report the highest learning satisfaction across all 23 areas they are surveyed on.

![Learning satisfaction by study level](image)

**Figure 4: Macquarie University's International Students Barometer results for learning satisfaction by study level.**

Figure 5 shows that of these same three student cohorts, HDR candidates showed the greatest improvement in students’ likelihood to “recommend the university to others thinking of applying here” and that Macquarie’s results exceeded the national results.
8. Future Developments

Macquarie’s HDR programs have seen dramatic change and development over the last five years. In the medium term, the aim is to consolidate and strengthen these initiatives in line with the Strategic Research Framework. There will be challenges in the light of the ACOLA Review, which emphasises the need for HDR students to undertake transferable skills training and for increased industry-university collaboration in research training. With the report’s key finding that flexibility in the regulatory and funding arrangements would enable universities to develop new entry pathways that will better prepare candidates for HDR training, Macquarie will need to consider what changes we will have to make to retain our ‘first to market’ advantage that the MRes currently offers us. Other areas of new initiative include:

- Working with Faculties on the consolidation of the 700-level program to reduce the overall number of units offered and increase emphasis on research;
- Thinking inventively about new undergraduate programs that will raise the profile of research in undergraduate programs in conjunction with the PVC (Learning and Teaching);
- Expanding the HDR Professional Development Program to encourage HDR graduates’ employability;
- Working with Faculties to adapt more Masters programs to make them MRes equivalent, thus opening more options for graduates to progress to HDR;
- Developing industry and community-based placement options in HDR programs to encourage greater collaborations in research. A proposal for a 700-level PACE unit has been submitted for 2017;
- Expanding our international research training program by partnering with top quality universities on Cotutelle and Joint PhD programs;
- Working with international funding agencies to increase co-funded research scholarships to support top quality MRES and HDR candidates;
- Looking at the viability of two entries per year into the BPhil/MRes.
Summary

Macquarie University has been both bold and audacious in the strategic initiatives it has implemented in the HDR space over the past few years. It is leading the way in what may be one of the most significant academic changes to Australia’s higher education sector in decades while simultaneously increasing its HDR enrolments, HDR completions, and student satisfaction. The MRes and the extensive Cotutelle and Joint PhD programs are examples of Macquarie’s ascendant differentiation that will continue to develop and deliver sustaining value to the University in terms of student numbers, research income, research outputs and quality.

Submitted by:  

*Professor Nick Mansfield (Dean, Higher Degree Research)*

*Dr Ren Yi (Director, Research Training and International Research Training Partnerships).*
Appendix A – Excerpt from the ACOLA Review of Australia’s Research Training System

HDR training. While the North American model is acknowledged as producing high quality HDR graduates, there are questions regarding its effectiveness and efficiency in terms of the high number of graduates who do not complete, and the increased cost and time to complete.

2.4 Developing entry pathways with improved preparatory training

This section looks at how some stakeholders have been responding to concerns relating to the preparedness of candidates for HDR training. It then explores how entry pathways and HDR training might be restructured more generally to meet the changing needs of all stakeholders.

2.4.1 Existing responses to improve preparatory training

Despite regulatory and funding constraints, the desire to better prepare candidates for HDR training is high. Some institutions have developed alternative entry pathways with improved preparatory training models compared to the Honours pathway. Examples include candidates undertaking a graduate certificate in research methods or a newly developed dedicated Masters degree that focuses on improving research skills.

Lengthening the Research Doctorate

Like many other institutions, the University of Wollongong has recognised that candidates are starting HDR training underprepared. Instead of providing improved preparatory training prior to commencing candidature, the University of Wollongong has introduced a 4-year Research Doctorate program, which includes 1 year of coursework (University of Wollongong, 2015).

Graduate diplomas in research methods

An alternative Graduate Diploma entry pathway to HDR training has been developed by some universities. For example at Flinders University, candidates undertake a Graduate Diploma in Research Methods. The Diploma provides them with research methodology skills for undertaking a substantial research project and to gain entry into the Research Doctorate program (Flinders University, 2015). Similarly, Griffith University now offers a Graduate Diploma of Research Studies containing a 50 per cent research component as a pathway to HDR programs (Griffith University, 2015).

Coursework Masters degree

To enhance the coursework Masters degree as an entry pathway to HDR training, some universities have moved to introduce or strengthen the research component of the program. This has enabled the coursework Masters degree to be seen as an entry pathway to HDR training, rather than as a terminal degree. This approach is more appealing than Honours to international candidates or potential candidates with substantial work experience.

Two-year hybrid Master of Research degree

Perhaps the most innovative newly developed entry pathway model is that at Macquarie University. In 2013, Macquarie University adopted a 2-year Master of Research degree as its standard pathway for admission to HDR training. Macquarie University has overcome regulatory and funding barriers by offering the program as a hybrid degree, combining a Bachelor of Philosophy (BPhil)/Master of Research (MRes).

In Year 1, domestic students are enrolled in the Bachelor of Philosophy (BPhil) as a Commonwealth supported student and are liable for student contribution amounts which can be deferred through the HECS-HELP scheme if they are eligible. In Year 2, domestic students are enrolled in the Master of Research (MRes).

Macquarie University (2015b)

The first year of the hybrid degree is funded through Commonwealth supported places, in a similar way to a standard Honours program. The second year of the degree is funded through the Research Training System block grant. The careful use of these funding programs allows Macquarie University to offer a higher level program to domestic candidates without any up-front fees, in contrast with most coursework Masters programs.
One of the advantages of the Macquarie University approach is that it provides multiple exit pathways. Candidates can leave with a Bachelor of Philosophy degree if they wish to exit the program after 1 year. For those who do not wish to pursue a Research Doctorate after the 2-year program, they leave with an enhanced qualification that recognises the research skills they have gained. This approach allows candidates to progressively develop their research skills, and provides them with a longer opportunity to better determine their level of interest and suitability for HDR training. The program also provides a pathway into research careers that do not require a Research Doctorate but do require postgraduate HDR training.

The use of the different funding schemes introduces specific compliance requirements for the hybrid program and places limitations on the way Macquarie University can structure the degree (Macquarie University, 2015b). For example, as the second year of the program is funded through the RTS block grant it must have at least a two-thirds research component, thereby restricting the amount of coursework that can be undertaken in the second year.

A summary of the program is provided in Box 3.

Box 3: Summary of the Masters of Research program at Macquarie University

Year 1 units are advanced undergraduate coursework including study of research frontiers in the discipline:
- 6x4 credit point units of advanced disciplinary content
- 1x4 credit point Research Communications unit
- 1x4 credit point Research Frontiers unit where candidates survey the key ground-breaking and innovative research issues in their field.

Year 2 units are at the Masters postgraduate program level specialising in research preparation and experience in a specific research topic at the sub-discipline level.

The Year 2 program is based around five core activities:
- Research Frontiers
- Literature Review
- Research Methods
- Research Planning
- Thesis (20,000 words) based on a small research project

Source: Macquarie University (2015a).

2.4.2 Potential responses

Research training coursework Masters degree

A key component of HDR training is the need to develop a broad range of high level methodological skills. A criticism of the Honours approach is that candidates specialise in a particular research area at too early a stage, leading to a narrow range of methodological skills and disciplinary knowledge. This means that candidates are not necessarily developing the broader skills needed to succeed across a range of research projects. Developing a more rounded set of research skills will allow candidates to pursue a wider range of future HDR training opportunities.

There was enthusiasm during the public consultations for developing a specialist HDR training coursework Masters degree. Consultations have revealed there is support for an entry pathway model that enhances disciplinary knowledge and research methods skills, which includes an assessable thesis component. The degree would allow graduates to develop their research skills at a level of proficiency suitable for many careers, while significantly enhancing their research skills if they wish to pursue further HDR training. Typical comments included:

"Entry pathways need to incorporate an independently-conducted capstone research project plus research methods training appropriate to the discipline."
Australian National University (2015, p. 9)

"...Australian universities need to put greater emphasis on high order disciplinary knowledge in HDR programs."
Macquarie University (2015b, p. 6)

A number of potential models were outlined in the written submissions and explored with participants during the public consultation phase. The most favoured approach for a new entry pathway to HDR training is the development of a for purpose 2-year HDR training coursework Masters degree. A similar approach is outlined in the written submission from University of Sydney (2015). This program would be made up of three major components...
Appendix B - MUSEQ-R 2006-2015 Scale averages compared with National and MQ PREQ

Supervision

Intellectual Climate
ITEM 10.3 CASUAL VACANCIES FACULTY ELECTED REPRESENTATIVES

For discussion.

Recommended resolution
Academic Senate seek nominations from the elected representatives from the Faculties of Arts and Science and Engineering to fill casual vacancies in those electorates.
ITEM 10.3 CASUAL VACANCIES FACULTY ELECTED REPRESENTATIVES

Issue
The following casual vacancies have arisen in the membership of Academic Senate:

- One elected representative from the Faculty of Arts
- One elected representative from the Faculty of Science and Engineering

The Academic Senate Rules requires that:

Where a casual vacancy occurs in the office of an elected member of the Academic Senate the remaining members of the Academic Senate must proceed to fill the vacancy by co-opting to membership an eligible member from the relevant electorate, as the case may be. Part 3, Rule 8 (5)

The eligibility criteria for these positions provided for within Part 3, Rule 7(3) of the Academic Senate Rules, is:

Any member under rule 7(1)(k), 7(1)(l), 7(1)(m) or 7(1)(n) is elected by and from the academic staff from the respective electorates in accordance with Schedule 1 of the By-law provided that:

a) only members of the academic staff who are full-time or part-time continuing, or fixed term for three or more years and with fractional appointment of 50 per cent and above are eligible to participate in the election and to be elected; and

b) of the members elected from each Faculty electorate:

i. at least one must be a Head of Department or Professor; and

ii. members must be from different departments.

Recommendation
That Academic Senate seek nominations from the Faculty-elected representatives from the Faculties of Arts and Science and Engineering to fill the vacancies.

Operational Impact
- Faculty-elected representatives

Outcome to be communicated to
- Executive Deans of the Faculty of Arts and the Faculty of Science and Engineering
- Faculties of Arts and Science and Engineering
- Governance Services

Submitted by: Professor Mariella Herberstein, Chair of Academic Senate

For enquiries contact: Zoe Williams, Head of Governance Services
E: zoe.williams@mq.edu.au
T: Extension 4322
ITEM 10.4 STUDENT REPRESENTATIVES TO THE ACADEMIC SENATE

For information.

Recommended resolution
Academic Senate note the update to the Student representative membership following the Notice of Election.
ITEM 10.4 STUDENT REPRESENTATIVES TO THE ACADEMIC SENATE

A Notice of Election was recently published to elect eight Student Representatives to the Academic Senate for the term of 1 June 2016 to 31 May 2018.

**Elected Student Representatives**
As at the close of nominations on Tuesday 10 May 2016, the number of nominations was equal to the number of positions available for the positions outlined below. Accordingly, the following candidates have been declared elected:

<table>
<thead>
<tr>
<th>Position</th>
<th>Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Undergraduate Student Representative from the Faculty of Business and Economics</td>
<td>Samuel Palmer</td>
</tr>
<tr>
<td>One Undergraduate Student Representative from the Faculty of Human Sciences</td>
<td>Cissy Shen</td>
</tr>
<tr>
<td>One Undergraduate Student Representative from the Faculty of Science and Engineering</td>
<td>Simon Populin</td>
</tr>
<tr>
<td>One Postgraduate Higher Research Degree Student Representative</td>
<td>Budhaditya Majumdar</td>
</tr>
</tbody>
</table>

**Elections currently being conducted**
As at the close of nominations, multiple nominations were received for the following positions:

<table>
<thead>
<tr>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Undergraduate Student Representative from the Faculty of Arts</td>
</tr>
<tr>
<td>Two Postgraduate Coursework Student Representatives</td>
</tr>
</tbody>
</table>

As a result, an election is being held by electronic voting to determine the successful candidates for these positions. All students eligible to vote have been asked to vote by secure electronic link, voting will close at 3.00pm on Friday 27 May 2016.

**Failed to elect a member**
As at the close of nominations, no nominations were received from the Faculty of Medicine and Health Sciences electorate.

**Recommendation**
That Academic Senate note the update to the Student Representative membership following the Notice of Election.

Submitted by: Deidre Anderson, Deputy Vice-Chancellor (Students and Registrar)

For enquiries contact: Zoe Williams, Head of Governance Services

E: zoe.williams@mq.edu.au

T: Extension 4322
ITEM 12.1  2017 NEW PROGRAM: MASTER OF ACCOUNTING (EXTENSION) (ASQC)

This matter was endorsed by the Academic Standards and Quality Committee at its meeting of 26 April 2016.

ASQC noted possible issues with the award title when registering the award with TEQSA on the CRICOS database. This is potentially in relation to the use of the term “extension” in the award title and similarity in the AQF nomenclature for “Masters Degree Extended” within AQF Level 9. ASQC will maintain a watching brief on this matter, noting a minor amendment may be needed.

For approval.

Recommended resolution
Academic Senate resolve to approve the Master of Accounting Extension for implementation from 2017.
Currently logged in:
Rebecca Ball

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Faculty of Business and Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Department of Accounting and Corporate Governance</td>
</tr>
<tr>
<td>Award Name:</td>
<td>Master of Accounting (Extension)</td>
</tr>
</tbody>
</table>

General

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

| Name of Award                                  | Master of Accounting (Extension) |
| Exit Award Status                             | Is this award an exit award only (i.e. not available for admission)? No |
| AQF Level and Qualification Type              | Level 9 Masters by Coursework Degree |
| AQF Guidelines are available here             |                                  |
| Volume of Learning / Duration                 | 2.5 years FTE |
| Minimum time to complete, expressed in Full Time Equivalent Years. | Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document |
| Study Mode                                    | Full-time + Part-time |
| Attendance Mode                               | Internal |
| Location                                      | North Ryde |
| Study Period Offerings                        | Session 1 North Ryde, Session 2 North Ryde |
| Owning Faculty                                | Faculty of Business and Economics |
| Owning Department                             | Department of Accounting and Corporate Governance |
| Year of First Offering                        | 2017 |

Rationale

If this proposal is for an award which will be structured predominantly on new units, your expression of interest should include a summary of the new units and the level at which they will be offered, and an analysis of the market for the new award.

If this proposal is for an award repackaging existing units, with minimum new units, less detail will be required.

The Master of Accounting Extension will provide an additional 0.5 year (16cp) of study to the recently endorsed 2 year Master of Accounting and will include the option of completing an internship as part of the structure. As the Master of Accounting is fully specified, the extension program will provide the opportunity to complete elective units in a related area of study, such as finance.

The Extension program will not require additional resources as no new units need to be created.

Macquarie International has identified a need for a 2.5 year Accounting Master as it will allow students with a cognate bachelor to complete a full 2 year program.

Replacement

Does the proposed award replace an existing award? Yes

Name of existing award: Although not a direct replacement for the MAcc(Prof)MCom, this award will offer a 2.5 year program in Professional Accounting and related discipline area.

Details

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Admission Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal qualifications; GPA; Required Work Experience; Required Cognate Disciplines)</td>
<td>Published in Handbook, Coursefinder and UAC</td>
</tr>
<tr>
<td>Australian level 7 bachelor’s qualification or recognised equivalent in any discipline</td>
<td></td>
</tr>
<tr>
<td>Minimum GPA of 2.50 (out of 4.00)</td>
<td></td>
</tr>
</tbody>
</table>

| Required Supporting Documents (e.g. Portfolio or CV) | Published in Handbook, Coursefinder and UAC |

56
**Threshold Admission Criteria**  
(Threshold GPA; Alternative Criteria e.g. 300 level GPA or work experience)  
Non-Published data for admissions assessment only

<table>
<thead>
<tr>
<th>English Language Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English language requirements are expressed as an “IELTS or IELTS equivalent” across five categories. Provide IELTS scores against the listed categories. Refer to English Language Requirements</td>
<td>Overall: 6.5</td>
</tr>
<tr>
<td>Speaking: 6</td>
<td>Listening: 6</td>
</tr>
<tr>
<td>Writing: 6</td>
<td>Reading: 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Structure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the award structured on Specialisations?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialisations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide names of specialisations and indicate those which will be proposed as new specialisations</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>Business Practice</td>
<td>International Practice</td>
</tr>
<tr>
<td>Please note that you should submit a program structure template for the award showing the general requirements for the award and any specific requirements which all students must complete regardless of specialisation chosen. You must then also complete separate proposals for any new specialisations under the award.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload Program Structure template. Templates are available from here. Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document</td>
<td>Requirements file has been uploaded.</td>
</tr>
<tr>
<td>To view the requirements download the file FBE PG A AccExt ID424-1.xlsx</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Unit Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will new units be required for the program structure?</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Award Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a professional named award (accredited award)?</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Accreditation (if relevant)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide details of the professional body and timeframe</td>
<td>The Master of Accounting enables graduates to meet the membership and educational requirements of a number of professional associations, depending on the specialisation completed.</td>
</tr>
<tr>
<td>Refer to each specialisation for further details.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Articulated/Nested Award Arrangements (if relevant)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this award have Articulated/Nested Award Arrangements?</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Component</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to Section 1 of the CRICOS Application Guide</td>
<td>Does the program have a work-based training component which must be undertaken to gain the qualification?</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working with Children Check</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students require a working with Children Check?</td>
<td>No</td>
</tr>
</tbody>
</table>

---

**Specification**

**Overview and Aims of the Program**  
Short introduction to the program and its context, important and distinctive features, and educational aims. Refer to [senate.mq.edu.au/apc/resources.html](http://senate.mq.edu.au/apc/resources.html).

The Master of Accounting Extension provides a pathway for graduates in any discipline to acquire an accredited accounting degree recognised by professional associations including CPA Australia and Chartered Accountants Australia and New Zealand (CAANZ). By extending the Master of Accounting degree by a further 0.5 years, students have the option of completing an internship program, and including units in related areas of study, such as business, economics and finance. Students with previous undergraduate studies in business or commerce may be eligible for recognition of prior learning and a reduction in the duration of study of up to 6 months. The combination of theoretical and applied knowledge prepares graduates for rewarding careers as accountants and financial managers, and as advisors supporting a wide range of business activities.

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

Macquarie University aspires to be an inclusive and supportive community of learners where all students are given the opportunity to meet their academic and personal goals. The University offers a comprehensive range of free and accessible student support services which include academic advice, counselling and psychological services, advocacy services and welfare advice, careers and employment, disability services and academic skills workshops amongst others. There is also a bulk billing medical service located on campus. Further information can be found at [www.students.mq.edu.au/support/Campus Wellbeing contact details:](http://www.students.mq.edu.au/support/Campus Wellbeing contact details:)

Phone: +61 2 9850 7497  
Email: campuswellbeing@mq.edu.au

[www.students.mq.edu.au/support/health_and_wellbeing/contact_us](http://www.students.mq.edu.au/support/health_and_wellbeing/contact_us)

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

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

**Graduate Destinations and Employability**  
Describe the career opportunities for...

Graduates may find careers in accounting, forensic accounting, taxation, financial planning and management, banking, company secretarial and auditing. Opportunities exist with a wide variety of organisations, including accounting and consulting firms,
RPL for Entry

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

Non-Cognate Bachelor (AQF7)
Complete Bachelor degree in any discipline

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

Additional requirements/supporting evidence (if applicable):
Additional requirements as admission is bachelor degree in any discipline

Automatic Offer
Eg. GPA > 2.5 with no work experience
GPA => 2.5 with no work experience

Refer to Department
Eg. GPA 2.0-2.5 or if applicant has work experience or with no formal qualifications, but 8+ years of relevant work, internship, or volunteer experience

Refer to FBE's 'Internal Guide for Applications and Exemption Guidelines' for specifics, or contact FBE's Student Administration Centre for applicants with GPA < 2.5

Straight Rejection
Eg. All applicants with either (a) GPA < 2 with less than 5 years of relevant work experience or no relevant work experience; or (b) no formal qualifications and less than 8 years relevant work experience.

GPA < 2 with no relevant work experience

Cognate Bachelor (AQF7)
Complete Bachelor degree in a relevant discipline

Additional requirements/supporting evidence (if applicable):
RPL for Credit Recognition

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

<table>
<thead>
<tr>
<th>Cognate Diploma (AQF5)</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Diploma (AQF6)</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry with a Diploma in a relevant discipline</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Bachelor (AQF7)</th>
<th>Complete Bachelor degree in a relevant discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years to complete degree (reduced full time study load):</td>
<td>2 years</td>
</tr>
<tr>
<td>List units of credit/block exempted:</td>
<td>16cp @ 600 level</td>
</tr>
<tr>
<td>Remaining credit points to complete degree:</td>
<td>64cp</td>
</tr>
</tbody>
</table>

Specific RPL Applied

<table>
<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th>Automatic Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team.</td>
<td>GPA = &gt; 2.5 with no work experience</td>
</tr>
<tr>
<td>Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
<td></td>
</tr>
<tr>
<td>Refer to Department</td>
<td></td>
</tr>
<tr>
<td>Refer to FBE’s Internal Guide for Applications and Exemption Guidelines for specifics, or contact FBE Student Administration Centre for applicants with GPA &lt;2.5</td>
<td></td>
</tr>
<tr>
<td>Straight Rejection</td>
<td></td>
</tr>
<tr>
<td>GPA &lt; 2 with no work experience</td>
<td></td>
</tr>
</tbody>
</table>

Non-Cognate Bachelor (AQF7) + Work Experience

Complete Bachelor degree in any discipline and work experience in a relevant area

<table>
<thead>
<tr>
<th>Delegation to the Admissions Team</th>
<th>Automatic Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please specify GPA requirements for delegation to and assessment by the Admissions Team.</td>
<td></td>
</tr>
<tr>
<td>Alternatively, should you wish to make all entry decisions or feel the program is complex/too difficult for delegation please specify &quot;NO DELEGATION&quot;</td>
<td></td>
</tr>
<tr>
<td>Refer to Department</td>
<td></td>
</tr>
<tr>
<td>Refer to FBE Student Administration Centre</td>
<td></td>
</tr>
<tr>
<td>Straight Rejection</td>
<td></td>
</tr>
<tr>
<td>No formal learning and less than 5 years relevant work experience</td>
<td></td>
</tr>
</tbody>
</table>

Non-Cognate Bachelor (AQF7) + Work Experience

Not applicable
<table>
<thead>
<tr>
<th>Pathway</th>
<th>Bachelor Degree</th>
<th>Work Experience</th>
<th>Minimum Years Experience</th>
<th>Years to Complete Degree</th>
<th>Specific RPL Applied</th>
<th>Delegation to the Admissions Team</th>
<th>Automatic Offer</th>
<th>Straight Rejection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate Bachelor (AQF7) + Work Experience</td>
<td>Complete Bachelor degree in any discipline and work experience in a relevant area</td>
<td></td>
<td>Minimum years experience: 3+ years</td>
<td>Years to complete degree (full time study load): 2 years</td>
<td>List units of credit/block exempted: 16cp @ 600 level + maximum 8cp @ 800/900 level</td>
<td>Remaining credit points to complete degree: 56cp</td>
<td>Automatic Offer</td>
<td>No delegation</td>
</tr>
<tr>
<td>(Any Bachelor (AQF7)) + Cognate Honours and/or Graduate Diploma (AQF8)</td>
<td>(Assumed) Complete Bachelor degree in any discipline and Postgraduate study in a relevant discipline equal to or higher than AQF level 8.</td>
<td></td>
<td>Years to complete degree (reduced full time study load): 2 years</td>
<td></td>
<td>List units of credit/block exempted: 16cp @ 600 level + maximum 4cp @ 800/900 level</td>
<td></td>
<td>Automatic Offer</td>
<td>No delegation</td>
</tr>
</tbody>
</table>

**Specific RPL Applied**

List units of credit/block exempted:
- Maximum 16cp @ 600 level
- Remaining credit points to complete degree: 64cp

**Delegation to the Admissions Team**

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

**Straight Rejection**

N/A
the study load for an applicant. Consider:
Additional Accreditation relevant to the field, employment etc. e.g. Membership to Charted Professional Accountants towards the Master of Accounting (Professional)

Justification

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

For awards which will be offered to the International market, explain why this award will be attractive to International students.

Domestic Market
It is anticipated that domestic students will have a preference for the shorter 2 year Master of Accounting, reduced to 1.5 years for cognate entry. However, domestic students with a cognate bachelor degree may be interested in the extension degree which offers the accounting qualification in 1.5 years with an additional 0.5 year to complete units in management, internship and/or related areas such as finance.

International Market (if relevant)
MI have recommended that the Faculty continue to offer a 2.5 year program for international students. While the number of new admissions to the MAcc(Prof)MCom (being deleted) fell when the program increased in length from 2 to 2.5 years, there still appears to be interest in a 2.5 year award (65 new enrolments in 2015; 23 new enrolments in the first half of 2016).

With the restructuring of three currently offered Accounting degrees (two of which are of 2.5 years duration) into a single 2 year award with specialisations, this Master of Accounting Extension degree will be the only PG Accounting 2.5 year offering. Students from a cognate bachelor degree who are eligible for RPL for the full 16cp of gateway units, and who wish to study for 2 years, will find value in this extension award which delivers the advanced accounting units followed by a session of study in the area of management and a related area of study.

MI are working closely with FBE on several dual degree pathways, with the preferred sequence being a 2 year program at MQ following the overseas cognate bachelor with exemptions for the gateway units.

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

Macquarie have recommended that the Faculty continue to offer a 2.5 year program for international students. While the number of new admissions to the MAcc(Prof)MCom (being deleted) fell when the program increased in length from 2 to 2.5 years, there still appears to be interest in a 2.5 year award (65 new enrolments in 2015; 23 new enrolments in the first half of 2016).

With the restructuring of three currently offered Accounting degrees (two of which are of 2.5 years duration) into a single 2 year award with specialisations, this Master of Accounting Extension degree will be the only PG Accounting 2.5 year offering. Students from a cognate bachelor degree who are eligible for RPL for the full 16cp of gateway units, and who wish to study for 2 years, will find value in this extension award which delivers the advanced accounting units followed by a session of study in the area of management and a related area of study.

MI are working closely with FBE on several dual degree pathways, with the preferred sequence being a 2 year program at MQ following the overseas cognate bachelor with exemptions for the gateway units.

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

<table>
<thead>
<tr>
<th>Institute</th>
<th>Competitive Offering</th>
<th>Additional information</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Estimated Student Demand</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total EFTSU 60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Lowest EFTSU for which award would be run N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Estimated Full-time and Part-time Students 1st Year of offering</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Estimated number of Full-time students</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Estimated number of Part-time students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of international students expected to enrol in this award 55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of domestic students expected to enrol in this award 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consultation

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

Consultees Date of consultation Method of consultation and outcomes

| Department Industry Advisory Board | 2 September 2015 | Face to face meetings. Approves the changes to current Masters, including this longer award. Face-to-face. Recommended simplification of existing awards and a replacement of the current 2.5 year awards |
| MI | Various | |

Teaching Arrangements: Availability of teaching and support staff
Please address:
- Availability of academic and support staff to deliver the proposed award program
- A risk analysis including any backup

Teaching and support staff are currently available to teach in the three Accounting Master degrees that are being replaced by the single Master of Accounting. The Master of Accounting Extension is comprised of existing units and it is not expected that there will be any impact on current staffing resources to deliver these additional units.
The below sections need to be filled in by Library and LTC staff respectively prior to submission to your Head of Department. Relevant staff members can be found as follows:

**Library:** view a list of Research Librarians at [www.mq.edu.au/on_campus/library/research/research_librarians](http://www.mq.edu.au/on_campus/library/research/research_librarians)

**Learning and Teaching Centre:** view a list of faculty Educational Developers at [www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts](http://www.mq.edu.au/about/about-the-university/offices-and-units/learning-and-teaching-centre/learning-and-teaching-centre-contacts) or contact LTC-APCwebforms@mq.edu.au

Please contact the relevant staff members with:

1. The name and unit code for this unit
2. The link to this webform ([http://senate.mq.edu.au/apc/webforms_prog/](http://senate.mq.edu.au/apc/webforms_prog/))

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

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

---

### Library Consultation:

**Address whether library resources and services are available to support the proposed new unit.**

If new library resources, services or staffing are required, detail these and give an estimate of the initial start-up cost and ongoing annual cost.

**Research Librarian:** Phanh Oudomlith  **Date:** 4 April 2016

**Summary Impact Information**

- **Resources:** The Library collections both print and electronic in the accounting and finance are well developed and are sufficient to support this program.
- **Services / Staffing:** No additional staffing/Services required

---

### Learning and Teaching Centre Consultation:

**Address whether LTC resources and services are available to support the proposed new unit.**

If new LTC resources, services, staffing or infrastructure are required please detail these.

**Educational Developer:** Dr Yvonne Breyer  **Date:** 4 April 2016

**Summary Impact Information**

- **Resources:** No obvious additional or special impact on FBE L&T Resources.
- **Services / Staffing:** No obvious additional or special impact on FBE L&T staff.

Due to the recent disestablishment of the LTC, it is currently not possible to make statements in relation to the availability of central support such as e.g. workshops etc.

