A meeting of the Academic Senate will be held at 9.30am Tuesday 13 November 2012 in the Senate Room, Level 3, Lincoln Building.

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

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

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

AGENDA

Page Numbers

★ 1. APOLOGIES / WELCOME

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

3 - 17 ★ 3. MINUTES OF PREVIOUS MEETING
Meeting held on 2 October 2012

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

18 4.1 Council Resolution 12/85
(Extract of Draft Minutes from University Council meeting 17th October 2012)

5. CONSIDERATION OF CONFIDENTIAL ITEMS

5.1 Report of the Discipline Committee
The Discipline Committee met on 11 September 2012 and the Standing Committee on Appeals met on 8 October and 5 November 2012. The reports of the meetings will be laid on the table of the meeting of Academic Senate in accordance with the provisions of the Student Misconduct and Discipline Rules.

★ 6. CHAIR VERBAL UPDATE

7. VICE-CHANCELLOR VERBAL UPDATE
8. QUESTIONS ON NOTICE
Members are requested to provide at least 2 days’ notice for questions on items not related to the agenda

9. REPORTS FROM STANDING COMMITTEES

19 - 41 ★ 9.1 Academic Standards and Quality Committee
Report of the meeting 23 October 2012

42 – 56 ★ 9.2 Higher Degrees Research Committee
Report of the meeting 2 November 2012

57 - 58 9.3 Higher Doctoral Degree Committee
Report of the meeting 22 August 2012

59 - 72 ★ 9.4 Senate Learning and Teaching Committee
Report of the meeting 17 October 2012

10. GENERAL BUSINESS

★ 10.1 Open Universities Australia
Presentation by Dr Darien Rossiter, Executive Officer, Centre for Online Learning Excellence, OUA

73 - 83 ★ 10.2 Australian Qualification Framework Addendum
Amended Qualification Types: Graduate Certificate and Graduate Diploma

84 - 89 ★ 10.3 Academic Honesty Policy
for Approval

90 - 98 ★ 10.4 Discussion Paper – Academic Appeals and Academic Standards and Quality Committee

99 - 126 ★ 10.5 University 2013 Rules

★ 10.6 MRes Credit for Previous Study Request

127 10.7 University Glossary 2013

139 - 142 10.8 Prize Awards

Circulated separately 10.9 Macquarie Foundation Students Qualified for an Award

Circulated separately 10.10 Undergraduate and Postgraduate Students Qualified for an Award

Circulated separately 10.11 Savings Clauses
Faculty of Arts
Faculty of Business and Economics

11. OTHER BUSINESS
Minutes of a meeting of Academic Senate held on 2 October 2012 at 9.30am in the Senate Room, Level 3, Lincoln Building.

Present:  Professor J Fitness (Chair)  
            Ms D Anderson  
            Dr R Baker  
            Professor C Baldock  
            Dr W Bradford  
            Ms M Brodie  
            Mr A Dahdal  
            Professor B Dowton  
            A/Professor M Evans  
            Professor M Gabbott  
            A/Professor S George  
            Professor J Greeley  
            Professor N Mansfield  
            Professor M Mollering  
            A/Professor S Page  
            Professor J Piper  
            Professor P Radan  
            Professor J Simons  
            Ms L Simpson  
            A/Professor I Solomonides  
            Professor B Thompson  
            Professor D Verity  
            Dr R Yager  

In Attendance:  A/Professor G Ford (for Professor Widing)  
                Ms R Grewal  
                Ms B Kosman  
                Ms S Kelly  
                Ms B Mclean  
                Ms Z Williams  
                Mr J Wylie  

Apologies:  Professor J Croucher  
            Professor J Hedberg  
            Mr T Hendry  
            Mr O Luck  
            Mr H Moraes  
            Ms C O’Sullivan  
            Mr N Pochynok  
            Professor J Sachs  
            Dr Jan Tent  
            A/Professor J Torr  
            Professor G Town  
            Professor G Whiteford  
            Professor R Widing  
            Dr X Zhou
1. APOLOGIES /WELCOME

Academic Senate noted that apologies were received from: Professor J Croucher, Professor Hedberg, Mr T Hendry, Mr O Luck, Mr H Moraes, Ms C O'Sullivan, Mr N Pochynok, Professor J Sachs, Dr J Tent, A/Professor Torr, Professor Town, Professor Whiteford, Professor Widing and Professor Zhou.

The Chair welcomed Professor Dowton to his second meeting of Academic Senate.

2. MINUTES OF MEETING HELD ON 4 SEPTEMBER 2012

The Committee noted amendments to the following resolutions of the Academic Senate meeting of 4 September 2012:

**Resolution 12/275**

A required unit would not normally be offered in Session 3 only; it should also be offered in Session 1 or Session 2. However a case can be presented for approval for offering a required unit exclusively in Session 3 in particular circumstances.

**Resolution 12/288**

The following principles, relating to units of study in postgraduate degrees, with effect from 1 January 2014 were approved:

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

**Resolution 12/297**

That subject to the abovementioned amendments the minutes of the meeting held on 4 September 2012 be signed as a true and correct record.

3. BUSINESS ARISING FROM THE MINUTES

3.1 Terms of Reference

The Committee noted the feedback received from the Vice-Chancellor and the advice provided by the Deputy-Registrar regarding Roles and Responsibilities of Senate and agreed to the following amendment to the Terms of Reference:

- recommending rules concerning academic matters to the Vice-Chancellor and Council;

**Resolution 12/298**

That subject to the above inclusion the Terms and Conditions be referred to Council for comment and approval.

3.2 Nomination for Award of the Title of Macquarie University Emeritus Professor

The Chair confirmed that Professor Henderson-Sellers has retired.

**Resolution 12/299**

Professor Ann Henderson-Sellers be nominated to Council for the Award of Title of Macquarie University Emeritus Professor.

3.3 Management of Admissions Matters

Members noted the following arrangements for the management of admissions related matters effective immediately:
The Academic Standards and Quality Committee will have oversight of issues relating to quality and standards, including approval and review of academic pathways and admission schemes, English language proficiency requirements and qualification equivalencies.

The Senate Learning and Teaching Committee will have oversight of policy matters, including the Coursework Admissions Policy, the Articulations Policy and the RPL Policy.

The Enrolment Load Planning Strategy Group will have oversight of matters relating to load, (across entry points), UAC targets and ATAR setting.

4. IDENTIFICATION OF ITEMS FOR DISCUSSION

The following items were starred for discussion:

6. Chair Verbal Update
7. Vice-Chancellor Verbal Update
8. Questions on Notice
9.1 Report of the Academic Standards and Quality Committee
9.2 Report of the Higher Degree Research Committee
9.3 Report of the Senate Learning & Teaching Committee
10.1 Review of Higher Education Access & Outcomes for Aboriginal & Torres Strait Islander Peoples
10.2 Session 3 Resolution
10.3 University Rules 2013
10.4 Revision of Senate Rule
10.5 Draft Calendar of Governance 2013

5. CONSIDERATION OF UNSTARRED ITEMS

Resolution 12/300
That the items not starred for discussion be noted and, where appropriate, be adopted as recommended.

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

6. CONSIDERATION OF CONFIDENTIAL ITEMS

6.1 Report of the Discipline Committee

Academic Senate noted the report of the meetings of 17 August and 5 September 2012.

7. CHAIR VERBAL UPDATE

The Chair advised Academic Senate that she had hosted a meeting of Chairs of Academic Boards and Senates on campus. Issues raised at the meeting included the role of TEQSA and work being undertaken by all Universities to comply with the timeframes imposed by TEQSA for meeting threshold standards.

Academic Senate noted the update.

8. VICE-CHANCELLOR VERBAL UPDATE

The Vice-Chancellor provided an overview of the key staff within his office and the activities he has been involved in since commencing at the University. External activities include meetings with the Parliamentary Secretary for Education and discussions with the Auditor General’s Office, National Australia Bank and Ryde City Council.

The Vice Chancellor advised Academic Senate that he delayed final approval of the University Master Plan to allow for a period of reflection and consideration. The Vice-Chancellor outlined the approach which will be taken to strategic planning for the University to allow for deep and broad
engagement with all members of the University community, including staff, students, alumni and corporate partners.

9. REPORTS FROM STANDING COMMITTEES

9.1 Academic Standards and Quality Committee (ASQC)

Academic Senate considered the report of the 18 September 2012 meeting of ASQC and resolved to approve each of the recommendations as detailed below.

Academic Program 2013

Changes to the 2013 Schedule of Units

Resolution 12/301
That Academic Senate approve the Emergency Change requests for the following units, effective from 1 January 2013:

- ANT202 The Anthropology of Illness and Healing (OUA): amendment of the unit name to “Culture and Healing”.
- SGY120 Introduction to Popular Culture and Society (OUA): amendment of the unit name to “Sociology of Everyday Life”.
- ECHP422 Early Childhood Reflective Practice 5: amendment of the NCCW to ECHP421.
- ECH218 Child Development 4-12 Years: amendment of the NCCW to ABEC311, ABEC312, ECH228 and ECST101.
- ECH216 Infancy and Early Development: amendment of the NCCW to ECH226.
- ENGL390 Writing Portfolio: unit name changed to “Writing for Production and Publication”.

Late Amendments to Programs/Majors/Specialisations

Resolution 12/302
That Academic Senate approves the minimum number of credit points at 300 level or above be changed to 21 for the Bachelor of Speech and Hearing Sciences effective from 1 January 2013.

Resolution 12/303
That Academic Senate approves the general requirements for the Honours Degree of Bachelor of Psychology PSYC02 be amended to 42 credit points required at 100, 200 and 300 level PSY, effective from 1 January 2013.

Proposal to Discontinue an Award

Resolution 12/304
That Academic Senate approves the discontinuance of the Bachelor of Arts-Media (Honours) effective from 31 December 2012.

Academic Senate noted advice that Executive Deans be reminded that the Bachelor of Arts (Honours) and the Bachelor of Science (Honours) are owned by the University and will be subject to discontinuance effective 31 December 2013.

New Units 2013

Resolution 12/305
That Academic Senate approves the introduction of the following units effective 1 January 2013:

- AHIS150 The Archaeology of Ancient Israel and the Near East
- PICT101 Introduction to Criminology.

Schedule of Participation Units 2013

Resolution 12/306
That Academic Senate approves the addition of the unit MAS390 Public Relations Practice to the Schedule of Participation Units, effective from 1 January 2013.
Glossary description for People and Planet Units

**Resolution 12/307**
That Academic Senate approves the glossary definition of people and planet units be amended for 2013 as follows:

- **People** units enable students to understand the challenges and issues facing the world at present and develop the capacity to be engaged and ethical local and global citizens. In essence, People units are designed to give students an understanding of what it means to live in the social world, and to develop cultural or social literacy.

- **Planet** units enable students to understand the challenges and issues facing the world at present and develop the capacity to be engaged and ethical local and global citizens. In essence, Planet units enable students to develop scientific literacy and to understand what it means to live in the physical world.

**Academic Program 2014**

**People Units**

**Resolution 12/308**
That Academic Senate approves the following units as People Units, with effect from 1 January 2014:

**People Units**

**Faculty of Arts**
- ABST100 Introducing Indigenous Australia
- AHIS120 Antiquity’s Heirs: Barbarian Europe, Byzantium and Islam
- ANTH151 Human Evolution and Diversity
- CUL260 Health, Bodies and Identities
- CUL399 Decisions! Decisions! Practical Wisdom for Everyday Life
- DANC101 Dance History and Aesthetics (previously DANC100)
- EUL101 Societies of Europe
- LEX101 Law, Institutions and People – A Global Perspective
- MAS214 Free Cultures
- PHL132 Philosophy, Morality and Society
- SOC175 Australia and Global Societies: An Introduction to Sociology
- SOC182 Economy and Society
- SOC297 Migration and Multicultural Studies (renamed Migration, Human Rights and Diversity from 2013)
- SOC315 Love, Sex and Friendship
- ANTH202 Illness and Healing
- ENGL108 Literature and the Political
- MHIS202 Australian Environmental History
- MHIS211 War and Peace in World History
- MUS205 Introduction to Vocal Studies

**Faculty of Business and Economics**
- BCM310 Social Marketing and Sustainability
- FBE204 Learning and Teaching in Business
- MKTG309 Social Marketing and Sustainability

**Faculty of Human Sciences**
- PSY250 Music, Mind and Message
- PSY350 The Psychology of Human Relationships
- ECH113 Play and Inquiry in Early Childhood
- ECH126 Early Childhood in Australia: the Social Context
- ACBE100 Academic Communication in Business and Economics
- ACSC100 Academic Communication in Science
- ACSH100 Academic Communication in the Social Sciences
- LING248 Social Networking and Cyberlanguage
Resolution 12/309
That Academic Senate approves the following units as Planet Units, with effect from 1 January 2014:

Faculty of Science
- ENVG111 Geographies of Global Change
- GEOS251 Minerals. Energy and the Environment

Faculty of Arts
- ANTH106 Drugs Across Cultures
- LEX102 Sustainability, Science and the Law
- PHL260 Bioethics and Biotechnology
- SOC254 Science, Society and Environment

Faculty of Human Sciences
- EDUC108 Science, Today and Tomorrow
- EDUC261 Information and Communication Technologies and Education
- LING337 Language of Science and Technology

Faculty of Science
- PHYS242 The Tradition of Science (renamed as Big Idea in Science from 2013)
- MATH123 Mathematics 123
- BIOL108 Human Biology
- BBE100 Introduction to Brain, Behavior and Evolution
- BIOL260 Science of sex
- ISYS100 IT and Society
- STAT175 Gambling, Sport and Medicine
- CBMS123 History and Philosophy of the Molecular Sciences (renamed Alchemy, Drugs and the Quest for Immortality from 2013)
- ENVE214 Climate Change
- ENV200 Environment and Sustainability
- ENVG262 The Ecological Humanities: Australians and their Environment
- MSM310 Museology of Natural History
- ASTR178 Other Worlds: Planets and Planetary Systems
- BIOL261 Paleontology
- SCOM100 Science in the Public Sphere
- GEOS204 Life, the Universe and Everything
- GEOS112 The Planet Earth

Draft Timeline for 2014 Academic Program
That Committee discussed the draft Academic Program Timeline for 2014 and concerns were raised regarding the proposed deadline of 17 December 2012 for new unit proposals for Session 1, 2014.

Late Amendments to Programs 2012

Resolution 12/310
That Academic Senate approves late amendments to the following programs, effective from 1 January 2012:
- Master of Development Studies and Culture Change
- Postgraduate Diploma of Development Studies and Culture Change
- Master of International Relations

Resolution 12/311
That Academic Senate approves late amendments to the Master of International Business with the degree of Master of International Relations program, effective from 1 January 2012 for 2012 and...
Late Amendments to Programs 2011

Resolution 12/312
That Academic Senate approves late amendments to the following programs, effective from 1 January 2013:
- Master of Development Studies and Culture Change
- Postgraduate Diploma of Development Studies and Culture Change
- Master of International Relations
- Doctor of Advanced Surgery
- Master of Laboratory Quality Analysis and Management

Late Amendments to Specialisations 2013

Resolution 12/313
That Academic Senate approves late amendments to the following specialisations, effective from 1 January 2013:
- Master of Science with Specialisation in Remote Sensing and GIS
- Postgraduate Diploma of Science with Specialisation in Remote Sensing and GIS

Late Amendments to Admission Requirements 2013

Resolution 12/314
That Academic Senate approves late amendments to the admission requirements for the following specialisations and programs effective from 1 January 2013:
- Master of Commerce with Specialisation in Financial Crime and Governance
- Master of Commerce with Specialisation in Corporate Governance
- Master of Clinical Neuropsychology
- Master of Clinical Psychology
- Master of Organisational Psychology
- Postgraduate Diploma of Professional Psychology
- Master of Social Health and Counselling
- Postgraduate Diploma of Social Health and Counselling

Establishment of Specialisations 2013

Resolution 12/315
That Academic Senate approves the establishment of the following specialisations, effective from 1 January 2013:

Master of Advanced Surgery with the following Specialisations:
- Orthopaedic Surgery: Upper Limb
- Orthopaedic Surgery: Knee and Arthroplasty
- General Surgery
- Cosmetic Surgery

Master of Surgery with the following Specialisations:
- Cardiothoracic Surgery
- Orthopaedic Surgery
- Otolaryngology Head and Neck Surgery
- Paediatric Surgery
- Plastic & Reconstructive Surgery
- Vascular Surgery

Changes to the 2013 Schedule of Units

Resolution 12/316
That Academic Senate approves the amendments to the following units, effective from 1 January 2013:
- ANTH801 Methodology in Local and Community Studies: amended to ‘Research Methods in Anthropology’;
• IRPG854 Conflict and Violence in World Politics: amended to ‘War and Violence in World Politics’
• ENGL714 Writing: Text and Context: amended to ‘Writing Creative Non-Fiction: An Introduction’
• ANTH805 Migration and Transnationalism: amended to ‘Race, Nation and Ethnicity’
• ANTH705 State, Ethnicity and Citizenship: amended to ‘Race, Nation and Ethnicity’

Unit Renewals 2013

Resolution 12/317
That Academic Senate approves the establishment of the Emergency Change requests for the following units effective from 1 January 2013:
• MGSM826 Sales Management
• MGSM876 Leadership and Motivation

Resolution 12/318
That Academic Senate approves the renewal of the following units effective from 1 January 2013:
• MGSM826 Sales Management
• MGSM876 Leadership and Motivation

Units for Deletion

Resolution 12/319
That Academic Senate approves the deletion of the following unit effective from 31 December 2012:
• COM891 Globalisation and Communication Technologies

New Units 2013

Resolution 12/320
That Academic Senate approves the introduction of the following units, effective from 1 January 2013:
• MECO800 International Discourse
• PICX845 Intelligence Product and Decision Making (OUA)
• PICX848 Cyber Security (OUA)

2013 Schedule of Graduate and Postgraduate Units to be offered at MQC

Resolution 12/321
That Academic Senate approves the proposed 2013 Schedule of Graduate and Postgraduate units to be offered at MQC as listed in Attachment 1.

2013 Draft Degree Rules

Resolution 12/322
That Academic Senate approves the revisions to the 2013 Degree rules.

Resolution 12/323
That Academic Senate approves the amendment to the program structure of the Master of Engineering Management, effective from 1 January 2013.

9.2 Higher Degree Research Committee

Professor Piper spoke to the report and provided an overview of the process for determining a Vice-Chancellor’s Commendation.

Professor Piper updated Academic Senate on the upcoming visit to India involving the Premier of NSW and the Vice-Chancellor.

Professor Piper provided the Academic Senate with an update on discussion held with the Department of Innovation, Industry, Science and Tertiary Education regarding the MRes and eligibility for Commonwealth Supported Funding places for domestic students who will be admitted to the MRes through the BPhil pathway.
Academic Senate noted the report of the meeting of 7 September 2012 and resolved as recommended:

Completion of Requirements

**Resolution 12/324**

*That the students included in the Report of the Higher Degree Research Committee of 7 September 2012 have satisfied the requirements for the awards stated.*

Nominations for Vice-Chancellor’s Commendation

**Resolution 12/325**

*That Margaret Van Heekeren’s PhD thesis entitled “The dissemination of New Idealist thought in Australian print and radio media from 1885-1945” be awarded a Vice-Chancellor's Commendation.*

Professor Piper departed the meeting at 10.40am

9.3 Senate Learning and Teaching Committee (SLTC)

Academic Senate noted the report of the meeting of 5 September 2012. The Chair of SLTC provided the Academic Senate with an update on review of the Academic Honesty Policy and Procedures. Academic Senate noted the renewed role of Faculty Discipline Committees within the revised Academic Honesty procedures. Academic Senate discussed the Schedule of Penalties and the timeframe for responding to cases of academic misconduct. The Chair of SLTC provided an undertaking that further consultation would take place.

Academic Senate noted the review of the implementation of Learner Evaluation of Units (LEUs) and requested that a representative from Informatics be invited to attend the SLTC.

Dr Yager left the meeting at 10.45am

10. GENERAL BUSINESS

10.1 Review of Higher Education Access & Outcomes for Aboriginal & Torres Strait Islander Peoples

Dr Page provided an overview of the outcomes from Review of Higher Education Access & Outcomes for Aboriginal & Torres Strait Islander Peoples.

The Chair thanked Dr Page for her presentation.

10.2 Session 3

Academic Senate noted the draft resolution for Session 3.

**Resolution 12/326**

1. This Resolution of Senate applies to the North Ryde Campus of Macquarie University.
2. Session 3 for 2012/2013 will be available to domestic and international students who are already enrolled at Macquarie, to cross-institutional students, to UniWISE Program students, and to Graduate entry LLB students undertaking a Foundation unit.
3. To encourage early acceptance and enrolment, newly enrolling international students and domestic students in nominated programs selected by faculties will be open for admission in Session 3, 2013/2014.
4. From Session 3 2013/2014, the Non-award pathway will also be open to commencing students.
5. From Session 3 2013/2014, selected units in the HSC-University Pathway for Talented Students Program will also be available to eligible high school students.
6. Session 3 is a core part of Macquarie’s Academic Calendar, hence students will receive equivalent services and support to those available to students in Sessions 1 and 2, e.g.
Library services and access to Help Desks and computer labs, food and beverages, literacy and numeracy support, mentoring, disability services, academic advice, central exam provision, student administration services, etc.

7. To maximize their opportunities for success, commencing Non-Award students without previous successful university study will be restricted to one unit in Session 3; all other students will be limited to enrolling in a maximum of two units in Session 3.

8. Units offered in Session 3 will involve identical learning outcomes to those of the previous Sessions 1 and 2 offerings.

9. Unit prerequisites for Session 3 will be identical to those in the previous Sessions 1 and 2 offerings.

10. Required units may be offered in Session 3 to provide students with the opportunity both to catch-up and accelerate their program.

11. A required unit would not normally be offered in Session 3 only; it should also be offered in Session 1 or Session 2. However a case can be presented for approval for offering a required unit exclusively in Session 3 in particular circumstances.

12. Units other than required units may be offered only in Session 3

13. Units offered in Session 3 may have quotas applied in order to maximize the student experience and to encourage students to enrol early for Session 3

14. Cancellation of an advertised Session 3 unit will normally only be considered where there are fewer than 5 enrolments (to extend to 10 enrolments by 2014/2015)

15. Teaching in Session 3 will comply with the Academic Enterprise Bargaining Agreement; specifically, academic staff will only be required to teach two out of three sessions. Those who are otherwise fully committed may agree to teach in Session 3 for additional remuneration

16. Twenty per cent of teaching must be undertaken prior to the Census Date in order to comply with the 20 per cent Rule (Higher Education Support Act 2003, 169-25 (2)). In order for fieldwork units and units offered in block mode to comply with this requirement, students must be provided with access to the Unit Guide, including assessment regime and at least 20% of the unit iLearn site populated with content in order to assess whether the unit was what they had anticipated and allow them time to withdraw without academic or financial penalty

17. Teaching delivery and assessment during Session 3 may vary to those of Sessions 1 and 2, in order to reflect the constrained timeframe of the session; however they must comply with the Assessment Policy and provide students with the opportunity to demonstrate that they meet the learning outcomes.

10.3 2013 UNIVERSITY RULES

Academic Senate noted the discussion paper outlining the approach and time frame for reviewing the University legislation.

Resolution 12/327
That Academic Senate recommend the proposed changes to the University legislation to Council for approval.

10.4 REVISED SENATE RULE

Academic Senate noted the proposed amendments to the Senate Rule.

Resolution 12/328
That Academic Senate recommend the proposed changes to the Senate Rule to Council for approval.

Ms Simpson departed the meeting at 10.55am

10.5 2013 CALENDAR OF GOVERNANCE

Academic Senate noted the proposed calendar for 2013. Academic Senate requested the inclusion of special reserve meetings for Senate Learning and Teaching Committee in April and August.
Academic Senate
2 October 2012
Minutes

A/Professor Guy Ford departed the meeting at 11.00am

10.6 PRIZE AWARDS

Resolution 12/329
That prizes be awarded to the students nominated and attached to these minutes as Attachment 2.

10.7 UNDERGRADUATE AND POSTGRADUATE STUDENTS QUALIFIED FOR AN AWARD

Resolution 12/330
That the candidates in the report have satisfied requirements for the awards stated in the submission.

10.8 SAVINGS CLAUSE

Resolution 12/331
That the Savings Clause be invoked to allow student 42180023 graduate with 17 credit points at 300 level provided all other requirements are met.

11. OTHER BUSINESS

Academic Senate discussed the recommendation from ASQC that members of the Academic Senate Sub-Committees, ASQC and SLTC, be granted an exemption from teaching commitments in the University timetable on the relevant meeting dates.

The Committee discussed this matter and in response to the University’s strategic position to have a student-focused timetable this recommendation was denied.

There being no further business the meeting was declared closed at 11.17am.

Professor J Fitness
Chair
## Units Offered at MQC 2

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<td>Course Title</td>
<td>Day</td>
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<tr>
<td>ECON633</td>
<td>Intermediate Macroeconomics</td>
<td>DAY</td>
<td>BUS 854</td>
<td>Leading and Managing in Culturally Diverse Environments</td>
<td>DAY</td>
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<tr>
<td>ECON649</td>
<td>Economic Analysis</td>
<td>EVE</td>
<td>ECON633</td>
<td>Intermediate Macroeconomics</td>
<td>DAY</td>
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<tr>
<td>ECON847</td>
<td>International Trade</td>
<td>EVE</td>
<td>ECON649</td>
<td>Economic Analysis</td>
<td>EVE</td>
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<td>LAW 898</td>
<td>International Commercial Law</td>
<td>DAY</td>
<td>LAW896</td>
<td>International Business Transactions</td>
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<td>MKTG801</td>
<td>International Marketing</td>
<td>EVE</td>
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<td>International Marketing</td>
<td>EVE</td>
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<tr>
<td>MKTG802</td>
<td>Marketing Communications</td>
<td>DAY</td>
<td>MKTG803</td>
<td>Marketing Operations</td>
<td>DAY</td>
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<td>LAW 891</td>
<td>International Law</td>
<td>DAY</td>
<td>LAW 850</td>
<td>Sustainable Corporate Governance and Financing</td>
<td>DAY</td>
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<td>LAW 852</td>
<td>Trade and Environment Law</td>
<td>DAY</td>
<td>LAW868</td>
<td>Electronic Commerce and the Law</td>
<td>DAY</td>
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</table>
**Prize Awards**

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

1. **FACULTY OF ARTS**

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie Law School Prize</td>
<td>for proficiency in the unit LAW580 Human Rights and Moral Dilemmas</td>
<td>40319482</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40444961 (shared)</td>
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</table>

2. **FACULTY OF BUSINESS AND ECONOMICS**

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Accounting and</td>
<td>for academic excellence in the unit ACCG812 Information Technology Management</td>
<td></td>
</tr>
<tr>
<td>Corporate Governance Prize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Applied Finance and</td>
<td>for academic excellence in the unit AFIN840 Personal Financial Planning</td>
<td>42439698</td>
</tr>
<tr>
<td>Actuarial Studies Prize</td>
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<td></td>
</tr>
<tr>
<td>Department of Accounting and</td>
<td>for academic excellence in the unit ACCG872 Advanced Financial Reporting</td>
<td>80054048</td>
</tr>
<tr>
<td>Corporate Governance Prize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Accounting and</td>
<td>for academic excellence in the unit ACCG893 Research Methodology in</td>
<td>41855957</td>
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<tr>
<td>Corporate Governance Prize</td>
<td>Accounting</td>
<td></td>
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<tr>
<td>Department of Accounting and</td>
<td>for academic excellence in the unit ACCG903 CPA – Global Strategy and</td>
<td>42027543</td>
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<tr>
<td>Corporate Governance Prize</td>
<td>Leadership</td>
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<tr>
<td>Department of Accounting and</td>
<td>for academic excellence in the unit ACCG908 CPA - Strategic Management</td>
<td>42198283</td>
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<td>Corporate Governance Prize</td>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td>Faculty of Business and Economics</td>
<td>for proficiency in ACST603 Principals of Finance</td>
<td>42634784</td>
</tr>
<tr>
<td>Prize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Business and Economics</td>
<td>for proficiency in BUS651 Work, Organisation and Management</td>
<td>42714362</td>
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<tr>
<td>Prize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Business and Economics</td>
<td>for proficiency in MKTG696 Introduction to Marketing Management</td>
<td>42348358</td>
</tr>
<tr>
<td>Prize</td>
<td></td>
<td>41763033 (shared)</td>
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</table>
3. FACULTY OF HUMAN SCIENCES

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Psychology Prize</td>
<td>for the most meritorious performance in PSY 338 Organisational Psychology</td>
<td>42036550</td>
</tr>
<tr>
<td>Department of Psychology Prize</td>
<td>for the most meritorious performance in PSY 348 Principles and Applications of Learning</td>
<td>41767330</td>
</tr>
<tr>
<td>Rod Power Prize</td>
<td>for the most meritorious performance in the unit PSY 247 Perception I</td>
<td>42448654</td>
</tr>
</tbody>
</table>

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

The following prizes have been approved by Professor Judyth Sachs on behalf of Academic Senate

4. FACULTY OF SCIENCE

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMC Prize for Best Female Student in Engineering Semester 1</td>
<td>for the highest overall grade in Semester 1 in a Bachelor of Engineering Degree by a female student</td>
<td>42880777</td>
</tr>
</tbody>
</table>

REGISTRAR

Deidre Anderson
Deputy Vice-Chancellor, Students and Registrar
10. ACADEMIC SENATE REPORT
(Agenda item 3.1)

The Chair of Academic Senate spoke to the report and responded to questions from the meeting.

An updated Calendar of Governance for 2013 was tabled. The Chancellor encouraged Council members to attend graduation ceremonies when possible.

RESOLVED 12/35

RESOLVED that, as recommended by Academic Senate, that:

1. The Terms of Reference for Academic Senate be approved effective immediately, with one amendment being section 5, 2\textsuperscript{nd} dot point under Senate’s delegated authority should read “recommend new programs to Council for approval;

2. The Senate Rules be amended as follows:
   - The inclusion of the Dean of the Macquarie Graduate School of Management in the ex-officio membership of Academic Senate.
   - The inclusion of an additional elected member from the staff of the Macquarie Graduate School of Management in the membership of Academic Senate.
   - The inclusion of the option to extend the term of Chair and Deputy Chair of Academic Senate for an additional biennium.

3. Professor Ann Henderson-Sellers be awarded the title of Macquarie University Emeritus Professor.

4. The amendments to the University’s Calendar of Governance for 2013 as tabled at the meeting be approved.

Council noted and discussed the report.
ACADEMIC STANDARDS AND QUALITY COMMITTEE

Minutes of the meeting of the Academic Standards and Quality Committee held on Tuesday, 23 October 2012 in Room 310, Lincoln Student Services Building, from 9.37am to 12:30pm.

PRESENT:
Dr N Anderson
Ms J Bowden-Everson
Mr A Burrell
Associate Professor H Carter
Ms L Clarke
Associate Professor P Coutts
Professor J Fitness (Chair)
Associate Professor M Hitchens
Associate Professor N Klein
Dr A Semple
Professor A Ross-Smith
Ms S Spinks
Mr G Tomossy

APOLOGIES:
Ms D Anderson
Mr K Baird
Dr A Bosanquet
Ms F Burton
Professor J Sachs (Provost)

IN ATTENDANCE:
Mr N Asher
Ms R Bishop
Mr J Devlin
Mrs R Grewal
Mrs H Harris
Mrs S Kelly
Mrs B Liu
Professor N Mansfield
Ms K Roth
Mrs K Shorrock
Ms Z Williams
Mr J Wylie

1. MINUTES OF MEETING HELD ON 18 SEPTEMBER 2012

The minutes of the meeting held on 18 September 2012 were approved.

2. BUSINESS ARISING FROM THE MINUTES

2.1 Report to Academic Senate

The Committee noted that Academic Senate at its meeting on 2 October 2012 approved the recommendations of the ASQC meeting held on 18 September 2012, with the exception of the recommendation in Item 7 of the ASQC minutes. In response to the University’s strategic position to have a student focused timetable, Academic Senate denied the recommendation...
that members of the Academic Senate Sub-Committees, ASQC and SLTC, be granted an exemption from teaching commitments in the University timetable against the relevant meeting dates.

2.2 Amendments to Resolutions of Academic Senate

The Committee noted amendments to the following resolutions of the Academic Senate meeting of 4 September 2012:

**Resolution 12/275**

A required unit would not normally be offered in Session 3 only; it should also be offered in Session 1 or Session 2. However a case can be presented for approval for offering a required unit exclusively in Session 3 in particular circumstances.

**Resolution 12/288**

The following principles, relating to units of study in postgraduate degrees, with effect from 1 January 2014 were approved:

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

3. INDIVIDUAL STUDENT CASES

3.1 Faculty Reports

The Committee noted Individual Case Reports that have been received from the Faculty of Arts and Faculty of Human Sciences.

The Committee discussed the deeming of ECON314 as equivalent to LAW496 for a Faculty of Arts student (s/n 41202813) for the purpose of his Honours Course Weighted Average calculation. The student has since graduated. It was noted that this solution was pursued as there was no other LAW unit at 300 level to be deemed equivalent to in this case. The Committee noted that the Deeming provision may be invoked to declare equivalence only where the work completed is at the same or higher level as the required unit being replaced. The Committee therefore agreed that the Saving clause be invoked instead of the Deeming provision in similar requests in the future.

3.2 Student Appeal (s/n 41487818)

An appeal against a Faculty of Arts decision has been received. The above student was admitted in the Bachelor of Arts – Media with Bachelor of Laws in 2008. She deferred her study in 2011 and prior to that was advised that if she did, she would be admitted in the new curriculum upon resuming her study. Her request to be readmitted in the old curriculum upon her return was not approved by the Faculty, on the basis that she had been made aware of the consequences of deferral in study and that no evidence of misadvice was present. The Chair on behalf of the Committee had considered the case and the appeal was not upheld.

3.3 Student Appeal (s/n 41970004)

An appeal against a Faculty decision has been received.

The Faculty of Business and Economics on 7 December 2011 did not approve a reconsideration of the deeming of BUSL301 as equivalent to MKTG303 for the above MQC Bachelor of Commerce student. It was noted that the student had been given incorrect advice by MQC staff leading to the belief that MKTG303 was an elective rather than a core unit in her program. The student had subsequently enrolled in an online unit offered by another institution however was advised by the Faculty that there is no provision to deem such a unit as equivalent
to a Macquarie unit at 300 level. The Committee agreed that the student was disadvantaged and had acted in good faith in the circumstances outlined. The Committee therefore **RECOMMENDS THAT ACADEMIC SENATE** invokes the Saving clause from completion of the required unit MKTG303 to enable the above student to qualify for the Bachelor of Commerce, provided all other requirements are met.

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

The Committee reviewed the minutes of the Undergraduate Subcommittee meetings held on 9 and 16 October 2012 (tabled). The agenda and associated papers for the Sub-Committee’s meetings can be found for review by members on the ASQC web site at: [http://senate.mq.edu.au/apc/sub_committees.html](http://senate.mq.edu.au/apc/sub_committees.html)

4.1 **2012 Academic Program**

**Back Mapping for Faculty of Business and Economics programs**

The Subcommittee discussed the Faculty’s request to map the 2009 Bachelor of Human Resource Management to the 2012 Bachelor of Commerce (Human Resources).

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that HRM250 be deemed an alternate to BBA250 for the Bachelor of Human Resource Management (HRMT01) and the Bachelor of Commerce (Human Resources) (HUR01), with immediate effect.