---

### International

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

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

**Full Time Mode**

Will international students be able to undertake the award in full time mode?  **Yes**

**Internal Mode**

Will students be able to study the proposed award in internal mode for at least 75% each semester?  **Yes**

**Session 2 commencements**

If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)  **Yes**

International students studying on a student visa should commence in S1 only.
Certification

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

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

Name of MI representative: Carmen Law  Date: 11/4/2016
Comments
Compliance Manager, International

Other

Student Liability Category  Fee Paying

Arrangements with Other Providers
Other provider arrangements may include partnerships with other institutions, higher education providers, or entities.
Does the program have arrangements with other providers?  No

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

Approvals

Name: Helen Boneham  Ext: 4813  Email: helen.boneham@mq.edu.au  Date: Mon - 14/3/16  Director
Comment: Submitted on behalf of Dept of Accounting and Corporate Governance

Name: Anne Ross-Smith  Ext: 1149  Email: anne.ross-smith@mq.edu.au  Date: Mon - 14/3/16  Faculty Board

Name: Helen Boneham  Ext: 4813  Email: helen.boneham@mq.edu.au  Date: Tue - 12/4/16  Director
Comment: Submitted on behalf of the Department of Accounting and Corporate Governance.

Name: Rahat Munir  Ext: 4765  Email: rahat.munir@mq.edu.au  Date: Tue - 12/4/16  Head of Department

Name: Catriona Lavermicocca  Ext: 8528  Email: catriona.lavermicocca@mq.edu.au  Date: Tue - 12/4/16  FSQC

Name: Kevin Jameson  Ext: 9443  Email: kevin.jameson@mq.edu.au  Date: Tue - 12/4/16  Faculty Board

If you experience problems with this site, please email curriculum@mq.edu.au
AWARD NAME: Master of Accounting Extension

Handbook code: TBA

General requirements:
- Minimum number of credit points: 80
- Minimum number of credit points at 600 level: 16
- Minimum number of credit points at 800 level or above: 64
- Completion of other specific minimum requirements as set out below

Specific minimum requirements:

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit CP</th>
<th>Select</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>600 level</td>
<td>Required</td>
<td>ACCG611</td>
<td>Principles of Accounting</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ACCG614</td>
<td>Business and Corporation Law</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ECON649</td>
<td>Economic Analysis</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ACST603</td>
<td>Principles of Finance</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>800 level or above</td>
<td>Required</td>
<td>ACCG950</td>
<td>Contemporary Accounting Practice</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Capstone</td>
<td>Required</td>
<td>ACCG921</td>
<td>Managerial Accounting</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ACCG923</td>
<td>Accounting Standards and Practice</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ACCG925</td>
<td>Auditing and Assurance Services</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ACCG926</td>
<td>Corporate Accounting</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>ACCG835</td>
<td>International Accounting</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td>ACCG927</td>
<td>Current Issues in Accounting and Corporate Gov</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required</td>
<td>8cp from</td>
<td>BUS804 International Business Strategy</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BUS827 Entrepreneurship in Business</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BUS832 Leadership and Management</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BUS840 Business Project Management</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BUS845 Strategic Management</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BUS854 Leading and Managing in Culturally Diverse Env</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BUS880 Business Internship</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FOBE870 Professional Development in Business and Econ</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>8cp from</td>
<td>ACCG, ACST, AFIN, BUS or ECON units at 800 or 900 level</td>
<td>8</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>1 specialisation</td>
<td></td>
<td></td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM: 80

Specialisations:

<table>
<thead>
<tr>
<th>Code</th>
<th>Specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>TBA</td>
<td>Business Practice</td>
</tr>
<tr>
<td>TBA</td>
<td>International Practice</td>
</tr>
<tr>
<td>PROGRAM LEARNING OUTCOMES</td>
<td>MQ Graduate Capabilities</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1. Demonstrate integrated theoretical and technical knowledge related to the core disciplines of professional accounting</td>
<td></td>
</tr>
<tr>
<td>2. Apply expert and specialised technical skills in the core disciplines of professional accounting</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate advanced and integrated theoretical and technical knowledge in financial and management accounting</td>
<td></td>
</tr>
<tr>
<td>4. Effectively interpret and appraise recent developments in accounting</td>
<td></td>
</tr>
<tr>
<td>5. Execute independent research and exercise professional judgement in solving complex accounting problems</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate communication skills relevant to an appropriate professional environment</td>
<td></td>
</tr>
<tr>
<td>7. Communicate knowledge and ideas orally to accountants</td>
<td></td>
</tr>
<tr>
<td>7a. Communicate knowledge and ideas orally to non-accountants</td>
<td></td>
</tr>
<tr>
<td>7b. Communicate knowledge and ideas in writing to accountants</td>
<td></td>
</tr>
<tr>
<td>7c. Communicate knowledge and ideas in writing to non-accountants</td>
<td></td>
</tr>
<tr>
<td>8. Demonstrate an awareness of emerging social, ethical and regulatory issues relevant to an accounting practitioner</td>
<td></td>
</tr>
<tr>
<td>9. Apply an integrated business perspective to accounting issues, problem solving and decision making</td>
<td></td>
</tr>
<tr>
<td>10. Fulfill the educational requirements for professional membership of CPA Australia</td>
<td></td>
</tr>
<tr>
<td>11. Fulfill the educational requirements for professional membership of the Association of Chartered Certified Accountants (ACCA)</td>
<td></td>
</tr>
</tbody>
</table>

**Cognitive capabilities**

- Discipline specific knowledge and skills
- Critical, analytical and integrative thinking
- Problem solving and research capability
- Creative and innovative thinking

**Interpersonal or social capabilities**

- Effective communication
- Engaged and ethical local and global citizens
- Socially and environmentally active and responsible

**Personal capabilities**

- Capable of professional and personal judgement and initiative
- Commitment to continuous learning
- McKendrick, M (2006) International Practice specialisation units 5. Additional option sets should be added as needed.

**COMMENTS**

- The contribution to PLO and the required for a moderate or major contribution
- The requirement for a pre-requisite or small contribution
- Any pathway through an award may be a blend of PLOs, if one PLO is met by units in an option set only, all units within the option set must include that mapping.
- Option sets must be included if they are needed for coverage of any PLO.
- Contribution to achievement of PLO

**Contribution to the assessment of PLO**

- Major contribution to PLO
- Moderate contribution to PLO
- Pre-requisite or small contribution to PLO
- Any pathway through an award may be a blend of PLOs, if one PLO is met by units in an option set only, all units within the option set must include that mapping.
- Option sets must be included if they are needed for coverage of any PLO.
- Contribution to achievement of PLO

**Additional option with a minimum of related learning**

- McKendrick, M (2006) International Practice specialisation units 5. Additional option sets should be added as needed.
ITEM 12.2  2017 NEW PROGRAM: GRADUATE DIPLOMA AND GRADUATE CERTIFICATE OF PUBLIC HEALTH (EXIT AWARDS) (ASQC)

This matter was endorsed by the Academic Standards and Quality Committee at its meeting of 26 April 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the following exit awards from the Master of Public Health for implementation from 2017:
  i. Graduate Diploma of Public Health; and
  ii. Graduate Certificate of Public Health.
General

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

Faculty: Faculty of Medicine and Health Sciences
Department: Department of Health Systems and Populations
Award Name: Graduate Diploma of Public Health

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Graduate Diploma of Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Award Status</td>
<td>Is this an exit award only (i.e. not available for admission)?</td>
</tr>
<tr>
<td></td>
<td>List specific awards for which this award is an exit pathway</td>
</tr>
<tr>
<td></td>
<td>Additional information about exit award status (if required)</td>
</tr>
<tr>
<td>AQF Level and Qualification Type</td>
<td>Level 8 Graduate Diploma</td>
</tr>
<tr>
<td>AQF Guidelines are available here</td>
<td></td>
</tr>
<tr>
<td>Volume of Learning / Duration</td>
<td>1 year FTE</td>
</tr>
<tr>
<td>Minimum time to complete, expressed in Full Time Equivalent Years.</td>
<td></td>
</tr>
<tr>
<td>Refer to Academic Senate Structure Statement: Postgraduate Coursework Programs document</td>
<td></td>
</tr>
<tr>
<td>If other, provide details:</td>
<td></td>
</tr>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Medicine and Health Sciences</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Health Systems and Populations</td>
</tr>
<tr>
<td>Year of First Offering</td>
<td>2017</td>
</tr>
</tbody>
</table>

Rationale

If this proposal is for an award which will be structured predominantly on new units, your expression of interest should include a summary of the new units and the level at which they will be offered, and an analysis of the market for the new award. If this proposal is for an award repackaging existing units, with minimum new units, less detail will be required.

The Department of Health Systems and Populations will offer a Graduate Diploma of Public Health as an exit award for those completing 32cps of the Master of Public Health, providing a qualification for those who do not wish to go on to complete the Masters Degree.

The Graduate Diploma Qualification will provide an important public health qualification at higher education diploma level recognising that:

1. Increasing challenges to our health at both national and international scales require an ever expanding workforce;
2. There is a need to strengthen our public health infrastructure to respond to future health threats;
3. Approximately 50% of the public health workforce will reach retirement age within the next five years and so, there is a great demand for the next generation of public health practitioners ready to meet the challenges of the 21st century;
4. Public Health qualifications will continue to grow in value and in enrolment during the 21st century as societies, organisations, and individuals increasingly focus on population health and health care as key concerns;
5. In its 2013 review of Graduate Certificates and Graduate Diplomas, the AQF Council reported that Commonwealth higher education statistics indicate that Graduate Diplomas are important qualifications for higher education students as they allow for graduates to have specialised knowledge and that student participation in the qualifications has increased.

The Graduate Diploma proposed will be based on completing 32cps of the Master of Public Health, which offers a rigorous, structured, carefully sequenced curriculum that reflects the philosophical standpoint that public health education should have strong connections to public health practice. The program also recognises that ‘global health’ is public health, and as such will include both domestic and international issues as well as global health perspectives and content. To this end, it will also be designed to be in line with expected international competencies and standards across the globe, making it attractive to international and domestic students.

The program will be designed on the basis of extensive worldwide research that has been conducted on what public health education should look like in the 21st century and forms the common core of foundational areas of public health, one that underpins the Macquarie Master of Public Health degree. The Macquarie Graduate Diploma of Public Health will be attractive to students who:

1. Wish to engage in the specialised knowledge of an advanced nature in public health which will assist them developing skills and knowledge relevant to the modern public health workforce;
2) Seek training in skills essential to public health practice;
3) Understand the importance of public health; and
4) Are looking for a qualification designed with the future of public health education and practice in mind.

Replacement

Does the proposed award replace an existing award?  No

Details

Program Structure

Is the award structured on Specialisations?  No

Requirements


Requirements file has been uploaded. To view the requirements download the file FOM PG A GraPubHea ID358-1.xlsx

Specification

Program Learning Outcomes

Provide Program Learning Outcomes under the categories shown. The Graduate Capabilities should be referenced against each relevant Program Learning Outcome. Refer to senate.mq.edu.au/apc/resources.html.

The Graduate Diploma of Public Health will be awarded as an exit award. A student will have completed all core units of study from the MPH units plus an elective, and have decided to exit the degree. The PLOs reflect those from the MPH (and logically are not different to them), however the depth achieved will reflect that of a Diploma and not that of the entire MPH. The MPH has additional PLOs relevant to an area of specialisation which will not be achieved by students exiting at the Diploma stage.

The PLOs for the Diploma include:

1. Describe the history and philosophy of public health as well as its core values, concepts, functions, and leadership roles;
2. Explain and apply concepts, methods, and tools of public health data collection, analysis and interpretation, and the evidence based reasoning and informatics approaches essential to public health practice;
3. Evaluate and apply population health concepts, and the processes, approaches, and interventions that identify and address the major health related needs and concerns of populations;
4. Critically review biological, environmental, socioeconomic, behavioural, cultural, and other factors that impact human health, influence the global and societal burden of disease, and contribute to health disparities;
5. Design opportunities for promoting health and preventing disease across the life span and for enhancing public health preparedness;
6. Demonstrate concepts of project implementation and management, including planning, budgeting, resourcing, assessment, and evaluation;
7. Compare the characteristics and organisational structures of the national health care system to health care systems in other countries;
8. Examine the legal, ethical, economic, and regulatory dimensions of health care and public health policy, the roles, influences, and responsibilities of the different agencies and branches of government, and approaches to developing, evaluating, and advocating for public health policies;
9. Construct public health specific communication and social marketing, including technical and professional writing and the use of mass media and electronic technology;
10. Reflect on the cultural context of public health issues and respectful engagement with people of different cultures and socioeconomic strata;
11. Exhibit and apply principles of effective leadership, teamwork and functioning within and across organisations and as members of interdisciplinary and interprofessional teams;
12. Analyse principles of globalisation and sustainable development and their relationship to population health.

The number of PLOs that a program should have is not specified. As a guide, between eight and twelve PLOs would be a reasonable number.

PLOs are made publicly available and so will be read by a wide audience. When writing PLOs it is useful to ask "is this written in a way which would be intelligible, accessible and meaningful to our students and prospective students?". Generally speaking, learning outcomes should be expressed in a form that includes action verbs, describing something your students can actually do, and can be assessed to have successfully done, like "identify", "describe" or "differentiate".

The AQF asks that PLOs should address the areas of Knowledge and Understanding, Skills and Capabilities, and the Application of Knowledge and Skills. It isn’t necessary for each PLO to be classified under one of these headings. However it is important for the overall collection of PLOs for a program to clearly address all of these factors.

Each program learning outcome should be mapped to the graduate capabilities it fosters, using the standard letter codes given.
International

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

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

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

<table>
<thead>
<tr>
<th>Internal Mode</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be able to study the proposed award in internal mode for at least 75% each semester?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2 commencements</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?)</td>
<td>No</td>
</tr>
</tbody>
</table>

Certification

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

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

Name of MI representative: Carmen Law  Date: 22/03/2016

Comments

International Compliance Manager
## Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Role</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonia Allan</td>
<td>2404</td>
<td><a href="mailto:sonia.allan@mq.edu.au">sonia.allan@mq.edu.au</a></td>
<td>Sat - 23/1/16</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Linda Barton</td>
<td>5555</td>
<td><a href="mailto:linda.barton@mq.edu.au">linda.barton@mq.edu.au</a></td>
<td>Mon - 1/2/16</td>
<td>Faculty Board</td>
<td>amendment by Program Director requested 23/1/2016</td>
</tr>
<tr>
<td>Sonia Allan</td>
<td>2404</td>
<td><a href="mailto:sonia.allan@mq.edu.au">sonia.allan@mq.edu.au</a></td>
<td>Mon - 1/2/16</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Linda Barton</td>
<td>5555</td>
<td><a href="mailto:linda.barton@mq.edu.au">linda.barton@mq.edu.au</a></td>
<td>Mon - 1/2/16</td>
<td>Faculty Board</td>
<td>returned after minor typographical modification.</td>
</tr>
<tr>
<td>Linda Barton</td>
<td>5555</td>
<td><a href="mailto:linda.barton@mq.edu.au">linda.barton@mq.edu.au</a></td>
<td>Fri - 5/2/16</td>
<td>Faculty Board</td>
<td>Faculty Board approval has not yet been granted and will be sought following FSQC approval on 12/2/2016.</td>
</tr>
<tr>
<td>Sonia Allan</td>
<td>2404</td>
<td><a href="mailto:sonia.allan@mq.edu.au">sonia.allan@mq.edu.au</a></td>
<td>Fri - 5/2/16</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Linda Barton</td>
<td>5555</td>
<td><a href="mailto:linda.barton@mq.edu.au">linda.barton@mq.edu.au</a></td>
<td>Mon - 29/2/16</td>
<td>Faculty Board</td>
<td>Faculty Board reviewed and supported the EOI for the exit awards on 22 February 2016</td>
</tr>
<tr>
<td>Sonia Allan</td>
<td>2404</td>
<td><a href="mailto:sonia.allan@mq.edu.au">sonia.allan@mq.edu.au</a></td>
<td>Wed - 23/3/16</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Sonia Allan</td>
<td>2404</td>
<td><a href="mailto:sonia.allan@mq.edu.au">sonia.allan@mq.edu.au</a></td>
<td>Wed - 23/3/16</td>
<td>Head of Department</td>
<td></td>
</tr>
<tr>
<td>Hayley Harris</td>
<td>1126</td>
<td><a href="mailto:hayley.harris@mq.edu.au">hayley.harris@mq.edu.au</a></td>
<td>Mon - 18/4/16</td>
<td>FSQC</td>
<td>Recommended to Faculty Board</td>
</tr>
<tr>
<td>Hayley Harris</td>
<td>1126</td>
<td><a href="mailto:hayley.harris@mq.edu.au">hayley.harris@mq.edu.au</a></td>
<td>Mon - 18/4/16</td>
<td>Faculty Board</td>
<td>Recommended to ASQC for approval</td>
</tr>
</tbody>
</table>

If you experience problems with this site, please email curriculum@mq.edu.au
### Postgraduate Award Template

**AWARD NAME:** Graduate Diploma of Public Health

**General requirements:**
- Minimum number of credit points: **32**
- Minimum number of credit points at 600 level: **0**
- Minimum number of credit points at 800 level or above: **32**
- Completion of other specific minimum requirements as set out below

**Specific minimum requirements:**

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>HSYP801</td>
<td>Foundations of Public health</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>HSYP802</td>
<td>Quantitative and Qualitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>HSYP803</td>
<td>Determinants of Health</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>HSYP804</td>
<td>Health Law, Governance and Policy</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>HSYP805</td>
<td>Disease Prevention and Health Promotion</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>HSYP806</td>
<td>Understanding Health Systems</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>HSYP807</td>
<td>Leadership, Innovation &amp; Teamwork</td>
<td>4</td>
</tr>
</tbody>
</table>

4cp Elective - chosen from relevant level 800/900 units across campus with the permission of the program director

**TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM**

<table>
<thead>
<tr>
<th>Credit Points</th>
<th>Unit CP</th>
<th>Select</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>
### General

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

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Faculty of Medicine and Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Department of Health Systems and Populations</td>
</tr>
<tr>
<td>Award Name:</td>
<td>Graduate Certificate of Public Health</td>
</tr>
</tbody>
</table>

---

#### Name of Award

Graduate Certificate of Public Health

#### Exit Award Status

Is this award an exit award only (ie. not available for admission)? Yes

List specific awards for which this award is an exit pathway

- Master of Public Health

Additional information about exit award status (if required)

Graduate Certificate to be awarded as an exit award after completion of at least 4 units of the Master of Public Health.

#### AQF Level and Qualification Type

<table>
<thead>
<tr>
<th>AQF Guidelines are available here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 8 Graduate Certificate</td>
</tr>
</tbody>
</table>

#### Volume of Learning / Duration

Minimum time to complete, expressed in Full Time Equivalent Years.

Refer to [Academic Senate Structure Statement: Postgraduate Coursework Programs document](http://senate.mq.edu.au/apc/webforms_prog/pages/onepage.php?id=357)

6 months FTE

If other, provide details:

---

#### Owning Faculty

Faculty of Medicine and Health Sciences

#### Owning Department

Department of Health Systems and Populations

#### Year of First Offering

2017

#### Rationale

If this proposal is for an award which will be structured predominantly on new units, your expression of interest should include a summary of the new units and the level at which they will be offered, and an analysis of the market for the new award.

If this proposal is for an award repackaging existing units, with minimum new units, less detail will be required.

The Department of Health Systems and Populations will offer a Graduate Certificate of Public Health as an exit award for those completing 16cps of the Master of Public Health, providing a qualification for those who do not wish to go on to complete the Masters Degree.

The Graduate Certificate Qualification will provide an important public health qualification at higher education certificate level recognising that:

- Increasing challenges to our health at both national and international scales require an ever expanding workforce;
- There is a need to strengthen our public health infrastructure to respond to future health threats;
- Approximately 50% of the public health workforce will research retirement age within the next five years and as such, there is a great demand for the next generation of public health practitioners ready to meet the challenges of the 21st century;
- Public Health qualifications will continue to grow in value and in enrolment during the 21st century as societies, organisations, and individuals increasingly focus on population health and health care as key concerns;
- In its 2013 review of Graduate Certificates and Graduate Diplomas, the AQF Council reported that Commonwealth higher education statistics indicate that Graduate Certificates are important qualifications for higher education students as they allow for graduates to have specialised knowledge and that student participation in the qualifications has increased.

The Graduate Certificate proposed will be based on completing 16cps of the Master of Public Health, which offers a rigorous, structured, carefully sequenced curriculum that reflects the philosophical standpoint that public health education should have strong connections to public health practice. The program also recognises that 'global health' is public health, and as such will include both domestic and international issues as well as global health perspectives and content. To this end, it will also be designed to be in line with expected international competencies and standards across the globe, making it attractive to international and domestic students.

The program will be designed on the basis of extensive worldwide research that has been conducted on what public health education should look like in the 21st century and forms the common core of foundational areas of public health, one that underpins the Macquarie Master of Public Health degree. The proposed Macquarie Graduate Certificate will be attractive to students who:

1) Wish to engage in the specialised knowledge of an advanced nature in public health which will assist them developing skills and knowledge relevant to the modern public health workforce;
2) Seek training in skills essential to public health practice;
3) Understand the importance of public health; and
4) Are looking for a qualification designed with the future of public health education and practice in mind.

**Replacement**

| Does the proposed award replace an existing award? | No |

## Details

| Program Structure | Is the award structured on Specialisations? | No |

| Requirements | Requirements file has been uploaded. |

To view the requirements download the file [FOM PG A GraPubHea ID357-1.xlsx](#).

## Specification

### Program Learning Outcomes

Provide Program Learning Outcomes under the categories shown. The Graduate Capabilities should be referenced against each relevant Program Learning Outcome. Refer to [senate.mq.edu.au/apc/resources.html](#).

The Graduate Certificate of Public Health will be awarded as an exit award. A student will have completed four units of study from the core MPH units, and have decided to exit the degree. The actual learning outcomes achieved will depend upon which units of the core have been undertaken, noting that as the curriculum is integrated they will have touched upon to varying degrees. The MPH has additional PLOs relevant to an area of specialisation which will not be achieved by students exiting at the Graduate Certificate of Public Health stage.

The PLOs included within the core include:

1. Describe the history and philosophy of public health as well as its core values, concepts, functions, and leadership roles;
2. Explain and apply concepts, methods, and tools of public health data collection, analysis and interpretation, and the evidence based reasoning and informatics approaches essential to public health practice;
3. Evaluate and apply population health concepts, and the processes, approaches, and interventions that identify and address the major health related needs and concerns of populations;
4. Critically review biological, environmental, socioeconomic, behavioural, cultural, and other factors that impact human health, influence the global and societal burden of disease, and contribute to health disparities;
5. Design opportunities for promoting health and preventing disease across the life span and for enhancing public health preparedness;
6. Demonstrate concepts of project implementation and management, including planning, budgeting, resourcing, assessment, and evaluation;
7. Compare the characteristics and organisational structures of the national health care system to health care systems in other countries;
8. Examine the legal, ethical, economic, and regulatory dimensions of health care and public health policy, the roles, influences, and responsibilities of the different agencies and branches of government, and approaches to developing, evaluating, and advocating for public health policies;
9. Construct public health specific communication and social marketing, including technical and professional writing and the use of mass media and electronic technology;
10. Reflect on the cultural context of public health issues and respectful engagement with people of different cultures and socioeconomic strata;
11. Exhibit and apply principles of effective leadership, teamwork and functioning within and across organisations and as members of interdisciplinary and interprofessional teams;
12. Analyse principles of globalisation and sustainable development and their relationship to population health.

The number of PLOs that a program should have is not specified. As a guide, between eight and twelve PLOs would be a reasonable number.

PLOs are made publicly available and so will be read by a wide audience. When writing PLOs it is useful to ask "is this written in a way which would be intelligible, accessible and meaningful to our students and prospective students?". Generally speaking, learning outcomes should be expressed in a form that includes action verbs, describing something your students can actually do, and can be assessed to have successfully done, like "identify", "describe" or "differentiate".

The AQF asks that PLOs should address the areas of Knowledge and Understanding, Skills and Capabilities, and the Application of Knowledge and Skills. It isn’t necessary for each PLO to be classified under one of these headings. However it is important for the overall collection of PLOs for a program to clearly address all of these factors.

Each program learning outcome should be mapped to the graduate capabilities it fosters, using the standard letter codes given.
International

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

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

**Full Time Mode**
Will international students be able to undertake the award in full time mode? Yes

**Internal Mode**
Will students be able to study the proposed award in internal mode for at least 75% each semester? Yes

**Session 2 commencements**
If the student commences in S2 will the duration of the program of study be extended due to subject unavailability? (eg, are the core subjects available both S1 and S2 each year?) No

Certification

The below section needs to be filled in by a Macquarie International representative prior to submission to your Head of Department.

Please contact the International Compliance Manager (ext 7359; email mi.compliance@mq.edu.au) with the name of this proposal. You can proceed to any other part of this webform, but should only submit for approval when the below sections have been completed.

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

**Name of MI representative**: Carmen Law  **Date**: 22/3/2016

**Comments**
International Compliance Manager
### Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonia Allan</td>
<td>2404</td>
<td><a href="mailto:sonia.allan@mq.edu.au">sonia.allan@mq.edu.au</a></td>
<td>Sat - 23/1/16</td>
<td>Director</td>
</tr>
<tr>
<td>Linda Barton</td>
<td>5555</td>
<td><a href="mailto:linda.barton@mq.edu.au">linda.barton@mq.edu.au</a></td>
<td>Mon - 1/2/16</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Sonia Allan</td>
<td>2404</td>
<td><a href="mailto:sonia.allan@mq.edu.au">sonia.allan@mq.edu.au</a></td>
<td>Wed - 23/3/16</td>
<td>Director</td>
</tr>
<tr>
<td>Sonia Allan</td>
<td>2404</td>
<td><a href="mailto:sonia.allan@mq.edu.au">sonia.allan@mq.edu.au</a></td>
<td>Wed - 23/3/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Hayley Harris</td>
<td>1126</td>
<td><a href="mailto:hayley.harris@mq.edu.au">hayley.harris@mq.edu.au</a></td>
<td>Mon - 18/4/16</td>
<td>FSQC</td>
</tr>
<tr>
<td>Hayley Harris</td>
<td>1126</td>
<td><a href="mailto:hayley.harris@mq.edu.au">hayley.harris@mq.edu.au</a></td>
<td>Mon - 18/4/16</td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

*Comment: Recommended to Faculty Board for approval*

*Comment: Recommended to ASQC for approval*

If you experience problems with this site, please email curriculum@mq.edu.au
AWARD NAME: Graduate Certificate of Public Health

General requirements:
- Minimum number of credit points: 16
- Minimum number of credit points at 600 level: 0
- Minimum number of credit points at 800 level or above: 16
- Completion of other specific minimum requirements as set out below

Specific minimum requirements:

<table>
<thead>
<tr>
<th>Status</th>
<th>Selection</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>HSYP801</td>
<td>Foundations of Public Health</td>
<td>4</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td>HSYP802</td>
<td>Quantitative and Qualitative Methods</td>
<td>4</td>
</tr>
<tr>
<td>Two of the following</td>
<td></td>
<td>HSYP803</td>
<td>Determinants of Health</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSYP804</td>
<td>Health Law Governance &amp; Policy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSYP805</td>
<td>Disease Prevention &amp; Health Promotion</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSYP806</td>
<td>Understanding Health Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL CREDIT POINTS REQUIRED FOR THIS PROGRAM: 16
ITEM 12.3 2017 CHANGE TO AWARD: BACHELOR OF ENGINEERING
HONOURS CRITERIA AND OFFERINGS (ASQC)

This matter was endorsed by the Academic Standards and Quality Committee at its meeting of 26 April 2016.

Macquarie currently enrols all commencing undergraduate engineering students in the Bachelor of Engineering with Honours (an AQF Level 8 Award). Students who do not maintain the required level of attainment for the Honours Award are graduated with a Bachelor of Engineering (an AQF level 7 award). ASQC noted that the proposal for changes to the Bachelor of Engineering is tightly linked to the accreditation processes, recognising that Australian Professional Engineering Programs accredited by Engineers Australia have standards which require an AQF Level 8 Bachelor Honours degree.

The Faculty contends that all students who satisfy the requirements of either the Bachelor of Engineering or Bachelor of Engineering with Honours at Macquarie University achieve a standard consistent with AQF Level 8.

This proposal requires changes to the criteria for the Bachelor of Engineering Honours, introduces a Class 3 Honours grade, and impacts on the Bachelor of Engineering degree offerings.

ASQC has endorsed the proposal, and has requested the Faculty of Science and Engineering to develop a communication strategy to inform current affected students of the changes, and to ensure that Level 7 exit awards are available. As honours classifications at Macquarie are based on the calculation of a Weighted Standard Numerical Grade (WSNG) for all qualifying units, ASQC have requested further clarification on the calculation of Class 3 honours grades in the sector to be brought back to the 31 May 2016 ASQC meeting.

For approval.

1. Changes to criteria for the Bachelor of Engineering Honours

Recommended resolution
Academic Senate resolve to approve:
   i. graduating students of the four year Bachelor of Engineering program only do so with the award Bachelor of Engineering with Honours from 1 January 2017;
   ii. to only retain the Bachelor of Engineering with Honours, and its associated double degree programs; and
   iii. the introduction of a Class 3 Honours grade (with grading awarded to each student to be determined by a Weighted Standard Numerical Grade calculation).