The Subcommittee discussed the Faculty’s request to deem ACCG251 as an alternate to ACCG250 for all degree requirements.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that ACCG251 be deemed an alternate to ACCG250 for all degree requirements, with immediate effect.

4.2 **2013 Academic Program**

**Emergency Changes to the 2013 Schedule of Units**

**Faculty of Arts**

ANTH301 Asian Cultures
ANTH701 Current Topics in Social and Cultural Theory I
ANTH702 Current Topics in Social and Cultural Theory II
ENGL304 Creative Writing 2: Concept and Practice
ENGL306 Feminism and Literature
ENGL307 Creative Writing 3: Narrative Fiction
ENGL389 Textual Practice
ENGL390 Writing For Publication and Production
LAW203 Torts
LAW204 Contract Law
LAW208 Law, Lawyers and Society
LAW214 Jurisprudence

**Faculty of Business and Economics**

MKTG303 Marketing Strategy

**Faculty of Human Sciences**

COGS201 Disorders and Delusions of Mind
COGS202 Brain and Language
Faculty of Science

STAE170 Introductory Statistics
STAE270 Applied Statistics
STAE273 Introduction to Probability
STAT270 Applied Statistics
STAT273 Introduction to Probability
STAT278 Computer Simulation
STAT279 Computer Simulation

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the Emergency Change requests for the above units, with effect from 1 January 2013.

Late Amendments to Majors

Faculty of Arts

English EGL01

Faculty of Science

Computer Engineering (CEN02)
Electronics Engineering (EEN02)
Mechanical Engineering (MEC01)
Mechatronic Engineering (MEN02)
Software Engineering (SEN02)
Telecommunications Engineering (TEN02)
Wireless Engineering (WEN02)

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the Late Amendment requests to the Majors listed above with effect from 1 January 2013.

Awards Proposed for Discontinuance

Bachelor of Education (Early Childhood Education) (Honours)
Bachelor of Arts with the Diploma of Education (Honours)

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the discontinuance of the above awards, with effect from 31 December 2012.

Request for the Re-Approval of Honours Degree of Bachelor of Psychology (BPsych(Hons))

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the renewal and continuance of the Honours Degree of Bachelor of Psychology (BPsych(Hons)), with effect from 1 January 2013.

Reinstatement of Bachelor of Ancient History (Honours) for 2013

The Subcommittee discussed the Faculty’s request to reinstate the Bachelor of Ancient History (Honours) for 2013 to allow students to be able to be transitioned, due to the sunset clause, and it will not be available for new admission in 2013.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the reinstatement of the Bachelor of Ancient History (Honours) as noted above, with effect from 1 January 2013.

Faculty of Business and Economics Articulation Agreement for 2013

*Dual Degree Program with Central University of Finance and Economics*
The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the dual degree program agreement between Macquarie University and the Central University of Finance and Economics in China, with effect from 1 January 2013.

**Bachelor of Teaching (Birth to Five Years) Program with SEED Institute Singapore**

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the proposed Bachelor of Teaching (Birth to Five Years) program with SEED Institute, Singapore, with effect from 1 January 2013.

**Units for Deletion**

*BBA204 Applied Microeconomics*
*BBA214 Applied Macroeconomics*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the deletion of the above units, with effect from 31 December 2012.

**Report of Co-taught Units**

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the requests for co-teaching as listed below, with effect from 1 January 2013:

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<th>Code</th>
<th>Co-taught Unit 1</th>
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<td>(Session 2) AHPG801, AHPG821, AHPG824, AHPG857, AHPG858, AHPG888, AHPG890, ECJS845, ECJS850</td>
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<td>(Session 2) AHPG801, AHPG821, AHPG824, AHPG857, AHPG858, AHPG888, AHPG890, ECJS845, ECJS850</td>
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AHIS703 (Session 1) AHPG800, AHPG814, AHPG826, AHPG841, AHPG856, AHPG886, AHPG889, AHPG890 (Session 2) AHPG801, AHPG821, AHPG824, AHPG857, AHPG858, AHPG898, AHPG903, ECJS845, ECJS850

AHIS704 (Session 1) AHPG800, AHPG814, AHPG826, AHPG841, AHPG856, AHPG886, AHPG889, AHPG890 (Session 2) AHPG801, AHPG821, AHPG824, AHPG857, AHPG858, AHPG898, AHPG903, ECJS845, ECJS850

AHIS705 (Session 1) AHPG800, AHPG814, AHPG826, AHPG841, AHPG856, AHPG886, AHPG889, AHPG890 (Session 2) AHPG801, AHPG821, AHPG824, AHPG857, AHPG858, AHPG898, AHPG903, ECJS845, ECJS850

ANTH700 ANTH800

ANTH708 ANTH808

ANTH711 ANTH811

ANTH715 ANTH815

ANTH718 ANTH818

ANTH721 ANTH821

ANTH726 ANTH826

ANTH731 ANTH831

ANTH751 ANTH801

Biol313 BIOL713

BIOL349 BIOL787

BIOL367 BIOL767

BIOL373 BIOL773

BIOL399 BIOL891

BIOL760 BIOL860

BIOL761 BIOL861

CBMS303 CBMS703

CBMS304 CBMS704

CBMS306 CBMS706

CBMS307 CBMS707

CBMS308 CBMS708

CBMS331 CBMS860

CBMS332 CBMS732

CBMS333 CBMS733

CBMS336 CBMS736

CBMS337 CBMS737

CBMS760 CBMS860

COGS730 PSY438

COMP111 MAS111

COMP350 ITEC856

CWPG822 ENGL718

ECON334 ECON896

ECON356 ECON898

ECON356 ECON898

ECON490 ECON860

ECON490 ECON861

ECON490 ECON861

ECON490 ECON861

ECON496 ECON861

ECON496 ECON861

ECON496 ECON861

ECON496 ECON861

ECON496 ECON861

ENGL701 LIT802

ENGL702 LIT804

ENGL703 LIT805

ENGL704 LIT806

ENGL705 LIT846

ENGL706 LIT848

ENGL707 LIT856

ENGL708 LIT859

ENGL709 LIT860

ENGL710 LIT864

ENV808 ENVG708

FOBE751 Co-teach the Faculty 700 level shell units with a variety of relevant postgraduate units

FOBE752 Co-teach the Faculty 700 level shell units with a variety of relevant postgraduate units

FOBE753 Co-teach the Faculty 700 level shell units with a variety of relevant postgraduate units

FOBE754 Co-teach the Faculty 700 level shell units
with a variety of relevant postgraduate units

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<tr>
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<tr>
<td>LAW701</td>
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<tr>
<td>LAW702</td>
<td>additional co-taught units to be offered as a shell unit to be co-taught with a number of possible 400, 500 and/or 800 lvl LAW units</td>
</tr>
<tr>
<td>LAW703</td>
<td>additional co-taught units to be offered as a shell unit to be co-taught with a number of possible 400, 500 and/or 800 lvl LAW units</td>
</tr>
<tr>
<td>MHIS712</td>
<td>MHPG912</td>
</tr>
<tr>
<td>MHIS715</td>
<td>MHPG918</td>
</tr>
<tr>
<td>MHIS748</td>
<td>MHPG848</td>
</tr>
<tr>
<td>MHIS749</td>
<td>MHPG849</td>
</tr>
<tr>
<td>MHIS750</td>
<td>MHPG850</td>
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<tr>
<td>PHL707</td>
<td>PHL863</td>
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<tr>
<td>PHL708</td>
<td>PHL802</td>
</tr>
<tr>
<td>PHL709</td>
<td>PHL803</td>
</tr>
<tr>
<td>PSY432</td>
<td>PSYC432</td>
</tr>
<tr>
<td>PSY434</td>
<td>PSYC434</td>
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<tr>
<td>PSY436</td>
<td>PSYC436</td>
</tr>
<tr>
<td>PSY437</td>
<td>PSYC437</td>
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<tr>
<td>PSY440</td>
<td>PSYC440</td>
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<td>PSYC420</td>
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<td>PSYC421</td>
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<td>PSYC425</td>
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<td>PSYC426</td>
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<td>PSYC428</td>
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<td>PSY471</td>
<td>PSYC431</td>
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<td>STAT710</td>
<td>STAT810</td>
</tr>
<tr>
<td>STAT721</td>
<td>STAT821</td>
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<tr>
<td>STAT722</td>
<td>STAT822</td>
</tr>
<tr>
<td>STAT723</td>
<td>STAT823</td>
</tr>
</tbody>
</table>
Report of Unit Quotas

Faculty of Arts

LAW477 Trial Advocacy – 60 students
LAW480 Jessup International Law Moot – 5 students
LAW491 Politics and the Constitution – 60 students

Faculty of Human Sciences

EDUC108 Science: Today and Tomorrow – 160 students internal and 60 students external
EDUC261 Information and Communication Technologies and Education – 175 internal students
PSY250 Music, Mind and Message – 80 students
PSY435 Psychology of Voodoo Science – 25 students
PSY436 Advanced Issues in Personality – 40 students
PSY437 Advanced Issues in Thinking and Reasoning – 30 students
PSY462 Advanced Cognitive Processes – 20 students
PSY465 Introduction to Theories of Counselling – 30 students
PSY466 Health Psychology – 22 students
PSY468 Advanced Issues in Development Psychology: Challenges Across the Lifespan – 40 students
PSYC425 Introduction to Theories of Counselling – 2 students
PSYC426 Advanced Issues in Health Psychology – 2 students
PSYC428 Advanced Issues in Developmental Psychology: Challenges Across the Lifespan – 2 students
PSYC436 Advanced Issues in Personality – 2 students

Faculty of Science

BIOL245 Tropical Marine Ecosystems – 22 students
BIOL362 Freshwater Ecology- 40 students
BIOL379 Reef Evolution and Dynamics – 42 students
CBMS235 Engaging the Community in Science – 30 students
COMP188 Enrichment Topics in Computing -10 students
COMP388 Advanced Topics in Computing and Information Systems – 10 students
ENVE270 Environmental Science Fieldwork – 40 students
MATH188 Advanced Topics in Mathematics I – 10 students
MATH288 Advanced Topics in Mathematics II – 10 students
MATH388 Mathematics III Advanced – 10 students
PHYS188 Advanced Physics I – 20 students
PHYS388 Advanced Physics III – 20 students

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the requests to add quotas to the units as noted above, with effect from 1 January 2013.

New Units

* AHPG706 Ancient Languages A
* AHPG707 Ancient Languages B

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the introduction of the above units, with effect from 1 January 2013.
4.3 2014 Academic Program

Faculty of Business and Economics Articulation Agreement for 2014

Articulation Agreement with TAFE NSW

The Committee noted that the Subcommittee had deferred recommending the above articulation agreement pending the provision of revised documentation to satisfactorily address a number of issues. This was provided subsequent to the meeting. The Chair on behalf of the Committee approved the Articulation Agreement between Macquarie University and TAFE NSW and now RECOMMENDS THAT ACADEMIC SENATE approves this agreement, with effect from 1 January 2014.

People Units

Faculty of Arts

AHIS140 Myth in the Ancient World
AHMG101 Greek Heroes and Heroines: From Achilles to Zorba
ANTH305 Culture, Care and Country in Aboriginal Australia
ASN101 Asia in the Global Context
GEN110 Foundations in Gender Studies
INTS204 Latin American Histories
MHIS115 An Introduction to World History
PHL137 Critical Thinking
POL107 Thinking Politically
POL108 Introduction to Global Politics
POL304 Creating New States
SOC295 Work and Employment

Faculty of Business and Economics

BBA340 Cross Cultural Management
DEM127 Demographic Fundamentals
HRM107 Introduction to Human Resources

Faculty of Human Sciences

ECHL213 Images of Childhood
LING109 Language, Culture and Communication
LING290 Language, Globalisation and World Englishes
LING397 Names on Maps: Language, History, Politics & Geography

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above units as People units, with effect from 1 January 2014.

Planet Units

Faculty of Arts

AHIS230 Archeology and Society: Archaeological Evidence

Faculty of Business and Economics

ACCG260 Measuring Sustainability
AFAS300 Principles of Financial Literacy
BUSL 100 Global Legal Frameworks for a Sustainable Planet
ECON131 Quantitative Methods in Economics, Business and Finance

Faculty of Science

ASTR170 Introduction to Astronomy: Our Place in the Universe
ENVE237 Natural Hazards
GEOS126 Marine Geoscience
PHYS159 Physics for Global Citizens
STAT170 Introductory Statistics

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above units as Planet units, with effect from 1 January 2014.

Late Unit Enrolment

The Committee noted that the Subcommittee discussed and recommended guidelines for what time-frame and conditions would be acceptable to allow a student to enrol late into a unit. It was noted that under current policy external unit enrolments is possible until the end of week one of classes, while internal students can enrol into an internal unit until the end of week two.

In concurrence with the Subcommittee’s recommendation, the Committee RECOMMENDS THAT ACADEMIC SENATE approves that under special circumstances students be permitted to enrol late into a unit beyond the timeframe approved under current enrolment policy, with approval from the unit convener. The Committee also RECOMMENDS THAT ACADEMIC SENATE approves that the fee rule be amended to align with the first recommendation, as it currently stipulates that no late enrolment will be approved after the fourth week of the unit start date.

The Committee further discussed the various administrative impacts and consequences that might arise from the above recommendations, including the impact of applying the same policy to both the 13 week sessions and the 5 week Session 3. It was agreed that the Chair will hold further discussions with the Provost on this matter.

Credit for Previous Studies

The Subcommittee discussed this issue and agreed that the calculation for credit for previous studies (CPS) requires updating to reflect multiples of 3. It was agreed that for a completed diploma award students can receive 24 credit points of which 18 credit points will be granted at 100 level and 6 credit points will be granted at 200 level. It was also agreed that for a completed bachelor award students can receive 30 credit points of which 18 credit points can be granted at 100 level and 12 credit points can be granted at 200 level. The Coursework Studies Section will follow up with a full recommendation for all other awards.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves that the calculation for CPS be updated to reflect multiples of 3. It was also recommended that the CPS granted for a bachelor award and a diploma award be amended as noted above.

Amended CPS for 69 Credit Points

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the new methods of CPS calculation as below:
Students Re-Attempting Units for Accreditation Purposes

The Subcommittee discussed the issue raised by Mr Jim Farmer regarding students re-attempting units for external accreditation purposes (and not as part of their Macquarie degree requirements) while under a Commonwealth supported position. Consequently the issue arose as to whether students should be allowed to re-attempt units for external requirements rather than those required for a Macquarie degree while receiving Commonwealth support. Mr Farmer’s submission also noted that DEEWR’s position is that units attracting Commonwealth Support funding must contribute towards the requirements of the degree the student is admitted to.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that students who choose to re-attempt a unit, which is not required for their Macquarie degree, do so under a Non-Award pathway and not under Commonwealth support.

5. **REPORT OF THE POSTGRADUATE SUB-COMMITTEE**

The Committee reviewed the minutes of the Postgraduate Subcommittee meeting held on 11 October 2012 (tabled). The agenda and associated papers for the Sub-Committee’s meeting can be found for review by members on the ASQC website at: [http://senate.mq.edu.au/apc/sub_committees.html](http://senate.mq.edu.au/apc/sub_committees.html)

5.1 **2011/2012 Academic Programs**

2011/2012 Retrospective Amendments to Programs

**Faculty of Arts**

*Master of Policy and Applied Social Research*
*Postgraduate Diploma of Policy and Applied Social Research*
*Postgraduate Certificate of Policy and Applied Social Research*

**Faculty of Science**

*Master of Biotechnology*
*Master of Biotechnology with Master of Commerce*
*Postgraduate Diploma of Biotechnology*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the 2011/2012 Retrospective Late Amendments to Programs for the above programs with immediate effect.
PICT OUA Programs – Retrospective changes for Alternate Units for students admitted prior to 2012

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the retrospective changes for alternate units for the PICT OUA Programs for students admitted prior to 2012 with immediate effect.

**Master of Applied Linguistics (Language Program Management)**

The Chair on behalf of the Committee approved a request to have the award Master of Applied Linguistics (Language Program Management) (LPM) set up as a permissible award under the Master of Applied Linguistics (TESOL) for the pre 2012 version of the program only. There is no longer an LPM stream available in the new 2012 postgraduate curriculum. The reason for the request is to accommodate a group of students who commenced in the TESOL stream prior to 2012 but who have since decided that the LPM stream would be beneficial to their future professional employment prospects.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that the award Master of Applied Linguistics (Language Program Management) (LPM) be set up as a permissible award under the Master of Applied Linguistics (TESOL) for the pre 2012 version of the program.

**5.2 2013 Academic Program**

**Late Amendments to Programs**

**Faculty of Arts**

*Master of International Security Studies*
*Postgraduate Diploma of International Security Studies*
*Postgraduate Certificate of International Security Studies*
*Master of Policy and Applied Social Research*
*Postgraduate Diploma of Policy and Applied Social Research*
*Postgraduate Certificate of Policy and Applied Social Research*
*Master of Environmental Law*
*Master of International Environmental Law*
*Master of International Relations with Master of International Trade and Commerce Law*
*Master of Intercontinental Trade and Commerce Law*
*Postgraduate Diploma of International Trade and Commerce Law*
*Postgraduate Certificate of International Trade and Commerce Law*
*Master of Laws*

**Faculty of Human Sciences**

*Master of Advanced Translation*
*Master of Conference Interpreting*

**Faculty of Science**

*Master of Biotechnology*
*Master of Biotechnology with Master of Commerce*
*Postgraduate Diploma of Biotechnology*
*Master of Science with a specialisation in Environmental Health*
*Postgraduate Diploma of Science with a specialisation in Environmental Health*
*Postgraduate Certificate of Science with a specialisation in Environmental Health*
*Master of Wildlife Management*
*Postgraduate Diploma of Wildlife Management*
The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the Late Amendments to the above programs, with effect from 1 January 2013.

**Late Amendments to Specialisations**

**Faculty of Human Sciences**

**Orthopaedic Surgery**

The Chair on behalf of the Committee approved a renaming of the 2013 Specialisation *Orthopaedic Surgery* to *Orthopaedic Surgery: Hand Surgery*, within the Master of Advanced Surgery.

**Faculty of Science**

**Planning**

The Chair on behalf of the Committee approved an amendment to the 2013 Specialisation in Planning within the Master of Environment. The Specialisation is to be offered as an Exit award only from the Master of Environmental Planning.

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the above Late Amendments to Specialisations, with effect from 1 January 2013.

**2013 Late Amendment to Admission Requirements**

**Faculty of Human Sciences**

The Chair on behalf of the Committee approved the following Late Amendments to Admission Requirements:

<table>
<thead>
<tr>
<th>Program</th>
<th>Existing Entry</th>
<th>Revised Entry</th>
</tr>
</thead>
</table>
| Master of Higher Education with Specialisation in Learning and Teaching [LTE11S] | • Australian Bachelor degree or recognised equivalent  
• Recent teaching or teaching related work experience in Higher Education  
• Minimum English Language Proficiency: IELTS or IELTS equivalent of 7.0 overall, with minimum 7.0 in each band | • Australian Bachelor degree or recognised equivalent  
• Minimum English Language Proficiency: IELTS or IELTS equivalent of 7.0 overall, with minimum 7.0 in each band |
| Postgraduate Diploma of Higher Education with Specialisation in Learning and Teaching [LTE21S] | • Australian Bachelor degree or recognised equivalent  
• Recent teaching or teaching related work experience in Higher Education  
• Minimum English Language Proficiency: IELTS or IELTS equivalent of 7.0 overall, with minimum 7.0 in each band | • Australian Bachelor degree or recognised equivalent  
• Minimum English Language Proficiency: IELTS or IELTS equivalent of 7.0 overall, with minimum 7.0 in each band |
| Postgraduate Certificate of Higher Education with Specialisation in Learning and Teaching [LTE31S] | • Australian Bachelor degree or recognised equivalent  
• Recent teaching or teaching related work experience in Higher Education  
• Minimum English Language Proficiency: IELTS or IELTS equivalent of 7.0 overall, with minimum 7.0 in each band | • Australian Bachelor degree or recognised equivalent  
• Minimum English Language Proficiency: IELTS or IELTS equivalent of 7.0 overall, with minimum 7.0 in each band |
Master of Teaching (Birth to Five) | Minimum English Language Proficiency: IELTS or IELTS equivalent of 7.0 overall, with a minimum of 7.0 in all subsets | Minimum English Language Proficiency: IELTS or IELTS equivalent of 7.5 overall, with minimum 7.0 in Reading and Writing and 8.0 in Listening and Speaking

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the Late Amendments to the above Admission Requirements, with effect from 1 January 2013.

Programs and Specialisations to be Rested in 2013

The Chair on behalf of the Committee approved subsequent to the meeting the resting of the following programs and specialisations in 2013:

**Faculty of Science**

*Master of Radiopharmaceutical Science*
*Postgraduate Diploma of Social Impact Assessment*
*Postgraduate Certificate of Social Impact Assessment*
*Postgraduate Certificate of Environmental Planning*
*Environmental Education Specialisation in the Master and Postgraduate Diploma of Environment*
*Environmental Planning Research Specialisation in the Master of Environmental Planning*

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the resting of the above programs and specialisations with effect from 1 January 2013.

**2012/2013 Emergency Changes to the Schedules of Units**

The Chair on behalf of the Committee approved the following Emergency Changes to the Schedules of Units:

**Faculty of Human Sciences**

<table>
<thead>
<tr>
<th>Year &amp; 2013</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Existing Prerequisite</th>
<th>Revised Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 &amp; 2013</td>
<td>TRAN823</td>
<td>Subtitling/Audiovisual Translation and Subtitling</td>
<td>Admission to MTransInter in Translation Studies or MTransInterMIntRel or MTransInterMAppLing or PGDipTransInter</td>
<td>Admission to MAdvTrans or MTransInter in Translation Studies or MTransInterMIntRel or MTransInterMAppLing or PGDipTransInter</td>
</tr>
<tr>
<td>2012 &amp; 2013</td>
<td>TRAN825</td>
<td>Dictionaries in Translating and Interpreting</td>
<td>Admission to MTransInter or MTransInter MIR</td>
<td>Admission to MAdvTrans or MTransInter or MTransInterMIntRel</td>
</tr>
<tr>
<td>2012 &amp; 2013</td>
<td>TRAN857</td>
<td>Pedagogical Approaches to Teaching T and I</td>
<td>Admission to MTransInterPed or PGDipTransInterPed</td>
<td>Admission to MAdvTrans or MTransInterPed or PGDipTransInterPed</td>
</tr>
<tr>
<td>2012 &amp; 2013</td>
<td>TRAN868</td>
<td>Business Translation and Interpreting</td>
<td>TRAN820 or TRAN822</td>
<td>TRAN820 or TRAN822 or admission to MAdvTrans</td>
</tr>
<tr>
<td>2012 &amp; 2013</td>
<td>TRAN871</td>
<td>Introduction to Using Technology in Translation</td>
<td>TRAN877 or TRAN816</td>
<td>TRAN877 or TRAN816 or admission to MAdvTrans</td>
</tr>
<tr>
<td>2012 &amp; 2013</td>
<td>TRAN873</td>
<td>Technical Translation and Interpreting</td>
<td>TRAN820 or TRAN822</td>
<td>TRAN820 or TRAN822 or admission to MAdvTrans</td>
</tr>
</tbody>
</table>
## Faculty of Science

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Existing Prerequisite</th>
<th>Revised Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>CBMS807</td>
<td>Bioethics and Biotechnology</td>
<td>Admission to MBiotech</td>
<td>Admission to MBiotech or MBiotechMCom</td>
</tr>
<tr>
<td>2013</td>
<td>CBMS807</td>
<td>Bioethics and Biotechnology</td>
<td>Admission to MBiotech</td>
<td>Admission to MBiotech or MBiotechMCom</td>
</tr>
<tr>
<td>2012</td>
<td>CBMS833</td>
<td>Functional Proteomics</td>
<td>Admission to MBiotech or MBiotechMCom or MLabQAMgt</td>
<td>Admission to MBiotech or MBiotechMCom or MLabQAMgt or PGDipLabQAMgt or MRadiopharmSc or MMarScMgt</td>
</tr>
<tr>
<td>2013</td>
<td>CBMS833</td>
<td>Functional Proteomics</td>
<td>Admission to MBiotech or MBiotechMCom or MLabQAMgt or MRadiopharmSc or MSc</td>
<td>Admission to MBiotech or MBiotechMCom or MLabQAMgt or PGDipLabQAMgt or MRadiopharmSc or MMarScMgt</td>
</tr>
<tr>
<td>2012</td>
<td>CBMS880</td>
<td>Molecular and Medical Biotechnology</td>
<td>12cp in CBMS or CHEM units at 300 level and a GPA of 2.70</td>
<td>Admission to MBiotech or MBiotechMCom or MRadiopharmSc</td>
</tr>
<tr>
<td>2013</td>
<td>CBMS880</td>
<td>Molecular and Medical Biotechnology</td>
<td>Admission to MBiotech or MBiotechMCom or MRadiopharmSc or MSc</td>
<td>Admission to MBiotech or MBiotechMCom or MRadiopharmSc</td>
</tr>
</tbody>
</table>

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the Emergency Change requests for the above units, with effect from 1 January 2012 and 1 January 2013 as indicated above.

### Emergency Changes to the 2013 Schedule of Units

#### Faculty of Arts

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Existing Entry</th>
<th>Revised Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWPG816</td>
<td>Pre-requisites: CWPG810 and CWPG811</td>
<td>CWPG810 and CWPG811 or admission to MA or PGDipArts or PGCertArts and permission of the Executive Dean of Faculty</td>
</tr>
</tbody>
</table>
Faculty of Human Sciences

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Existing Entry</th>
<th>Revised Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAN826</td>
<td>Unit Title: Community Based Interpreting</td>
<td>Unit Title: Dialogue Interpreting in Professional Settings</td>
</tr>
</tbody>
</table>

The Chair on behalf of the Committee approved the following Emergency Changes (Faculty of Human Sciences):

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Existing Prerequisite</th>
<th>Revised Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING934</td>
<td>Linguistics Dissertation Part A</td>
<td>(16cp in APELL or LING or TRAN units at 800 or 900 level including (APPL902 or LING905 or LING967 or TRAN827 or TRAN883) and a GPA of 3.0) or admission to PGCertLingRes or MCommProfOrg or PGCertResPrep(Hus)</td>
<td>((12cp in TRAN units at 800 or 900 level) and (APPL902 or LING905 or TRAN827 or Tran 883) and a GPA of 3.0) or admission to PGCertLingRes or PGCertResPrep(Hus) or MA in Editing</td>
</tr>
<tr>
<td>LING935</td>
<td>Linguistics Dissertation Part B</td>
<td>(16cp in APELL or LING or TRAN units at 800 or 900 level including (APPL902 or LING905 or LING967 or TRAN827 or TRAN883) and a GPA of 3.0) or admission to PGCertLingRes or MCommProfOrg or PGCertResPrep(Hus)</td>
<td>((12cp in TRAN units at 800 or 900 level) and (APPL902 or LING905 or TRAN827 or Tran 883) and a GPA of 3.0) or admission to PGCertLingRes or PGCertResPrep(Hus) or MA in Editing</td>
</tr>
</tbody>
</table>
Units for Deletion

Faculty of Arts

LAW810 Environmental Law Research Dissertation
Faculty of Business and Economics

ECON635 Strategic Games in Business
ECON801 Micro-Economic Problems
ECON802 Macro-Economic Problems
ECON883 Ethical Perspectives on Economics
ECON884 Applied Game Theory
ECON898 Evolution of Economic Ideas
MKTG800 Marketing and Finance
MKTG813 Marketing Principles

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the deletion of the above units, with effect from 31 December 2012.

MGSM Unit Renewals

MGSM802 International Human Resource Management
MGSM819 Consumer Behaviour
MGSM847 Entrepreneurial Finance
MGSM867 Executive Coaching
MGSM868 Strategic Corporate Social Responsibility
MGSM944 Integrated Financial Analysis
MGSM945 Industry Analysis
MGSM946 Risk Analysis

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above units for renewal, with effect from 1 January 2013.

2013 New Units

Faculty of Human Sciences

APLX920 Linguistics and Language (OUA)
APLX921 Language Teaching Methodologies (OUA)
APLX922 Practicum in TESOL (OUA)
MEDI862 Surgical Elective Reflective Portfolio 1
MEDI863 Surgical Elective Reflective Portfolio 2
MEDI864 Surgical Elective Reflective Portfolio 3
MEDI865 Surgical Elective Reflective Portfolio 4

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above units, with effect from 1 January 2013.

2013 Composite Offerings

The Deputy Chair on behalf of the Committee approved the removal of all composite offerings in the 2013 Schedules of Units to be replaced by either internal or external offerings as appropriate.

2013 Quotas

The Chair on behalf of the Committee approved quotas on the following units, with effect from 1 January 2013:
Faculty of Human Sciences

MAMP801 MAMed Medical Elective 1 – 16 students
MAMP802 MAMed Medical Elective 2 – 16 students
MAMP803 MAMed Medical Elective 3 – 16 students
MAMP804 MAMed Medical Elective 4 – 16 students
MAMP805 MAMed Medical Elective 5 – 16 students
MAMP806 MAMed Medical Elective 6 – 16 students
PHTY800 Foundation Sciences for Physiotherapy A – 66 students
PHTY801 Foundation Sciences for Physiotherapy B – 66 students
PHTY802 Foundations of Physiotherapy Practice – 66 students
PHTY803 Interprofessional Healthcare – 66 students
PHTY804 Evidence-based Healthcare – 66 students
PHTY805 Physiotherapy Practice A – 66 students
PHTY806 Physiotherapy Practice B – 66 students
PHTY807 Physiotherapy Practice C – 66 students
PHTY808 Clinical Physiotherapy Placement I – 66 students
PHTY809 Clinical Physiotherapy Placement II – 66 students
PHTY810 Clinical Physiotherapy Placement III – 66 students
PHTY811 Reflective Practice and Professional Development – 66 students
PSY890 Trauma Theories and Interventions – 20 students

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the requests to add quotas to the units as noted above, with effect from 1 January 2013.

Arts Designation on Postgraduate Coursework Units

The Review and Renewal of Postgraduate Curriculum White Paper recommended the offering of postgraduate awards with breadth such as the Master of Arts (MA) and the Master of Science (MSc). The Committee agreed that further discussion from Academic Senate is required to determine the University’s future intention as to whether the MA and MSc awards should continue to be offered with a no specialisation option. General requirements of the awards require completion of a minimum number of credit points of Arts or Science designated units. The Committee therefore RECOMMENDS THAT ACADEMIC SENATE approves that the Arts designation be extended to all postgraduate units offered by the Faculty of Arts with immediate effect. The Committee also recommends that further discussion be held regarding the MA and MSc no specialisation options at Academic Senate.

6. 2013 DRAFT DEGREE RULES

The Committee reviewed Part 2 of the discussion paper and a summary paper (tabled), as prepared by the Governance Services.


The Committee noted that following its last meeting, Stage 1 amendments were recommended to Academic Senate and Council for approval at their 2 October and 17 October 2012 meetings respectively. The revisions from Stage 2 will be presented to Academic Senate and Council for approval at their 13 November and 5 December 2012 meetings respectively.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the revisions in the Discussion Paper: Review of Rules (Stage 2), with the following amendments:
• Bachelor degree rule 13(2)(b): Add Bachelor of Arts with the degree of Bachelor of Education (Primary)
• Rules for the election of chancellor 2: Replace ‘Vice-President of Academic Senate’ with ‘Chair of Academic Senate’
• Student misconduct and discipline rule 6(1): Replace ‘Vice-President of Academic Senate’ with ‘Chair of Academic Senate’
• Removal of contextual reference to PACE/PACE units within discussion point 17 – Late Enrolment Timeframes
• Removal of discussion point 19 – References to ‘External’ and ‘Distance’
• Graduate Diploma Rule 1(1), as sub-paragraph 1(1)(a): Flagging a potential late addition of a Graduate Diploma as an Exit Award, pending decision from the Research Office (cf. Item 7).

7. MASTER OF RESEARCH EXIT AWARD

Professor Mansfield provided an update on the recent changes to the Master of Research (MRes) and the exit award of Bachelor of Philosophy (BPhil).

The Committee noted that at its 15 May 2012 meeting (Item 6) it resolved to recommend that Academic Senate recommends to Council the approval of the introduction of the BPhil as an exit award from the MRes, with effect from 1 January 2013. Professor Mansfield advised the Committee that as a result of recent clarification obtained in relation to Australian Government funding regulations, domestic students will now enrol in a package of BPhil/MRes while international students will be enrolled in the MRes for the full two year duration. Consequently the Chair on behalf of the Committee approved that the BPhil be available as an exit award for domestic students who have completed the first year, BPhil, but are not continuing with the MRes. The Committee now RECOMMENDS THAT ACADEMIC SENATE approves this revised proposal, with effect from 1 January 2013.

The Committee discussed the issues around the provision of an exit award for international students who have completed the first year of the MRes but are not continuing with the program. A Graduate Diploma was suggested as a potentially appropriate exit award for this purpose. Equity issues may however be apparent given that domestic and international students are effectively completing the same content in the first year yet are entitled to receive two different exit awards. The Committee noted that the issue of the provision of an appropriate exit award for international students would be subject to further discussion with the Research Office.

7.1 Program

The Committee considered the program structure for the Master of Research as submitted by the Research Office. The Committee RECOMMENDS THAT ACADEMIC SENATE approves this structure (with the removal of the unit MED1712 Research Frontiers in Medical Science 2 from the 4cp option set) with effect from 1 January 2013.

Professor Mansfield reported that assessment will commence following the close of applications at the end of October. He also advised that it is expected that the details of the structure of the second year of the program will soon be finalised.

8. GLOSSARY PROJECT – UPDATE TO ENTRIES FOR 2013

The Committee reviewed a proposal for an update to entries in the Glossary for 2013 as submitted by the Marketing Unit. The Committee agreed that the following amendments be fed back to the Glossary Working Group:

• Remove the Credit for Prior Learning section
• Distance education: Existing entry: A unit of study offered on a fully external basis. …
program exclusively consisting of external units.

- **External**: Proposed entry: …Supplementary on-campus sessions may be provided required.
- **Student Services and Amenities Fee**: Remove Abbreviation SSAF.

9. **ADDENDUM TO AQF – GRADUATE CERTIFICATE AND GRADUATE DIPLOMAS**

The Australian Qualifications Framework (AQF) First Edition July 2011 has released an addendum regarding Graduate Certificates and Graduate Diplomas which all requirements must be implemented by 1 January 2015. This item was deferred for discussion at the next meeting.

10. **ENGLISH PATHWAY STRATEGY**

Macquarie International has revised its English Pathway strategies with providers and a paper has been submitted for noting.

Ms Roth addressed the Committee on the background to the revised strategies. As part of a review to MQ’s English Pathway providers, Macquarie International is now developing a business process to ensure that an MQ English Pathway Provider complements MQ’s strategic plan to attract high quality students. The paper outlined that Macquarie International is to ensure that providers meet a minimum number of students per session, that providers demonstrate financial viability, that six monthly reviews are performed and that a binding legal agreement is executed with providers. The Committee noted that the implications of the maintenance of such a process would require a closer relationship between ASQC and Macquarie International in addressing the quality aspects of the curriculum.