2. Consequent deletion of awards, subject to approval by Academic Senate of changes to the criteria to the Bachelor of Engineering Honours

Recommended resolution
Academic Senate resolve to approve the deletion of following programs from 31 December 2016:
   i. Bachelor of Engineering,
   ii. Bachelor of Engineering with the Bachelor of Arts,
   iii. Bachelor of Engineering with the Bachelor of Commerce, and
   iv. Bachelor of Engineering with the Bachelor of Science
ITEM 7.2.3  CHANGES TO BACHELOR OF ENGINEERING

Issue

Bachelor of Engineering Qualification Standard
Currently Macquarie University enrols all students who wish to commence study in undergraduate engineering in the Bachelor of Engineering with Honours, possibly as part of a double degree. If students fail to maintain a certain level of achievement, they will graduate with Bachelor of Engineering. According to the Australian Higher Education Graduations Statement (AHEGS) the Bachelor of Engineering with Honours is an Australian Qualification Framework (AQF) level 8 award, while the Bachelor of Engineering is an AQF level 7 award.

The Faculty of Science and Engineering contends that all students who satisfy the requirements of either the Bachelor of Engineering or Bachelor of Engineering with Honours at Macquarie University achieve a standard consistent with AQF Level 8, as discussed later in this document.

The Faculty of Science and Engineering requests that Macquarie University award a Bachelor of Engineering with Honours degree to all students who fulfil the requirements of the four-year professional engineering program. These requirements are benchmarked with quality assurance through the accreditation process.

The Faculty of Science and Engineering proposes that:

- All students who graduate from four year bachelors engineering programs at Macquarie University do so with the award Bachelor of Engineering with Honours.
- The grades of honours to be awarded to be Class 1, Class 2 Division 1, Class 2 Division 2, Class 3, the grade awarded to each student to be determined by a Weighted Standard Numerical Grade (WSNG) calculation as specified below.
- That the Bachelor of Engineering program and its associated double degrees be deleted, as they will be unnecessary if point one of these proposals is adopted and only the Bachelor of Engineering with Honours and its associated double degree programs be retained.

Background
Australian Professional Engineering Programs are accredited by Engineers Australia against The Australian Engineering Stage 1 Competency Standard for a Professional Engineer. This standard is recognised internationally under The Washington Accord, the Sydney Accord and the Dublin Accord.

The Stage 1 Competency Standard for a Professional Engineer has 16 demonstrable generic graduate attributes that are considered by the AQF Council to be consistent with AQF Level 8 Bachelor Honours degree standard. For this reason, and to maintain compliance with the international accords, only an AQF Level 8 qualification is accredited at the level of a Professional Engineer. An AQF Level 7 qualification is not considered beyond the Engineering Technologist level, which is normally attained within a three-year program. By the AQF and AHEGS, a Bachelor Degree (without honours) is level 7. Therefore a Bachelor of Engineering (without honours) is not accorded accreditation as a Professional Engineer, regardless of whether it meets the AQF level 8 criteria or not.

Macquarie’s engineering qualification is regularly reviewed by Engineers Australia to satisfy the requirements of the Stage 1 Competency Standard for a Professional Engineer (with the next general review due later in 2016). This review cycle assures that the program remains consistent with an AQF Level 8 Bachelor Honours degree.

The Macquarie Engineering Honours Year
The final year of the Bachelor of Engineering Honours study pattern is a 24 credit point program consisting of 21 credit points at 400 Level and a 50% research component. That is

- 12 credit points, ENGG411 - Engineering Research Thesis, in which students conduct individual research and submit an honours thesis
- 3 credit points, ENGG460 - Engineering Principles and Practice, which develops communication and problem solving skills as well as research skills for ENGG411.
- 6 credit points, 400 Level Advanced Engineering units, which include the Capstone for the Major for the program, and an advanced technical unit.
- 3 credit point, Engineering Option unit, which is any 300 Level or above engineering designated unit.
Entry Requirement to the Honours Year

The entry requirement to the Honours year is a program of 69 credit points up to 300 Level that is consistent with the requirement for an AQF 7 qualification. The pre- and co-requisite requirements of ENGG460 and the Capstone units for the Major, which are conducted in the first-half year, form an entry barrier to the Honours year. Both require 69 credit points and the Capstone is a required co-requisite for ENGG460. Together, the prerequisites for these units follow a chain back to foundation units that meet a minimum requirement of

- 69 credit points overall
- 45 credit points of a qualifying Major
- 33 credit points at 200 Level or above
- 15 credit points at 300 Level

Entry into the Engineering Research Thesis, ENGG411, which is conducted in the second-half year, requires successful completion of both ENGG460 and the Capstone unit.

Research Thesis

To ensure that the thesis project develops research skills and has an appropriate element of discovery, the topics and supervisor allocations are individually preapproved. Each project must articulate a research challenge and require a high level of specific technical background. The background requirement is usually met by alignment with the Capstone unit.

AQF 8 Specific Outcomes in the Honours Year

In addition to building on the AQF 7 outcomes from the previous year, the engineering Honours year develops the attributes that are specific to the AQF 8 qualification standard. That is, the Honours Year qualifies individuals who apply knowledge in a specific context as a pathway for research. Specific attributes and skills are developed in the Honours Year units and research thesis. The standard is verified by the accreditation review, which examines specific indicators of attainment.

As required by the AQF 8 standard, qualifying students will have advanced knowledge in an engineering discipline, which is developed in the 400 Level course-work units, and will have knowledge of research principles and methods which is developed in the Research Thesis, and the preparatory unit, ENGG460.

The indicator of attainment for Stage 1 Competency 1.3 is proficient application of advanced technical knowledge and skills in at least one specialist practice domain of the engineering discipline.

An indicator of attainment for Stage 1 Competency 2.1 is an ability to investigate complex problems using research-based knowledge and research methods.

Indicators of attainment for Stage 1 Competency 2.2 are ability to Design and conduct experiments, analyse and interpret result data and formulates; ability to analyse sources of error in applied models and experiments; and ability to safely apply laboratory, test and experimental procedures.

As required by the AQF 8 standard qualifying students will have cognitive and technical skills to:

- Identify and provide solutions to complex problems with intellectual independence, which is developed in 400-level technical units, one of which deals specifically with systems design and complexity. The Capstones deal with complexity within their discipline. The Research Thesis engages with complex problems in an individual project.

  Indicators of attainment for Stage 1 Competency 2.1 are ability to apply established engineering methods to complex engineering problem solving; ability to competently address complex problems which involve uncertainty and ambiguity; and ability to partition problems, processes or systems into manageable elements for the purposes of analysis, modelling or design.

  Indicators of attainment for Stage 1 Competency 2.2 are ability to apply creative approaches to identify and develop alternative concepts, solutions and processes; to identify new technological opportunities; and ability to seek out new developments in the engineering discipline and specialisations and applies fundamental knowledge and systematic processes to evaluate and report potential.

- Design and use research in a project, which is developed in all the 400 Level units and the Research Thesis.
Indicators of attainment for Stage 1 Competency 1.4, discernment of knowledge development and research directions, are ability to identify and critically appraises current developments, advanced technologies, emerging issues and interdisciplinary linkages; and an ability to interpret and apply selected research literature.

An indicator of attainment for Stage 1 Competency 3.1 is awareness of the fundamental principles of intellectual property rights and protection.

Indicators of attainment for Stage 1 Competency 3.4 is proficiency in locating and utilising information - including accessing, systematically searching, analysing, evaluating and referencing relevant published works and data; is proficient in the use of indexes, bibliographic databases and other search facilities.

- Communication to a variety of audiences, which is develop throughout the program and demonstrated by a variety of reports and written submissions and by oral presentations and demonstrations to peers and wider audiences.

Indicators of attainment for Stage 1 Competency 3.2, effective oral and written communication in professional and lay domains, are proficiency in expressing information effectively and succinctly; and ability to prepare high quality engineering documents.

As required by the AQF 8 standard graduates will have demonstrated application of knowledge and skills to plan and execute project work and/or a piece of research and scholarship with some independence. This is demonstrated through successful completion of the Research Thesis.

Honours Grading

Successful completion of the Honours Year does require achievement of the stated outcomes at an advanced level. The entry barrier ensures that only students who are well prepared for this are admitted to the 400-level units.

The 400-level units are delivered as graduate (400-level) units with graduate level standards applied to the assessment. Students can only progress to the final Research Thesis once they successfully complete the technical component. The Research Thesis is graded by an Honours Committee, which ensures that appropriate standard is maintained. A rigorous process is followed, and students not meeting the standard have failed to qualify.

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

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

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

In summary:

- Honours Class I: WSNG of at least 75 and at least 65 in the research thesis
- Honours Class II (Division 1): WSNG of at least 70 and at least 65 in the research thesis
- Honours Class II (Division 2): WSNG of at least 65 and at least 65 in the research thesis
- Honours Class III: all other students who complete the degree

Note that the requirements above are comparable to other institutions. For example, the University of Sydney has the same WSNG requirements, but does not have a thesis result requirement. The University of New South Wales also has the same WSNG requirements and thesis requirement marks of 65 for class I and 60 for both divisions of class II.

Experience so far suggests that the majority of students do achieve Class 1, 2.1, or 2.2 awards. Less than 20% of the cohort do not achieve this standard but do achieve an outcome consistent with AQF 8 (either a WSNG less than 65 or SNG for the Research Thesis less than 65). These students should be awarded a Class 3 Honours rather than an AQF 7 qualification, which in essence is the level that they had already achieved in order to be admitted to the final year.

Competitor Situation

Macquarie University is one of only a very small number of institutions Australia wide, that do not award an AQF Level 8 qualification to all students who successfully complete the program. All other Engineering Departments in Australia and New Zealand, with the notable exception of Macquarie University and The University of Sydney and at most two others, award an AQF Level 8 qualification to ALL graduates who successfully complete their Professional Engineering programs (that is, four year Bachelor of Engineering
degrees). This situation was confirmed at the Australian Associate Deans of Learning and Teaching, Engineering Meeting, 2015.

Consultation Process:

FLTC

Recommendation

Approval

Operation Impact

Bachelor of Engineering (Honours), Bachelor of Engineering

Submitted by: Adrian Boyd (x7784, Adrian.boyd@mq.edu.au)

For enquiries contact: Associate Professor Michael Hitchens (x9538, michael.hitchens@mq.edu.au)
ITEM 12.4 2017 SCHEDULE: CHANGE OF AWARD NAMES (ASQC)

This matter was endorsed by the Academic Standards and Quality Committee at its meeting of 26 April 2016.

For approval.

**Recommended resolution**

Academic Senate resolve:

i. to approve the renaming of the *Master of Policing, Intelligence and Counter Terrorism with the Degree of Master of International Security Studies (OUA)* to the *Master of Cyber-Security, Policing, Intelligence and Counter Terrorism with the Degree of Master of International Security Studies (OUA)* from 1 January 2017 for inclusion on the schedule of Course Availabilities – Offerings from 2017 Awards; and

ii. to approve the deletion of the former program from 31 December 2016.
ITEM 12.5  2017 SCHEDULE: CHANGE OF SPECIALISATION NAMES (ASQC)

This matter was endorsed by the Academic Standards and Quality Committee at its meeting of 26 April 2016.

*For approval.*

**Recommended resolution**
Academic Senate resolve to:

i. approve the change of name of the following specialisations from 1 January 2017; and

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDL11S Educational Leadership</strong></td>
<td><strong>Leading Teaching and Learning</strong></td>
</tr>
<tr>
<td>Leading Teaching</td>
<td>(Master of Education)</td>
</tr>
<tr>
<td><strong>LET31S Leading Teaching</strong></td>
<td><strong>Leading Teaching and Learning</strong></td>
</tr>
<tr>
<td>Leading Teaching</td>
<td>(Graduate Certificate of Education Studies)</td>
</tr>
<tr>
<td><strong>ADP11S Advanced Practices in Learning and Teaching</strong></td>
<td><strong>Advanced Practices in Teaching and Learning</strong> (Master of Education)</td>
</tr>
<tr>
<td><strong>ADP31S Advanced Practices in Learning and Teaching</strong></td>
<td>(Graduate Certificate of Education Studies)</td>
</tr>
</tbody>
</table>

ii. approve the deletion of the former specialisations from 31 December 2016:
The School of Education is making a series of planned changes to its schedules of programs and units per the 2017 Academic Program Procedures and Timetable for Curriculum Proposals document, however, changes to the names of four programs cannot be made in this way and I have been advised by Curriculum and Planning to submit them for approval by way of this memorandum which outlines late changes to the 2017 schedule of programs.

Certain changes to some of our programs are being made for 2017 in order to better align them with the Australian Institute of Teaching and School Leadership’s (AITSL) Australian Professional Standards for Teachers and Australian Professional Standards for Principals. These documents define and describe the stages of career development and progression for teachers and educational leaders in all States.

In 2016, two new programs were introduced which enabled the School to cover more levels of professional accomplishment described by these standards. The Educational Leadership specialisation [EDL11S] in the Master of Education and the Leading Teaching specialisation [LET31S] in the Graduate Certificate of Education Studies were designed to support teachers progressing from Highly Accomplished to Lead levels on the Professional Standards for Teachers. However, students enrolling in 2016 were confused by the similarity in the names of the Educational Leadership specialisation [EDL11S] and the Master of Educational Leadership award (EDLE12MV1), the latter being aligned with the Australian Professional Standards for Principals.

To resolve this confusion we seek to rename the Educational Leadership specialisation [EDL11S] in the Master of Education to “Leading Teaching and Learning” and, correspondingly, to change the name of the
Leading Teaching specialisation [LET31S] in the Graduate Certificate of Education Studies to “Leading Teaching and Learning”.

Further, in order to ensure consistency of nomenclature we also seek to change the name of both the Advanced Practices in Learning and Teaching specialisation (ADP11S) in the Master of Education and the Advanced Practices in Learning and Teaching specialisation (ADP31S) in the Graduate Certificate of Education Studies to “Advanced Practices in Teaching and Learning”.

In summary we are seeking to change the names of the following specialisations:
- EDL11S to Leading Teaching and Learning
- LET31S to Leading Teaching and Learning
- ADP11S to Advanced Practices in Teaching and Learning
- ADP31S to Advanced Practices in Teaching and Learning

These changes will not alter the nature and structure of our programs, or their learning outcomes, but it will result in a suite of names which better reflect the relevant professional standards, thus making them more readily marketable to teachers.
ITEM 12.6 2017 SCHEDULE OF PROGRAMS: AWARDS FOR DELETION (ASQC)

These matters were endorsed by the Academic Standards and Quality Committee at its meeting of 26 April 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the deletion of the following awards from 31 December 2016:

i. Master of Accounting (Professional);

ii. The Master of International Accounting;

iii. Bachelor of Arts – Media;

iv. Bachelor of Arts – Media with the Bachelor of Laws;

v. Bachelor of Arts – Media with the Bachelor of Laws with Honours; and

vi. Master of Accounting (Professional) with the Master of Commerce.
<table>
<thead>
<tr>
<th><strong>Faculty</strong></th>
<th>Faculty of Business and Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
<td>Department of Accounting and Corporate Governance</td>
</tr>
<tr>
<td><strong>Award Name</strong></td>
<td>Master of Accounting (Professional)</td>
</tr>
</tbody>
</table>

### General

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of Accounting (Professional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Owning Faculty</strong></td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td><strong>Owning Department</strong></td>
<td>Department of Accounting and Corporate Governance</td>
</tr>
</tbody>
</table>

**Discontinuance Checklist**


Deletions file has been uploaded. To view the requirements download the file Del FBE PG A AccPro ID407-2.pdf.

**Additional Information**

The award is being replaced by the Master of Accounting with a specialisation in Professional Accounting.

### Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Boneham</td>
<td>4813</td>
<td><a href="mailto:helen.boneham@mq.edu.au">helen.boneham@mq.edu.au</a></td>
<td>Tue - 8/3/16</td>
<td>Submitted on behalf of Catriona Lavermicocca</td>
<td>Director</td>
</tr>
<tr>
<td>Rahat Munir</td>
<td>4765</td>
<td><a href="mailto:rahat.munir@mq.edu.au">rahat.munir@mq.edu.au</a></td>
<td>Tue - 8/3/16</td>
<td></td>
<td>Head of Departm</td>
</tr>
<tr>
<td>Catriona Lavermicocca</td>
<td>8528</td>
<td><a href="mailto:catrina.lavermicocca@mq.edu.au">catrina.lavermicocca@mq.edu.au</a></td>
<td>Tue - 19/4/16</td>
<td></td>
<td>F5QC</td>
</tr>
<tr>
<td>Anne Ross-Smith</td>
<td>1149</td>
<td><a href="mailto:anne.ross-smith@mq.edu.au">anne.ross-smith@mq.edu.au</a></td>
<td>Wed - 20/4/16</td>
<td></td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

If you experience problems with this site, please email curriculum@mq.edu.au.
Checklist for Discontinuing Academic Programs

SECTION 1: Program Details

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Master of Accounting (Professional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code</td>
<td>ACCP12M (MACCGPRO)</td>
</tr>
<tr>
<td>CRICOS Code</td>
<td>083773A</td>
</tr>
<tr>
<td>Faculty</td>
<td>FBE</td>
</tr>
<tr>
<td>Program Lead</td>
<td>Catriona Lavermicocca</td>
</tr>
<tr>
<td>Title of Replacement Award</td>
<td>Master of Accounting with a specialisation in Professional Practice</td>
</tr>
<tr>
<td>New Program Code</td>
<td>TBA</td>
</tr>
<tr>
<td>New CRICOS Code</td>
<td>TBA</td>
</tr>
</tbody>
</table>

SECTION 2: Consultation

It is important that wide consultation takes place before the program is discontinued so that stakeholders who are impacted by the program are fully aware of the proposed change at the earliest possibility. For example students in another Faculty will be affected if the discontinued program provided course units they wanted to take in future years, and if the program is offered to International Students there may be additional considerations.

1. Is this Program part of an articulated pathway, or have any associated Major/Minor specialisations? (This should include any Majors/ Minors etc that can be taught with this Program) NO

If YES, Program Leads in all associated programs should be informed of the proposed withdrawal, and date, by email. Please list each associated program (e.g. Major Bachelor of Arts), the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of associated Program</th>
<th>Person contacted</th>
<th>Date of Email</th>
</tr>
</thead>
</table>
2. **Is this Program taught off-Campus, and/or have any External partners?**

<table>
<thead>
<tr>
<th>Name of Off-Campus Location, and/or External Partner</th>
<th>Person Contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If YES, the appropriate officer/contact should be informed of proposed withdrawal, and date, by email. Please list each associated off-campus location, and/or External partner, the name and title of the person who has been informed, and the date of the email:

3. **Is this Program available to International Students?**

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email:</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irene Ho</td>
<td>22 Feb 2016</td>
<td>Offers can continue to be made until such time as the replacement award has been approved.</td>
</tr>
</tbody>
</table>

**Note:** This should be at least +18 months before Date of Discontinuance as International students may be given package offers with early start dates.

<table>
<thead>
<tr>
<th>Number of Outstanding Offers:</th>
<th>Will Offers be Retracted?</th>
<th>Can Offers be Re-issued for Replacement Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 – 55 (7 acceptances)</td>
<td>(Note: MI Must be informed of this)</td>
<td>(Note: MI Must be informed of this)</td>
</tr>
</tbody>
</table>

4. **Advise Admissions of anticipated date to stop admitting students with details of all associated programs**

(Note: This should be at least +1 year after Date of Discontinuance, e.g. if Program is submitted for discontinuance in 2014, the earliest last admission date would be December 2015)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last admission date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Kwan</td>
<td>22 Feb 2016.</td>
<td>31 December 2016. No deferments to 2017</td>
</tr>
</tbody>
</table>
5. Advise Marketing of anticipated date to stop marketing the program with details of associated programs
(Note: This should be at least +1 year before Date of Discontinuance)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last advertisement date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Deane</td>
<td>22 Feb 2016</td>
<td>TBA</td>
</tr>
</tbody>
</table>

SECTION 3. Student Cohorts

1. Teaching arrangements for existing students:

Based on the course length, structure and the nature of the student cohort, determine an achievable end date. This would normally be the full-time duration plus one further year (or its part-time equivalent). Estimated enrolments should include students who are studying the program as part of a Major/Minor specialisation and should be based on actual student numbers not equivalent FT students.
(Note: The example below may need several years of teach out in practice, and would need to be adjusted to provide for any failure or disruption of study, but will be useful to calculate individual student teach out plans):

<table>
<thead>
<tr>
<th></th>
<th>Current Enrolment</th>
<th>Estimated Enrolment Year 1 of Teach Out</th>
<th>Estimated Enrolment Year 2 of Teach Out</th>
<th>Estimated Enrolment Year 3 of Teach Out</th>
<th>Estimated Enrolment Year 4 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACCGPRO (2015-16 admissions)</td>
<td>626 admitted plus 52 2016 offers - 175</td>
<td>200+383=583</td>
<td>100+300=400</td>
<td>50+200=250</td>
<td>100</td>
</tr>
<tr>
<td>MACCGPROF (2012-14 admissions)</td>
<td>74</td>
<td>20</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

2. Mapping of Available Course Units:

Based on the course length, structure and the nature of the student cohort, determine the Course Units which will be available in each year of Teach Out. If Course Unit offerings are reduced consideration must be given to allow students to complete the program on time. Students must have the
opportunity to achieve the Program Learning Outcomes so the Core Units must be available. Where optional Course Unit offerings are reduced consideration must be given to any pre-requisites, and where necessary alternative Course Units should be made available.

<table>
<thead>
<tr>
<th>Level/ Year</th>
<th>Current Units Offered that are to be taught out 2016</th>
<th>Planned Units Year 1 of Teach Out 2017</th>
<th>Planned Units Year 2 of Teach Out 2018</th>
<th>Planned Units Year 3 of Teach Out 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/ Year 1</td>
<td>ACCG615 ACCG922 AFIN858</td>
<td>ACCG615 ACCG922 AFIN858</td>
<td>ACCG922 AFIN858</td>
<td>AFIN858</td>
</tr>
<tr>
<td>Level/ Year 2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Level/ Year 3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

SECTION 4: Approval Sign Off

1. Submitted by Program Lead:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Faculty/ Department/ Research Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Endorsed by Head of Department:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Approved by Faculty Standards and Quality Committee (FSQC)/ Faculty Board:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Reported to Academic Standards and Quality Committee (ASQC):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 5: Post Approval Checklist:

Once disestablishment has been approved by ASQC, the Faculty/Department will need to:

1. Contact all of the stakeholders identified in the consultation above that the program is closed for admission, with an effective from date, and the anticipated closure of the program.
2. Run a report to identify every enrolled student, and all applicants in case the figures have changed since disestablishment was first discussed. If the program is taught at an off-campus location any report must include students at that location.
3. Write a communication plan for students and applicants to explain the changes.
4. When “teach out” has been completed, confirm with Governance Services

For Enrolled Students:

1. Contact all students to inform them of the change and to provide advice on approved “teach out” plans, based on section 3
   This should include:
   (i) The timeframes for teach out plans, and information on actions that would be taken if a student’s progress is delayed for any reason.
   (ii) Clear information about Core Course Units that must be completed to satisfy Learning Outcomes
   (iii) Clear information about any anticipated restrictions to the availability of Optional Course Units in future years, so students can plan options in advance.
   (iv) Emphasis on the importance of individual progress meetings to discuss teach out arrangements on at least an annual basis

For Existing Applicants:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course of Action</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1. For any students with conditional or unaccepted offers that are due to commence after the last admission date | Contact students to:  
   - Explain the change
   - Cancel the Offer
   - Issue new Offer (if a replacement program has been approved) | Faculty to contact Admissions and/or MI if program available to International students |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. For any students with <strong>accepted offers</strong> that are due to commence after the last admission date</td>
<td>Contact students to: &lt;br&gt; - Explain the change, Cancel the Offer and one of 1, 2, or 3: &lt;br&gt; 1) If the student’s start date (VAC for International Student) has not passed and there is a replacement/alternative program, Offer student a choice of &lt;br&gt; (a) Full Refund &lt;br&gt; (b) A place on the alternative program for the same start date &lt;br&gt; 2) If the student’s start date (VAC for International Student) has not passed and there is not a replacement/alternative program, issue Full Refund &lt;br&gt; 3) If the International student’s COE start date has passed (including as part of a package offer), issue Full Refund. Do not suggest/offer an alternative program as MQ will be responsible for any additional tuition fee and living expenses</td>
<td>Faculty to contact Admissions and/or MI if program available to International students</td>
</tr>
<tr>
<td>3. For any student who was due to transfer to the disestablished program from a pathway program</td>
<td>Contact students to: &lt;br&gt; - Explain the change &lt;br&gt; - Cancel the Offer</td>
<td>Faculty to contact Admissions and/or MI if program available to International students</td>
</tr>
</tbody>
</table>
Currently logged in:
Rebecca Ball

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Faculty of Business and Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Department of Accounting and Corporate Governance</td>
</tr>
<tr>
<td>Award Name:</td>
<td>Master of International Accounting</td>
</tr>
</tbody>
</table>

**General**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of International Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Accounting and Corporate Governance</td>
</tr>
</tbody>
</table>

**Discontinuance Checklist**


Deletions file has been uploaded. To view the requirements download the file [Del FBE PG A IntAcc ID410-3.pdf](http://senate.mq.edu.au/apc/resources.html).

**Additional Information**

The award is being replaced by the Master of Accounting with a specialisation in ACCA.

**Approvals**

- **Name:** Helen Boneham  
  **Ext:** 4813  
  **Email:** helen.boneham@mq.edu.au  
  **Date:** Tue - 8/3/16  
  **Comment:** Submitted on behalf of Catriona Lavermicocca  
  **Director**

- **Name:** Rahat Munir  
  **Ext:** 4765  
  **Email:** rahat.munir@mq.edu.au  
  **Date:** Tue - 8/3/16  
  **Comment:**  
  **Head of Department**

- **Name:** Catriona Lavermicocca  
  **Ext:** 8528  
  **Email:** catriona.lavermicocca@mq.edu.au  
  **Date:** Tue - 19/4/16  
  **Comment:**  
  **FSQC**

- **Name:** Anne Ross-Smith  
  **Ext:** 1149  
  **Email:** anne.ross-smith@mq.edu.au  
  **Date:** Wed - 20/4/16  
  **Comment:**  
  **Faculty Board**

If you experience problems with this site, please email curriculum@mq.edu.au
Checklist for Discontinuing Academic Programs

SECTION 1: Program Details

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Master of International Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code</td>
<td>INAC11M (MINTACCG)</td>
</tr>
<tr>
<td>CRICOS Code</td>
<td>087965E</td>
</tr>
<tr>
<td>Faculty</td>
<td>FBE</td>
</tr>
<tr>
<td>Program Lead</td>
<td>Catriona Lavermicocca</td>
</tr>
<tr>
<td>Title of Replacement Award</td>
<td>Master of Accounting (pending approval)</td>
</tr>
<tr>
<td>New Program Code (if applicable)</td>
<td>TBA</td>
</tr>
<tr>
<td>New CRICOS Code (if applicable)</td>
<td>TBA</td>
</tr>
</tbody>
</table>

SECTION 2: Consultation

It is important that wide consultation takes place before the program is discontinued so that stakeholders who are impacted by the program are fully aware of the proposed change at the earliest possibility. For example students in another Faculty will be affected if the discontinued program provided course units they wanted to take in future years, and if the program is offered to International Students there may be additional considerations.

1. Is this Program part of an articulated pathway, or have any associated Major/Minor specialisations? (This should include any Majors/ Minors etc that can be taught with this Program) NO

If YES, Program Leads in all associated programs should be informed of the proposed withdrawal, and date, by email. Please list each associated program (e.g. Major Bachelor of Arts), the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of associated Program</th>
<th>Person contacted</th>
<th>Date of Email</th>
</tr>
</thead>
</table>
2. **Is this Program taught off-Campus, and/or have any External partners?**

   **NO**

   If YES, the appropriate officer/contact should be informed of proposed withdrawal, and date, by email. Please list each associated off-campus location, and/or External partner, the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of Off-Campus Location, and/or External Partner</th>
<th>Person Contacted</th>
<th>Date of Email</th>
</tr>
</thead>
</table>

3. **Is this Program available to International Students?**

   **YES**

   If Yes, advise Macquarie International of anticipated date to stop making offers.