11. **MQC – FOUNDATION PROGRAM**

11.1 **Changes to Credit Points**

The Committee considered the proposal by MQC to change the credit points for the following three units currently available in the Foundation Program with effect from 1 January 2013:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPEN032</td>
<td>Academic English 1B</td>
<td>1cp</td>
<td>3cp</td>
</tr>
<tr>
<td>FPEN033</td>
<td>Advanced Academic Communication 2A</td>
<td>4cp</td>
<td>3cp</td>
</tr>
<tr>
<td>FPEN034</td>
<td>Advanced Academic Communication 2B</td>
<td>4cp</td>
<td>3cp</td>
</tr>
</tbody>
</table>

The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves the change to credit points for the above units with effect from 1 January 2013, subject to provision of further details to demonstrate that the amended assessment satisfactorily meets the University assessment guidelines.

11.2 **Changes to Grading of Units**

The Committee considered the proposal by MQC to change the grading of the following units currently available in the Foundation Program with effect from 1 January 2013:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPTP021</td>
<td>Tertiary Skills Workshop</td>
<td>Non-graded</td>
<td>Fully Graded</td>
</tr>
<tr>
<td>FPTP032</td>
<td>Tertiary Preparation 2</td>
<td>Non-graded</td>
<td>Fully Graded</td>
</tr>
<tr>
<td>FPEN021</td>
<td>Advanced Academic Communication 1A</td>
<td>Fully Graded</td>
<td>Non-graded</td>
</tr>
<tr>
<td>FPEN022</td>
<td>Advanced Academic Communication 1B</td>
<td>Non-graded</td>
<td>Fully Graded</td>
</tr>
</tbody>
</table>
The Committee RECOMMENDS THAT ACADEMIC SENATE approves the change to grading for the above units with effect from 1 January 2013, subject to provision of further details to demonstrate that the amended assessment for the units that are proposed as fully graded satisfactorily meets the University assessment guidelines.

11.3 New Units

The Committee considered the proposal by MQC to introduce the following media units with effect from 1 January 2013:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPME001</td>
<td>Media 1</td>
<td>Fully Graded</td>
</tr>
<tr>
<td>FPME002</td>
<td>Media 2</td>
<td>Fully Graded</td>
</tr>
</tbody>
</table>

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above units with effect from 1 January 2013.

11.4 Changes to Program Structure

The Committee considered the proposal by MQC to amend the program structures for both Macquarie University Foundation Program Fast – Track and Macquarie University Foundation Program Standard – Track to include the new media units (FPME001 and FPME002) to be introduced with effect from 1 January 2013.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above amendment with effect from 1 January 2013.

12. PROPOSAL FOR DIRECT ENTRY QUALIFICATION FOR INTERNATIONAL STUDENTS

The Committee noted that this proposal had previously been considered by the Coursework Admissions Committee (CAC) in May 2012. It was proposed that the United Examination Certificate (UEC) qualification from Malaysia be approved for direct entry to Macquarie University according to the proposed ATAR and UEC entry requirements scale. CAC had requested further information on the curriculum, calculations and other Universities utilising this qualification. The Committee considered this briefing which provided further information as requested by CAC as well as a Quality Assurance Assessment.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the proposal for the United Examination Certificate from Malaysia as a direct entry qualification to Macquarie University.

13. ANY OTHER BUSINESS

13.1 Multiple Choice Exam Questions – Psychology Department Request for Exemption

The Committee considered a memo (tabled) from the Chair of the Faculty of Human Sciences FSQC to the Executive Dean of the Faculty dated 20 September 2012 recommending an exception to the provisions of the Final Examination Policy until the end of 2013 for the following Psychology units: PSYC104, PSYC105, PSY234, PSY235, PSY236, PSY246, PSY247, PSY248, PSY250, PSYC332, PSY335, PSY349, PSY350, PSY351, PSY338 and PSY399. The rationale provided for the request was to allow time for the Psychology Department to conduct an assessment mapping for its program and also benchmark its assessment regimes with other programs.
The Committee agreed to **RECOMMEND THAT ACADEMIC SENATE** approves an exception to the Final Examination Policy until the end of 2013 for those units above that are offered in the Session 3, 2012 study period: PSY235, PSY248 and PSY350. With regard to the other units, the Committee agreed that the Faculty would need to forward a full detailed submission in support of their request for further consideration by the Committee before a recommendation is made to Academic Senate, in line with the *Guidelines for Variation to Examination Policy*, as approved by Academic Senate on 4 September 2012.

The Committee also noted that there may be potential confusion amongst the departments over changes in the requirement to publish multiple choice papers since the recent implementation of the Final Examination Policy. The Deputy Registrar will clarify whether appropriate administrative changes have been implemented and communicated by the Examination Section.

13.2  **2014 New Unit Proposals**

The Committee discussed the procedures and timeline for 2014 new unit proposals. The Committee resolved to **RECOMMEND THAT ACADEMIC SENATE** approves that the authority to approve full schedules of units be delegated to ASQC. The Committee also agreed that subject to approval of this recommendation, the submission deadline to Academic Program Section for new unit proposals for Session 1, 2014 be moved from 17 December 2012 to 31 March 2013.

14.  **NEXT MEETING**

The Committee noted that the next meeting is scheduled for Tuesday 20 November 2012 commencing at 9.30am. The meeting will be held in Room 310 Lincoln Student Services Building.

The Committee agreed that the commencing time of ASQC meetings be moved to 10:00am from 2013.
A meeting of the Higher Degree Research Committee was held on Friday 02 November 2012 at 09:30 am in the Academic Senate Room, Lincoln Building

A. MATTERS FOR INFORMATION

Professor Jim Piper, Chair of the Higher Degree Research Committee (HDRC), welcomed Dr Vita Mollica as a new member of the HDRC and thanked Dr Paul Nesbit for his contribution to HDRC. Professor Piper also welcomed Dr Julia Lum for attending the HDRC meeting.

Professor Julie Fitness updated the members on current developments of the Senate. Master of Research with Distinction and University Medal issues were also discussed.

Professor Piper provided an update to the Committee on the recent China Scholarship Council (CSC) trip. Each year the China Scholarship Council is sending 25,000 students overseas and Professor Piper advised that 312 enquiries were received in the three fairs. Members agreed that Macquarie University should develop a more integrated strategy on study abroad and should strategically target partner countries and institutions in the future. Professor Piper also briefed members on current changes in the Macquarie International and Strategy area. Global Programs Team will now report to the Provost.

Professor Mansfield circulated the Higher Degree Research (HDR) Supervision Policy and Procedure for the Committee. Members discussed the updated documents and recommended it to the university policy group for sign off. Dr Juliet Lum updated the members on current development of the HDR Learning Skills Programs.

Dr Ren Yi tabled the HDR commencements and completions reports to the Committee. The total year to date HDR commencements are behind the target. The HDR completions number is a head of same time last year and should meet the target in 2012. Dr Yi also circulated the 2013 HDRC meeting dates. It was resolved that the meetings shall commence at 9.00am instead of 9.30 am from 2013.

Dr Yi updated members on the statistics of MRes applications (280 applications by Friday 4th November 2012). Dr Yi further informed the committee that an updated Out Of Time (OOT) policy has been put on university policy central. Associate Professor Trish Fanning discussed the Annual Progress Report correspondence as well as the HDR student tuition fee issues. Members agreed that HDRO will develop a template for HDR candidates correspondence with the finance department.

Dr Yi also distributed new HDR scholarship online reporting system user instructions for information, 2013 MQRES scheme outline, updated conditions and 2013 Australian Post Graduate Awards (APA) application processing timetable for members. Members agreed on the updated conditions and timetables.
B. MATTERS FOR RECOMMENDATION

(1) MASTER OF RESEARCH RULES

Professor Nick Mansfield circulated the Master of Research (MRes) rules for the Committee for discussion and consideration. The Committee resolved and endorsed the rules with minor changes and a recommendation to the Senate for final approval.

RECOMMENDED

That the attached Master of Research rules be accepted and approved.

(2) COMPLETION OF REQUIREMENTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>PRIMARY SUPERVISOR</th>
<th>ASSOCIATE SUPERVISOR</th>
<th>DATE SUBMITTED</th>
<th>THESIS TITLE</th>
<th>AWARD RECOMMENDED</th>
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<tbody>
<tr>
<td>ABDUL RAHMAN, NASARUDIN</td>
<td>Dr Vijaya Nagarajan</td>
<td>-</td>
<td>18 April 2012</td>
<td>Implementing competition law and policy in Malaysia: Transplantation and localisation</td>
<td>Doctor of Philosophy</td>
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<td>BAYNES-ROCK, MARCUS RICHARD</td>
<td>Professor Deborah Rose</td>
<td>-</td>
<td>02 August 2012</td>
<td>Hyenas like us: Social relations with an urban carnivore in Harar, Ethiopia</td>
<td>Doctor of Philosophy</td>
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<td>BELLETTE, FILIPA</td>
<td>Dr Marcelle Freiman</td>
<td>Dr Jane Messer</td>
<td>20 March 2012</td>
<td>A white writer’s ethical uncertainties: Writing African Australians, self and whiteness</td>
<td>Doctor of Philosophy</td>
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<td>BRODUTCH, AHARON</td>
<td>Associate Professor Daniel Terno</td>
<td>Associate Professor Gavin Brennen</td>
<td>05 January 2012</td>
<td>Locality and the flow of quantum information</td>
<td>Doctor of Philosophy</td>
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<td>CHOO, HOCK LAI</td>
<td>Associate Professor Andrew Baillie</td>
<td>Professor Ronald Rapee</td>
<td>27 April 2012</td>
<td>Emotion dysregulation in generalized anxiety disorder</td>
<td>Doctor of Psychology</td>
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<td>CLARINGBOLD, ERIN GAY</td>
<td>Dr Marcelle Freiman</td>
<td>Dr Toby Davidson</td>
<td>01 June 2012</td>
<td>Representations of Arabs and Muslims in the outback in Australian literature and film: 1890-2011</td>
<td>Doctor of Philosophy</td>
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</table>
DARIEF, TEMI MGSM PHD
Principal Supervisor: Professor Richard Badham
Associate Supervisor: -
Adjunct Supervisor: S. Meisiek
Thesis submitted for examination: 10 January 2012
Thesis title: Verfremdung in management education. Initiating critical reflection
Award Recommended: Doctor of Philosophy

DOWLE, MATTHEW GRAHAM FOS PHD
Principal Supervisor: Dr Michelle Power
Associate Supervisor: Professor Elizabeth Deane, Dr Koa Webster
Thesis submitted for examination: 15 December 2011
Award Recommended: Doctor of Philosophy

DUNSTALL, ANDREW JAMES FOA PHD
Principal Supervisor: Associate Professor Jean-Philippe Deranty
Associate Supervisor: Professor David Christian, Associate Professor Marnie Hughes-Warrington
Thesis submitted for examination: 02 May 2012
Award Recommended: Doctor of Philosophy

FERNANDES, ALANNA JULIA FOS PHD
Principal Supervisor: Professor Deborah Kane
Associate Supervisor: Dr Peter Browne
Thesis submitted for examination: 11 April 2012
Thesis title: Enhanced UV laser cleaning of glass surfaces and dehydroxylation of fused silica – mechanisms and techniques
Award Recommended: Doctor of Philosophy

FOGLIATI, VINCENT JACQUES FOHS PHD
Principal Supervisor: Associate Professor Kay Bussey
Associate Supervisor: Professor Ladd Wheeler
Thesis submitted for examination: 31 January 2012
Thesis title: The effect of stereotype threat on women’s mathematical performance and motivation
Award Recommended: Doctor of Philosophy

GRILLOT, CAROLINE FOA PHD
Principal Supervisor: Dr Lisa Wynn
Associate Supervisor: Associate Professor Christopher Lyttleton
Thesis submitted for examination: 26 April 2012
Thesis title: The fringes of conjugality: On fantasies, tactics and representations of Sino-Vietnamese encounters in Borderlands
Award Recommended: Doctor of Philosophy

GROSSI, VITTORIA FOHS PHD
Principal Supervisor: Professor Ingrid Piller
Associate Supervisor: -
Adjunct Supervisor: F. Mansouri
Thesis submitted for examination: 07 May 2012
Thesis title: Ways of working and ways of talking: A linguistic ethnography of IT professionals in Australian workplace
Award Recommended: Doctor of Philosophy
<table>
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<tr>
<th>Name</th>
<th>Degree</th>
<th>First Supervisor</th>
<th>Second Supervisor</th>
<th>Third Supervisor</th>
<th>Date of Submission</th>
<th>Title</th>
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<tr>
<td>Hamacher, Duane Willis</td>
<td>FOA PHD</td>
<td>Dr Kristina Everett</td>
<td>Dr Michelle Trudgett</td>
<td>R. Norris, J. Clegg</td>
<td>30 January 2012</td>
<td>On the astronomical knowledge and traditions of Aboriginal Australians</td>
<td>Doctor of Philosophy</td>
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<td>Hamilton, Olivia</td>
<td>FOA PHD</td>
<td>Dr Justine Lloyd</td>
<td>Dr Lorraine Gibson, Dr Alison Leitch</td>
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<td>18 June 2012</td>
<td>Another('s) Rome: Differences and belonging in a Twenty-First century city</td>
<td>Doctor of Philosophy</td>
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<td>Highfield, Katherine Margot</td>
<td>FOHS PHD</td>
<td>Associate Professor Joanne Mulligan</td>
<td>Professor John Hedberg, Dr Marina Papic</td>
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<td>01 May 2012</td>
<td>Young children's mathematics learning with programmable toys</td>
<td>Doctor of Philosophy</td>
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<td>Hoque, Shah Md Eahteshamul</td>
<td>FOS PHD</td>
<td>Professor Anthony Parker</td>
<td>Professor Michael Heimlich</td>
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<td>02 May 2012</td>
<td>Scalable distributed HEMT model for millimetre-wave and wireless applications</td>
<td>Doctor of Philosophy</td>
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<td>Inoue, Izumi</td>
<td>FOHS PHD</td>
<td>Professor Christopher N. Candlin</td>
<td>-</td>
<td>S. Candlin</td>
<td>17 April 2012</td>
<td>Novice-expert differences in addressing translating challenges: The development of an effective pedagogical approach to translator education</td>
<td>Doctor of Philosophy</td>
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<td>Kumar, Niven</td>
<td>FOA PHD</td>
<td>Dr Paul Sheehan</td>
<td>Dr Marcelle Freiman</td>
<td></td>
<td>15 February 2012</td>
<td>Corpore in absentia: Anonymity and the literature of denial</td>
<td>Doctor of Philosophy</td>
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<tr>
<td>La Loggia, Angela Sophia</td>
<td>FOA PHD</td>
<td>Dr Yann Tristant</td>
<td>Associate Professor Boyo Ockinga</td>
<td></td>
<td>10 September 2010</td>
<td>Engineering and construction in Egypt's early dynastic period</td>
<td>Doctor of Philosophy</td>
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<td>Leighton, Pablo</td>
<td>FOA PHD</td>
<td>Dr Nicole Matthews</td>
<td>-</td>
<td>A. Pizzaro</td>
<td>30 January 2012</td>
<td></td>
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</tbody>
</table>
Thesis title: The enlightened dictatorship – Genealogy of an audiovisual propaganda culture in Chile [73/78]
Award Recommended: Doctor of Philosophy

LIM, CHOON HWA FOBE PHD
Principal Supervisor: Dr Meena Chavan
Associate Supervisor: Professor Lucy Taksa
Thesis submitted for examination: 07 May 2012
Thesis title: The moderating role of culture in structured behavioural selection interviews
Award Recommended: Doctor of Philosophy

LIU, YING YI FOHS PHD
Principal Supervisor: Professor Alberto Avolio
Associate Supervisor: Dr Jian Tu, Dr Mark Butlin
Thesis submitted for examination: 21 April 2012
Thesis title: Investigation of arterial function affected by inflammation induced by ionizing radiation
Award Recommended: Doctor of Philosophy

LOWE, BRUCE ANTHONY FOA PHD
Principal Supervisor: Dr Christopher Forbes
Associate Supervisor: Dr Bruce Winter
Thesis submitted for examination: 28 March 2012
Thesis title: Romans debated relationality
Award Recommended: Doctor of Philosophy

MARIANI, MICHAEL FOS PHD
Principal Supervisor: Professor Paul Haynes
Associate Supervisor: Dr Amit Kapur
Adjunct Supervisor: K. Ashman
Thesis submitted for examination: 17 February 2012
Thesis title: Novel and emerging analytical techniques for the identification and quantification of proteins in complex biological systems
Award Recommended: Doctor of Philosophy

MARIEN, GERALDINE FOS MPHIL
Principal Supervisor: Associate Professor Michael Withford
Associate Supervisor: Professor Quentin Parker, Mr Nemanja Jovanovic
Adjunct Supervisor: J. Lawrence
Thesis submitted for examination: 02 July 2012
Thesis title: Fibre Bragg Gratings for High Time Resolution Astrophysics
Award Recommended: Master of Philosophy

MATHEW, SUPRIYA MIRIAM FOS PHD
Principal Supervisor: Associate Professor Paul Beggs
Associate Supervisor: Professor Stefan Trueck
Adjunct Supervisor: M. Inman, A. Henderson-Sellers, R. Taplin
Thesis submitted for examination: 29 June 2012
Award Recommended: Doctor of Philosophy

MCCADE, DONNA FOHS DPSYCH
Principal Supervisor: Associate Professor Greg Savage
Associate Supervisor: Dr Jennifer Batchelor
Adjunct Supervisor: S. Naismith
Thesis submitted for examination: 30 May 2012
Thesis title: Emotion recognition in mild cognitive impairment
Award Recommended: Doctor of Psychology

MENON, RANJEETA FOS PHD
Principal Supervisor: Professor Shoba Ranganathan
Associate Supervisor: -
Adjunct Supervisor: R. Gasser
Thesis submitted for examination: 16 April 2012
Thesis title: Bioinformatic analysis of transcriptome data: Application to parasitic helminth parasites
Award Recommended: Doctor of Philosophy

METCALF, LOUISE FOS PHD
Principal Supervisor: Dr Marco Amati
Associate Supervisor: Professor Gayle Avery
Adjunct Supervisor: S. Benn
Thesis submitted for examination: 18 February 2012
Thesis title: Sustainability as organisation high performance: License to lead through system emergent human values clustering
Award Recommended: Doctor of Philosophy

MIRZAEI, MEHDI FOS PHD
Principal Supervisor: Professor Paul Haynes
Associate Supervisor: Dr Thomas Robert, Associate Professor Brian Atwell
Thesis submitted for examination: 11 May 2012
Thesis title: Proteomic analysis of environmental stresses in plants
Award Recommended: Doctor of Philosophy

MOORE, ALEX EDWARD FOS PHD
Principal Supervisor: Associate Professor Peter Petocz
Associate Supervisor: Dr David Bulger
Thesis title: Random parameters analysis of competitive agents in an imperfect information environment
Award Recommended: Doctor of Philosophy

MOSLEY, BRIDGET MARGARET FOS PHD
Principal Supervisor: Associate Professor Patricia Fanning
Associate Supervisor: -
Adjunct Supervisor: S. Holdaway
Thesis submitted for examination: 30 November 2011
Thesis title: "The respect they deserve": local perceptions of value in the archaeological material culture of western New South Wales, Australia
Award Recommended: Doctor of Philosophy

PACKER, JOANNE MICHELLE FOS PHD
Principal Supervisor: Associate Professor Joanne Jamie
Associate Supervisor: Associate Professor Subramanyam Vemulpad
Thesis submitted for examination: 22 February 2012
Thesis title: Customary medicine used in the treatment of wounds: An integrated ethnopharmacological approach
Award Recommended: Doctor of Philosophy

ROSEN, MELANIE GILLESPIE FOHS PHD
Principal Supervisor: Professor John Sutton
Associate Supervisor: Professor Peter Menzies
Thesis submitted for examination: 27 June 2012
Thesis title: Dream pluralism: A philosophy of the dreaming mind
Award Recommended: Doctor of Philosophy
RUCH, LAURA GALE  FOA  PHD
Principal Supervisor:  Professor John Lechte
Associate Supervisor:  Professor Jillian Mitchell
Thesis submitted for examination:  01 March 2012
Thesis title:  Speaking to their audiences: A socio-historical linguistic look at interactional language and women's novels, France and England 1670-1770
Award Recommended:  Doctor of Philosophy

SAFONOVA, GALYNA  FOS  PHD
Principal Supervisor:  Dr Olena Vynogradova
Associate Supervisor:  Dr Paul Smith
Thesis submitted for examination:  04 May 2012
Thesis title:  Two-dimensional potential, propagation, and wave-scattering problems for arrays of arbitrary profiled cylinders: Method of analytical regularization
Award Recommended:  Doctor of Philosophy

SHAFALYUK, OLENA  FOS  PHD
Principal Supervisor:  Professor Paul D. Smith
Associate Supervisor:  Dr Olena Vynogradova
Thesis submitted for examination:  13 March 2012
Thesis title:  Electrodynamic Simulation of Open Axially-Symmetrical Compact Resonators: 2-D Initial Boundary Value and Boundary Value Problems
Award Recommended:  Doctor of Philosophy

SHERMIN, AKHTER  FOS  PHD
Principal Supervisor:  Professor Mehmet Orgun
Associate Supervisor:  Dr Abhaya Nayak
Thesis submitted for examination:  21 June 2012
Thesis title:  Reconstruction of gene regulatory networks using biological domain knowledge
Award Recommended:  Doctor of Philosophy

SIMONE, EMMA  FOA  PHD
Principal Supervisor:  Professor Marea Mitchell
Associate Supervisor:  Dr Robert Sinnerbrink
Thesis submitted for examination:  26 June 2012
Thesis title:  Virginia Wolfe and Being-in-the-world
Award Recommended:  Doctor of Philosophy

SREENIVASAN, VARUN K.A.C  FOS  PHD
Principal Supervisor:  Associate Professor Andrei Svyagin
Associate Supervisor:  Dr Ann Goodchild
Thesis submitted for examination:  21 March 2012
Thesis title:  Fluorescent Nanoparticles – A probe to study the molecular trafficking of somatostatin
Award Recommended:  Doctor of Philosophy

SUICH, JULIET  FOS  MPHIL
Principal Supervisor:  Associate Professor Brian Atwell
Associate Supervisor:  -
Thesis submitted for examination:  26 March 2012
Thesis title:  Ecophysiological analysis of photosynthetic and water-use characteristics, growth and biomass allocation patterns in cultivated rice and Australian wild ORYZA species under current and elevated [CO2]
Award Recommended:  Master of Philosophy

TATE, ADAM  FOA  PHD
Principal Supervisor:  Dr Robert Sinnerbrink
Associate Supervisor: Associate Professor Jean-Philippe Deranty
Thesis submitted for examination: 08 June 2012
Thesis title: Heidegger’s concept of fundamental ontological transcendence in the late 1920s
Award Recommended: Doctor of Philosophy

TAYLOR, JORDAN FOHS MPHIL
Principal Supervisor: Professor John Sutton
Associate Supervisor: Dr Nicholas Bullot
Thesis submitted for examination: 29 June 2012
Thesis title: Emotions across three phases: A theory of dynamic emotion system
Award Recommended: Master of Philosophy

WANG, ZHE FOBE PHD
Principal Supervisor: Professor Jeffrey Sheen
Associate Supervisor: Dr Roselyne Joyeux
Thesis submitted for examination: 30 May 2012
Thesis title: Essays on monetary policy for DSGE models with real frictions
Award Recommended: Doctor of Philosophy

WHITE, STEPHEN JOHN FOS PHD
Principal Supervisor: Dr Ian Jamie
Associate Supervisor: Associate Professor Joanne Jamie
Adjunct Supervisor: D.E. Angove
Thesis submitted for examination: 01 May 2012
Thesis title: Photooxidation of Toluene and Xylenes: Mechanism modelling and secondary organic aerosol formation
Award Recommended: Doctor of Philosophy

YOUNG, GENEVIEVE FOA PHD
Principal Supervisor: Dr Kenneth Parry
Associate Supervisor: Professor Alanna Nobbs
Thesis submitted for examination: 25 June 2012
Thesis title: Changing religious identities: The representation of heresy and orthodoxy in the Church history of Socrates and Sozomen
Award Recommended: Doctor of Philosophy

ZAMAN, SHIMA FOA PHD
Principal Supervisor: Professor Rafiqul Islam
Associate Supervisor: Dr Shawkat Alam
Thesis submitted for examination: 27 February 2012
Thesis title: Making international trade human friendly: Mainstreaming and integrating human rights in the WTO
Award Recommended: Doctor of Philosophy

ZHAO, WEN JING FOHS PHD
Principal Supervisor: Professor Paul Pilowsky
Associate Supervisor: Dr Mandy Lung
Adjunct Supervisor: G. Rui Chen
Thesis submitted for examination: 19 March 2012
Thesis title: The central control of laryngeal motoneurons on respiration and non-respiratory activity of rat
Award Recommended: Doctor of Philosophy

(3) NOMINATION OF VICE-CHANCELLOR’S COMMENDATION
HAMILTON, OLIVIA FOA PHD
Principal Supervisor: Dr Justine Lloyd
Associate Supervisor: Dr Lorraine Gibson, Dr Alison Leitch
On 02 November 2012, the Higher Degree Research Committee recommended that Olivia Hamilton’s PhD thesis be awarded.

The following comments were received from the examiners:

“It has been a pleasure to read the thesis by Olivia Hamilton entitled “Another(’s) Rome: Difference and Belonging in a Twenty-first Century City”. I have no hesitation in recommending the award of the PhD degree. The thesis makes an original and significant contribution to the debate on migration, identity, and belonging in urban spaces and it definitely provides a new gaze on the intertwining of these topics in the city of Rome. Bringing together approaches to place and identity, which means mobilizing a huge amount of theoretical references from such diverse fields as for instance critical geography and cultural studies, Olivia Hamilton has been able to draw a fascinating picture of a “city in flux”, of a process of permanent “multiplication” and transformation of the urban space of Rome. In the three parts of the thesis she demonstrates a compelling knowledge of the Italian literature on migration as well as of the legal and political of migration [sic] and citizenship in the country. At the same time she draws on heterogeneous sources (from films to novels) in order to trace the transformation of the image of Rome in the last decades, and she uses the results of the fieldwork conducted in Rome in 2009 to map both processes of abjection and racialization and the transformative power of migrants in the city. It is this combination of sources and breadth of analysis that makes Hamilton’s thesis outstanding. Please allow me to repeat that the combination of sources, methods, and theoretical references is the main strength of Hamilton’s work.”

“Olivia Hamilton has designed a highly original research project that convincingly demonstrates the importance of places in the construction of identities and in the dynamics of exclusionary practices, using contemporary Rome as its principal case study. The conceptual framework is appropriately designed and explained. All of the important scholarly references are in place and are used judiciously to support the author’s arguments and build her conclusions. The author demonstrates how these disparate texts symbolically map the spaces of the city into zones of inclusion and exclusion. In this discussion, she offers a fresh interpretation of the creative work under examination and illuminates the operations of literary and audiovisual narration in the construction of identities. One of the strengths of the author’s analysis is her avoidance of binary categories, as is reflected in her attention to differential scales of racism and inclusiveness. Hamilton’s report on her on-site encounters with Afghani and Roma individuals who reside in precarious urban spaces is powerfully articulated. I believe that the thesis is an outstanding work of scholarship which merits publication, as it makes an important contribution to several intersecting areas of scholarly interest. No comparable study exists”

“It has been a pleasure to examine this thesis. It has all the hallmarks of original and thorough scholarship, and promises to be a very productive contribution to the field. I have no hesitation in recommending the unconditional award of PhD to the candidate. The thesis is an unusual one, both conceptually and methodologically. Conceptually, it explores a very interesting problem: the tensions posed by the material spaces of the city, together with the dominant beliefs that shape these, intersecting with the presence of ‘other’ bodies and ‘different’ ways of occupying these spaces. This focus on the relationship itself between space and identity – how each is embedded in the production of the other – is a clear thread running through the thesis, and one that provides the argument with coherence and originality. It allows the author a rich and diverse range of scholarly sources on which to draw but, importantly, it also allows her to engage with these sources differently… This running thread also provides the means to weave together a resonant body of material that in other contexts might seem quite disparate to build a multi-layered argument of depth and complexity. In fact, while the scope of thesis is quite breath-taking in its range of sources, it is to the author’s credit that she is able to manage this diversity of content and genre, piecing together a many-textured collage of arguments, examples and reflections. The skillful adoption of this ‘palimpsest’ approach ensures that logical nuances accumulate, and resonate strongly throughout. For me, the core of the thesis – Part II: Racialised Spaces – represents the author’s writing at its most creative, most political and most reflective. It is obvious from my commentary so far that I consider that this thesis fulfills the requirements of rigorous, thoughtful and, at times, provocative research.”

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

RECOMMENDED
That Olivia Hamilton’s PhD thesis entitled “Another(’s) Rome: Differences and belonging in a Twenty-First century city” be awarded a Vice-Chancellor’s Commendation.

WANG, ZHE  FOBE  PHD
Principal Supervisor:  Professor Jeffrey Sheen
Associate Supervisor:  Dr Roselyne Joyeux
Thesis submitted for examination:  30 May 2012
Thesis title:  Essays on monetary policy for DSGE models with real frictions

On 02 November 2012, the Higher Degree Research Committee recommended that Zhe Wang’s PhD thesis be awarded.

The following comments were received from the examiners:

“This thesis is one of the best written and thorough that I have had the pleasure of examining. The candidate should be congratulated on his thoroughness and professional presentation. There is no doubt in my mind that there are several publishable papers in this thesis, and I believe the thesis is suitable for the award of a PhD... beautifully presented piece of work. As a PhD thesis the work is exemplary. I strongly recommend this thesis for any award that Macquarie might offer for top level PhD studies.”

“I greatly enjoyed reading the PhD thesis by Ben Zhe Wang entitled “Essays on Monetary Policy for DSGE Models with Real Frictions”. As the title suggests, the thesis takes the “individual essays with a common theme” format. There are three substantive essays here, plus a technical chapter on solving and estimating DSGE models. As a result, the thesis covers a great deal of ground. Nevertheless the thesis provides in-depth analysis of each applied problem considered, with sufficient original analysis and critical thought. The thesis is nicely written and it represents a substantial and distinct contribution to the research area. I am sure that several of these essays meet the standards of good if not top field journals. I congratulate the candidate on an excellent and thought-provoking thesis.”

“This is an excellent thesis. It presents a range of distinctive contributions to applied DSGE macroeconomic modelling knowledge, and affords particular evidence of originality through new findings on the still relatively underdeveloped New Keynesian DSGE modelling literature on labour market frictions and on ‘animal spirits’ imperfect expectations. The thesis is also very satisfactory as regards literary presentation, and I further commend the candidate for having made available the underlying computer codes and for the meticulous organisation and presentation of these. The research aims have been clearly set out, and within each of the Abstract, Introduction and Conclusion, the primary conclusions from the three major chapters have been very clearly communicated. The underpinning research methodologies, which are primarily in the technically very challenging area of solving and estimating DSGE models, have been justified and explained very clearly in chapters one and two, and empirical results have been very well analysed and explained. Each of the three major chapters tackles a set of distinctive issues, and the material underpinning major chapters four and five has been presented as a co-authored paper at the 2011 40th Australian Conference of Economists. The latter material has since been submitted for peer-reviewed publication, and I expect that the material from this paper and the further refined material from major chapter three will be published in journals refereed to very highly rated international standards.”

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

RECOMMENDED
That Wang Zhe’s PhD thesis entitled “Essays on monetary policy for DSGE models with real frictions” be awarded a Vice-Chancellor’s Commendation.
Rules for the degree of master by research

1. (1) These rules may be cited as the Master Degree by Research Rules.
   (2) There shall be the following degrees and honours degrees of Master—
   Master of Arts (MA);
   Honours Degree of Master of Arts (MA(Hons));
   Honours Degree of Master of Applied Anthropology (MAppAnth(Hons));
   Master of Commerce (MCom);
   Honours Degree of Master of Commerce (MCom(Hons));
   Master of Economics (MEc);
   Honours Degree of Master of Economics (MEc(Hons));
   Master of Education (MEd);
   Honours Degree of Master of Education (MEd(Hons));
   Master of Education and Work (MEdWk);
   Honours Degree of Master of Education and Work (MEdWk(Hons));
   Master of Special Education (MSpecEd);
   Honours Degree of Master of Special Education (MSpEd(Hons));
   Master of Laws (LLM);
   Honours Degree of Master of Laws (LLM(Hons));
   Master of Science (MSc);
   Honours Degree of Master of Science (MSc(Hons));
   Master of Research;
   Master of Philosophy (MPhil).
   (3) With the exception of the Master of Philosophy, any of the degrees referred to in Rule 1(2) may be conferred by the
   Council on a candidate who has to the satisfaction of the Academic Senate complied with the requirements of these rules
   and whose initial enrolment in the degree commenced prior to 31 December 2005. A Master of Philosophy may be
   conferred by the Council on a candidate who has, to the satisfaction of the Academic Senate complied with the
   requirements of these rules.
   (4) In these rules the Higher Degree Research Committee means the Higher Degree Research Committee of the Academic
   Senate constituted under Rule 1(5).
   (5) The Higher Degree Research Committee of the Academic Senate shall consist of such persons as the Academic Senate may
   nominate and determine from time to time.
   (6) Any approval, recommendation, decision or other determination whatsoever given or made by a majority of those
   members of the Higher Degree Research Committee and present voting at a duly convened meeting of the Committee
   shall for the purposes of these rules be deemed to be an approval, recommendation, decision or determination of the
   Higher Degree Research Committee.
   (7) Any approval, recommendation, decision or other determination authorised in any of these rules to be given or made by
   an Executive Dean of a Faculty, may be given or made by a member of the academic staff who has been duly delegated by
   that Executive Dean to give or make approvals, recommendations, decisions or determinations for the purpose of that rule.
Admission to candidature and registration

2. (1) To be admitted to candidature for a course leading to a degree of Master by research an applicant:
   (a) (i) shall have qualified for admission to a degree of Bachelor of this University or to an Honours Degree of Bachelor of this University and have achieved a level of attainment in an appropriate area of study or areas of study considered by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the course is offered, to be acceptable for the specific degree of Master by research; or
   (ii) shall hold, from another university or other tertiary institution, qualifications approved by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the applicant seeks to be registered as equivalent to the requirements set out in paragraph (i) of this clause.

(2) To be admitted to candidature for a course leading to an Honours Degree of Master by research, an applicant:
   (a) shall have qualified for admission to an Honours Degree of Bachelor with Honours Class I or Honours Class II of this University and have achieved a level of attainment in an appropriate area of study or areas of study considered, by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the applicant seeks to register, to be acceptable for the purpose of proceeding to an Honours Degree of Master; or
   (b) shall hold, from another university, or other tertiary institution qualifications approved by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the applicant seeks to be registered as equivalent to the requirements set out in clause (a) of this sub-regulation.

(3) To be admitted to candidature for a course leading to a degree of Master of Research an applicant:
   (a) (i) shall have qualified for admission to a degree of Bachelor of this University and have achieved a specified level of attainment (usually 65 per cent) in their final year of study. Some disciplines may have additional admission requirements such as a portfolio of work or a higher level of performance in an appropriate area or areas of study considered by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the course is offered, to be acceptable for the specific degree of Master of Research; or
   (ii) shall hold, from this or another university or other tertiary institution, qualifications approved by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the applicant seeks to be registered as equivalent to the requirements set out in paragraph (i) of this clause.
   (iii) shall have satisfied requirements for the Bachelor of Philosophy offered by Macquarie University and be granted full credit towards the Master of Research as the approved articulation in the Bachelor of Philosophy/Master of Research set.