   *(Note: This should be at least +18 months before Date of Discontinuance as International students may be given package offers with early start dates.)*

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email:</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irene Ho</td>
<td>22 Feb 2016</td>
<td>Offers can continue to be made until such time as the replacement award has been approved.</td>
</tr>
</tbody>
</table>

   **Number of Outstanding Offers:**
   2017 – 4 offers (2 acceptances)

<table>
<thead>
<tr>
<th>Will Offers be Retracted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note: MI Must be informed of this)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can Offers be Re-issued for Replacement Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note: MI Must be informed of this)</td>
</tr>
</tbody>
</table>

4. **Advise Admissions of anticipated date to stop admitting students with details of all associated programs**

   *(Note: This should be at least +1 year after Date of Discontinuance, e.g. if Program is submitted for discontinuance in 2014, the earliest last admission date would be December 2015)*

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last admission date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Kwan</td>
<td>22 Feb 2016.</td>
<td>31 December 2016. No deferments to 2017</td>
</tr>
</tbody>
</table>
5. Advise Marketing of anticipated date to stop marketing the program with details of associated programs
(Note: This should be at least +1 year before Date of Discontinuance)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last advertisement date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Deane</td>
<td>22 Feb 2016</td>
<td>TBA</td>
</tr>
</tbody>
</table>

SECTION 3. Student Cohorts

1. Teaching arrangements for existing students:

Based on the course length, structure and the nature of the student cohort, determine an achievable end date. This would normally be the full-time duration plus one further year (or its part-time equivalent). Estimated enrolments should include students who are studying the program as part of a Major/Minor specialisation and should be based on actual student numbers not equivalent FT students.
(Note: The example below may need several years of teach out in practice, and would need to be adjusted to provide for any failure or disruption of study, but will be useful to calculate individual student teach out plans):

<table>
<thead>
<tr>
<th></th>
<th>Current Enrolment 2016</th>
<th>Estimated Enrolment Year 1 of Teach Out - 2017</th>
<th>Estimated Enrolment Year 2 of Teach Out - 2018</th>
<th>Estimated Enrolment Year 3 of Teach Out - 2019</th>
<th>Estimated Enrolment Year 4 of Teach Out - 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINTACCG (2015-16 admissions)</td>
<td>3 admitted plus S2 2016 offers - 9</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
2. Mapping of Available Course Units:

Based on the course length, structure and the nature of the student cohort, determine the Course Units which will be available in each year of Teach Out. If Course Unit offerings are reduced consideration must be given to allow students to complete the program on time. Students must have the opportunity to achieve the Program Learning Outcomes so the Core Units must be available. Where optional Course Unit offerings are reduced consideration must be given to any pre-requisites, and where necessary alternative Course Units should be made available.

<table>
<thead>
<tr>
<th>Level/ Year</th>
<th>Current Units Offered that are to be taught out 2016</th>
<th>Planned Units Year 1 of Teach Out 2017</th>
<th>Planned Units Year 2 of Teach Out 2018</th>
<th>Planned Units Year 3 of Teach Out 2019</th>
</tr>
</thead>
</table>
| Level/ Year 1 | ACCG615  
ACCG922  
AFIN858 | ACCG615  
ACCG922  
AFIN858 | ACCG922  
AFIN858 | AFIN858 |
| Level/ Year 2 | N/A | N/A | N/A | N/A |
| Level/ Year 3 | N/A | N/A | N/A | N/A |
### SECTION 4: Approval Sign Off

1. **Submitted by Program Lead:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Faculty/ Department/ Research Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Endorsed by Head of Department:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Approved by Faculty Standards and Quality Committee (FSQC)/ Faculty Board:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
4. **Reported to Academic Standards and Quality Committee (ASQC):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Position**


SECTION 5: Post Approval Checklist:

Once disestablishment has been approved by ASQC, the Faculty/Department will need to:

1. Contact all of the stakeholders identified in the consultation above that the program is closed for admission, with an effective from date, and the anticipated closure of the program.
2. Run a report to identify every enrolled student, and all applicants in case the figures have changed since disestablishment was first discussed. If the program is taught at an off-campus location any report must include students at that location.
3. Write a communication plan for students and applicants to explain the changes.
4. When “teach out” has been completed, confirm with Governance Services

For Enrolled Students:

1. Contact all students to inform them of the change and to provide advice on approved “teach out” plans, based on section 3
   This should include:
   (i) The timeframes for teach out plans, and information on actions that would be taken if a student’s progress is delayed for any reason.
   (ii) Clear information about Core Course Units that must be completed to satisfy Learning Outcomes
   (iii) Clear information about any anticipated restrictions to the availability of Optional Course Units in future years, so students can plan options in advance.
   (iv) Emphasis on the importance of individual progress meetings to discuss teach out arrangements on at least an annual basis

For Existing Applicants:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course of Action</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1. For any students with conditional or unaccepted offers that are due to commence after the last admission date | Contact students to:  
- Explain the change  
- Cancel the Offer  
- Issue new Offer (if a replacement program has been approved) | Faculty to contact Admissions and/or MI if program available to International students |
<table>
<thead>
<tr>
<th></th>
<th>For any students with <strong>accepted offers</strong> that are due to commence after the last admission date</th>
<th>Contact students to:</th>
<th>Faculty to contact Admissions and/or MI if program available to International students</th>
</tr>
</thead>
</table>
| 2. | Explain the change, Cancel the Offer and one of 1, 2, or 3:  
1) If the student’s start date (VAC for International Student) has not passed and there is a replacement/ alternative program, offer student a choice of  
(a) Full Refund  
(b) A place on the alternative program for the same start date  
2) If the student’s start date (VAC for International Student) has not passed and there is not a replacement/ alternative program, issue Full Refund  
3) If the international student’s COE start date has passed (including as part of a package offer), issue Full Refund. Do not suggest/offer an alternative program as MQ will be responsible for any additional tuition fee and living expenses |   |   |
|   |   |   |   |
| 3. | For any student who was due to transfer to the disestablished program from a pathway program | Contact students to:  
- Explain the change  
- Cancel the Offer | Faculty to contact Admissions and/or MI if program available to International students |
### General

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Bachelor of Arts - Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Media, Music, Communication and Cultural Studies</td>
</tr>
<tr>
<td>Discontinuance Checklist</td>
<td>Deletions file has been uploaded.</td>
</tr>
<tr>
<td></td>
<td>To view the requirements download the file Del FOA UG A ArtMed ID359-1.pdf</td>
</tr>
<tr>
<td>Additional Information</td>
<td>This program is being replaced by the Bachelor of Media and a series of qualifying majors. The new structure is just a repackaging of existing units and thus there are no issues with teaching out students continuing in older programs.</td>
</tr>
</tbody>
</table>

### Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Anderson</td>
<td>2258</td>
<td><a href="mailto:nicole.anderson@mq.edu.au">nicole.anderson@mq.edu.au</a></td>
<td>Wed - 30/3/16</td>
<td>Director</td>
</tr>
<tr>
<td>Nicole Anderson</td>
<td>2258</td>
<td><a href="mailto:nicole.anderson@mq.edu.au">nicole.anderson@mq.edu.au</a></td>
<td>Wed - 30/3/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 20/4/16</td>
<td>FSQC</td>
</tr>
<tr>
<td>Trudy Ambler</td>
<td>7938</td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Wed - 20/4/16</td>
<td>Faculty Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>For noting at the next Faculty Board in July</td>
</tr>
</tbody>
</table>
Checklist for Discontinuing Academic Programs

**SECTION 1: Program Details**

<table>
<thead>
<tr>
<th><strong>Title of Award</strong> (as it appears on degree testamur: e.g. Master of Arts)</th>
<th>Bachelor of Arts - Media</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Code</strong></td>
<td>ARME01</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Arts</td>
</tr>
<tr>
<td><strong>Title of Replacement Award</strong> (if applicable - should be approved prior to withdrawal)</td>
<td>Bachelor of Media</td>
</tr>
<tr>
<td><strong>New Program Code</strong> (if applicable)</td>
<td>MEDI01</td>
</tr>
</tbody>
</table>

**SECTION 2: Consultation**

It is important that wide consultation takes place before the program is discontinued so that stakeholders who are impacted by the program are fully aware of the proposed change at the earliest possibility. For example students in another Faculty will be affected if the discontinued program provided course units they wanted to take in future years, and if the program is offered to International Students there may be additional considerations.

1. **Is this Program part of an articulated pathway, or have any associated Major/Minor specialisations?**
   (This should include any Majors/Minors etc. that can be taught with this Program)
   
<table>
<thead>
<tr>
<th><strong>NO</strong></th>
</tr>
</thead>
</table>

   If YES, Program Leads in all associated programs should be informed of the proposed withdrawal, and date, by email. Please list each associated program (e.g. Major Bachelor of Arts), the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th><strong>Name of associated Program</strong></th>
<th><strong>Person contacted</strong></th>
<th><strong>Date of Email</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Is this Program taught off-Campus, and/or have any External partners?**

<table>
<thead>
<tr>
<th>Name of Off-Campus Location, and/or External Partner</th>
<th>Person Contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If YES, the appropriate officer/contact should be informed of proposed withdrawal, and date, by email. Please list each associated off-campus location, and/or External partner, the name and title of the person who has been informed, and the date of the email:

**NO**

3. **Is this Program available to International Students?**

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email:</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Ray and Irene Ho</td>
<td>1st February 2016</td>
<td></td>
</tr>
</tbody>
</table>

If Yes, advise Macquarie International of anticipated date to stop making offers.

**YES**

(Note: This should be at least +18 months before Date of Discontinuance as International students may be given package offers with early start dates.)

Number of Outstanding Offers:

<table>
<thead>
<tr>
<th>Will Offers be Retracted?</th>
<th>Can Offers be Re-issued for Replacement Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Note: MI Must be informed of this)

4. **Advise Admissions of anticipated date to stop admitting students with details of all associated programs**

(Note: This should be at least +1 year after Date of Discontinuance, e.g. if Program is submitted for discontinuance in 2014, the earliest last admission date would be December 2015)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last admission date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Kwan</td>
<td>1st February 2016</td>
<td>Session 2, 2016</td>
</tr>
</tbody>
</table>
5. Advise Marketing of anticipated date to stop marketing the program with details of associated programs
(Note: This should be at least +1 year before Date of Discontinuance)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last advertisement date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Barnes</td>
<td>1st February</td>
<td></td>
</tr>
</tbody>
</table>

SECTION 3. Student Cohorts

1. Teaching arrangements for existing students:

   Based on the course length, structure and the nature of the student cohort, determine an achievable end date. This would normally be the full-time duration plus one further year (or it’s part-time equivalent). Estimated enrolments should include students who are studying the program as part of a Major/Minor specialisation and should be based on actual student numbers not equivalent FT students.
   (Note: The example below may need several years of teach out in practice, and would need to be adjusted to provide for any failure or disruption of study, but will be useful to calculate individual student teach out plans):

   As the new Bachelor of Media is a repackaging of existing units there are no issues with teaching out students in older degrees.

<table>
<thead>
<tr>
<th>Level/ Year 1</th>
<th>Current Enrolment</th>
<th>Estimated Enrolment Year 1 of Teach Out</th>
<th>Estimated Enrolment Year 2 of Teach Out</th>
<th>Estimated Enrolment Year 3 of Teach Out</th>
<th>Estimated Enrolment Year 4 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/ Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level/ Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Mapping of Available Course Units:

   Based on the course length, structure and the nature of the student cohort, determine the Course Units which will be available in each year of Teach Out. If Course Unit offerings are reduced consideration must be given to allow students to complete the program on time. Students must have the opportunity to achieve the Program Learning Outcomes so the Core Units must be available. Where optional Course Unit offerings are reduced
consideration must be given to any pre-requisites, and where necessary alternative Course Units should be made available.

As the new Bachelor of Media is a repackaging of existing units there are no issues with teaching out students in older degrees.

<table>
<thead>
<tr>
<th>Level/ Year</th>
<th>Current Units Offered</th>
<th>Planned Units Year 1 of Teach Out</th>
<th>Planned Units Year 2 of Teach Out</th>
<th>Planned Units Year 3 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/ Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level/ Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level/ Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION 4: Approval Sign Off

1. Submitted by Program Lead:

<table>
<thead>
<tr>
<th>Steve Collins</th>
<th>_______________________________</th>
<th>1st February 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Arts/MMCCS</td>
<td>Faculty/ Department/ Research Centre</td>
</tr>
</tbody>
</table>
2. Endorsed by Head of Department:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Anderson</td>
<td></td>
<td>16/3/16</td>
</tr>
</tbody>
</table>

Department

3. Approved by Faculty Standards and Quality Committee (FSQC)/ Faculty Board:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Position

4. Reported to Academic Standards and Quality Committee (ASQC):

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Position
SECTION 5: Post Approval Checklist:

Once disestablishment has been approved by ASQC, the Faculty/Department will need to:

1. Contact all of the stakeholders identified in the consultation above that the program is closed for admission, with an effective from date, and the anticipated closure of the program.
2. Run a report to identify every enrolled student, and all applicants in case the figures have changed since disestablishment was first discussed. If the program is taught at an off-campus location any report must include students at that location.
3. Write a communication plan for students and applicants to explain the changes.
4. When “teach out” has been completed, confirm with Governance Services

For Enrolled Students:

1. Contact all students to inform them of the change and to provide advice on approved “teach out” plans, based on section 3
   This should include:
   (i) The timeframes for teach out plans, and information on actions that would be taken if a student’s progress is delayed for any reason.
   (ii) Clear information about Core Course Units that must be completed to satisfy Learning Outcomes
   (iii) Clear information about any anticipated restrictions to the availability of Optional Course Units in future years, so students can plan options in advance.
   (iv) Emphasis on the importance of individual progress meetings to discuss teach out arrangements on at least an annual basis

For Existing Applicants:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course of Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For any students with conditional or unaccepted offers that are due to</td>
<td>Contact students to:</td>
<td>Faculty to contact Admissions and/or MI if program available to International</td>
</tr>
<tr>
<td>commence after the last admission date</td>
<td>- Explain the change</td>
<td>students</td>
</tr>
<tr>
<td></td>
<td>- Cancel the Offer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Issue new Offer (if a replacement program has been approved)</td>
<td></td>
</tr>
<tr>
<td>2. For any students with accepted offers that are due to commence after</td>
<td>Contact students to:</td>
<td>Faculty to contact Admissions and/or MI if program available to</td>
</tr>
<tr>
<td>the last admission date</td>
<td>- Explain the change, Cancel the Offer and one of 1, 2, or 3:</td>
<td>program available to international students</td>
</tr>
<tr>
<td></td>
<td>1) If the student’s start date (VAC for International Student) has</td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Action</td>
<td>Note</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>1.</td>
<td>not passed and there is a replacement/ alternative program, Offer student a choice of (a) Full Refund (b) A place on the alternative program for the same start date</td>
<td>International students</td>
</tr>
<tr>
<td>2)</td>
<td>If the student’s start date (VAC for International Student) has not passed and there is not a replacement/ alternative program, issue Full Refund</td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td>If the International student’s COE start date has passed (including as part of a package offer), issue Full Refund. Do not suggest/offer an alternative program as MQ will be responsible for any additional tuition fee and living expenses</td>
<td>MI will coordinate refunds/offers etc</td>
</tr>
</tbody>
</table>

3. For any student who was due to transfer to the disestablished program from a pathway program

- Contact students to:
  - Explain the change
  - Cancel the Offer

Faculty to contact Admissions and/or MI if program available to International students
**Faculty:** Faculty of Arts  
**Department:** Macquarie Law School  
**Award Name:** Bachelor of Arts-Media with the degree of Bachelor of Laws

### General

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Bachelor of Arts-Media with the degree of Bachelor of Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Owning Faculty</strong></td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td><strong>Owning Department</strong></td>
<td>Macquarie Law School</td>
</tr>
<tr>
<td><strong>Discontinuance Checklist</strong></td>
<td>Deletions file has been uploaded. To view the requirements download the file <a href="http://senate.mq.edu.au/apc/resources.html">Del FOA UG A ArtMedLaw ID370-1.pdf</a>.</td>
</tr>
<tr>
<td><strong>Additional Information</strong></td>
<td>The BA-Media is being repackaged into a Bachelor of Media with a series of qualifying majors. This will not affect student completions as no units are being deleted and continuing will be able to continue their studies unaffected.</td>
</tr>
</tbody>
</table>

### Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nicole Anderson</strong></td>
<td><strong>2258</strong></td>
<td><a href="mailto:nicole.anderson@mq.edu.au">nicole.anderson@mq.edu.au</a></td>
<td><strong>Wed - 3/3/16</strong></td>
<td>Director</td>
</tr>
<tr>
<td><strong>Natalie Klein</strong></td>
<td><strong>9931</strong></td>
<td><a href="mailto:natalie.klein@mq.edu.au">natalie.klein@mq.edu.au</a></td>
<td><strong>Wed - 30/3/16</strong></td>
<td>Head of Department</td>
</tr>
<tr>
<td><strong>Trudy Ambler</strong></td>
<td><strong>7938</strong></td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td><strong>Wed - 20/4/16</strong></td>
<td>FSQC</td>
</tr>
<tr>
<td><strong>Trudy Ambler</strong></td>
<td><strong>7938</strong></td>
<td><a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td><strong>Wed - 20/4/16</strong></td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

Comment: For noting at the next Faculty Board in July 2016

If you experience problems with this site, please email curriculum@mq.edu.au
Checklist for Discontinuing Academic Programs

SECTION 1: Program Details

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Bachelor of Arts – Media with the degree of Bachelor of Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code</td>
<td>ARML01</td>
</tr>
<tr>
<td>CRICOS Code</td>
<td>072062A</td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts</td>
</tr>
<tr>
<td>Program Lead</td>
<td>A/Prof Nicole Anderson</td>
</tr>
<tr>
<td>Title of Replacement Award</td>
<td>Bachelor of Media</td>
</tr>
<tr>
<td>New Program Code</td>
<td>MELA01</td>
</tr>
<tr>
<td>New CRICOS Code</td>
<td>(if applicable)</td>
</tr>
</tbody>
</table>

SECTION 2: Consultation

It is important that wide consultation takes place before the program is discontinued so that stakeholders who are impacted by the program are fully aware of the proposed change at the earliest possibility. For example students in another Faculty will be affected if the discontinued program provided course units they wanted to take in future years, and if the program is offered to International Students there may be additional considerations.

1. Is this Program part of an articulated pathway, or have any associated Major/Minor specialisations?

   (This should include any Majors/ Minors etc. that can be taught with this Program)

   NO

   If YES, Program Leads in all associated programs should be informed of the proposed withdrawal, and date, by email. Please list each associated program (e.g. Major Bachelor of Arts), the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of associated Program</th>
<th>Person contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Is this Program taught off-Campus, and/or have any External partners?**

| NO |

If YES, the appropriate officer/contact should be informed of proposed withdrawal, and date, by email. Please list each associated off-campus location, and/or External partner, the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of Off-Campus Location, and/or External Partner</th>
<th>Person Contacted</th>
<th>Date of Email</th>
</tr>
</thead>
</table>

3. **Is this Program available to International Students?**

| YES |

If Yes, advise Macquarie International of anticipated date to stop making offers.

*(Note: This should be at least +18 months before Date of Discontinuance as International students may be given package offers with early start dates.)*

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email:</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Ray and Irene Ho</td>
<td>1st February 2016</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Outstanding Offers:</th>
<th>Will Offers be Retracted?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Note: MI Must be informed of this)</td>
</tr>
</tbody>
</table>

| Yes |

Can Offers be Re-issued for Replacement Program? (Note: MI Must be informed of this)

| YES |

4. **Advise Admissions of anticipated date to stop admitting students with details of all associated programs**

*(Note: This should be at least +1 year after Date of Discontinuance, e.g. if Program is submitted for discontinuance in 2014, the earliest last admission date would be December 2015)*

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last admission date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Kwan</td>
<td>1st February 2016</td>
<td>Session 2, 2016</td>
</tr>
</tbody>
</table>
5. Advise Marketing of anticipated date to stop marketing the program with details of associated programs
(Note: This should be at least +1 year before Date of Discontinuance)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last advertisement date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Barnes</td>
<td>1\textsuperscript{st} February</td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 3. Student Cohorts**

1. Teaching arrangements for existing students:

Based on the course length, structure and the nature of the student cohort, determine an achievable end date. This would normally be the full-time duration plus one further year (or it’s part-time equivalent). Estimated enrolments should include students who are studying the program as part of a Major/Minor specialisation and should be based on actual student numbers not equivalent FT students. (Note: The example below may need several years of teach out in practice, and would need to be adjusted to provide for any failure or disruption of study, but will be useful to calculate individual student teach out plans):

As the new Bachelor of Media is a repackaging of existing units there are no issues with teaching out students in older degrees.

<table>
<thead>
<tr>
<th></th>
<th>Current Enrolment</th>
<th>Estimated Enrolment Year 1 of Teach Out</th>
<th>Estimated Enrolment Year 2 of Teach Out</th>
<th>Estimated Enrolment Year 3 of Teach Out</th>
<th>Estimated Enrolment Year 4 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/ Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level/ Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level/ Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Mapping of Available Course Units:

Based on the course length, structure and the nature of the student cohort, determine the Course Units which will be available in each year of Teach Out. If Course Unit offerings are reduced consideration must be given to allow students to complete the program on time. Students must have the opportunity to achieve the Program Learning Outcomes so the Core Units must be available. Where optional Course Unit offerings are reduced
consideration must be given to any pre-requisites, and where necessary alternative Course Units should be made available.

As the new Bachelor of Media is a repackaging of existing units there are no issues with teaching out students in older degrees.

<table>
<thead>
<tr>
<th>Level/ Year 1</th>
<th>Current Units Offered</th>
<th>Planned Units Year 1 of Teach Out</th>
<th>Planned Units Year 2 of Teach Out</th>
<th>Planned Units Year 3 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/ Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level/ Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION 4: Approval Sign Off

1. Submitted by Program Lead:

<table>
<thead>
<tr>
<th>Steve Collins</th>
<th>Signature</th>
<th>1st February 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td>Date</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td></td>
<td>Arts/MMCCS</td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td>Faculty/ Department/ Research Centre</td>
</tr>
</tbody>
</table>
2. Endorsed by Head of Department:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Anderson</td>
<td></td>
<td>16/3/16</td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Approved by Faculty Standards and Quality Committee (FSQC)/ Faculty Board:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Reported to Academic Standards and Quality Committee (ASQC):

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 5: Post Approval Checklist:

Once disestablishment has been approved by ASQC, the Faculty/Department will need to:

1. Contact all of the stakeholders identified in the consultation above that the program is closed for admission, with an effective from date, and the anticipated closure of the program.
2. Run a report to identify every enrolled student, and all applicants in case the figures have changed since disestablishment was first discussed. If the program is taught at an off-campus location any report must include students at that location.
3. Write a communication plan for students and applicants to explain the changes.
4. When “teach out” has been completed, confirm with Governance Services

For Enrolled Students:

1. Contact all students to inform them of the change and to provide advice on approved “teach out” plans, based on section 3
   This should include:
   (i) The timeframes for teach out plans, and information on actions that would be taken if a student’s progress is delayed for any reason.
   (ii) Clear information about Core Course Units that must be completed to satisfy Learning Outcomes
   (iii) Clear information about any anticipated restrictions to the availability of Optional Course Units in future years, so students can plan options in advance.
   (iv) Emphasis on the importance of individual progress meetings to discuss teach out arrangements on at least an annual basis

For Existing Applicants:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course of Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For any students with conditional or unaccepted offers that are due to commence after the last admission date</td>
<td>Contact students to: - Explain the change - Cancel the Offer - Issue new Offer (if a replacement program has been approved)</td>
<td>Faculty to contact Admissions and/or MI if program available to International students</td>
</tr>
<tr>
<td>2. For any students with accepted offers that are due to commence after the last admission date</td>
<td>Contact students to: - Explain the change, Cancel the Offer and one of 1, 2, or 3: 1) If the student’s start date (VAC for International Student) has</td>
<td>Faculty to contact Admissions and/or MI if program available to</td>
</tr>
</tbody>
</table>
### 2) If the student’s start date (VAC for International Student) has not passed and there is not a replacement/alternative program, issue Full Refund

3) If the International student’s COE start date has passed (including as part of a package offer), issue Full Refund. Do not suggest/offer an alternative program as MQ will be responsible for any additional tuition fee and living expenses.  

### 3. For any student who was due to transfer to the disestablished program from a pathway program

<table>
<thead>
<tr>
<th>Contact students to:</th>
<th>Faculty to contact Admissions and/or MI if program available to International students</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explain the change</td>
<td></td>
</tr>
<tr>
<td>- Cancel the Offer</td>
<td></td>
</tr>
</tbody>
</table>

International students

MI will coordinate refunds/offers etc
### General

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Bachelor of Arts-Media with the degree of Bachelor of Laws (Hons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Macquarie Law School</td>
</tr>
<tr>
<td>Discontinuance Checklist</td>
<td>Deletions file has been uploaded.</td>
</tr>
<tr>
<td></td>
<td>To view the requirements download the file <a href="http://senate.mq.edu.au/apc/resources.html">Del FOA UG A ArtMedLawHon ID371-1.pdf</a>.</td>
</tr>
<tr>
<td>Additional Information</td>
<td>The BA-Media is being repackaged into a Bachelor of Media with a series of qualifying majors. This will not affect student completions as no units are being deleted and continuing will be able to continue their studies unaffected.</td>
</tr>
</tbody>
</table>

### Approvals

<table>
<thead>
<tr>
<th>Name: Nicole Anderson</th>
<th>Ext: 2258</th>
<th>Email: <a href="mailto:nicole.anderson@mq.edu.au">nicole.anderson@mq.edu.au</a></th>
<th>Date: Wed - 30/3/16</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Natalie Klein</td>
<td>Ext: 9931</td>
<td>Email: <a href="mailto:natalie.klein@mq.edu.au">natalie.klein@mq.edu.au</a></td>
<td>Date: Wed - 30/3/16</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Name: Trudy Ambler</td>
<td>Ext: 7938</td>
<td>Email: <a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Date: Wed - 20/4/16</td>
<td>FSQC</td>
</tr>
<tr>
<td>Name: Trudy Ambler</td>
<td>Ext: 7938</td>
<td>Email: <a href="mailto:trudy.ambler@mq.edu.au">trudy.ambler@mq.edu.au</a></td>
<td>Date: Wed - 20/4/16</td>
<td>Faculty Board</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For noting at the next Faculty Board in July 2016

If you experience problems with this site, please email curriculum@mq.edu.au
## Checklist for Discontinuing Academic Programs

### SECTION 1: Program Details

<table>
<thead>
<tr>
<th>Title of Award (as it appears on degree testamur: e.g. Master of Arts)</th>
<th>Bachelor of Arts – Media with the degree of Bachelor of Laws with Honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code</td>
<td>LHAM01</td>
</tr>
<tr>
<td>CRICOS Code</td>
<td>(if applicable)</td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts</td>
</tr>
<tr>
<td>Program Lead</td>
<td>A/Prof Nicole Anderson (Responsible for managing change process)</td>
</tr>
<tr>
<td>Title of Replacement Award (if applicable - should be approved prior to withdrawal)</td>
<td>Bachelor of Media</td>
</tr>
<tr>
<td>New Program Code (if applicable)</td>
<td>LHME01</td>
</tr>
<tr>
<td>New CRICOS Code (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

### SECTION 2: Consultation

It is important that wide consultation takes place before the program is discontinued so that stakeholders who are impacted by the program are fully aware of the proposed change at the earliest possibility. For example students in another Faculty will be affected if the discontinued program provided course units they wanted to take in future years, and if the program is offered to International Students there may be additional considerations.

1. **Is this Program part of an articulated pathway, or have any associated Major/Minor specialisations?**
   (This should include any Majors/ Minors etc. that can be taught with this Program)
   
   NO

   If YES, Program Leads in all associated programs should be informed of the proposed withdrawal, and date, by email. Please list each associated program (e.g. Major Bachelor of Arts), the name and title of the person who has been informed, and the date of the email:

<table>
<thead>
<tr>
<th>Name of associated Program</th>
<th>Person contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Is this Program taught off-Campus, and/or have any External partners?**  

<table>
<thead>
<tr>
<th>Name of Off-Campus Location, and/or External Partner</th>
<th>Person Contacted</th>
<th>Date of Email</th>
</tr>
</thead>
</table>

If YES, the appropriate officer/contact should be informed of proposed withdrawal, and date, by email. Please list each associated off-campus location, and/or External partner, the name and title of the person who has been informed, and the date of the email:

3. **Is this Program available to International Students?**  

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email:</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Ray and Irene Ho</td>
<td>1st February 2016</td>
<td></td>
</tr>
</tbody>
</table>

If Yes, advise Macquarie International of anticipated date to stop making offers.  
( **Note:** This should be at least +18 months before Date of Discontinuance as International students may be given package offers with early start dates.)

<table>
<thead>
<tr>
<th>Number of Outstanding Offers:</th>
<th>Will Offers be Retracted?</th>
<th>Can Offers be Re-issued for Replacement Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Note: MI Must be informed of this)</td>
<td>(Note: MI Must be informed of this)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Advise Admissions of anticipated date to stop admitting students with details of all associated programs**  

(Note: This should be at least +1 year after Date of Discontinuance, e.g. if Program is submitted for discontinuance in 2014, the earliest last admission date would be December 2015)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last admission date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Kwan</td>
<td>1st February 2016</td>
<td>Session 2, 2016</td>
</tr>
</tbody>
</table>
SECTION 3. Student Cohorts

1. Teaching arrangements for existing students:

Based on the course length, structure and the nature of the student cohort, determine an achievable end date. This would normally be the full-time duration plus one further year (or it’s part-time equivalent). Estimated enrolments should include students who are studying the program as part of a Major/Minor specialisation and should be based on actual student numbers not equivalent FT students.

(Note: The example below may need several years of teach out in practice, and would need to be adjusted to provide for any failure or disruption of study, but will be useful to calculate individual student teach out plans):

As the new Bachelor of Media is a repackaging of existing units there are no issues with teaching out students in older degrees.

<table>
<thead>
<tr>
<th>Level/ Year</th>
<th>Current Enrolment</th>
<th>Estimated Enrolment Year 1 of Teach Out</th>
<th>Estimated Enrolment Year 2 of Teach Out</th>
<th>Estimated Enrolment Year 3 of Teach Out</th>
<th>Estimated Enrolment Year 4 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Mapping of Available Course Units:

Based on the course length, structure and the nature of the student cohort, determine the Course Units which will be available in each year of Teach Out. If Course Unit offerings are reduced consideration must be given to allow students to complete the program on time. Students must have the opportunity to achieve the Program Learning Outcomes so the Core Units must be available. Where optional Course Unit offerings are reduced
consideration must be given to any pre-requisites, and where necessary alternative Course Units should be made available.

As the new Bachelor of Media is a repackaging of existing units there are no issues with teaching out students in older degrees.

<table>
<thead>
<tr>
<th>Level/ Year 1</th>
<th>Current Units Offered</th>
<th>Planned Units Year 1 of Teach Out</th>
<th>Planned Units Year 2 of Teach Out</th>
<th>Planned Units Year 3 of Teach Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/ Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level/ Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION 4: Approval Sign Off

1. Submitted by Program Lead:

<table>
<thead>
<tr>
<th>Steve Collins</th>
<th>Arts/MMCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Faculty/ Department/ Research Centre</td>
</tr>
<tr>
<td>Signature</td>
<td>1st February 2016</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
2. Endorsed by Head of Department:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Anderson</td>
<td></td>
<td>16/3/16</td>
</tr>
</tbody>
</table>

Department

3. Approved by Faculty Standards and Quality Committee (FSQC)/ Faculty Board:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Position

4. Reported to Academic Standards and Quality Committee (ASQC):

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Position
SECTION 5: Post Approval Checklist:

Once disestablishment has been approved by ASQC, the Faculty/Department will need to:

1. Contact all of the stakeholders identified in the consultation above that the program is closed for admission, with an effective from date, and the anticipated closure of the program.

2. Run a report to identify every enrolled student, and all applicants in case the figures have changed since disestablishment was first discussed. If the program is taught at an off-campus location any report must include students at that location.

3. Write a communication plan for students and applicants to explain the changes.

4. When “teach out” has been completed, confirm with Governance Services

**For Enrolled Students:**

1. Contact all students to inform them of the change and to provide advice on approved “teach out” plans, based on section 3
   
   This should include:
   
   (i) The timeframes for teach out plans, and information on actions that would be taken if a student’s progress is delayed for any reason.
   
   (ii) Clear information about Core Course Units that must be completed to satisfy Learning Outcomes
   
   (iii) Clear information about any anticipated restrictions to the availability of Optional Course Units in future years, so students can plan options in advance.
   
   (iv) Emphasis on the importance of individual progress meetings to discuss teach out arrangements on at least an annual basis

**For Existing Applicants:**

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course of Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. For any students with <strong>conditional</strong> or <strong>unaccepted offers</strong> that are due to commence after the last admission date</td>
<td>Contact students to: - Explain the change - Cancel the Offer - Issue new Offer (if a replacement program has been approved)</td>
<td>Faculty to contact Admissions and/or MI if program available to International students</td>
</tr>
<tr>
<td>2. For any students with <strong>accepted offers</strong> that are due to commence after the last admission date</td>
<td>Contact students to: - Explain the change, Cancel the Offer and one of 1, 2, or 3: 1) If the student’s start date (VAC for International Student) has</td>
<td>Faculty to contact Admissions and/or MI if program available to</td>
</tr>
</tbody>
</table>

126
| 2) If the student’s start date (VAC for International Student) has not passed and there is not a replacement/ alternative program, issue Full Refund | International students |
| 3) If the International student’s COE start date has passed (including as part of a package offer), issue Full Refund. Do not suggest/offer an alternative program as MQ will be responsible for any additional tuition fee and living expenses | MI will coordinate refunds/offers etc |

| 3. For any student who was due to transfer to the disestablished program from a pathway program | Contact students to: |
| | - Explain the change |
| | - Cancel the Offer |
| | Faculty to contact Admissions and/or MI if program available to International students |
Faculty: Faculty of Business and Economics  
Department: Department of Accounting and Corporate Governance  
Award Name: Master of Accounting (Professional) with the degree of Master of Commerce

General

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Master of Accounting (Professional) with the degree of Master of Commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning Faculty</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>Owning Department</td>
<td>Department of Accounting and Corporate Governance</td>
</tr>
</tbody>
</table>

Discontinuance Checklist


Deletions file has been uploaded. To view the requirements download the file Del FBE PG A AccProCom ID401-2.pdf

Additional Information

The Master of Accounting (Professional) will cease to be offered from 2017, and is being replaced with a Master of Accounting with specialisations. As a result, the double degree with MCom can no longer be offered. Demand for this double degree has markedly dropped since the duration was changed to 2.5 years. There is no current plan to replace with a double degree with the new Master of Accounting.

Approvals

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext.</th>
<th>Email</th>
<th>Date</th>
<th>Comment</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Boneham</td>
<td>4813</td>
<td><a href="mailto:helen.boneham@mq.edu.au">helen.boneham@mq.edu.au</a></td>
<td>Tue - 8/3/16</td>
<td>Submitted on behalf of Catriona Lavermicocca</td>
<td>Director</td>
</tr>
<tr>
<td>Rahat Munir</td>
<td>4765</td>
<td><a href="mailto:rahat.munir@mq.edu.au">rahat.munir@mq.edu.au</a></td>
<td>Tue - 8/3/16</td>
<td></td>
<td>Head of Departm</td>
</tr>
<tr>
<td>Catriona Lavermicocca</td>
<td>8528</td>
<td><a href="mailto:catriona.lavermicocca@mq.edu.au">catriona.lavermicocca@mq.edu.au</a></td>
<td>Wed - 20/4/16</td>
<td></td>
<td>FSQC</td>
</tr>
<tr>
<td>Anne Ross-Smith</td>
<td>1149</td>
<td><a href="mailto:anne.ross-smith@mq.edu.au">anne.ross-smith@mq.edu.au</a></td>
<td>Wed - 20/4/16</td>
<td></td>
<td>Faculty Board</td>
</tr>
</tbody>
</table>

Checklist for Discontinuing Academic Programs

SECTION 1: Program Details

<table>
<thead>
<tr>
<th>Title of Award (as it appears on degree testamur: e.g. Master of Arts)</th>
<th>Master of Accounting (Professional) with the degree of Master of Commerce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code</td>
<td>ACPC13M (MAPRMCOM)</td>
</tr>
<tr>
<td>Faculty</td>
<td>FBE</td>
</tr>
<tr>
<td>Program Lead (Responsible for managing change process)</td>
<td>Catriona Lavermicocca</td>
</tr>
<tr>
<td>Title of Replacement Award (if applicable - should be approved prior to withdrawal)</td>
<td>We are still considering options for a 2.5 year degree. It will not be a direct replacement of the existing.</td>
</tr>
<tr>
<td>New Program Code (if applicable)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

SECTION 2: Consultation

It is important that wide consultation takes place before the program is discontinued so that stakeholders who are impacted by the program are fully aware of the proposed change at the earliest possibility. For example students in another Faculty will be affected if the discontinued program provided course units they wanted to take in future years, and if the program is offered to International Students there may be additional considerations.

1. Is this Program part of an articulated pathway, or have any associated Major/Minor specialisations? (This should include any Majors/ Minors etc that can be taught with this Program) | NO – MCom specialisations will continue to be offered |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, Program Leads in all associated programs should be informed of the proposed withdrawal, and date, by email. Please list each associated program (e.g. Major Bachelor of Arts), the name and title of the person who has been informed, and the date of the email:</td>
<td></td>
</tr>
<tr>
<td>Name of associated Program</td>
<td>Person contacted</td>
</tr>
</tbody>
</table>
2. Is this Program taught off-Campus, and/or have any External partners?  

<table>
<thead>
<tr>
<th>Name of Off-Campus Location, and/or External Partner</th>
<th>Person Contacted</th>
<th>Date of Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If YES, the appropriate officer/contact should be informed of proposed withdrawal, and date, by email. Please list each associated off-campus location, and/or External partner, the name and title of the person who has been informed, and the date of the email:

3. Is this Program available to International Students?  

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email:</th>
<th>Agreed Last Offer date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irene Ho</td>
<td>22 Feb 2016</td>
<td>22 Feb 2016</td>
</tr>
</tbody>
</table>

If Yes, advise Macquarie International of anticipated date to stop making offers.  
(Note: This should be at least +18 months before Date of Discontinuance as International students may be given package offers with early start dates.)

<table>
<thead>
<tr>
<th>Number of Outstanding Offers: 2017 - 7 (seven)</th>
<th>Will Offers be Retracted?</th>
<th>Can Offers be Re-issued for Replacement Program?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Note: MI Must be informed of this)</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Note: MI Must be informed of this)</td>
<td></td>
</tr>
</tbody>
</table>

4. Advise Admissions of anticipated date to stop admitting students with details of all associated programs  

(Note: This should be at least +1 year after Date of Discontinuance, e.g. if Program is submitted for discontinuance in 2014, the earliest last admission date would be December 2015)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last admission date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Kwan</td>
<td>22 Feb 2016</td>
<td>31 Dec 2016</td>
</tr>
</tbody>
</table>
5. Advise Marketing of anticipated date to stop marketing the program with details of associated programs
(Note: This should be at least +1 year before Date of Discontinuance)

<table>
<thead>
<tr>
<th>Person contacted:</th>
<th>Date of Email</th>
<th>Agreed anticipated last advertisement date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Dean</td>
<td>19 February 2016</td>
<td>End February 2016</td>
</tr>
</tbody>
</table>

SECTION 3. Student Cohorts

1. Teaching arrangements for existing students:

Based on the course length, structure and the nature of the student cohort, determine an achievable end date. This would normally be the full-time duration plus one further year (or its part-time equivalent). Estimated enrolments should include students who are studying the program as part of a Major/Minor specialisation and should be based on actual student numbers not equivalent FT students. (Note: The example below may need several years of teach out in practice, and would need to be adjusted to provide for any failure or disruption of study, but will be useful to calculate individual student teach out plans):

<table>
<thead>
<tr>
<th></th>
<th>Current Enrolment</th>
<th>Estimated Enrolment Year 1 of Teach Out - 2017</th>
<th>Estimated Enrolment Year 2 of Teach Out - 2018</th>
<th>Estimated Enrolment Year 3 of Teach Out - 2019</th>
<th>Estimated Enrolment Year 4 of Teach Out - 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPRMCOM 2015-16 admissions</td>
<td>71</td>
<td>70</td>
<td>70</td>
<td>55</td>
<td>40</td>
</tr>
<tr>
<td>MACCGPMCOM 2013-2014 admissions</td>
<td>92</td>
<td>50</td>
<td>20</td>
<td>10</td>
<td>-</td>
</tr>
</tbody>
</table>

2. Mapping of Available Course Units:

Based on the course length, structure and the nature of the student cohort, determine the Course Units which will be available in each year of Teach Out. If Course Unit offerings are reduced consideration must be given to allow students to complete the program on time. Students must have the opportunity to achieve the Program Learning Outcomes so the Core Units must be available. Where optional Course Unit offerings are reduced consideration must be given to any pre-requisites, and where necessary alternative Course Units should be made available.
<table>
<thead>
<tr>
<th>Level/ Year</th>
<th>Current Units Offered 2016</th>
<th>Planned Units Year 1 of Teach Out - 2017</th>
<th>Planned Units Year 2 of Teach Out - 2018</th>
<th>Planned Units Year 3 of Teach Out - 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All levels</td>
<td>ACCG615, ACCG922, AFIN858</td>
<td>ACCG615, ACCG922, AFIN858</td>
<td>ACCG922, AFIN858</td>
<td>AFIN858</td>
</tr>
<tr>
<td>Level/ Year 2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Level/ Year 3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**SECTION 4: Approval Sign Off**

1. **Submitted by Program Lead:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Faculty/ Department/ Research Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Endorsed by Head of Department:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Name]</td>
<td>[Signature]</td>
<td>[Date]</td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Approved by Faculty Standards and Quality Committee (FSQC)/ Faculty Board:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Name]</td>
<td>[Signature]</td>
<td>[Date]</td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Reported to Academic Standards and Quality Committee (ASQC):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Name]</td>
<td>[Signature]</td>
<td>[Date]</td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 5: Post Approval Checklist:

Once disestablishment has been approved by ASQC, the Faculty/Department will need to:

1. Contact all of the stakeholders identified in the consultation above that the program is closed for admission, with an effective from date, and the anticipated closure of the program.
2. Run a report to identify every enrolled student, and all applicants in case the figures have changed since disestablishment was first discussed. If the program is taught at an off-campus location any report must include students at that location.
3. Write a communication plan for students and applicants to explain the changes.
4. When “teach out” has been completed, confirm with Governance Services

For Enrolled Students:

1. Contact all students to inform them of the change and to provide advice on approved “teach out” plans, based on section 3
   This should include:
   (i) The timeframes for teach out plans, and information on actions that would be taken if a student’s progress is delayed for any reason.
   (ii) Clear information about Core Course Units that must be completed to satisfy Learning Outcomes
   (iii) Clear information about any anticipated restrictions to the availability of Optional Course Units in future years, so students can plan options in advance.
   (iv) Emphasis on the importance of individual progress meetings to discuss teach out arrangements on at least an annual basis

For Existing Applicants:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Course of Action</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1. For any students with conditional or unaccepted offers that are due to commence after the last admission date | Contact students to:  
- Explain the change  
- Cancel the Offer  
- Issue new Offer (if a replacement program has been approved) | Faculty to contact Admissions and/or MI if program available to International students |
2. For any students with **accepted offers** that are due to commence after the last admission date

<table>
<thead>
<tr>
<th>Contact students to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explain the change, Cancel the Offer and one of 1, 2, or 3:</td>
</tr>
<tr>
<td>1) If the student’s start date (VAC for International Student) has not passed and there is a replacement/alternative program, Offer student a choice of</td>
</tr>
<tr>
<td>(a) Full Refund</td>
</tr>
<tr>
<td>(b) A place on the alternative program for the same start date</td>
</tr>
<tr>
<td>2) If the student’s start date (VAC for International Student) has not passed and there is not a replacement/alternative program, issue Full Refund</td>
</tr>
<tr>
<td>3) If the International student’s COE start date has passed (including as part of a package offer), issue Full Refund. Do not suggest/offer an alternative program as MQ will be responsible for any additional tuition fee and living expenses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty to contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and/or MI if program available to International students</td>
</tr>
</tbody>
</table>

3. For any student who was due to transfer to the disestablished program from a pathway program

<table>
<thead>
<tr>
<th>Contact students to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explain the change</td>
</tr>
<tr>
<td>- Cancel the Offer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty to contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and/or MI if program available to International students</td>
</tr>
</tbody>
</table>
ITEM 12.7  JOINT PHD PROGRAM WITH KATHOLIEKE UNIVERSITEIT LEUVEN (HDRC)

This item was considered and recommended for approval by the Higher Degree Research Committee at its meeting held 11 March 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve Katholieke Universiteit Leuven as a partner institution for the purpose of joint a PhD degree.
ITEM 12.7 JOINT PHD PROPOSAL WITH KATHOLIEKE UNIVERSITEIT LEUVEN (HDRC)

Issue
Proposal to establish a Joint PHD Program with KU Leuven, Belgium

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

• Higher Degree Research Committee, at its meetings of 11 March 2016, endorsed by resolution 16/074

Recommendation
That Academic Senate approve the Joint PhD Proposal between Macquarie University and KU Leuven, as laid out in the attachment.

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

• Higher Degree Research Office

Outcome to be communicated to

• Catherine Murphy (Coordinator, International Research Training Partnerships, Higher Degree Research Office)

Submitted by: Louise Wedlock (Acting Secretary, Higher Degree Research Committee)

For enquiries contact: Catherine Murphy (Coordinator, International Research Training Partnerships, Higher Degree Research Office)
Proposal for a Joint PhD Program with KU Leuven

KU Leuven is a comprehensive, research intensive university in Leuven, Flanders, Belgium. It was founded in 1425 and is an autonomous university. Their key research areas include:

- Human Health
- Medical Technologies
- Bio-Sciences & Environment
- Matter, Materials and Energy
- Nature Unlimited
- Manufacturing and ICT
- Arts, Religion and Culture
- Economy, Law and Society
- Human Behaviour

Key figures KU Leuven

- Approx. 11 769 Employees
- Over 55 000 students
- 15 campuses in 11 Flemish cities
- Faculties and departments are organised into 3 groups: Humanities and Social Sciences Group, Biomedical Sciences Group and Science, Engineering and Technology Group. Each group has a doctoral school
- Operating revenues over 900 million euros in 2014
- KU Leuven has 60 Horizon 2020 projects worth 28 million euros in total

Rankings

- Ranked #90 in the 2015 SJTU World University Rankings
- Ranked #35 in the Times Higher Education Rankings
- Ranked #71 in the Leiden Rankings

Current Cooperation between Macquarie University and KU Leuven

- Cooperation Agreement (executed 07/01/2016) and Executive Memo for Joint Doctorates (pending). These agreements are part of a strategic partnership between KU Leuven and Macquarie University
- Two visits by Prof Pol Coppin to Macquarie University in 2015
- Visit by Prof Sakkie Pretorius to KU Leuven in 2015
- Visit by Director HDRO, Dean HDR and HDR Coordinator (IRTP) to KU Leuven in 2016
- Approx. 18 joint publications between KU Leuven and Macquarie University
ITEM 12.8  COMBINED PHD MASTER OF CLINICAL PSYCHOLOGY, OF CLINICAL NEUROPSYCHOLOGY OR OF ORGANISATIONAL PSYCHOLOGY (HDRC)

This item was considered and recommended for approval by the Higher Degree Research Committee at its meeting held 29 April 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve a new pathway for the 4 year combined PhD Masters of Clinical Psychology, of Clinical Neuropsychology or the Organisational Psychology.
ITEM 12.8  COMBINED PHD MASTER OF CLINICAL PSYCHOLOGY, OF CLINICAL NEUROPSYCHOLOGY OR OF ORGANISATIONAL PSYCHOLOGY (HDRC)

Issue

(See attachment)

Consultation Process

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

- Higher Degree Research Committee, at its meetings of 11 March and 29 April 2016, endorsed by resolution 16/180

Recommendation

That Academic Senate approve the proposal for a new pathway for the 4 year combined PhD Masters of Clinical Psychology, of Clinical Neuropsychology or of Organisational Psychology as laid out in the attachment.

Operational Impact

- Faculty of Human Sciences (Department of Psychology)
- Higher Degree Research Office

Outcome to be communicated to

- Judi Homewood (Associate Dean, HDR, Faculty of Human Sciences)
- Louise Wedlock (Acting Secretary, Higher Degree Research Committee)

Submitted by: Louise Wedlock (Acting Secretary, Higher Degree Research Committee)

For enquiries contact: Associate Professor Judi Homewood
Proposal for a new pathway for the 4 year combined PhD Masters of Clinical Psychology, of Clinical Neuropsychology or of Organisational Psychology

February 2016

Overview

This document proposes a new pathway to recruit new candidates into the combined PhD Masters of Clinical Psychology, of Clinical Neuropsychology or of Organisational Psychology. In brief, the urgent motivation for this pathway is to attract candidates who are currently choosing combined programs at competitor universities. By completing research training within a coursework enrolment and having an existing honours thesis externally reassessed to MRes standards, we propose that suitable candidates enter a 4 year combined program after a year of enrolment in the Masters of Clinical Psychology, Clinical Neuropsychology or Organisational Psychology training programs.

Background

The discipline of Psychology has offered combined PhD/Master of Clinical Psychology, PhD/Master of Organisational Psychology and PhD/Master of Clinical Neuropsychology degrees to provide both specialist professional training and high level research training for the past 20 years. These are generally the very best students who graduate from Honours degrees.

At Macquarie University, Psychology has been required to retain the Honours degree because it is required for professional accreditation. Since the introduction of the MRes the structure of the combined programs has become more complex (requiring 3 successive applications) and becoming significantly less attractive to students, with a catastrophic reduction in enrolment (13 commenced in 2013, 2 in 2014, and none in 2015). These students, including those graduating with an Honours degree from Macquarie, are taking up combined degrees at other institutions.

Current arrangements for the combined PhD/MxxxPsy are 3 years of undergraduate training, 1 year of Honours, 1 year in coursework for the MxxxPsy, 1 year in the 2nd year of the MRes, and then a final 3 years in the combined program. During these degree enrolments, a student completes 3 theses. Feedback from potential applicants over the past three years is that the requirement of an additional MRes thesis, and the existence of 3 admission hurdles (into the MxxxPsy, then the MRes, then the combined degree) amounts to more than our competitors who offer a streamlined path for the very best students.

By streamlining the administrative processes and enabling students to complete a combined degree successfully, we will increase the number of candidates in the HDR programs at Macquarie University and position the institution to be better able to meet its second key research objective: to prepare world-ready higher degree research candidates (MQ Strategic Research Framework 2015-2024).

A coursework MxxxPsy degree is essential for registration as a psychologist and for specialist endorsement. Entry into these coursework programs that are the prerequisites for the combined program is highly competitive. For example, the MClinPsy degree receives 300 applications a year for around 20 places. Most applicants have a high 1st class honours and some have years of professional experience and publications.

To attract the best students in a competitive market, to train the best scientist-practitioners, to maintain and strengthen departmental connections with the healthcare arena and with industry, to ensure we can train the next generation of academic staff, and to increase further the number of
HDR students enrolled at Macquarie, we propose a new admission pathway for a 4 year combined PhD/MxxxPsy degree.

**Proposal**

A new pathway is proposed into the 4 year combined PhD/Master of Clinical Psychology, PhD/Master of Organisational Psychology and PhD/Master of Clinical Neuropsychology with entry after honours in psychology and the first year of the corresponding MxxxPsy.

Applicants are only considered if they have excellent research potential as demonstrated by a very strong Honours Grade (at least middle H1 level) or research productivity judged as equivalent to this level of achievement.

At the end of the first year in the MxxxPsy, students will have completed advanced coursework training in research methods in addition to a research proposal (equivalent to the PhD proposal developed at the end of the MRes). Applicants will be required to submit their honours thesis for external evaluation to ascertain that, if submitted as an MRes thesis, it would receive a grade of 75 or more using the MRes grading criteria. Students may submit either the thesis as submitted in Honours or a modified version of that thesis. The procedure for nomination of examiners will be identical to the process used in the MRes program. Thus, students will be very well prepared to commence their PhD studies.

**Rationale**

The combined PhD/Masters programs train scientist-practitioners of the highest calibre. In the past, all were APA scholarship winners, and many go on to obtain international postdoctoral fellowships, have outstanding academic careers, or become leading practitioners securing our departmental links to external systems.

The advanced coursework in the MxxxPsy also provides a depth and breadth of specialist knowledge in psychology that prepares students well for advanced study in a PhD.
This is an exceptional program for a small number of exceptional students. Similar programs are on offer with our state and national competitors, so this new pathway allows us to attract the very best students in a competitive market. It is important to note that we are currently making MxxxPsy offers to such students and outlining the current potential for a MxxxPsy/MRes/combined pathway and students are rejecting the MxxxPsy offer and taking up offers with competitors. The new proposed pathway can have no impact on MRes enrolments as it targets a different candidate that we have never attracted to the MRes.

Consistent with the Strategic Research Framework, this program trains researchers who can operate in and with our associated industries, government departments and the not-for-profit sector. They are at the forefront of the application and generation of psychological knowledge. Thus, this program is central to our departmental engagement with partners in health, welfare and industry.

The proposed program reduces the number of theses to be written from 3 to 2 and the number of applications from 3 to 2. Our feedback suggests this is a far more attractive proposition for the top quality students that we seek to attract.

Psychology is a research intensive department. Students are selected into the MxxxPsy programs on the basis of excellent Honours results. Coursework in the MxxxPsy is training and preparation for research. This, together with the honours year, provides the content equivalent to the MRes programme and thereby positions the applicants very well for their PhD studies.

**Resource Implications**

We have provided the supervision, accommodation, and other departmental resources for combined degree students in the past and we expect the proposed enrolment can easily be accommodated.
ITEM 12.9 APPROVAL TO PROCEED: PEER ASSISTED LEARNING POLICY (SLTC)

This paper ‘Student Support Programming across the Learning Journey’ was considered by the Senate Learning and Teaching Committee at its meeting held 18 April 2016. The report can be found at pages 79 to 92 of the Senate Learning and Teaching Committee Agenda.

The Senate Learning and Teaching Committee resolved to seek approval from Academic Senate to proceed with a review of the existing Peer Assisted Learning Policy. The Policy review is to include:
   i. the drafting of a Schedule that outlines student support roles across the student learning journey; and
   ii. the inclusion of standards for students recruitment, training, support and either remuneration, reward or recognition.

For approval.

 Recommended resolution
Academic Senate resolve to approve the review of the Peer Assisted Learning Policy.
ITEM 12.10  AMENDMENT TO THE GRADE APPEAL POLICY AND PROCEDURE (SLTC)

This item was considered and recommended for approval by the Senate Learning and Teaching Committee at its meeting held 9 May 2016.

For approval.

Recommended resolution
Academic Senate resolve to approve the deletion of the ground of appeal 'the assessor’s judgement was not objectively applied’ from the Grade Appeal Policy and Procedure effective immediately.
GRADE APPEAL POLICY

1 PURPOSE

To outline the expectations and requirements involved in a review of the final grade for a coursework unit of study.

2 BACKGROUND

The University is committed to promoting excellence in its learning and teaching. The final grade a student is awarded through this learning and teaching is a reflection of their performance against the stated aims and objectives of a unit of study. It is a permanent record of the performance of the student. It is imperative that the University has in place policies and procedures to ensure that the grade that is awarded is appropriate and correct. The emphasis is on procedural fairness – that is, on the procedures used in the grade appeal process, rather than the actual outcome of the appeal. It requires a fair and proper procedure be used when making a decision.

The University expects students to take an active role in their learning and to assimilate and incorporate feedback received throughout their studies. Students are encouraged to discuss their progress with relevant teaching staff and to reflect on their expectations against the stated learning outcomes of each unit they attempt.

In promoting excellence in its learning and teaching, the University is committed to ensuring it continuously improves. It has therefore built-in a requirement for a review of the grade appeal process as part of its quality assurance processes.

3 SCOPE

This policy applies to any student enrolled in a Macquarie University or Macquarie University International College (the College) coursework unit.

It is relevant to all Foundation, Diploma, undergraduate and postgraduate coursework students; research students enrolled in coursework units; academic and professional staff involved in the teaching, assessment, management and review of units.

It applies to the final Standardised Numerical Grade (SNG) a student receives for a unit of study. It does not apply to results received for individual assessment tasks.

4 DEFINITIONS

Commonly defined terms are located in the University Glossary.

5 POLICY STATEMENT

The University will operate a quality assured system for the recording and awarding of a final grade for each student officially enrolled in a coursework unit of study.

A student who has been awarded a final grade for a unit has the right to appeal that grade.
FEEDBACK
Coursework units involve continuous assessment. A student is expected to seek feedback on individual assessment tasks prior to the award of a final grade. In particular, a student is expected to view their final examination paper in advance of submitting a grade appeal, if this is relevant to their case.

Students also have the right to request feedback from the Unit Convenor/ Macquarie University International College (the College) Teacher on their overall performance in the unit, including in a final examination. This can be done at any time in the six month period starting from the day on which the final grade of the relevant unit is published.

GROUND FOR APPEAL
A formal Grade Appeal must be supported by evidence. Grounds for a Grade Appeal are limited to:

- a clerical error occurred in the determination of a final grade
- the Unit Guide was not in accordance with the Unit Guide Policy
- due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration
- the student had been disadvantaged in some way due to the conduct of an assessment task
- the student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide
- the assessor’s judgement was not objectively applied*.

*Appeals on this basis will be reviewed by at least two members of the academic staff, one of whom must be either the Head of Department or the Associate Dean, Learning and Teaching or the Associate Director—MUIC Programs.

PROCESS
Requests based on a suspected clerical error will be processed administratively.

An appeal will not be reviewed by an individual who has been involved in the assessment processes or the determination of the final grade of the relevant unit.

Where the student believes there has been a procedural irregularity in the consideration of their Grade Appeal, they may submit a written appeal to the University Grading Appeals Committee (addressed to the Deputy Registrar). Appeals on this basis are limited to procedural grounds only.

All requests will be managed through the University’s official Grade Appeal system.

SYSTEMS AND DEADLINES
The absolute deadline for submission of a Grade Appeal will be 20 working days from the published result date for the relevant unit. Any exceptions to this requirement will require documented exceptional circumstances and approval by the Deputy Registrar.

A Grade Appeal must be submitted via the University’s approved Grade Appeal system.

The successful submission of a Grade Appeal will be acknowledged.

The student will be notified of the outcome of their Grade Appeal.
Executive Deans / the College Director will ensure that Grade Appeals are reviewed in a timely manner.

Each Grade Appeal will be considered on its own merits.

**OUTCOME**
A Grade Appeal may result in no change, an increase or a reduction to the awarded Standardised Numerical Grade (SNG).

The notification of the outcome of a Grade Appeal will detail the grounds upon which the reviewer came to that finding.

The University will ensure the absolute minimum number of staff will have access to the documentation related to a Grade Appeal.

**REPORT**
The University’s approved Grade Appeal system will have reports available for use by Executive Deans / the College Director, Heads of Department, Associate Director - MUIC Programs and the Senate Learning and Teaching Committee (SLTC), in which de-identified data is provided on:

- the number and type of Grade Appeal submissions during the last calendar year, by unit and Faculty
- the outcome of each application
- the grounds upon which these decisions had been made, and
- a comparison of this information with that from previous years.

Executive Deans / the College Director will also report to the SLTC on the operation of the Grade Appeal process within their Faculties by 1 April each year. The reports will detail issues that arose in the operation of these processes and the strategies to be implemented to address them.