(b) Credit for previous studies:
   (i) Where a candidate has qualified for a degree, diploma or certificate of the University or of any other university or other tertiary institution or undertakes one or more units at another tertiary institution, the candidate may be granted such credit as may be determined by the Academic Senate.
   (ii) A student who was not a candidate for an award and who successfully completed one or more units from the Schedule of Undergraduate Units may, with the approval of the Academic Senate, be permitted to count that unit or units should the student be subsequently accepted as a candidate under these Rules.

4) Notwithstanding the provisions of this rule the Executive Dean of the Faculty in which the applicant seeks to register may require an applicant to demonstrate fitness for admission by carrying out such work and sitting for such examinations as the Executive Dean may determine.

5) In exceptional cases an applicant may be admitted as a candidate for a Degree of Master or an Honours Degree of Master if the applicant submits other evidence of academic and professional attainments and the candidature is approved by the Higher Degree Research Committee.

6) Subject to the approval of the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the candidate is registered, candidates for a Degree of Master may be permitted to transfer their candidature to the Honours Degree of Master. Such transfers may be granted only when a candidate has completed qualifying work at a level acceptable to the Higher Degree Research Committee extending over a minimum of one year full-time (or the part-time equivalent) following admission to candidature for a Degree of Master.
(7) Before recommending an applicant as a candidate for a Degree of Master or an Honours Degree of Master, the Executive Dean of the Faculty in which the candidate is to be registered shall be satisfied that adequate supervision and facilities are available.

Program of studies

3. (1) A candidate shall be enrolled for an award referred to in Rule 1(2) and shall be registered in a Faculty of the University as determined by the Deputy Vice-Chancellor (Provost).

(2) The Higher Degree Research Committee shall, on the recommendation of the Executive Dean of the Faculty in which the candidate is to be registered, approve the enrolment in the award specified in Rule 1(2) to which a candidate may be permitted to proceed.

(3) A candidate for a Degree of Master or an Honours Degree of Master shall be designated by the Executive Dean of the Faculty in which the candidate is registered as full-time or part-time. The designation as a full-time or part-time candidate shall be made after an assessment of the extent of the candidate's commitments other than those related to the program of study.

(4) A candidate shall pursue a program of advanced study and research approved by the Executive Dean of the Faculty. Where a substantial part of the research for the degree requires facility in a language other than English, the candidate may be required to undertake an approved course of study in the relevant language(s).

(5) (a) For candidates commencing prior to 1995, the program of study shall include the submission of a thesis embodying the results of the candidate's work and this component shall comprise at least half of the program.

(b) For candidates commencing from 1995, the program of study shall include the submission of a thesis embodying the results of the candidate's work and this component shall comprise at least 67% of the program.

i. For a degree of Master of Research, the research component shall comprise at least 67% of the 800-level program.

(c) At least half of the candidate's work for the thesis shall have been completed whilst a candidate for a research degree in Macquarie University.

(e) For a degree of Master of Research, a candidate's selection of an approved program of study and enrolment in units to complete that program of study will require the approval of the designated Executive Dean.

(6) (a) For a degree of Master, the thesis must have adequately placed the topic in the context of current knowledge from the appropriate theoretical and/or professional perspective and must have satisfactorily linked empirical outcomes or new evaluations with the relevant literature.

(b) For an honours degree of Master the thesis must form a contribution to knowledge in the area with which it deals by presenting new interpretations of facts or by demonstrating an independent critical ability to evaluate existing material in a new light.

(c) For a Master of Philosophy the thesis must form a contribution to knowledge in the area with which it deals by presenting new interpretations of facts or by demonstrating an independent critical ability to evaluate existing material in a new light.

(7) The Executive Dean of the Faculty in which the candidate is registered shall appoint one or more persons, who each hold an appointment with the University, to supervise the program of study of the candidate. Such persons should, in the view of the Executive Dean of the Faculty, be competent to supervise the program of study of the candidate and be expected to be available for the expected period of candidature. A Principal Supervisor must be a member of academic staff, either full-time or part-time with an appointment of three years or longer.

i. For the Degree of Master of Research, a panel of supervisors will be appointed from the second year of effective fulltime enrolment (or equivalent part time) and may be appointed from more than one Faculty.

(8) The Faculty will appoint an Acting Supervisor when the Principal Supervisor is absent for extended periods. In consultation with the candidate, further supervisory assistance may be available at any time to the candidate through the appointment of a Co-Supervisor, Adjunct Supervisor and/or Associate Supervisor.
(9) The program of study may include a number of units of study either at the postgraduate level designated as 800 or 900 level or from the Schedule of Units of Study specified in the Bachelor Degree Rules. Enrolment in such units shall be subject to Rules 5, 6 and 7 of the Master Degree by Coursework Rules.

i. the program of study for the Degree of Master of Research includes units of advanced undergraduate study designated as 700 level and units of postgraduate study designated as 800 level.

ii. Any subsequent change to a candidate’s enrolment will require the approval of the designated Executive Dean, or where the Academic Senate has so determined, the Executive Dean of another Faculty.

(10) Where a candidate has completed successfully one or more units at postgraduate level in another tertiary institution, the candidate may be granted credit therefore as determined by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty in which the candidate is registered.

(11) If a student discontinues studies the student is required to apply for re-admission. The Executive Dean of the Faculty in which the candidate seeks to register shall determine such application and may specify conditions for enrolment.

(12) (Repealed)

(13) In exceptional circumstances where thesis submission has been delayed and the student is no longer enrolled, the Executive Dean of the Faculty may authorise a period of enrolment suitable for the thesis to be submitted therein.

Period of candidature

4. For all degrees other than the Master of Research, the minimum period of candidature shall be one year full-time or two years part-time provided that in cases specially approved by the Higher Degree Research Committee the minimum period of candidature for a part-time candidate may be reduced to one year.

i. For the Degree of Master of Research, the period of candidature shall be two years full-time or four years part-time.

(2) The maximum period of candidature shall be two years full-time or four years part-time provided that in special circumstances the Higher Degree Research Committee may grant an extension of the period.

(3) Candidates may apply for a leave of absence or accumulated periods of leave of absence of up to twelve months. The Higher Degree Research Committee may grant further periods of absence if there are exceptional circumstances beyond the student’s control which warrant a further suspension.

Place of research

5. Subject to the exceptions set out in paragraphs (a) and (b) hereof, a candidate shall pursue an approved program of advanced study and research by supervised study within the University.

(1) A candidate may be permitted subject to the approval of the Higher Degree Research Committee to follow an approved program of study and research outside the University in accordance with the following conditions:

(a) before submitting a thesis the candidate shall have followed an approved program of advanced study and research within the University for a period determined by the Higher Degree Research Committee to be equivalent to one month per year of equivalent full-time enrolment and not less than two months, sufficient part of which must be during the final phase of thesis preparation;

(b) the place of study and research outside the University shall be approved in each case by the Higher Degree Research Committee on the recommendation of the Executive Dean of the Faculty concerned;

(c) the Higher Degree Research Committee shall, on the recommendation of the Executive Dean of the Faculty concerned, appoint a person at the place of study and research as adjunct supervisor for the candidate, unless the committee determines, in special circumstances, that an adjunct supervisor be not appointed;

(d) the adjunct supervisor, where appointed, shall report regularly to the candidate’s University Principal Supervisor on the progress of the candidate’s work;
(e) the Executive Dean of the Faculty shall satisfy the Higher Degree Research Committee that adequate arrangements have been made for the candidate's University Principal Supervisor and the candidate to meet, unless in special circumstances the Committee determines otherwise.

(f) For the Degree of Master of Research, in the second year of the program, the Executive Dean of the Faculty shall satisfy the Higher Degree Research Committee that adequate arrangements have been made for the appointment of an appropriate supervisory panel.

(2) For purposes such as the collection of research material in the field, a candidate may be permitted by the Higher Degree Research Committee, on the recommendation of the Executive Dean of the Faculty concerned, to spend specific periods away from the University without supervision, provided that while away the candidate reports to the University Principal Supervisor at such times as are required by the Executive Dean of the Faculty concerned and provided further that any time in excess of a total of one academic year spent away from the University, without supervision, on activities forming part of an approved program of advanced study and research shall not be counted towards the minimum period of candidature for the degree.

Termination of candidature

6. (1) At least once a year and at any other time considered desirable, the Principal Supervisor appointed under Rule 3(7) hereof shall present to the Executive Dean of the Faculty in which the candidate is registered a report on the candidate's work.

(2) If, in the opinion of the Executive Dean of the Faculty in which the candidate is registered, the candidate's work is unsatisfactory, the Executive Dean of the Faculty shall advise the candidate of the reasons and shall ask the candidate to show cause why candidature should not be terminated.

i. For the 700 level component of the Degree of Master of Research, a candidate's progress is determined upon an assessment of the performance in required coursework and/or examinations.

(3) After considering any show cause submission by the candidate, the Executive Dean of the Faculty may confirm the termination of candidature or permit the candidate to re-enrol and may impose conditions upon such re-enrolment.

(4) If the candidate does not show cause, or the Executive Dean of the Faculty confirms the termination of candidature, the Executive Dean shall report accordingly to the Deputy Vice-Chancellor (Research) who shall advise the candidate of termination. The advice to the candidate shall include the reasons for such decision.

(5) A candidate excluded pursuant to Rule 6(4) may appeal to the Higher Degree Research Committee. Such appeal shall be submitted in writing by the date specified by the Deputy Vice-Chancellor (Research), except that the Higher Degree Research Committee may agree to consider an appeal lodged at a later date. The Higher Degree Research Committee may dismiss the appeal or permit the candidate to re-enrol and may impose conditions upon such re-enrolment.

(6) (a) The Bachelor of Philosophy is an approved Exit Award for the Master of Research.

(b) A candidate who wishes to discontinue study in the Master of Research may elect to qualify with the Bachelor of Philosophy provided the requirements of the Exit Award have been met.

7. (Repealed)

Distinction

8. The Higher Degree Research Committee may advise Academic Senate that, as a result of outstanding academic performance, the Master of Research may be awarded "With Distinction."

Saving clause

9. Notwithstanding anything to the contrary herein contained, the Academic Senate may, in any exceptional case in which it may deem it appropriate to do so, dispense with or suspend any requirements of or prescription by these rules. Any such action by the Academic Senate is to be reported forthwith to the Council.
MACQUARIE UNIVERSITY

REPORT OF THE HIGHER DOCTORAL DEGREE COMMITTEE (HDDC)

The Higher Doctoral Degree Committee met on 22 August 2012 to review reports from examiners for the award of the degree Doctor of Letters to Emeritus Professor Jill Roe.

The Committee examined the reports and noted the strong supportive commentary from examiners for Emeritus Professor Jill Roe. A summary of the reports received for each candidate is attached.

In each case, examiners commented on the authority and international standing of the work and on the original contributions made to the field of study.

The Committee unanimously agreed to recommend the following to Academic Senate.

RECOMMENDATION

That Emeritus Professor Jill Roe has satisfied requirements for the award of the degree Doctor of Letters.

Dr Ren Yi
Director, Higher Degree Research Office
EMERITUS PROFESSOR JILL ROE
CANDIDATE FOR THE DEGREE OF DOCTOR OF LETTERS
SUMMARY OF REPORTS

"Since Professor Roe's monograph on Theosophy in Australia, which is an excellent work and deserves to have been reprinted, she has proved to be outstanding scholar in her work on Miles Franklin and related literary circle. Her contribution has been not only to new knowledge, interpretation and hermeneutics, but to the setting of an excellent standard for the quality of writing itself in the field of biography, or more widely, creative non-fiction. She writes superbly with wit, charm and erudition. The importance of the quality of her writing cannot be underestimated. Her biography of Miles Franklin is one of the best biographies produced in western scholarship. Professor Roe has made an outstanding contribution to original scholarship in the crucial area of women's history and also Australian literature and letters. Her work has laid the basis for other academics while setting an enviably high benchmark. The citation for Roe's Magarey Medal sums up her originality well. Also ground breaking is her ability to make authoritative judgments that are searching and incisive, while still displaying the compassion and psychological understanding that is important for a subject to live on the page in all its complexity. Professor Roe is an undoubted authority of international standing within her field of scholarship. Her publication list attests to her high profile internationally — a difficult task when dealing with Australian material. Roe has established her authority through this international recognition, but also by supplanting earlier experts in the field with her more thorough, intelligent and gender-balanced scholarship. Her approach is innovative and makes a significant contribution to the advancement of learning. Future scholars in women's history and Australian literary history owe her a great deal. I strongly recommend Professor Roe for the award of a Higher Doctorate. It is an appropriate recognition of her authoritative and innovative scholarly achievement."

"From her first publication on Miles Franklin, an article in 1980, to the publication of her monumental, magisterial Stella Miles Franklin: A Biography in 2008, Jill Roe has determinedly, and with perspicacity, originality, breadth, and a brilliance of her own, created this field. Roe's scholarly contribution to the study of Miles Franklin makes her without question the leading authority in the field. What is important to note, however, is her original contribution to expanding the meaning and significance of that field. Her conception of historically approached biography, of which Stella Miles Franklin is a compelling example, is a larger argument about biography in Australia. It is on that basis that I identify the significant and original advancement of learning made by the innovative foundation of Roe's work, which draws on an extraordinary depth and breadth of inquiry and insight into historical processes and the human making of culture. Roe's published works—her two pioneering scholarly editions of Franklin's writings and her major biography of Franklin, and the Harvard essay that situates Franklin in the global intellectual and activist context of 'Australian Women in America'—change the way Australian culture must be understood and interpreted for future generations, through its arguments for the achievement of one of its formative figures. Accordingly I recommend Professor Emerita Jill Roe for the award of a Higher Doctoral Degree and trust I have offered sufficient argument for that recommendation. In my view, in contemporary parlance, it's a 'no-brainer'."

"I have no hesitation in recommending that she be awarded this Higher Doctoral Degree in recognition of her distinguished original contributions to the knowledge and understanding of Australian social and cultural history, literary history, women's history and biography, with a particular focus on the life and work of Miles Franklin. She is undoubtedly the world's leading authority on Miles Franklin, her work has been published internationally as well as nationally, and she is frequently invited to speak about it. The many highly favourable reviews of this work, the prizes it has won and the fact that it has been reprinted in paperback and now as an e-book, as well as published for an international readership by Harvard University Press, testifies to its high significance. So I will conclude with the last sentences of my review: "Of course papers are only paper without a sympathetic and painstaking researcher who has the skill and intelligence to select and bring together the insights they provide, as well as the self-discipline to keep working over many years. Jill Roe is one biographer who has proved worthy of her subject."


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

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

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

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

1. **APOLOGIES AND WELCOME**

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

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

2. **MINUTES OF THE PREVIOUS MEETING**

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

Student Code of Conduct – Progress

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

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

From the meeting held on 17 October 2012

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

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

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

1. REPORTS

1.1 Provost’s Report

The Provost provided a report on the following:

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

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

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

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

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

Action: Committee members

1.2 Chair’s Report

The Chair updated the Committee on the following:

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

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

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

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

Action: Prof Verity and Prof Fitness

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

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

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

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

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

1.3 Reports from the Faculties

Faculty of Arts

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

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

Faculty of Human Sciences

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

Faculty of Science

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

5. GENERAL BUSINESS

5.1 Policies and Procedures

5.1.1 Academic Honesty Procedure

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

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

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

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

Action: Prof Verity

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

Action: Chair to discuss with Ms Anderson and Mr Wylie

Other issues raised:

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

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

**Action:** Prof Verity

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

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

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

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

### 5.1.2 Proposed Grade Appeal Procedure

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

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

**Action:** Prof Verity

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

### 5.1.3 Draft Final Examination Procedure

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

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

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

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

**Action:** Prof Verity

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

*Prof Sachs left the meeting at 11.06am*

### 5.2 Student Representation on the SLTC

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

**Action:** Prof Verity

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

**Action:** Prof Mansfield

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

**Action:** A/Prof Solomonides

### 5.3 AQF Addendum

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

### 5.4 Report from meeting of Academic Senate

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

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

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

*Prof Mansfield left at 11.28am*

### 6. OTHER BUSINESS

#### 6.1 New Teaching Spaces

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

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

**Action:** Prof Verity

7. **DATE OF NEXT MEETING**

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

Agenda Items are due by Friday, 16 November 2012.

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

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**Professor Dominic Verity**

Chair
Technical stream

iLearn (Moodle)

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

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

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

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

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

Echo

There are 662 active Echo units as of September 2012.

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

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

Equella (iShare)

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

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

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

Web-Collaboration

A pilot of Blackboard Collaborate is planned from session 1 2013

Change Stream

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

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

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

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

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

iLearn Student and Staff Experience Survey

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

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

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

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

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

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

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

Whilst many users seem confident in the technology, or at least its potential following a few tweaks and fixes we are now starting to see more issues emerge around what might be termed human management issues. These range from dead links and URLs to more complex issues of acceptable/appropriate use by both students and staff.
ATTACHMENT 2

SCHEDULE

Academic Dishonesty – Schedule of Penalties

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

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

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

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

Sourced from: <url>.