The College Director will report to the MUIC Sub-Committee of the Academic Standards and Quality Committee on the operation of the Grade Appeal process within MUIC by 1 April each year.

The University will implement quality enhancements strategies to reduce the number of Grade Appeals received.

6 **RELEVANT LEGISLATION**

7 **KEY RELATED DOCUMENTS**

Assessment Policy / Procedure / Guideline
Grade Appeal Procedure
Online Grade Appeal System

8 **NOTES**

<table>
<thead>
<tr>
<th>8.1</th>
<th>Contact Officer</th>
<th>Chair, Senate Learning and Teaching Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2</td>
<td>Implementation Officer</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Details</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>8.3</td>
<td>Approval Authority / Authorities</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>8.4</td>
<td>Date Approved</td>
<td>4 September 2012</td>
</tr>
<tr>
<td>8.5</td>
<td>Date of Commencement</td>
<td>For units with a teaching start date of 10 December 2012 or later</td>
</tr>
<tr>
<td>8.6</td>
<td>Date for Review</td>
<td>September 2015</td>
</tr>
<tr>
<td>8.7</td>
<td>Documents Superseded by this Policy</td>
<td>Grade Appeal Policy approved 11 August 2009</td>
</tr>
</tbody>
</table>
| 8.8     | Amendment History | 19 Feb 2016 – updated Contact Officer  
30 October 2015 – reference to Macquarie University International College (MUIC); alignment with Policy Framework template.  
24 May 2016 – remove ground for appeal; Resolution 16/xx |
GRADE APPEAL PROCEDURE

1 PURPOSE

To outline the roles and responsibilities associated with an appeal by a student against the grade they have been awarded for a coursework unit of study.

2 SCOPE

This policy applies to any student enrolled in a Macquarie University or Macquarie University International College (the College) coursework unit.

3 DEFINITIONS

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

4 RESPONSIBILITIES AND REQUIRED ACTIONS

This procedure requires actions by the following:

- Deputy Registrar
- Executive Dean / the College Director
- Faculty / the College Student Administration and Services Manager
- Grading Appeals Committee
- Head of Department/Associate Director – Macquarie University International College (MUIC) Programs

UNIT CONVENOR / the COLLEGE TEACHER

Ensure feedback on academic performance is provided to students throughout the session by all staff involved in the teaching of the unit.

STUDENT

Request Feedback

Receive and reflect on all feedback received during the session, including that provided generally to all students in the unit and that provided individually.

Note that it is not possible to appeal the result for an individual assessment task completed during the teaching of the unit. An appeal is only possible once the final grade has been released.

Request feedback from the Unit Convenor / the College Teacher on your overall performance in the unit.
Perceived Problem
Where there appears a discrepancy between the grade received for a unit of study and that expected, and where this discrepancy can be demonstrated with sufficient documentary evidence, consider submitting a grade appeal.

Submit Appeal
Where appropriate, log in to the grade appeal system and within 20 working days from the published result date for the particular unit of study, submit a grade appeal. Ensure all necessary supporting evidence is provided. Note that applications not supported by sufficient evidence are invalid and will not be considered eligible for consideration.

Late applications will not be considered unless supported by valid reasons for the delay.

Perceived Procedural Irregularity
After receiving notification on the outcome of a grade appeal, and where there appears an irregularity in the conduct of that appeal, submit a written appeal to the Deputy Registrar. The appeal must include details of the perceived procedural irregularity.

FACULTY / the COLLEGE STUDENT ADMINISTRATION AND SERVICES MANAGER
Oversee the process for all appeals.

Ensure all appeals are conducted in a timely and efficient manner.

Arrange for the University’s online grade appeal and student systems to be updated appropriately.

Notify the student of the outcome of their appeal.

Review Validity
Undertake an initial review of all appeals to determine if there is sufficient evidence, and that the evidence supports the selected grounds, for the appeal to be considered valid.

Where the evidence submitted does not provide sufficient grounds for the appeal to be considered valid, advise the student that the appeal is invalid and will not be considered.

Where the evidence provided is sufficient arrange for the appeal to be processed.

Process Appeals
Establish an administrative system within the faculty to process appeals based on the grounds:
- of a clerical error
- that the Unit Guide was not in accordance with the Unit Guide Policy.

Where no grounds for the appeal can be found, advise the student that the appeal is dismissed.

Where there are grounds for the appeal, submit a recommendation on the outcome of the appeal to the Head of Department / Associate Director - MUIC Programs.

HEAD OF DEPARTMENT / ASSOCIATE DIRECTOR - MUIC PROGRAMS
For all appeals ensure the approved process has been undertaken.

Determine Reviewers
On receipt of a grade appeal based on one or more of the following grounds, assign a staff member to undertake a review:

- due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration
- the student had been disadvantaged in some way due to the conduct of an assessment task
- the student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide.

For appeals based on the claim that the assessor's judgement was not objectively applied, arrange for the appeal to be considered by a review team that consists of at least two members of academic staff, one of whom must be either a Head of Department, Associate Director – MUIC Programs or an Associate Dean, Learning and Teaching.

Receive Recommendation
Receive a recommendation on the outcome of each valid grade appeal.

Review and then forward the recommendation to the Executive Dean/the College Director.

Receive from the Executive Dean/the College Director the determination as to whether the appeal is to be upheld or dismissed.

Where the determination involves a change to the student's SNG, arrange for the SNG to be amended.

Notify the Faculty / the College Student Administration and Services Manager of the outcome and actions to be undertaken.

REVIEW TEAM

Consider Appeals

Where the grounds for appeal are based on the claim that the assessor's judgment was not objectively applied review the appeal.

Determine a recommended outcome for the appeal.

Submit the recommendation, together with reasons for the recommendation, to the Executive Dean / the College Director. Copy to Head of Department / Associate Director – MUIC Programs.

EXECUTIVE DEAN / THE COLLEGE DIRECTOR

Quality Assurance
Ensure no grade appeal will be reviewed by a person who was involved in the assessment process or determination of the final grade for the unit in which the grade appeal has been received.

Determine Outcome
Receive and consider the recommendations related to all valid grade appeals.

Determine if there are grounds for an appeal to be upheld, and if so, whether there is to be an amendment to the SNG.
Notify the Head of Department / Associate Director - MUIC Programs accordingly.

**Report**
Provide a report to the Senate Learning and Teaching Committee (SLTC) by 1 April each year indicating:
- the issues that arose in the operation of the grade appeal process for units offered by the Faculty / the College in the previous calendar year
- the strategies being implemented to address these issues.

**DEPUTY REGISTRAR**

**Late Appeals**
Receive and consider grade appeals submitted after the due date. Review, and where there are valid reasons for the delay in submission, arrange for the appeal to be considered by the relevant Faculty/the College.

**Procedural Irregularity**
Receive appeals where the student believes there has been a procedural irregularity in the grade appeal process.

Arrange for the Grading Appeals Committee to consider these appeals.

Notify the student, Head of Department / Associate Director - MUIC Programs and Executive Dean / the College Director of the outcome.

**GRADING APPEALS COMMITTEE**

Receive and consider appeals against the outcome of a grade appeal noting that such appeals are limited to procedural grounds only.

Advise the Deputy Registrar of the Committee’s determination.

**5 RELEVANT LEGISLATION**

**6 KEY RELATED DOCUMENTS**

Grade Appeal Policy
Online Grade Appeal System
Grade Appeal Flowchart

**7 NOTES**

<table>
<thead>
<tr>
<th>7.1</th>
<th>Contact Officer</th>
<th>Chair, Senate Learning and Teaching Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Implementation Officer</td>
<td></td>
</tr>
<tr>
<td>7.3</td>
<td>Approval Authority / Authorities</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>7.4</td>
<td>Date Approved</td>
<td>17 October 2012</td>
</tr>
<tr>
<td>7.5</td>
<td>Date of Commencement</td>
<td>For units with a teaching start date of 10 December 2012 or later</td>
</tr>
<tr>
<td>7.6</td>
<td>Date for Review</td>
<td>Three years from date of approval</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>7.7</td>
<td>Documents Superseded by this Procedure</td>
<td></td>
</tr>
</tbody>
</table>
| 7.8 | Amendment History | 30 October 2015 – included reference to Macquarie University International College (MUIC); alignment with Policy Framework template  
28 May 2016 – remove ground for appeal: Resolution 16/XX |
ITEM 13.1 ACADEMIC SENATE STANDING COMMITTEE

Attached is the report of the Academic Senate Standing Committee meeting held 3 May 2016.

For noting.

Recommended resolution
Academic Senate note the report of the Academic Senate Standing Committee meeting of 3 May 2016 and, where appropriate, ratify the resolutions of the Academic Senate Standing Committee.
ITEM 13.1 REPORT OF THE ACADEMIC SENATE STANDING COMMITTEE MEETING OF 3 MAY 2016

A meeting of the Academic Senate Standing Committee was held 3 May 2016.

The key items and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL (refer to item 10.1 of the Academic Senate Agenda)
The appointment of a Chair of the Research and Research Training Committee

Resolution 16/27
That Academic Senate Standing Committee resolved to recommend to Academic Senate that the Deputy Vice-Chancellor (Research) be appointed as the Chair of the Research and Research Training Committee.

ITEMS FOR NOTING
Role and Purpose of the Academic Senate Standing Committee
Members discussed the Committee’s Terms of Reference and membership and agreed on the need to realign the focus of the Committee. Members acknowledged the Committee’s potential with its smaller group of Faculty-elected representatives, ex-officio members, and the Chairs of the Academic Senate Committees to be more agile and take on a more active role in planning the strategic direction and priorities of Senate. Members discussed the need to eliminate the duplication of business presented to both Senate and the Senate Standing Committee.

The Committee agreed upon a new approach; to have three identified meetings each year established for planning the annual schedule of work for Academic Senate, the first aligned with the budget cycle, then reporting on progress and post implementation review. Those meetings in between will focus on reports from working groups, progress on projects and the identification and resolution of any obstacles. Planning meetings will be expanded to include stakeholders involved with the delivery of projects.

To support the renewed focus of the Committee, members agreed that items which were standard business for approval or non-contentious be approved by circular resolution.

Research and Research Training Committee
The Deputy Chair provided background on the Academic Senate resolution to review the draft Terms of Reference for the Research and Research Training Committee and the Thesis Examination Committee. Members were advised that the Working Group nominated by Senate had met on 2 May 2016 and had achieved a consensus on draft documents.

The Chair recommended that the Dean Higher Degree Research be appointed as the Chair of the Thesis Examination Subcommittee and this was supported by all members.

Resolution 16/28
That Academic Senate Standing Committee resolved that Dean Higher Degree Research be appointed as the Chair of the Thesis Examination Subcommittee.

Professor Mariella Herberstein
Chair, Senate Standing Committee
ITEM 13.2  ACADEMIC STANDARDS AND QUALITY COMMITTEE

Attached is the report from the Academic Standards and Quality Committee meeting held on 26 April 2016.

Refer to Items 12.1 to 12.6.

*For noting.*
ITEM 13.2 REPORT OF THE ACADEMIC STANDARDS AND QUALITY COMMITTEE MEETING OF 26 APRIL 2016

ITEMS RECOMMENDED FOR APPROVAL

1. New Awards –
   • Master of Accounting (Extension); Graduate Diploma of Public Health (Exit Award) and Graduate Certificate of Public Health (Exit Award)

   **Recommended resolution**
   That the Academic Senate approve the following awards for implementation from 2017:
   i. the Master of Accounting Extension; and
   ii. two exit awards from the Master of Public Health:
      • Graduate Diploma of Public Health; and
      • Graduate Certificate of Public Health.

2. Changes to Awards – Bachelor of Engineering: Honours Criteria and Offerings

   **Recommended resolution**
   Changes to criteria for the Bachelor of Engineering Honours
   That the Academic Senate approve:
   i. graduating students of the four year Bachelor of Engineering program only do so with the award Bachelor of Engineering with Honours from 1 January 2017; and
   ii. to only retain the Bachelor of Engineering with Honours, and its associated double degree programs; and
   iii. the introduction of a Class 3 Honours grade (with grading awarded to each student to be determined by a Weighted Standard Numerical Grade calculation).

   **Recommended resolution**
   Consequent deletion of awards, subject to approval by Academic Senate of changes to the criteria to the Bachelor of Engineering Honours
   That the Academic Senate approve the deletion of following programs from 31 December 2016:
   • Bachelor of Engineering,
   • Bachelor of Engineering with the Bachelor of Arts,
   • Bachelor of Engineering with the Bachelor of Commerce, and
   • Bachelor of Engineering with the Bachelor of Science.

3. Specialisations – Change of Name:
   • (EDL11S) Educational Leadership; (LET31S) Leading Teaching; (ADP11S) Advanced Practices in Learning and Teaching

   **Recommended resolution**
   That the Academic Senate approve:
   i. the change of name of the following specialisations from 1 January 2017; and
   ii. the deletion of the former specialisations from 31 December 2016:

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL11S Educational Leadership</td>
<td>Leading Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>(Master of Education program)</td>
</tr>
<tr>
<td>LET31S Leading Teaching</td>
<td>Leading Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>(Graduate Certificate of Education Studies program)</td>
</tr>
<tr>
<td>ADP11S Advanced Practices in Learning and Teaching</td>
<td>Advanced Practices in Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>(Master of Education program)</td>
</tr>
<tr>
<td>ADP31S Advanced Practices in Learning and Teaching</td>
<td>Advanced Practices in Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>(Graduate Certificate of Education Studies program)</td>
</tr>
</tbody>
</table>
4. **Awards for Deletion:**
   - Master of Accounting (Professional) and Master of International Accounting; Bachelor of Arts–Media; Bachelor of Arts–Media with the Bachelor of Laws; Bachelor of Arts–Media with the Bachelor of Laws with Honours; Master of Accounting (Professional) with the Master of Commerce

**Recommended resolution**
That the Academic Senate approve the deletion of the following awards from 31 December 2016:
- The Master of Accounting (Professional);
- The Master of International Accounting;
- Bachelor of Arts – Media;
- Bachelor of Arts – Media with the Bachelor of Laws;
- Bachelor of Arts – Media with the Bachelor of Laws with Honours; and
- Master of Accounting (Professional) with the Master of Commerce.

5. **Course Availabilities: Offerings for 2017 Awards – Name Change:**
   - Master of Policing, Intelligence and Counter Terrorism with the degree of Master of International Security Studies (OUA)

**Recommended resolution**
That the Academic Senate approve:

i. the renaming of the following program from 1 January 2017 for inclusion on the schedule of Course Availabilities – Offerings from 2017 Awards; and

ii. the deletion of the former program from 31 December 2016:

   From
   
   Master of Policing, Intelligence and Counter Terrorism with the Degree of Master of International Security Studies (OUA)

   To
   
   Master of Cyber-Security, Policing, Intelligence and Counter Terrorism with the Degree of Master of International Security Studies (OUA)

6. **Amendments to Course Transfer Schedule for Session 2, 2016**

**Recommended resolution**
That the Academic Senate approve the Session 2 2016 course transfer schedule.

7. **Admission Requirements for Master of Sustainable Development**

**Recommended resolution**
That the Academic Senate approve the following admission requirements for the Master of Sustainable Development:
- AQF level 7 bachelor’s qualification or recognised equivalent; and
- GPA of 2.50 (out of 4.00).

8. **University Handbook Proposal – Unit Pre-requisites**

**Recommended resolution**
That the Academic Senate approve that where the phrase “Permission of Executive Dean of Faculty” appears as a unit pre-requisite, it be replaced by “Permission by Special Approval” for implementation from 1 January 2017.

9. **MUIC – Partial Exemption from Requirement to Publish all Final Examination Papers**

**Recommended resolution**
That the Academic Senate approve that the Macquarie University International College:

i. be granted a partial exemption from the Final Examination Policy requirement to publish final examination papers, and

ii. only be required to publish one final examination paper per unit in an academic year, irrespective of the number of offerings of the unit in the academic calendar year.

**ITEMS FOR NOTING**

10. **Faculty Guidelines: Unit Proposals and Approvals**

The Academic Standards and Quality Committee resolved to approve (Resolution (ASQC) 16/52) the amended Faculty Guidelines: Unit Proposals and Approvals document, which will incorporate a number of matters identified by ASQC.

11. **People Exemption Request – Engineering Diplomas at Republic Polytechnic, Singapore**

It was noted that the Chair had approved, under executive action (Resolution (ASQC) 16/40) an exemption from the People unit requirement for Engineering Diplomas from Republic Polytechnic Singapore, on the basis of 1-3 free electives from any school plus the following three units:
- B102 Organisational Behaviour;
- G101 Cognitive Processes and Problem Solving; and
- G103 Introduction to Communication Practice or G107 Effective Communication.
Proposal for recognition of the International Foundation Program conducted by the School of Continuing Education at Shanghai Jiao Tong University

The Academic Standards and Quality Committee resolved (Resolution (ASQC) 16/54) to recognise the International Foundation Program (IFP) from the School of Continuing Education of Shanghai Jiao Tong University for entry to Macquarie University, at the following levels:

UNDERGRADUATE:
Students need to have completed Year 12 in China, have at least 65% in Gaokao, and have met English requirement, and the required results in IFP to obtain direct entry to undergraduate study at Macquarie.

- Programs require ATAR 75–83: 80% in IFP
- Programs require ATAR 84–90: 85% in IFP
- Programs require ATAR 91% +: 90% in IFP

Notes: The students who have Gaokao 65% or higher are eligible for direct entry into MUIC Foundation study condition upon meeting English requirements. Those who have Gaokao 65% and have spent one year in this program with a satisfactory results and have obtained the required English proficiency should be able to obtain direct entry into MQ’s undergraduate study.

OTHER MATTERS CONSIDERED BY ASQC

The Chair noted this was the last meeting to be attended by Professor Dominic Verity as Chair of Academic Senate. The Chair thanked Professor Verity for his long association with ASQC and for his strong support over the years. ASQC enthusiastically expressed their thanks by acclamation.

ASQC also:

- considered an expanded analysis of English pathways originally provided in the confidential report of the review of International student performance provided by Macquarie International at the 1 March 2016 ASQC meeting.
- ratified changes approved by the Chair of the Academic Standards Quality Committee and Chair of Academic Senate under delegated authority in relation to a number of amendments to the 2016 and 2017 Schedules of Programs, Majors or Specialisations as outlined in the report provided to the meeting (Resolution (ASQC) 16/40).
- noted the following items:
  - an expression of interest for the Master of Disability Studies from the Faculty of Human Sciences, and appointed Associate Professor Sonia Allan as a critical friend to assist the development of the program;
  - a report from the Program Review Framework Working Group;
  - the standing report of the Macquarie University International College (MUIC) Subcommittee; and
  - Individual Student Cases from the Faculty of Arts, Faculty of Human Sciences and the Faculty of Science and Engineering.

Future meetings will include a presentation on ARTS101, How to be a successful student to be provided at the 31 May 2016 meeting by Dr Trudy Ambler, Associate Dean, Quality and Standards (Faculty of Arts), and a report on the Principles of Majors and Minors to be provided later in 2016.

The next meeting of ASQC will be held on Tuesday 31 May 2016.

A full copy of the minutes of the 26 April 2016 meeting will be accessible after the next meeting of ASQC via this link.

Submitted by: Associate Professor Pamela Coutts, Chair, ASQC

For enquiries contact: Shirley Sorensen, Secretariat, E: asqc@mq.edu.au
ITEM 13.3 HIGHER DEGREE RESEARCH COMMITTEE

Attached are the reports from the Higher Degree Research Committee meetings held 11 March, 8 and 29 April 2016.

Refer to Items 12.7 and 12.8.

For noting.
MACQUARIE UNIVERSITY

REPORT OF THE HIGHER DEGREE RESEARCH COMMITTEE

A. MATTERS FOR INFORMATION

HDRC Meeting 11 March 2016

A/Prof Homewood outlined the major change in the HDR and MRes termination of candidature procedure to replace the terminology of ‘show cause’ with a request that the student demonstrate they are making satisfactory progress at a formal review, with resources available to both students (candidate toolkit) and supervisors (supervisor toolkit). Dr Yi also advised the members of the HDRC that academic decisions resulting in termination of candidature of HDR or MRes students would be separated from the appeals process, and appeals would only be upheld on grounds of procedural issues.

The Committee welcomed Dr Louise Wedlock (Deputy Director, HDRO)

Professor Pretorius highlighted an upcoming visit to Latin America in May 2016, to strengthen beneficial relationships with South American academics and students, both culturally and in research collaboration. The committee were also informed of an upcoming visit to MQ by the Brazilian Ambassador in April, as part of the Global Leadership Program. Professor Pretorius gave a brief update on the DAAD (German Academic Exchange Service) program, highlighting that MQ is the only Australian university in this important three-way strategic partnership with Hamburg University, Germany and Fudan University, China.

Dr Yi reported that the total commencements (a large proportion of which are PhD) had increased from 501 to 553 students in March 2016 from the same time last year, but that the number of completions in 2016 to date was down from 87 to 53, with the number of theses under examination and under correction had fallen from 138 to 81 and 40 to 26 theses, respectively.

Dr Yi reported an increase in cotutelle and joint PhD enrolments, mainly from DAAD and IDEALAB. The committee also endorsed a new Joint PhD proposal with KU Leuven (Belgium), and MOUs between MQ and three top Iranian Universities (Tehran, Sherif and Iranian University of Medicine and Health), and that this will double the number of Iranian HDR student on campus in the next 12 months. It was noted that new students will be buddied up with a current student or member of staff to ensure a positive campus experience.

Dr Yi reported that MQ applications for China Scholarship Council places were now closed, but the internal deadline is approaching in China (20 March), and MQ will be making more than 50 offers, on top of >10 project offers already made, totalling >60 students, as well as expecting CSC to be sending 40 staff to MQ for short term training.

Dr Yi reported that due to the central restructuring of marketing, the 2017 HDR prospectus will need to be outsourced from the University. A member also raised concerns regarding the restructuring of marketing and communication for budgeting.
Dr Yi advised the committee that HDR students will soon have their student email migrated from Gmail to Office365 (with the format firstname.lastname@hdr.mq.edu.au), and tabled a communication regarding this move to be send to all HDR students. Dr Yi advised that from 21 March 2016 all official communication from the HDRO to students enrolled in HDRO-administered courses (including BPhil, 1st and 2nd year MRes and MPH (Res)) would go to the new student email accounts.

Ms Robinson reported that there had been an increase in offer acceptances, and that MI were working to align undergraduate and postgraduate coursework exchange programs with cotutelle and research partnerships, and that this was working well. Ms Robison also reported she had recently attended the Asia-Pacific Association for International Education with a number of European Union partners, as well as St Andrews University.

A discussion on the structure of a potential new pathway to PhD for those disciplines in which honours is a professional accreditation requirement took place, and Dr Yi also reported that in 2016 the mid-year scholarships (MQRES and iMQRES) would be allocated on a first-approved basis, with applications opening the week of 14 March 2016.

Professor Pretorius advised that the yearly Research Excellence Awards at MQ associated with the event held in Oct/Nov would be moved to a biannual basis each year from 2016, and in the in between years an event (proposed as ‘Macquarie Minds’) would be held to showcase research excellent and performance, with a focus on engaging the undergraduate teaching and learning cohort, HDRs and external stakeholders on a date to be determined.

**COMPLETION OF REQUIREMENT (PHD/MPHIL)**

**BAWONO, ANDY DWI BAYU**
- **FOBE**
- **PHD**

Principal Supervisor: Professor Lorne Cummings
Associate Supervisor:
Thesis submitted for examination: 31 August 2015
Thesis title: The Role of Performance Based Budgeting in the Indonesian Public Sector
Award Recommended: Doctor of Philosophy

**BRUINING, DENNIS**
- **FOA**
- **PHD**

Principal Supervisor: Dr Anthony Lambert
Associate Supervisor: 
Thesis submitted for examination: 12 August 2015
Thesis title: Somatechnics: The Matter of Materiality
Award Recommended: Doctor of Philosophy

**CAMENZULI, DANIELLE**
- **FOSE**
- **PHD**

Principal Supervisor: Associate Professor Damian Gore
Associate Supervisor: Associate Professor Kirstie Fryirs
Adjunct Supervisor: K.A. Mumford, S. Stark
Thesis submitted for examination: 02 November 2015
Thesis title: Development of Orthophosphate and Silica Treatments for the Management of Environmental Contaminants at Wilkes Landfill, East Antarctica.
Award Recommended: Doctor of Philosophy

**CHAHABADI, DOMINIK**
- **FOBE**
- **PHD**

Principal Supervisor: Dr Meena Chavan
Associate Supervisor: Professor Raymond Markey
Adjunct Supervisor: I. Maurer
Thesis submitted for examination: 06 November 2015
Thesis title: Internationalization of Firms: Antecedents, Speeds, and Performance Implications, Evidence from the German Renewable-Energy Industry
Award Recommended: Doctor of Philosophy

CHOI, KAWAI STANLEY FOBE PHD
Principal Supervisor: Associate Professor Sue Wright
Associate Supervisor: Dr Charlene Chen
Thesis submitted for examination: 18 August 2015
Thesis title: The Role of Enforcement Strategy in Disclosure Regulations
Award Recommended: Doctor of Philosophy

CHU, EDWARD FOMHS MPHIL
Principal Supervisor: Professor Stuart Graham
Associate Supervisor: -
Adjunct Supervisor: J. Tan
Thesis submitted for examination:
Thesis title: Artificial simulation of the aqueous humor dynamics of the conventional outflow pathway under physiological and pathological conditions
Award Recommended: Master of Philosophy

FAIRLEY, JOHN RONALD JAMES FOA PHD
Principal Supervisor: Dr Ian Treganza
Associate Supervisor: Associate Professor Aleksandar Pavkovic
Thesis submitted for examination: 19 November 2015
Thesis title: Russell Kirk and Moral Imagination
Award Recommended: Doctor of Philosophy

IZADI, DAR IUSH FOHS PHD
Principal Supervisor: Dr Stephen Moore
Associate Supervisor: Dr John Knox
Thesis submitted for examination: 05 November 2015
Award Recommended: Doctor of Philosophy

LAWSON, JAMES RICHARD FOSE PHD
Principal Supervisor: Professor Michelle Leishman
Associate Supervisor: Associate Professor Kirstie Fryirs
Thesis submitted for examination: 08 October 2015
Thesis title: Hydrological Controls on the Functional Ecology of Riparian Plant Communities
Award Recommended: Doctor of Philosophy

LI, GUANG QI FOSE PHD
Principal Supervisor: Professor Sandra Harrison
Associate Supervisor: Associate Professor Ian Wright
Thesis title: Evaluating Past Climate Variability and Modelling Its Impact on Tree Growth
Award Recommended: Doctor of Philosophy

LOE, DAVID SAMUEL FOHS MPHIL
Principal Supervisor: Associate Professor Colin Wastell
Associate Supervisor: -  
Thesis submitted for examination: 07 October 2015  
Thesis title: Effects of Stress on Cognitive Task Performance: The Role of Working Memory Capacity  
Award Recommended: Master of Philosophy

LYNN, TERESA FOSE PHD  
Principal Supervisor: Associate Professor Mark Dras  
Associate Supervisor: Dr Rolf Schwitter  
Thesis submitted for examination: 03 September 2015  
Thesis title: Irish Dependency Treebarking and Parsing  
Award Recommended: Doctor of Philosophy

MAIRATA, JAMES FOA PHD  
Principal Supervisor: Professor John Potts  
Associate Supervisor: Dr Jane Simon  
Thesis submitted for examination: 08 September 2015  
Thesis title: Prizing the Populat: Steven Spielberg and Style by Stealth  
Award Recommended: Doctor of Philosophy

MALMASI, SHERVIN FOSE PHD  
Principal Supervisor: Associate Professor Mark Dras  
Associate Supervisor: Professor Mark Johnson  
Thesis submitted for examination: 13 October 2015  
Thesis title: Native Language Identification Explorations and Applications  
Award Recommended: Doctor of Philosophy

MBUKI, JANE NYAMBURA FOBE MPHIL  
Principal Supervisor: Dr Andreas Hellmann  
Associate Supervisor: Dr Medhat Endrawes  
Thesis submitted for examination: 15 December 2015  
Award Recommended: Master of Philosophy

MEVAWALLA, ZINNIA FOHS PHD  
Principal Supervisor: Professor Jacqueline Hayden  
Associate Supervisor: Dr Catherine Cologon, Ms. Fay Hadley  
Thesis submitted for examination: 23 September 2015  
Thesis title: Young Thinkers Without Borders: Critical Consciousness, Social Justice and Resistance – The Experiences of Young Street Children in Mumbai, India  
Award Recommended: Doctor of Philosophy

NOWLAN, JAMIE FOHS PHD  
Principal Supervisor: Dr Viviana Wuthrich  
Associate Supervisor: Professor Ronald Rapee  
Thesis submitted for examination: 19 November 2015  
Thesis title: Positive Reappraisal in Older Adults: Exploration of a Cognitive Emotion Regulation Strategy  
Award Recommended: Doctor of Philosophy

PARAKH, SONAM FOMHS PHD
Principal Supervisor: Associate Professor Julie Atkin
Associate Supervisor: Dr Nicholas Cole
Thesis submitted for examination: 13 October 2015
Thesis title: Role of Protein Disulphide Isomerase and its Family Members in Amyotrophic Lateral Sclerosis
Award Recommended: Doctor of Philosophy

PAULIN, DEANNA KATE FOHS PHD
Principal Supervisor: Associate Professor Barbara Griffin
Associate Supervisor: Dr Benjamin Searle
Thesis submitted for examination: 17 August 2015
Thesis title: The Development and Assessment of the Multilevel Model of Team Climate for Incivility
Award Recommended: Doctor of Philosophy

PRADHAN, DEEPA FOSE PHD
Principal Supervisor: Dr Ram Ranjan
Associate Supervisor: -
Adjunct Supervisor: T. Ancev
Thesis submitted for examination: 23 October 2015
Thesis title: Essays on Groundwater Management Strategies in Water-Scarce Agriculture: Case Studies from South India
Award Recommended: Doctor of Philosophy

RAOUFI-RADO, NEWSHA FOMHS PHD
Principal Supervisor: Professor Marcus Stoodley
Associate Supervisor: Professor Jacqueline Phillips
Thesis submitted for examination: 09 November 2015
Thesis title: Developing New Treatments for Brain Arteriovenous Malformations: Molecular Responses to Radiation in vitro and in vivo models
Award Recommended: Doctor of Philosophy

TARAH TABRIZI, SHABNAM FOSE PHD
Principal Supervisor: Professor Robert Willows
Associate Supervisor: Dr Ian Paulsen
Thesis submitted for examination: 06 November 2015
Thesis title: Structural and Functional Analysis of GUN4 and ChlH Subunits of Magnesium Chelatase Enzyme
Award Recommended: Doctor of Philosophy

WONGTRAKUL-KISH, KATHERINE FOSE PHD
Principal Supervisor: Professor Nicolle H. Packer
Associate Supervisor: Mr. Benjamin Herbert
Thesis submitted for examination: 30 April 2015
Thesis title: Glycobiology of Adipose-Derived Stem Cell Differentiation
Award Recommended: Doctor of Philosophy

COMPLETION OF REQUIREMENT (MRES)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>FACULTY</th>
<th>RECOMMENDATION</th>
<th>FINAL THESIS MARK (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABOU HASHEM, YOUSEF</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>72</td>
</tr>
<tr>
<td>ABOUZAKAZEMI, VAHIDEH</td>
<td>FOA</td>
<td>APPROVED</td>
<td>83</td>
</tr>
<tr>
<td>BOHI, JESSICA</td>
<td>FOHS</td>
<td>APPROVED</td>
<td>91</td>
</tr>
<tr>
<td>BYRNES, EVAN</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>82</td>
</tr>
<tr>
<td>Name</td>
<td>Program</td>
<td>Status</td>
<td>Score</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>CARRIGY, DANIEL</td>
<td>FOA</td>
<td>APPROVED</td>
<td>81</td>
</tr>
<tr>
<td>CHAPMAN, RACHEL</td>
<td>FOA</td>
<td>APPROVED</td>
<td>67</td>
</tr>
<tr>
<td>CHAUDHARY, CHANDRAKANT</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>74</td>
</tr>
<tr>
<td>CLARK, JENNALEE</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>85</td>
</tr>
<tr>
<td>DEAN, PETER</td>
<td>FOA</td>
<td>APPROVED</td>
<td>69</td>
</tr>
<tr>
<td>DELAVERE, SARA</td>
<td>FOA</td>
<td>APPROVED</td>
<td>73</td>
</tr>
<tr>
<td>GRONOW, MARK</td>
<td>FOHS</td>
<td>APPROVED</td>
<td>85</td>
</tr>
<tr>
<td>GRUMLEY, SHAUN</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>80</td>
</tr>
<tr>
<td>LEMENAGER, ALEXANDRE</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>81</td>
</tr>
<tr>
<td>MCDONALD, NATASHA</td>
<td>FOA</td>
<td>APPROVED</td>
<td>75</td>
</tr>
<tr>
<td>PAGE, JERMY</td>
<td>FOA</td>
<td>APPROVED</td>
<td>85</td>
</tr>
<tr>
<td>PARANJOTHY, MURALI</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>78</td>
</tr>
<tr>
<td>PURCELL, ZOE</td>
<td>FOA</td>
<td>APPROVED</td>
<td>90</td>
</tr>
<tr>
<td>RAMACHANDRAN, HARISH</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>73</td>
</tr>
<tr>
<td>ROY, ANINDITA</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>75</td>
</tr>
<tr>
<td>SABANATHAN, DHANUSHIA</td>
<td>FMHS</td>
<td>APPROVED</td>
<td>80</td>
</tr>
<tr>
<td>SEALY, JOSHUA</td>
<td>FOA</td>
<td>APPROVED</td>
<td>80</td>
</tr>
<tr>
<td>TOSETTO, LOUISE</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>79</td>
</tr>
<tr>
<td>VAUGHAN, GRACE</td>
<td>FOA</td>
<td>APPROVED</td>
<td>68</td>
</tr>
<tr>
<td>WRIGHT, BRADLEY</td>
<td>FOSE</td>
<td>APPROVED</td>
<td>80</td>
</tr>
</tbody>
</table>
A. MATTERS FOR INFORMATION

HDRC Meeting 08 April 2016

The Committee were briefed on the Defence Trade Controls Act and the new University Policy on Export Controls, and the implications for HDR students and supervisors. The Committee were also reminded of the Senate’s Academic Freedom Statement, and the Research Office commended for including a reference to, and demonstrating commitment to, Academic Freedom in the Export Controls Policy.

The Committee noted that Professor Dominic Verity’s Chair of Senate is ending on 30 April, 2016, and thanked Professor Verity for his work on the Committee as well as the Appeals Committee, and for consultation on high-level policy and individual cases. The Committee wished to have their gratitude expressed in the Minutes.

Dr Erin Semon addressed the members and described the Macquarie Minds Showcase event planned later in 2016 as a University-wide conference-style event to showcase Macquarie’s research.

Professor Mansfield reported on recent travel to Vietnam to visit the Vietnam International Education Development Agency in Hanoi and Ho Chi Minh, as well as Europe to visit partners in Italy, Spain and the Netherlands. Professor Mansfield also reported on the progress for training in mental health first aid, and that all Faculties had nominated an attendee of this training.

Dr Wedlock summarised the attached commencements and completions reports, noting that there was a drop in the number of theses undergoing examination as well as completions in comparison with the same time last year, but the Committee agreed that this would most likely even out later in the year. It was noted that three new cotutelle candidates had enrolled in Sociology, Chemistry and Biomolecular Sciences, and Engineering.

The Committee discussed and approved the proposed HDR and MRes Termination of Candidature Procedure, and Associate Professor Homewood welcomed comments from the Committee. It was noted that the procedure includes a step to determine whether a department-level review will take place, but that a department review was not mandated. It was also confirmed that a flow-chart of the procedure would be included in the final version for senate approval.

Ms Robinson reported that numbers of international undergraduate and postgraduate coursework students was up 26% and also discussed some recently executed agreements. It was noted that an MOU was signed with the Universities Grant Commission of Bangladesh (comparable to TEQSA), which is something unique to MQ, as the Head of the Commission is an MQ alumnus. Ms Robinson also reported on recent and upcoming delegations, including the upcoming Brazilian Ambassador’s visit. Furthermore, Ms Robinson reported on the Australian Government (Department of Foreign Affairs and Trade) New Columbo Plan, in
which AUD100M is available over 4 years to encourage mobility into 38 countries in Asia, with a strong focus on research.

**COMPLETION OF REQUIREMENT (PHD/MPHIL)**

**AL SHUAILLI, AHMED HAMED ABDULLAH**  FOBE  PHD
Principal Supervisor:  Professor Scott Koslow  
Associate Supervisor:  -  
Adjunct Supervisor:  M. Kilgour  
Thesis submitted for examination:  24 September 2015  
Thesis title:  Can Advertising Creativity Overcome Clutter? Affect, Attention and Memory  
Award Recommended:  Doctor of Philosophy

**ANG, PEI SOO**  FOHS  PHD
Principal Supervisor:  Dr John Knox  
Associate Supervisor:  -  
Thesis submitted for examination:  30 November 2015  
Thesis title:  Naming and visualising people in the discourses of disability  
Award Recommended:  Doctor of Philosophy

**BAECHER, KATHERINE COULL**  FOHS  MPHIL
Principal Supervisor:  Associate Professor Maria Kangas  
Associate Supervisor:  -  
Adjunct Supervisor:  D. Wade  
Thesis submitted for examination:  20 October 2015  
Thesis title:  The Impact of Traumatic Injury on Mental Health Outcomes  
Award Recommended:  Master of Philosophy

**BARKER, DAVID LESLIE ALLEN**  FOA  PHD
Principal Supervisor:  Professor Brian Opeskin  
Associate Supervisor:  -  
Adjunct Supervisor:  B. Kercher  
Thesis submitted for examination:  17 February 2016  
Thesis title:  A History of Australian Legal Education  
Award Recommended:  Doctor of Philosophy

**CASTRO MENESES, LEIDY JANETH**  FOHS  PHD
Principal Supervisor:  Dr Paul Sowman  
Associate Supervisor:  Dr Blake Johnson  
Thesis submitted for examination:  20 August 2015  
Thesis title:  Applying the Stop Signal Task to Speech: Neural and Behavioural Investigations of Proactive and Reactive Inhibition  
Award Recommended:  Doctor of Philosophy

**DONNELLY, HOLLY JO**  FOHS  DPSYCH
Principal Supervisor:  Dr Carolyn Schniering  
Associate Supervisor:  Professor Ronald Rapee  
Thesis submitted for examination:  30 November 2015  
Thesis title:  Towards and Effective and Feasible Treatment Intervention for Adolescents who Present to Hospital with Nonsuicidal Self-Injury  
Award Recommended:  Doctor of Psychology
FICORILLI, MARIA LAURA FOHS PHD
Principal Supervisor: Dr Stephen Moore
Associate Supervisor: Associate Professor Mehdi Riazi
Adjunct Supervisor: L. Johnson
Thesis submitted for examination: 07 August 2015
Thesis title: Intercultural Organizing: The Role of Communication Strategies on the Factory Floor
Award Recommended: Doctor of Philosophy

KARUNANITHI, KAAVYA FOMHS PHD
Principal Supervisor: Professor Yi Qian
Associate Supervisor: Professor Alberto Avolio
Thesis submitted for examination: 04 December 2015
Thesis title: Computational Analysis of Hemodynamic Parameters in the Management of Cerebrovascular Diseases (Intracranial Aneurysms and Moyamoya Disease)
Award Recommended: Doctor of Philosophy

LOFTUS, SUSAN MARGARET FOA PHD
Principal Supervisor: Professor Alanna Nobbs
Associate Supervisor: Dr Stephen Llewelyn, Associate Professor Paul McKechnie
Adjunct Supervisor: Dr Alistair Robert Evans
Thesis title: The Construction of Episcopcal Authority in Late Antique Gaul: A Case Study of the Role of Canon Law from the Sixth Century
Award Recommended: Doctor of Philosophy

MADHAVA WARRIER, ARAVINDAN FOSE PHD
Principal Supervisor: Associate Professor David Spence
Associate Supervisor: Associate Professor Helen Pask, Mr. JiPeng Lin
Thesis submitted for examination: 11 November 2015
Thesis title: Development of Ultrafast Raman Lasers
Award Recommended: Doctor of Philosophy

OVERGAARD, CHARLOTTE FOA PHD
Principal Supervisor: Dr Shaun Wilson
Associate Supervisor: Professor Michael Fine
Thesis submitted for examination: 03 July 2015
Thesis title: Volunteer Care Work: A Comparative Study of Volunteers, Cultures of Care and Gender in Australia and Denmark
Award Recommended: Doctor of Philosophy

PARDOSI, JERICO FRANCISCUS FOBE PHD
Principal Supervisor: Associate Professor Nicholas Parr
Associate Supervisor: -
Thesis submitted for examination: 29 September 2015
Thesis title: Early-Age Health, Survival and Inequity Issues in a Rural Eastern District of Indonesia
Award Recommended: Doctor of Philosophy

PINEDA MUNOZ, SILVIA FOSE PHD
Principal Supervisor: Dr John Alroy
Associate Supervisor: Associate Professor Glenn Brock
Adjunct Supervisor: Dr Alistair Robert Evans
Thesis submitted for examination: 09 November 2015
Thesis title: Diet, Ecology and Dental Morphology in Terrestrial Mammals
Award Recommended: Doctor of Philosophy

RAOULT, VINCENT FOSE PHD
Principal Supervisor: Associate Professor Jane Williamson
Associate Supervisor: -
Adjunct Supervisor: D. Peddemors
Thesis title: The Biology and Fisheries of Angel Sharks and Sawsharks in South-Eastern Australia
Award Recommended: Doctor of Philosophy

SOKOL, NICOLE FOHS PHD/MCLINPSYCH
Principal Supervisor: Professor Ron Rapee
Associate Supervisor: Associate Professor Kay Bussey
Thesis submitted for examination: 09 December 2015
Thesis title: Victims’ Responses to Overt Bullying and their Effect on the Attitudes and Reactions of peer Bystanders and Teachers.
Award Recommended: Doctor of Philosophy and Master of Clinical Psychology

SWIT, CARA SIMONE FOHS PHD
Principal Supervisor: Dr Anne McMaugh
Associate Supervisor: Dr Wayne Warburton
Thesis submitted for examination: 05 January 2016
Award Recommended: Doctor of Philosophy

VARKEY, DEEPA FOSE PHD
Principal Supervisor: Dr Ian Paulsen
Associate Supervisor: Professor Paul Haynes
Thesis submitted for examination: 09 September 2015
Thesis title: Differential Temperature Adaptation in Marine Synechococcus lineages: Ecological Distribution Molecular and Physiological Acclimation Mechanisms
Award Recommended: Doctor of Philosophy

WIDYASTUTI, SUSANA FOHS PHD
Principal Supervisor: Dr Peter Roger
Associate Supervisor: -
Thesis submitted for examination: 20 August 2015
Thesis title: Discourse of Ethnic Accommodation: Issues of Othering in Indonesia
Award Recommended: Doctor of Philosophy

CONSIDERATION FOR VICE-CHANCELLOR’S COMMENDATION
ANG, PEI SOO FOHS PHD
Principal Supervisor: Dr John Knox
Associate Supervisor: -
Thesis submitted for examination: 30 November 2015
Thesis title: Naming and visualising people in the discourses of disability
On 08 April 2016, the Higher Degree Research Committee resolved that Ang Pei Soo's PhD thesis be awarded subject to the completion of corrections as specified by the examiners and as outlined by the supervisor to be carried out to the satisfaction of the Higher Degree Research Committee.

The following comments were received from the examiners:

“It has been my pleasure to examine this thesis, which is an impeccable work of scholarship. The thesis tackles an important topic in linguistics, as well as other disciplines such as media and communications studies, and disability studies. This study is articulated against the background of considerable interest but a paucity of research. Add to which, much of the available research is based on Western, and ‘global south’ cultural settings;… This study richly fills this gap. It does so at a very high level of rigor and precision, and with carefully developed concepts, and methods. Its achievements and international research contributions can be summarized as follows. Firstly, Ms Ang offers one of the most comprehensive accounts of the existing and available research on disability theory and discourses I have seen. She has a most impressive, wide, and deep knowledge of disability research, and brings this together coherently and effectively. Secondly, every aspect of the thesis is marked by a systematic, exhaustive approach to establishing context and detail from first principles. Her treatment of media guidelines of disability is the most far-reaching and international I have seen. She then greatly advances our current understanding by providing a rigorous, fertile analysis of these guidelines. Thirdly, the study makes a very significant contribution in providing the first systematic account of disability, media, and language in any national context; …Fourth, the study is extremely important because it combines analysis of words and texts, with visual imagery. Most of the literature in this area is blithely unconcerned by the need to engage with and do justice to the multimodal nature of signification; this study blazes a trail for us here. Ms Ang forges an interdisciplinary framework, centred in linguistics, that offers an approach for future scholars to test, refine, and develop. Fifthly, in both major parts of the empirical study – verbal and textual; and visual communication – the methods are very solidly justified, elaborated, and undertaken with great precision. Ms Ang deserves high commendation for the care she has taken to design and undertake a study of deep integrity. There are many other noteworthy qualities of this important and far-reaching study. In conclusion, this is an outstanding and impeccable study that makes an original and highly significant contribution to the field. Suitably revised, it can be published as [a] monograph – and would be of interest to various quality academic publishers. I congratulate Ms Ang on her impressive achievement, and wish her very well for her future endeavours.”

“I was very pleased to see this piece of research. I really enjoyed reading this. There is a lack of this kind of media analysis relating to disability. In this sense it has identified a clear gap in the literature and understood one way to make a highly useful contribution to help address this. As such what we have here is a highly original piece of work, both as regards the exact subject matter looking at visual representations in this way and also using this particular approach. Indeed reading through the literature review and how this research is presented, it is clear that a distinct contribution to knowledge is being made. There is also originality and distinctiveness to be found in the way that this is at heart a study coming from linguistics, yet it impressively has as its focus actual policy making, both internationally and locally in Malaysia. It is rare to find a thesis based in linguistics, or research articles in linguistics for that matter, that show such a comprehensive engagement with wider literature, research and official documents. The thesis on one level is about representation in the press. But it is more than that. It is research which comes from what is an incredibly impressive knowledge of broader ideas and values about the nature of living with the many things that become categorized as disability. We find what appears to be a highly comprehensive review of theoretical work on disabilities. There is a high quality sense of methodological tools, both for the linguistic and the visual analysis. These are then impressively applied in vast detail in the analysis chapters. The findings of the analysis were highly engaging and I could certainly see these as being the basis for a range of publications targeted at different kinds of scholarly and policy oriented fields. What shines out in this thesis is the way that it brings together a number of different fields, as do the best theses. The way some off this material was presented and reflected upon was at times outstanding and a pleasure to read. This brought a colour to the linguistic analysis which you do not often find. In sum this is a highly ambitious thesis. It is very impressive in its scope and should be commended for its commitment to carry out a linguistic based analysis which is truly based in an extensive knowledge of the concerns raised across different scholarly fields and with an eye focussed on the actual context of Malaysia. I could see this candidate as a leader in their field. It displays a range of top level academic skills and also sense of social engagement. …there is much here that can be developed into publishable material. It offers all the promise of work that can develop into heavy duty academic research career. I myself hope to see part of this thesis...
submitted to the journals that I co-edit"

“This is an important study that engages with representations of disability in Malaysia. In this sense then the work here is original due to the lack of critical disability studies work in the Malaysian context. This feels like a ground-breaking piece of work, and could set the tone for an interest in critical disability studies in Malaysia. There is a strong theoretical voice in this work and a reflective tone. The thesis is written in a very clear and transparent way which makes the reading of it an absolute pleasure. I would urge the candidate to submit a book proposal that gets this work published in its entirety as soon as possible and / or consider submitting the analysis chapters to discourse and disability journals. The first chapter provides a really helpful overview of the thesis and then goes on to consider the ways in which disability is understood in Malaysia. Chapter 2 develops an impressively sophisticated overview of models and perspectives on disability. Chapter 3 provides an excellent overview of critical discourse analysis that from the beginnings of the chapter engages head on with discourses of disability. Chapter 4 reports on an impressive multi-dimensional approach to methodology. There is a real sense here of justifying the methodology both philosophically but also practically. The empirical data is impressive in terms of its reach. Overall, the sheer amount of data collected is mind-blowing! And interviews in Geneva too! Chapter 5 a fascinating chapter. Chapter 6, as with the previous chapter, provides a thorough overview of the analytical approach adopted in this work in relation to pictorial representation of disability. I will be advising my own doctoral students to do something similar - so many thanks. The discussion and analysis of photos are fascinating.”

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

RESOLVED
That Ang Pei Soo’s PhD thesis entitled “Naming and visualising people in the discourses of disability” be awarded a Vice-Chancellor’s Commendation.

SOKOL, NICOLE FOHS PHD/MCLINPSYCH
Principal Supervisor: Professor Ron Rapee
Associate Supervisor: Associate Professor Kay Bussey
Thesis submitted for examination: 09 December 2015
Thesis title: Victims’ Responses to Overt Bullying and their Effect on the Attitudes and Reactions of Peer Bystanders and Teachers.

On 08 April 2016, the Higher Degree Research Committee resolved that Nicole Sokol’s combined PhD/MClinPsych thesis be awarded subject to the completion of corrections as specified by the examiners and as outlined by the supervisor to be carried out to the satisfaction of the Higher Degree Research Committee.

The following comments were received from the examiners:

“Firstly, let me congratulate Ms Sokol on her thesis: Victims’ responses to overt bullying and their effect on the attitudes and reactions of peer bystanders and teachers, which was beautifully presented, articulate and scholarly. The key premise: which was that peers and teachers are observers of bullying, and therefore may be impacted by the responses of victims, has not been empirically tested or addressed before, and demonstrates the contribution to the field. Previous work has examined the impact of victims’ responses on bullies, or the impact of bullying on victims, but not the effects of victims’ responses to bullying on peer bystander and teacher attitudes and reactions. It was a pleasure to read and demonstrated her ability to succinctly explain and outline the problem/s she was exploring. It was conceptually sound, premised in the literature and the empirical research design and presentation of findings were well thought through and well executed, highlighting her contribution to the field. In presenting four empirical papers, a high level of skill has been demonstrated in systematically addressing the research questions (i) independently for each paper, yet (ii) coherently, as a whole: and the whole is indeed greater than the sum of its parts. This work has contributed significantly to furthering understanding of the social ecology around bullying and demonstrates not only how complex the social dynamic is, but how aspects of it can be subtly disentangled though intelligent and careful research design. As so
eloquently detailed in this thesis: the impact of victim responses on teachers and their ability to then take subsequent action, is enlightening and requires further research with more diverse student and teacher groups to determine the generalizability of these findings. This is a comprehensive, fluent and articulate argument. The thesis that victims’ responses impact on peers’ and teachers’ attitudes and reactions has been well explained, well examined and well analysed. It was a pleasure to read and I commend Ms Nikol and her supervisors on such a professional suite of papers and such a high standard of writing.”

“It was a pleasure to serve as external examiner for this dissertation; it is among the best that I have seen in my years of experience in the education/psychology area, and one which certainly contributes significantly to knowledge in the field. This dissertation is an ambitious study of individual differences in victim responses to bullying, systematically explored over four empirical studies that investigate both peer and teacher reactions and responses. The research is based on a solid foundation of prior empirical work and the candidate demonstrates comprehensive and up-to-date command of the extant literature. Particularly impressive is the candidate’s ability to integrate findings across studies conducted over at least two decades, providing a strong background for the present research. The candidate also demonstrates a well-developed capacity to critically evaluate prior research, clearly respecting the contributions of previous studies yet identifying significant gaps in our knowledge that her study is designed to address. The research is theoretically grounded, based on social-ecological theory that speaks to the complex interplay of individual and situational/contextual factors that may impact teacher and peer responses to bullying. Ms Sokol’s research is perhaps one of the best examples to date of empirically evaluating this complexity and is certainly commendable in that regard. One clear strength of these four studies is the use of experimental designs, which extend previous correlational studies in their ability to point to causal links. Another important extension of previous research is the use of videotaped hypothetical scenarios to present different victim response to study participants. Although the research reported herein systematically extends (and in some cases replicates) prior research, the use of videotaped scenarios as well as the candidate’s consideration of both teacher and peer reactions and responses represent an original contribution to the field. The dissertation is beautifully written, clear and concise yet fully descriptive …The measures and methods are clearly described in sufficient detail to allow for replication. Analyses are complex and sophisticated, yet clearly described and appropriate for the questions addressed. Results provide the field with new insights into the complex array of factors that impact peer and teacher responses to victimized youth. To summarize, this is an excellent dissertation. It is based on a strong theoretical and empirical foundation of research for which the candidate demonstrates a very comprehensive and up-to-date knowledge of the field. The studies are well designed, appropriately conducted and analyzed, with clear attention to methodological detail. The findings are novel and extend the literature in original ways, underscoring the complex nature of bullying within the social ecology of the school context. The author demonstrates a clear appreciation of both the strengths and limitations of her research, and offers a number of good suggestions for future research. My compliments to the candidate and her supervisors. I look forward to seeing these studies with the published literature.”

“It was a delight to read this work. I especially enjoyed the clarity of presentation, the clear focus of the thesis, and the systematic approach in examining peer bystanders’ and teachers’ responses to the same bullying scenarios, using many of the same variables. The problems addressed are extremely important and the methodological choices made (utilizing videotaped scenarios, assessing cognitive, emotional, as well as behavioral response; including both student and teacher data and quantitative as well as qualitative analyses) represent clear advancements to the previous studies in the field. The author clearly has a very good knowledge of the relevant literature, and her scientific writing is convincing. The way she discusses the findings shows maturity and insight, and she presents many important practical implications of her work. Three of the papers included in the thesis have already been accepted for publication (or been published) in international peer-reviewed journals, and one is under review. Overall, I found the thesis innovative, clearly presented, and thoughtful. I wish to congratulate the author for the good work she has done.”

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

**RESOLVED**
That Nicole Sokol’s combined PhD/MClinPsych thesis entitled “Victims’ Responses to Overt Bullying and their Effect on the Attitudes and Reactions of Peer Bystanders and Teachers” be awarded a Vice-Chancellor’s Commendation.
**COMPLETION OF REQUIREMENT (MRES)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Code</th>
<th>Grade</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAYDJANOVA, SHIRIN</td>
<td>FOE</td>
<td>69</td>
<td>APPROVED</td>
</tr>
<tr>
<td>CHENG, QINGQING</td>
<td>FOE</td>
<td>74</td>
<td>APPROVED</td>
</tr>
<tr>
<td>COMINO, CHRISTINA</td>
<td>FOA</td>
<td>58</td>
<td>APPROVED</td>
</tr>
<tr>
<td>COOK, BLAKE</td>
<td>FOA</td>
<td>74</td>
<td>APPROVED</td>
</tr>
<tr>
<td>COOK, SAMUEL</td>
<td>FOA</td>
<td>85</td>
<td>APPROVED</td>
</tr>
<tr>
<td>EDWARDS, HOLLY</td>
<td>FOA</td>
<td>82</td>
<td>APPROVED</td>
</tr>
<tr>
<td>FAVOT, CATHERINE</td>
<td>FOHS</td>
<td>87</td>
<td>APPROVED</td>
</tr>
<tr>
<td>GORMAN, JOSEPH</td>
<td>FOA</td>
<td>83</td>
<td>APPROVED</td>
</tr>
<tr>
<td>HALL, CRAIG</td>
<td>FOA</td>
<td>58</td>
<td>APPROVED</td>
</tr>
<tr>
<td>KHODABACCHAS, MUHAMMAD</td>
<td>FOE</td>
<td>58</td>
<td>APPROVED</td>
</tr>
<tr>
<td>LEE, BEN</td>
<td>FOA</td>
<td>85</td>
<td>APPROVED</td>
</tr>
<tr>
<td>MCNAUGHTON, DAVID</td>
<td>FOHS</td>
<td>80</td>
<td>APPROVED</td>
</tr>
<tr>
<td>PHAIROOSCH, ABDULLA</td>
<td>FOA</td>
<td>87</td>
<td>APPROVED</td>
</tr>
<tr>
<td>SCHILLER, SABINE</td>
<td>FOE</td>
<td>85</td>
<td>APPROVED</td>
</tr>
<tr>
<td>SMITH, RODERICK</td>
<td>FOBE</td>
<td>76</td>
<td>APPROVED</td>
</tr>
<tr>
<td>TEUNISSE, ALESSANDRA</td>
<td>FOHS</td>
<td>85</td>
<td>APPROVED</td>
</tr>
<tr>
<td>VECSEI, MICHELLE</td>
<td>FOE</td>
<td>80</td>
<td>APPROVED</td>
</tr>
<tr>
<td>WANG, XIAOTONG</td>
<td>MGSM</td>
<td>83</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

**RESOLVED**

That the decisions listed above be accepted.
Academic Senate
24 May 2016
Item 13.3

MACQUARIE UNIVERSITY

REPORT OF THE HIGHER DEGREE RESEARCH COMMITTEE

A. MATTERS FOR INFORMATION

HDRC Meeting 29 April 2016

The Committee noted that as of 01 May 2016 there would be a new Chair of Academic Senate, Professor Mariella Herberstein, and that the Committee would welcome Professor Herberstein at the next meeting of the HDRC.

Professor Mansfield presented the report to the University Executive on Macquarie University’s Research Training Performance as attached to the Agenda, as well as the key findings and recommendations from the report prepared by the Australian Council of Learned Academies (ACOLA) on Australia’s research training system.

Professor Mansfield highlighted some of the MRes student feedback, and indicated that students want more research focus in the first year of the MRes. Ms Springett noted that the MRes students are now a significant cohort and the Committee agreed that in future a MRes student representative should be included in the membership of the HDRC.

Dr Yi presented the commencements and completions and Cotutelle/Joint PhD reports. The Committee noted there was a peak in completions in 2015, and a dip to be expected in 2016 as there will be a correction due to the introduction of the MRes program in 2013.

The Committee were advised of the 2016 CSC fair where a delegation from MQ will visit four cities.

The Committee were advised of the timetable for the main international scholarship round for 2017.

Ms Robinson updated the Committee on international delegations to MQ since the last meeting, noting that MI is aligning visits with key partners. Ms Robinson also reported on the New Columbo Plan with a strong focus on research mobility, and a recent scoping session for a Rapid Improvement Event (RIE) on the process for approving University-level and Faculty-level international agreements.

The Committee resolved (16/180) to endorse the proposal for a new pathway for the 4 year combined PhD Masters of Clinical Psychology, of Clinical Neuropsychology or of Organisational Psychology as laid out in the HDRC Agenda attachment, and recommend its approval to Academic Senate (this item has been forwarded for Academic Senate approval in the appropriate template).

The Committee briefly discussed the MRes Information Session (25 May 2016), that will be a similar format as last time would be useful to have a graduate of the MRes that is now working in industry to be on the panel.

COMPLETION OF REQUIREMENT (PHD/MPHIL)

ABRAHAMS, JODIE LOUISE FOSE PHD
Principal Supervisor: Professor Nicolle Packer
Associate Supervisor: Associate Professor Mark Molloy
Thesis submitted for examination: 28 October 2015
Thesis title: Uncovering the Hidden Glycan Structures in Metastatis Melanoma
Award Recommended: Doctor of Philosophy
ANVARI, FARSHID  FOSE  MPHIL
Principal Supervisor:  Professor Deborah Richards
Associate Supervisor:  Associate Professor Michael Hitchens
Adjunct Supervisor:  C. Paris
Thesis title:  Effectiveness of Persona with Personality on Conceptual Design and Requirements
Award Recommended:  Master of Philosophy

BLUNDELL, RICHARD  FOA  PHD
Principal Supervisor:  Professor David Christian
Associate Supervisor:  Dr Yuji Sone
Thesis title:  Waking Up in the Anthropocene: Big History and the Biosphere
Award Recommended:  Doctor of Philosophy

CANIZALES PEREZ, ROGELIO  FOSE  PHD
Principal Supervisor:  Dr Ram Ranjan
Associate Supervisor:  Dr Huu Truong
Adjunct Supervisor:  R.W. Vervoort
Thesis submitted for examination:  26 October 2015
Thesis title:  Essays on Collective Participation in Irrigated Agriculture in Northern Mexico
Award Recommended:  Doctor of Philosophy

FARZADNIA, SAHAR  FOSE  PHD
Principal Supervisor:  Dr Christopher McRae
Associate Supervisor:  Dr Danny Wong
Thesis submitted for examination:  30 April 2015
Thesis title:  Characterisation of Antarctic Dissolved Organic Matter: Study of Chemical Structure of Fulvic Acid
Award Recommended:  Doctor of Philosophy

ISMAIL, JAVED  FOMHS  PHD
Principal Supervisor:  Professor Hosen Kiat
Associate Supervisor:  -
Thesis submitted for examination:  11 December 2015
Thesis title:  The Utility of Mobile Phone in the Prevention of Coronary Heart Disease, Through Lifestyle Modification: A Perspective, Randomized, Controlled Clinical Trial
Award Recommended:  Doctor of Philosophy

KELLY, ANNA  FOHS  MPHIL
Principal Supervisor:  Professor Jennifer L. Hudson
Associate Supervisor:  Dr Heidi Lyneham
Award Recommended:  Master of Philosophy

KWAN, ROBERTA  FOA  PHD
Principal Supervisor:  Professor Tony Cousins
Associate Supervisor:  Professor Antonina Harbus
Thesis submitted for examination:  15 February 2016
Thesis title: Shakespeares, the Reformation and Theological Hermeneutics: Knowing, Being, and Meaning in Shakespeare's Problem Plays
Award Recommended: Doctor of Philosophy

MOMIGLIANO, PAOLO FOSE PHD
Principal Supervisor: Dr Adam Stow
Associate Supervisor: Professor Robert Harcourt, Professor Marie Herberstein
Thesis submitted for examination: 16 October 2015
Thesis title: The Influence of Habitat and Local Selection on Patterns of Genetic Variation in Reef Sharks: Implications for Conservation
Award Recommended: Doctor of Philosophy

PERERA, DINUJA KALUTHANTHRIGE DONA FOBE PHD
Principal Supervisor: Associate Professor Parmod Chand
Associate Supervisor: Dr Rajni Mala
Thesis submitted for examination: 27 November 2015
Award Recommended: Doctor of Philosophy

SMITH, PATRICK FOSE PHD
Principal Supervisor: Associate Professor Glenn Brock
Associate Supervisor: -
Adjunct Supervisor: J. Paterson
Thesis submitted for examination: 19 February 2016
Thesis title: Palaeontology, Taxonomy and Biostratigraphy of Cambrian Assemblages from the Pertaoortra Group, Amadeus Basin, Northern Territory
Award Recommended: Doctor of Philosophy

THORNTON, DANIEL FOA PHD
Principal Supervisor: Dr Diane Hughes
Associate Supervisor: Dr Adrian Renzo
Adjunct Supervisor: Professor Mark Evans
Thesis submitted for examination: 16 November 2015
Thesis title: Exploring the Contemporary Congregational Song Genre: Texts, Practice and Industry
Award Recommended: Doctor of Philosophy

VITRUK, ANNA FOA PHD
Principal Supervisor: Associate Professor Estel Valverde
Associate Supervisor: Dr Halyna Koscharsky
Thesis submitted for examination: 30 October 2015
Thesis title: National Narrative in Ukrainian Historical Novels of the Late 20th Century
Award Recommended: Doctor of Philosophy

WELLMANN, BARBARA FOSE PHD
Principal Supervisor: Associate Professor David Spence
Associate Supervisor: Associate Professor David Coutts
Thesis submitted for examination: 01 February 2016
Thesis title: Mode-Locked Pumped Continuous Wave Ce:LiCAF Lasers
Award Recommended: Doctor of Philosophy
CONSIDERATION FOR VICE-CHANCELLOR’S COMMENDATION

SMITH, PATRICK FOSE PHD

Principal Supervisor: Associate Professor Glenn Brock
Associate Supervisor: -
Adjunct Supervisor: J. Paterson

Thesis submitted for examination: 19 February 2016
Thesis title: Palaeontology, Taxonomy and Biostratigraphy of Cambrian Assemblages from the Pertaoorrta Group, Amadeus Basin, Northern Territory

On 29 April 2016, the Higher Degree Research Committee recommended that Patrick Smith’s PhD thesis be awarded subject to the completion of corrections as specified by the examiners and as outlined by the supervisor to be carried out to the satisfaction of the Higher Degree Research Committee.

The following comments were received from the examiners:

"This is an exceptionally fine PhD thesis. It provides an enormous amount of new data … about the Cambrian biota of an important but heretofore understudied region of Australia. It helps clarify stratigraphic correlations not only within the Amadeus Basin, the area of principal study, but also provides data valuable for fine-tuning correlations into neighbouring areas of Australia and elsewhere in the palaeocontinent Gondwana (Antarctica and South China in particular). A surprisingly large number of fossil forms, representing a range of major taxonomic groups, have been studied, and this is quite a feat. The science is sound, and the discoveries that have been made will be of importance to specialists worldwide, and should be of importance to geoscientists of varied interests who work in Northern Territory and adjacent areas. The thesis is very well written, concise, well-illustrated, and certainly worthy of publication in leading palaeontological journals."

"This is a PhD by publication that includes four published papers (two in indexed journals) and another contribution in preparation. The papers are focused on Cambrian stratigraphy and faunas of the Amadeus Basin, and include description of: (i) two trilobite taxa (one n. sp.), four brachiopod taxa and several skeletonized microfossils (SSF) from the Tempe Formation; (ii) one n. gen. and four n. spp. of bradoriids from the Giles Creek Formation; (iii) twelve trilobites and agnostids (four n. spp.) from the Giles Creek Formation; (iv) nine linguliformean brachiopods from the Giles Creek Formation; and (v) twenty two trilobite and agnostid species (including one n. gen. and four n. spp.) from the Goyder Formation. As a result, the candidate has participated in the taxonomic description and systematic assignation of three groups of fossil arthropods (trilobites, agnostids and bradoriids), brachiopods and SSF (some of them of uncertain affinity) sampled in Cambrian strata of the Amadeus Basin. Several bio- and chronostratigraphic correlations and subdivisions of the Australian Cambrian, as well as palaeobiogeographic discussions about the affinity of East Gondwana, have been based on these palaeontological studies. …he has shown a strong skill to manage information yielded by different geological disciplines, such as palaeontological taxonomy, biogeography, litho-, bio- and chronostratigraphy, and palaeoecology. Therefore, the research capacity of the candidate (ability to define problems, set objectives and priorities, properly conduct scientific research and identify solutions to key problems) is demonstrated in several geological and palaeontological disciplines, as a result of which I strongly recommend “that the thesis meets all required standards in terms of the nature and quality of work undertaken, and the degree can be awarded without any further work by the candidate”.

"I cannot imagine the endeavour and patience the candidate had to endure to be an expert on three different large fossil groups. In modern day palaeontology, being an expert on these three different large categories of fossil (SSFs, brachiopods, and trilobites) is almost impossible. Nevertheless, the candidate has done this seemingly-impossible job, and for this reason, I consider this doctoral thesis to be in the top 10% level research in the field. I’m sure that the candidate is a rising talent in the field, and he would make a significant contribution not only to the biostratigraphy of the Amadeus Basin, but also to Australian palaeontology..."

Taking into account the examiners reports and the above comments, the committee noted that the thesis was of exceptional merit.
RESOLVED
That Patrick Smith's PhD thesis entitled “Palaeontology, Taxonomy and Biostratigraphy of Cambrian Assemblages from the Pertaoorrta Group, Amadeus Basin, Northern Territory” be awarded a Vice-Chancellor’s Commendation.

COMPLETION OF REQUIREMENT (MRES)
BOOTH, KATE  MGSM  APPROVED  85
DAYMOND, JARRYD  FOBE  APPROVED  78

RESOLVED
That the decisions listed above be accepted.
ITEM 13.4  SENATE LEARNING AND TEACHING COMMITTEE

Attached are the reports from the Senate Learning and Teaching Committee meetings held 18 April and 9 May 2016.

Refer to Item 12.9 and 12.10.

For noting.
ITEM 13.4 REPORT OF THE SENATE LEARNING AND TEACHING COMMITTEE MEETING OF 18 APRIL 2016

A meeting of the Senate Learning and Teaching Committee (SLTC) was held 18 April 2016. The key items, outcomes and resolutions of this meeting are outlined below. A copy of the full minutes can be found on the SLTC website.

ITEMS FOR APPROVAL BY ACADEMIC SENATE

Peer Assisted Learning Policy
The Committee considered the paper ‘Student Support Programming across the Learning Journey’, submitted by the Pro Vice-Chancellor (Learning and Teaching), Item 9.2 of the Agenda. Following discussion, the Committee resolved to seek approval from Academic Senate to proceed with a review of the existing Peer Assisted Learning Policy. The Policy review is to include:

i. the drafting of a Schedule that outlines student support roles across the student learning journey; and

ii. the inclusion of standards for students recruitment, training, support and either remuneration, reward or recognition.

ITEMS FOR NOTING

Report from the Chair
The Chair stressed the importance of the correct application of the Disruption to Studies Policy and its Schedules, including the Professional Authority Form (PAF).

Report from the Deputy Vice-Chancellor (Academic)
The Deputy Vice-Chancellor (Academic) provided an oral update on the following matters:

• Open University Australia (OUA) – OUA is undergoing a review of its business model. This may impact the Faculty of Arts which continues to have a large number of offerings through OUA.

• Coursera – Big History MOOC has been accepted by Coursera and will be developed in a four part offering.

• Academic Quality Assurance – Arising from the re-registration process, there will be a large scale paper drafted that will address processes relating to Academic Quality Assurance.

Open staff access to iLearn (considered by Flying Minute)
As a step towards the establishment of the Learning Commons, provided for within Objective 3.2 of the Learning and Teaching Strategy, the Committee resolved to endorse open staff access to iLearn.

Academic Appeals Policy (considered by Flying Minute)
The Committee noted the update on the development of an Academic Appeal framework and resolved to establish a working group to review the Grade Appeal Policy that will provide feedback into the development of an Academic Appeal Policy.

Academic Integrity: Towards a Framework for Action
Professor Dominic Verity, Chair of Academic Senate provided a presentation on the Academic Integrity report Towards a Framework for Action. The Committee noted that the report will now progress to the Academic Senate Standing Committee for further consideration. It is anticipated that a significant volume of work attached to the development of the proposed recommendations will be charged to the Committee.

English Language Policy (ELP) Implementation Report
The Committee considered the report submitted by the ELP Pilot Working Group. Three main areas of concern were identified:

1. The definition of ‘English Language Proficiency’.
2. Resourcing and training required to implement the Policy.
3. Timeframe for implementation

Following discussion, the Committee resolved to submit its considerations to the Academic Senate Standing Committee alongside the provided Pilot Report for further consideration.

Themed Discussion: First Year Experience
Professor Leigh Wood and Dr Yvonne Breyer facilitated a themed discussion on the First Year Experience within the Faculty of Business and Economics. A copy of the presentation is available online.
Reports received
The Committee noted the reports from the Library, PACE and Campus Wellbeing.

Membership
The Chair thanked Professor Dominic Verity, as the outgoing Chair of Academic Senate for his achievements and contributions to the University’s academic governance. Associate Professor David Pitt and Jake Garman were thanked in abenstia for their contributions as members of the Senate Learning and Teaching Committee.

The next meeting of the Senate Learning and Teaching Committee will be held on Monday, 9 May 2016.

Recommendation
That Academic Senate:
   i.  resolve to approve the review of the Peer Assisted Learning Policy; and
   ii. note the report of the Senate Learning and Teaching Committee meeting of 18 April 2016.

Submitted by:
Dr Mitch Parsell
Chair of the Senate Learning and Teaching Committee
ITEM 13.4 REPORT OF THE SENATE LEARNING AND TEACHING COMMITTEE MEETING OF 9 MAY 2016

A meeting of the Senate Learning and Teaching Committee (SLTC) was held 18 April 2016. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE

Grade Appeal Policy
The Faculties and Macquarie University International College (MUIC) submitted reports on the Grade Appeal Policy processes and the issues identified during its application. The Faculty of Science and Engineering reported concerns in relation to the ground of appeal clause ‘the assessor’s judgement was not objectively applied’. The Committee noted the following issues with regard to its application:

i. this ground does not clearly align with the procedural fairness emphasis of the Policy;
ii. determining the outcome of an appeal lodged on this ground is difficult to objectively assess;
iii. this ground is available to students in the event no other ground is applicable;
iv. the draft Academic Appeals Policy has removed this particular grounds for appeal; and
v. a more appropriate mechanism for determining whether a judgement was objective is available through the Complaints Management Procedure.

The Committee resolved to endorse and recommend to Academic Senate that the following ground for appeal be removed from the Grade Appeal Policy and Procedure effective immediately:

• the assessor's judgement was not objectively applied.

ITEMS FOR NOTING

Professional Authority Forms (PAF)
The Committee revisited concerns raised with regards to the management and review of the PAF forms within the Faculties. It was identified that Professional Development for staff with each Faculty is required to provide them with the skills required to assess the PAF forms. This matter is to be further considered in consultation with the Director, Campus Wellbeing and Support Services.

Assessment Policy Implementation Update
Faculty representatives provided an update on the implementation of the Assessment Policy and the development of local Procedures. All representatives in attendance confirmed that the implementation is progressing well and that additional support from the University Executive is not required at this stage.

Report from the Deputy Vice-Chancellor (Academic)
The Deputy Vice-Chancellor (Academic) provided an oral update on the following matters:

• The Widening Participation Working Group has been established to review and develop initiatives designed to attract more students from backgrounds traditionally underrepresented in higher education into Macquarie. The Pro Vice-Chancellor (Learning and Teaching) has extracted statements from the Learning and Teaching Strategic Framework that will assist in drafting a roadmap.
• The paper on Academic Quality Assurance and Course Planning and Approval is progressing.

Themed Discussion: Student Systems
Jonathan Wylie, Deputy Registrar and Dr Mary Davies, Chief Information Officer facilitated a themed discussion and provided an update on the development of various Student Systems within the University. Following discussion, the Committee expressed a desire for greater consistency for both staff and students. A copy of the tabled report is available within the Agenda.
Learning and Teaching Strategic Framework

The Acting Chair in his capacity as the Pro Vice-Chancellor Learning and Teaching provided a verbal update on the progression of the Strategic Framework, highlighting the following:

- The development of the supporting webpage continues with discussions being held regarding the webpage location.
- Consultation with the Associate Deans (Learning and Teaching) has commenced to identify pilot programs to implement the program-based approach.
- The Pro Vice-Chancellor Learning and Teaching and the Deputy Vice-Chancellor (Academic) have engaged with the development of the Promotions Policy; working towards the Professional Development requirement.

iTeach Program Dashboard

A paper was provided by the Pro Vice-Chancellor (Learning and Teaching) which reported that iTeach has been identified as having potential to aid the cultural change to a program-based approach to curriculum design by providing better information to support Faculties, Departments and individuals involved in the program design process. The Committee supported the establishment of a Working Group to guide the project and to scope requirements for program mapping.

Learning Technologies and Spaces Subcommittee: Terms of Reference

Amendments were approved to the Learning and Technologies and Space Subcommittee Terms of Reference as a result of recent institutional changes.

Membership

The Acting Chair thanked Associate Professor Donald for her contributions to the Committee, noting that this meeting was her final meeting as the Executive Dean nominated Representative from the Faculty of Science and Engineering.

The next meeting of the Senate Learning and Teaching Committee will be held on Monday, 6 June 2016.

Recommendation

That Academic Senate resolve to:

i. approve the amendments to the Grade Appeal Policy and Procedure; and

ii. note the report of the Senate Learning and Teaching Committee meeting of 9 May 2016.

Submitted by: Professor Sherman Young
Acting Chair of the Senate Learning and Teaching Committee
ITEM 14.1 FACULTY OF BUSINESS AND ECONOMICS FACULTY BOARD

Attached is the report from the Faculty of Business and Economics Faculty Board meeting held on 12 April 2016.

For noting.
ITEM 14.1 REPORT OF THE FACULTY OF BUSINESS AND ECONOMICS
FACULTY BOARD MEETING OF 12 APRIL 2016

A meeting of the Faculty of Business and Economics Faculty Board was held 12 April 2016. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING

Report from the Executive Dean

- Session 1 2016 enrolments modestly ahead of budget projection.
- AACSB accreditation meeting in Boston – the initial consideration of the self–evaluation review was well received. The Board noted that the next application is expected to be submitted to the AACSB meeting in August 2016.
- Master of Management and Business, Master of Management and Business (Extension), Master of Management and Leadership and Master of Management and Leadership (Extension) which were planned to be delivered in 2017 are being deferred in consideration of the current examination of the alignment between the Faculty and Macquarie Graduate School of Management (MGSM).

General Business

- The Board noted the information provided on the Student Discipline Rules and Student Discipline Procedure and expressed their support for the implementation.
- The Board noted that the Academic Standards and Quality Committee discussed and approved the recommendations of the Examination Results Review Working Party on the consideration of I-grades. The Board agreed that the I-grade results should be reviewed by the Faculty Standards and Quality Committee, as the Faculty-level scrutiny, to ensure the quality process is followed prior to submission to the Faculty Board for noting. Further discussion is to be held at the next Faculty Board meeting on 7 June 2016.
- The Board noted the amendments and ratified the changes made to the Prize and Award nominations. Professor Kevin Jameson, the Interim Executive Dean will discuss with the Faculty General Manager the establishment and implementation of a Faculty-based process for Prize and Award nominations.
- The Board resolved to approve the Block Credit entry to the Master of Commerce specialisation for students with cognate Bachelor degree (or equivalent), subject to the clarification of the definition of ‘cognate’ in Economics and Accounting specialisations by Professor Anne Ross-Smith, Associate Dean Curriculum and Quality Assurance.
- The Board noted a vacancy on Senate Learning and Teaching Committee under the Faculty Board nominee category. The Board is requested to nominate one representative from the Faculty of Business and Economics for this vacant position which has the term of office until 31 June 2017. The Board is requested to nominate an eligible staff member for the vacant position, with the nominee to be determined by the Chair under executive action.
- The overall feedback from the students and the academic team at the City Campus is positive, although enrolment numbers are lower than expected due to students electing to study at North Ryde.

Reports from the Faculty Subcommittees

The Faculty Board considered reports and minutes from the Faculty Standards and Quality Committee (FSQC), Faculty Learning and Teaching Committee (FLTC) and Faculty Research Committee (FRC).

Recommendation

That the Academic Senate note the report of the Faculty of Business and Economics Faculty Board (FBEFB) meeting of 12 April 2016.

The next meeting of the FBEFB will be held on 7 June 2016.

Submitted by:
Professor Kevin Jameson, Chair of Faculty of Business and Economics Faculty Board

For enquiries contact:
Air Sinthawalai, Governance Officer and Secretariat to Faculty of Business and Economics Faculty Board
Ext: 7320
ITEM 14.2 FACULTY OF HUMAN SCIENCES FACULTY BOARD

Attached is the report from the Faculty of Human Sciences Faculty Board meeting held on 5 April 2016.

For noting.
ITEM 14.2 REPORT OF THE FACULTY OF HUMAN SCIENCES FACULTY BOARD MEETING OF 5 APRIL 2016

A meeting of the Faculty of Human Sciences Faculty Board was held 5 April 2016. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING

Report from the Executive Dean

The Executive Dean briefed the Board on the following matters:

- Graduations - All staff were reminded of the importance of Faculty representation and to register for their relevant ceremonies.
- Royal Institute for Deaf and Blind Children (RIDBC) - The strategic partnership with the RIDBC will form an integral part of the Faculty and the University in both education and research. As a result of this partnership, the Faculty is developing a postgraduate program to be offered at Macquarie University.
- Faculty Planning Day – There will be three phases in developing the Faculty Strategy conducted throughout the year.
- Faculty Load Planning - The Faculty of Human Sciences has an overall decreased student load of 3.3%. The international equivalent full-time student load has increased by nearly 23%.

An update on University-wide matters was delivered to the Faculty Board, including:

- A working party of the Executive has been established to review transportation alternatives during the Epping to Chatswood railway line closure.
- Load Planning and Fees - The review and planning of student fees for 2017 has commenced.
- The review of MRes is being conducted by Emeritus Professor James Angus and is underway. The Faculty is represented on the review panel by two academic staff representatives and two students.
- The review of Delegations of Authority is being conducted by Emeritus Professor Richard Henry.

Program and Unit Proposals

The Faculty Board endorsed:

- A new Program proposal for the Master of Disability Studies and three Specialisations
- A change to the existing Master of Speech and Language Pathology
- 21 new unit proposals from the Department of Educational Studies (School of Education) and the Department of Linguistics

I - Grade Results

The Faculty Board resolved to adopt the required processes for ratifying and reporting on I-Grade results as approved by the Academic Standards and Quality Committee with effect from Session 2, 2016.

Open University Australia (OUA) Results

It was noted that the OUA unit results currently sits outside of the ratification of results framework. The 2016 OUA unit dates were provided for Faculty Board and the following requested for each session:

- conveners or Head of Departments offering OUA units to submit a brief report with the examination results; and
- overall moderation of OUA faculty results by the Associate Dean (Learning and Teaching) and/or the Associate Dean (Curriculum Quality Assurance).

For those units that sit outside of the scheduled Faculty Board meeting dates it was determined that these will require the Chair of Faculty Board or delegate approval.

Student Discipline Rule and Procedure

Adam Stepich, Student Discipline and Grievances Manager provided an overview of the newly implemented Student Discipline Rule and Procedure. It was confirmed that in-house training sessions are scheduled with the Student Discipline and Grievances Unit providing assistance to the Faculty in operationalising the Procedure.
The Faculty Board endorsed the proposed Faculty Hearing Committee membership noting that the proposed composition draws on the expertise and experience of the former Faculty Discipline Committee.

Reports from the Faculty Subcommittees and Departments
The Faculty Board considered minutes from the Faculty Higher Degree Research Subcommittee, Internationalisation Subcommittee, Learning and Teaching Subcommittee, Research Subcommittee, Standards and Quality Subcommittee, Department of Educational Studies (School of Education and Institute of Early Childhood), Department of Linguistics and the Department of Psychology.

The next meeting of the Faculty of Human Sciences Faculty Board will be held on Tuesday 24 May 2016.

Recommendation
That the Academic Senate note the report of the Faculty of Human Sciences Faculty Board meeting of 5 April 2016.

Submitted by:
Professor Simon Handley
Executive Dean and Chair of Faculty of Human Sciences Faculty Board
ITEM 14.3 FACULTY OF MEDICINE AND HEALTH SCIENCES FACULTY BOARD

Attached is the report from the Faculty of Medicine and Health Sciences Faculty Board meeting held on 11 April 2016.

For noting.
ITEM 14.3 REPORT OF THE FACULTY OF MEDICINE AND HEALTH SCIENCES FACULTY BOARD MEETING OF 11 APRIL 2016

A meeting of the Faculty of Medicine and Health Sciences Faculty Board was held 11 April 2016. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING

Chair of Academic Senate
The Faculty Board thanked Professor Dominic Verity for his contributions to the University’s Academic Governance.

Assessment Policy and Schedules
The approved Policy and Schedules, as considered by Academic Senate 5 April 2016 were discussed. Dr Panos Vlachopoulos provided an update regarding the Faculty’s implementation and development of local procedures to accompany the Policy. It was confirmed that there will be consideration given to further defining what a serious attempt at a hurdle assessment is for individual programs.

Student Discipline Rule and Procedure
Adam Stepcich, Student Discipline and Grievances Manager provided an overview of the newly implemented Student Discipline Rule and Procedure. It was confirmed that the Faculty will now move to establishing a Faculty Hearing Committee and will be supported by the Student Discipline and Grievances Unit with guidance and training.

Process for Ratifying and Reporting on I-Grade Results
The Faculty Board resolved to adopt the required processes for ratifying and reporting on I-Grade results as approved by the Academic Standards and Quality Committee with effect from Session 2, 2016.

The Faculty Board noted that a strategy to address the outlying study periods remains a concern for the Faculty.

Matters Recommended by Faculty Subcommittee’s
Following recommendation by the Faculty Education Committee, the Faculty Board resolved:
1. to approve 24 unit proposals;
2. to approve the Recognition of Prior Learning Plan for the Master of Public Health; and
3. to endorse and recommend for approval to the Academic Standards and Quality Committee the Graduate Diploma and Graduate Certificate in Public Health (exit awards).

Reports from the Associate Deans
The Faculty Board was provided with reports from the Associate Dean Learning and Teaching, Research and Higher Degree Research and International and Engagement.

Reports from the Departments
The Faculty Board considered reports from the Department of Biomedical Sciences, the Department of Health Professions and the Department of Health Systems and Populations.

The next meeting of the Faculty of Medicine and Health Sciences Faculty Board will be held on Tuesday 12 July 2016.

Recommendation
That the Academic Senate note the report of the Faculty of Medicine and Health Sciences Faculty Board meeting of 11 April 2016.

Submitted by
Professor Roger Chung
Associate Dean Research and Higher Degree Research and Deputy Chair Faculty Board
ITEM 14.4 FACULTY OF SCIENCE AND ENGINEERING FACULTY BOARD

Attached is the report from the Faculty of Science and Engineering Faculty Board meeting held on 26 April 2016.

For noting.
ITEM 14.4 REPORT OF THE FACULTY OF SCIENCE AND ENGINEERING
FACULTY BOARD MEETING OF 26 APRIL 2016

A meeting of the Faculty of Science and Engineering Faculty Board was held 26 April 2016. The key items, outcomes and resolutions of this meeting are outlined below.

ITEMS FOR APPROVAL BY ACADEMIC SENATE
Nil.

ITEMS FOR NOTING

Assessment Policy and Schedules
The approved Assessment Policy and Schedules were provided for Faculty Boards information. The Associate Dean Quality and Standards has consulted each Department to provide an introduction to the Policy and to discuss implementation. The Faculty Board resolved to charge the Faculty Learning and Teaching Committee with the development of the Faculty based procedures and guidelines and requested a progress report be submitted to the next Faculty Board.

Student Disciplining Rule and Procedure
The Faculty Board noted a summary provided by the Student Grievance and Discipline Unit. It was confirmed that the Faculty will be engaging with Governance Services to provide training and guidance in operationalising the Procedure.

Higher Education Standards Framework (HESF)
The Faculty Board was informed of the recent release of the Guidance Notes by TEQSA that have been developed in preparation of the implementation of the HESF. Faculty Board members have been provided with the opportunity to submit feedback on the Guidance Notes via the Associate Dean Quality and Standards.

Learner Evaluation of Units (LEU) Surveys
LEU Survey results have been reviewed and additional information sought from Departments where necessary. The Departments were thanked for the responses received to date and those with responses outstanding were reminded to submit as soon as possible.

Reports from Faculty Subcommittees and Departments
The Faculty Board considered reports from the Learning and Teaching Committee, Higher Degree Research Committee and the Research Committee.

The Higher Degree Research Committee has been asked to submit Terms of Reference for Faculty Board’s consideration and endorsement.

The Faculty Board considered the best reporting format for the Departments to the Faculty Board. It was determined that a brief summary report will be provided from each Department to each Faculty Board meeting.

The next meeting of the Faculty of Science and Engineering Faculty Board will be held on Tuesday 12 July 2016.

Recommendation
That Academic Senate note the report of the Faculty of Science and Engineering Faculty Board meeting of 26 April 2016.

Submitted by:
Professor Barbara Messerle
Executive Dean and Chair of Faculty of Science and Engineering Faculty Board