Documents sourced from Policy Central (www.mq.edu.au/policy) take precedence over documents from other sources.
plagiarism in which more than 50% of the content of an assessment submission is not the work of the student.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 3 | Fail for unit (with mark of zero). | • Previous level 2 breach  
• Suborning or organising others into a breach of Policy |
| 4 | Referral to the University Discipline Committee. | • Previous level 3 or 4 breach.  
• Buying or selling any component of an assessment task  
• Fraud, such as identity fraud in examinations.  
• Threatening or violent behaviour. |

**Contact Officer**  
Associate Dean, Learning and Teaching, Faculty of Human Science

**Date Approved**  
Draft – 17 October 2012

**Approval Authority**  
Academic Senate

**Date of Commencement**  
1 January 2013

**Amendment Dates**  
n/a

**Date for Next Review**  
December 2013

**Keywords**  
Academic honesty, academic dishonesty, plagiarism, cheating, fabrication, sabotage, deception, academic integrity, penalty

**Policy Authorisation**  
Academic Honesty [Policy](#)
Addendum to AQF First Edition July 2011

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

Graduate and Vocational Graduate Certificates and Diplomas

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

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

Implementation arrangements

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

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

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

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

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

Transition arrangements

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Graduate Certificate qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Graduates of a Graduate Certificate will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of a Graduate Certificate will have:</td>
</tr>
<tr>
<td>- cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems</td>
</tr>
<tr>
<td>- cognitive skills to think critically and to generate and evaluate complex ideas</td>
</tr>
<tr>
<td>- specialised technical and creative skills in a field of highly skilled and/or professional practice</td>
</tr>
<tr>
<td>- communication skills to demonstrate an understanding of theoretical concepts</td>
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<tr>
<td>- communication skills to transfer complex knowledge and ideas to a variety of audiences</td>
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<table>
<thead>
<tr>
<th>Application of knowledge and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of a Graduate Certificate will demonstrate the application of knowledge and skills:</td>
</tr>
<tr>
<td>- to make high level, independent judgements in a range of technical or management functions in varied specialised contexts</td>
</tr>
<tr>
<td>- to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts</td>
</tr>
<tr>
<td>- with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Volume of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The volume of learning of the Graduate Certificate is typically 0.5 – 1 year</td>
</tr>
</tbody>
</table>

### Qualification nomenclature

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

### Pathways

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

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

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

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

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

• Graduates of a Graduate Certificate qualification will achieve learning outcomes at level 8.

• All the learning outcomes (knowledge, skills and the application of knowledge and skills) of the Graduate Certificate qualification type are evident in each qualification accredited as this type. Some may have more emphasis than others in different Graduate Certificate qualifications depending on their purpose. A Graduate Certificate may be designed to provide a program of learning for either deepening of knowledge and skills in the same discipline or profession or for broadening of knowledge and skills in a different discipline or profession.

• Generic learning outcomes are explicitly identified in the qualification and align with the level of the qualification type, the purpose of the qualification and the discipline. Generic learning outcomes fall into four broad categories: fundamental skills; people skills; thinking skills; and personal skills. In the vocational education and training sector they are expressed as employability skills as defined by the National Quality Council (2008). In the higher education sector they are generally known as graduate attributes and are defined by each higher education institution.

• The relationship between the learning outcomes in the level 8 criteria, the qualification type descriptor, and the discipline is clear.

• The design of the components of the qualification will provide coherent learning outcomes for the level and qualification type and will enable graduates to demonstrate them.

• The volume of learning is sufficient for graduates to achieve the learning outcomes for a qualification of this level and type. The volume of learning must take into account the level of the previous qualification and/or experience required for entry and whether the purpose is for deepening or broadening of knowledge and skills.

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

Authority to issue the qualification

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

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

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

Issuing organisations will maintain a register of the AQF qualifications they have issued consistent with the AQF Qualifications Register Policy.
AQF specification for the Graduate Diploma

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>AQF level 8 criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Application of knowledge and skills</strong></td>
</tr>
</tbody>
</table>

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

## Graduate Diploma qualification type descriptor

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

## Qualification nomenclature

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

## Pathways

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

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

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

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

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

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

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

Authority to issue the qualification

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

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

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

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

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

### Academic Honesty Policy

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To enable the University to take a consistent, equitable and transparent approach to academic honesty amongst staff and students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Academic honesty is an integral part of the core values and principles contained in the <a href="https://www.mqu.edu.au/about-us/mqu-ethics">Macquarie University Ethics Statement</a>. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:</td>
</tr>
<tr>
<td></td>
<td>• all academic work claimed as original is the work of the author making the claim</td>
</tr>
<tr>
<td></td>
<td>• all academic collaborations are acknowledged</td>
</tr>
<tr>
<td></td>
<td>• academic work is not falsified in any way</td>
</tr>
<tr>
<td></td>
<td>• when the ideas of others are used, these ideas are acknowledged appropriately.</td>
</tr>
</tbody>
</table>

All academic and professional staff involved in learning, teaching and research are expected to display leadership in this area.

One of the University’s objectives is to produce ethically and socially aware graduates, capable of applying the skills and knowledge they have developed at University to all aspects of their lives, as well as to their academic work. Academic dishonesty undermines the integrity of the University’s academic awards and assessment processes, and damages the University’s reputation. It also reduces the effectiveness of a student’s time at the University.

Examples of some dishonest behaviours are deception, fabrication, obstruction, plagiarism and sabotage.

**DEFINITIONS**

**Deception:** includes, but is not limited to, false indication of group contribution, false indication of assignment submission, collusion, submission of a work previously submitted, creating a new article out of an existing article by rewriting/reusing it (laundering), using the same data to form the same arguments and conclusion, presenting collaborative work as one’s own without acknowledging others’ contributions, cheating in an examination or using others to write material for examination.

**Fabrication:** includes, but is not limited to, creating fictitious clinical data, citation(s), or referee reports.
**Obstruction**: intentionally impeding or interfering with another student's academic work

**Plagiarism**: Using the work or ideas of another person, whether intentionally or not, and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:
- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins
- using or extracting another person's concepts, experimental results, or conclusions
- summarising another person's work
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment (eg ghost writing)
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

**Sabotage**: includes, but is not limited to, theft of work, destruction of library materials.

<table>
<thead>
<tr>
<th>Scope</th>
<th>This Policy applies to all students and to staff of the University involved in learning, teaching and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>The key principles of this policy are that the University will:</td>
</tr>
<tr>
<td></td>
<td>• require all students and staff to undertake their academic work honestly</td>
</tr>
<tr>
<td></td>
<td>• encourage all staff and students to complete appropriate training</td>
</tr>
<tr>
<td></td>
<td>• use a range of approaches to educate students and staff to practise honesty in their academic work</td>
</tr>
<tr>
<td></td>
<td>and raise awareness of the importance of ensuring ethical behaviour with respect to research</td>
</tr>
<tr>
<td></td>
<td>• take consistent and equitable action to manage dishonest student behaviours by:</td>
</tr>
<tr>
<td></td>
<td>o communicating to students that any piece of academic work can be checked at any time using an</td>
</tr>
<tr>
<td></td>
<td>appropriate process</td>
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<tr>
<td></td>
<td>o implementing a common remedial and penalty framework across the University</td>
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<td></td>
<td>o establishing and applying appropriate, consistent procedures for detecting and investigating</td>
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<tr>
<td></td>
<td>alleged academic dishonesty, and</td>
</tr>
<tr>
<td></td>
<td>o providing and communicating the appeal process</td>
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<tr>
<td></td>
<td>• apply the appropriate processes of the <a href="https://www2.mq.edu.au/enterpriseagreement">Macquarie University Enterprise Agreement</a> to manage alleged academic dishonesty by staff.</td>
</tr>
</tbody>
</table>
The University will engage staff and students by:
• using appropriate mechanisms to advise staff and students of the Policy
• developing educational strategies to promote academic honesty
• developing strategies that reduce opportunities for academic dishonesty
• designing strategies to increase student engagement with their study, and their ability to submit their own work, and
• reviewing these strategies at appropriate intervals.

COMPLIANCE AND BREACHES
The University may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).

<table>
<thead>
<tr>
<th>Contact Officer</th>
<th>Associate Dean, Learning and Teaching, Faculty of Human Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Approved</td>
<td>Draft – 17 October 2012</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Date of Commencement</td>
<td>1 January 2013</td>
</tr>
<tr>
<td>Amendment Dates</td>
<td>n/a</td>
</tr>
<tr>
<td>Date for Next Review</td>
<td>December 2013</td>
</tr>
<tr>
<td>Related Documents</td>
<td>Academic Honesty Procedure / Schedule of Penalties</td>
</tr>
<tr>
<td></td>
<td>Assessment Policy / Procedure / Guideline Ethics Statement</td>
</tr>
<tr>
<td></td>
<td>Macquarie University Enterprise Agreement</td>
</tr>
<tr>
<td></td>
<td>Staff Code of Conduct</td>
</tr>
<tr>
<td>Links</td>
<td>Academic Integrity Training</td>
</tr>
<tr>
<td></td>
<td>Allegation – Notice Letter</td>
</tr>
<tr>
<td></td>
<td>Faculty Discipline Committee – Terms of Reference</td>
</tr>
<tr>
<td></td>
<td>Notification of Student Breach Form</td>
</tr>
<tr>
<td>Policies/Rules Superseded by this Policy</td>
<td>Academic Honesty Policy approved 11 August 2009</td>
</tr>
<tr>
<td>Keywords</td>
<td>Academic honesty, academic dishonesty, plagiarism, cheating, fabrication, sabotage, deception, academic integrity</td>
</tr>
</tbody>
</table>
Complete Sections 1-5 and send together with the Word version of the draft Policy/Procedure/Schedule to policy@mq.edu.au. A Checklist is not required for a Guideline.

1. NAME OF POLICY / PROCEDURE / SCHEDULE
   One Checklist can be used for all documents.

   Academic Honesty Policy / Procedure
   Academic Dishonesty - Schedule of Penalties

2. Macquarie University
   Memory File No.
   09/694

3. CONTACT OFFICER
   Indicate who can be contacted regarding this submission.

   Name: Associate Professor Sherman Young
   Ext: 6778
   Position and Section: Associate Dean, Learning and Teaching, Faculty of Arts

4. CONSULTATION
   a) Describe the consultation undertaken, including the dates and names of all relevant committee, staff and student meetings where the submission was considered.

   The Policy and Procedure were both scheduled for review in August 2012. An earlier review of the Procedure commenced in September 2011 following feedback from the Faculty of Human Sciences. The 19 October 2011 meeting of the Senate Learning and Teaching Committee (SLTC) considered the feedback and agreed that it was an opportunity to bring forward the review as members had identified a range of elements in the Procedure that needed to be reconsidered. Subsequently, extensive consultation was undertaken with the Faculty Student Administration Managers, Associate Deans, Learning and Teaching, the University Discipline Committee, Faculty L&T Committees, DVC Students and Registrar, Deputy Registrar, Director Campus Well-being and staff involved in the introduction of Tracker.

   Senate was notified at the 7 August 2012 meeting that the Procedure was being reviewed and that discussions were to be held with the Chair of the University Discipline Committee. Subsequently, Professor Dominic Verity met with Greg Jones to discuss the purpose and intention behind the revised process and the implications for both the Student Misconduct and Discipline Rules, and the work of the University Discipline Committee. Revised documents were submitted to a range of SLTC meetings throughout 2012.

   A discussion paper outlining the main changes was submitted for the consideration of the University Discipline Committee. At the meeting held on 11 September 2012, the Committee provided in principle support for the proposals.

   Staff involved in the University’s Academic Integrity Common Interest Group (AICIG) provided feedback on the Policy in September 2012.
The Schedule of Penalties was revised following consultation with the Associate Deans, Learning and Teaching, who provided current examples and the penalty/level applied. The revised Schedule, together with the updated Policy and Procedure were considered at the 17 October 2012 meeting of SLTC. SLTC approved the Procedure, subject to sign off by UPRG, and recommended the Policy and Schedule to Senate for approval, subject to sign off by UPRG.

b) *Indicate how the expected impact of implementation (on resources, workloads, budget and time) has been considered.*

The Associate Deans, L&T have been instrumental in working through the operational issues of the revised process with staff in the faculties, particularly with Heads of Departments, Faculty Student Administration Managers, and Executive Deans. The revised process has been developed to increase transparency, reduce inconsistencies and allow for a more comprehensive education focus to the policy.

5. **COMMUNICATION AND IMPLEMENTATION PLAN**

*Indicate how the submission will be communicated to allow for implementation. Note that an MQ Announcement and publishing on Policy Central are assumed; information about additional communication strategies must be provided.*

Associate Deans, L&T and Faculty Student Administration Managers will work together to receive alleged breaches of the Academic Honesty Policy and process them according to the new procedure. The AICIG has developed, and will rollout (during the remainder of 2012 and into 2013), a training module on academic integrity for staff and students.
Discussion Paper
Academic Standards and Quality Committee and Academic Appeals

Background
In January 2012, a review was conducted of the framework of the University’s Academic Senate. The review was conducted by Emma Lawler, Secretary to University Council. The review resulted in several recommendations for improvements to the University’s governance framework, many of which have been implemented, including the establishment of a secretariat, the development of a Terms of Reference for Academic Senate and the Senate Learning and Teaching Committee, with further development work planned for 2013.

This discussion paper relates to the recommendations from the review of Academic Senate, proposing a realignment of the role of Academic Standards and Quality Committee (ASQC) and a more streamlined approach to managing academic appeals.

Recommendations
This discussion paper seeks a resolution from Senate to support:

1) The establishment of a Working Party to review the role and function of the Academic Standards and Quality Committee and to propose a model that affirms the role of ASQC in establishing policy and frameworks, assuring and monitoring academic quality and standards and oversight of the Faculty Quality and Standards Committees’ implementation and delivery;

This discussion paper seeks a further resolution from Senate to support:

2) The Academic Appeal, Grade Appeal, and Ranking Committees be replaced by a single Academic Appeals Committee;

3) The minor changes to rules as necessary to implement the above be recommended to University Council;

4) The membership of the Academic Appeals Committee to include broad representation from staff at senior and developing levels within the four Faculties and the Macquarie Graduate School of Management;

5) The revised Academic Appeals Committee assume responsibility for hearing all academic appeals, including those which relate to penalties imposed by Faculty Discipline Committees; and

6) The development of a Terms of Reference for the Academic Appeals Committee to be brought forward for approval by Senate.

Academic Standards and Quality Committee (ASQC)
The Terms of Reference of ASQC were developed in 2009 and were last reviewed in January 2011. The membership of ASQC requires review as a consequence of recent changes to the organisation of the University. The Terms of Reference of ASQC are attached in Appendix A.
The review of Academic Senate recommended that a model be developed whereby ASQC has responsibility for the development of policy and frameworks relating to academic standards. In this model, Faculties would become accountable for implementing policies, procedures and standards established by ASQC with ASQC having oversight for quality assurance and compliance.

The development of this model would require consultation with internal stakeholders including, Faculties, Academic Programs Section and the Centre for Open Education to determine business processes and workflows that will facilitate the development and implementation of resources for establishing quality thresholds by ASQC and the devolution of transactional functions to the Faculties. The consultation process would need to examine the role and function of the sub-committees of ASQC and audit and reporting requirements, both for Faculties reporting to ASQC and ASQC to Senate.

**Academic Appeals**

At the present time there are two sub-committees of Academic Senate that hear academic appeals. In addition, there is a committee which hears admission related appeals.

*The Academic Appeals Committee*

The Academic Appeals Committee’s Terms of Reference and Membership (attached in Appendix B) were approved in December 2008 and do not appear to have been reviewed since this time.

The Academic Appeals Committee meets three times per year: once at the end of Session 1; and twice at the end of Session 2. This Committee reviews appeals by students against exclusion from undergraduate programs and termination from postgraduate coursework programs, in accordance with the degree rules. This Committee hears on average, 20 appeals at the end of Session 1, and on average, 200 appeals at the end of Session 2. In the future, there may be an additional appeal hearing required in May due to MQC teaching periods.

The Examinations Unit provides the administrative support to the Academic Appeals Committee.

*The Grading Appeals Committee*

The Terms of Reference for the Grading Appeals Committee were approved in November 2008 and became effective in 2009 (attached in Appendix B). The Grading Appeals Committee considers appeals from students in undergraduate, honours and postgraduate coursework units who have completed a Step 1 Grade Review and wish to progress to a Grade Appeal.

Since 2010, only one Grade Review has progressed to a Grade Appeal, i.e. the student had first accessed the Grade Review process and there were legitimate grounds to proceed to a Grade Appeal. The implementation of Tracker in 2012 for managing Grade Reviews has significantly reduced the volume of Grade Appeals, limiting those appeals received to students who had progressed through a Step 1 Grade Review.

The Examinations Unit provides the administrative support to the Grade Appeals Committee.

*The Ranking Committee*

The Ranking Committee was established as a sub-committee of the Coursework Studies Committee in 1989. The Coursework Studies Committee was itself disbanded in 2011. The Terms of Reference for this Committee, which are attached in Appendix B, relate to admission and re-admission including readmission following exclusion.
The Coursework Studies Section provides the administrative support to the Ranking Committee.

**Appeals Resulting from Faculty Discipline Committee Decisions**

The review of the Academic Honesty Policy and associated Schedule of Penalties resulted in an amendment to the Student Misconduct Rule, to remove the automatic referral of suspected breaches of discipline or misconduct in a University examination, to the University Discipline Committee.

The University Discipline Committee supported this change and recommended that a sub-committee of Senate be established to hear appeals resulting from decisions made by Faculty Discipline Committees.

**Proposed Arrangements**

It is proposed that a single sub-committee of Academic Senate be created to hear appeals relating to academic decisions, including exclusion and termination; grade; admission and re-admission appeals. It is proposed that this Committee would also hear appeals resulting from penalties imposed by Faculty Discipline Committees as a consequence of amendments to the Student Misconduct Rule and the Academic Honesty Policy.

It is proposed that the membership of the Academic Appeals Committee would comprise a panel of staff put forward by the Executive Deans from the four Faculties and the Dean of the Macquarie Graduate School of Management. The Academic Appeal Committee membership panel would, subject to minimum quorum requirements, facilitate members being drawn from the panel for each meeting, ensuring there are no conflicts of interest. Structuring the membership in this way and including a broad membership across all levels of academic staff would assist with contingency planning and ensure that there is a breadth of experience in managing appeals within each Faculty and the Macquarie Graduate School of Management.

The Committee would be directed by Terms of Reference, which would articulate the role of the Committee, including responsibilities for reporting functions to Academic Standards and Quality Committee, Senate Learning and Teaching Committee and Academic Senate on issues relating to academic quality and learning and teaching policies.

**Implications for University Course Rules**

The University’s Course Rules, which refer to Academic Appeals and Grade Appeals, may require amendments to reflect the approved nomenclature should the above recommendations be approved. These changes would need to be approved by University Council.

The references to appeals within the Course Rules are outlined below:

Reference to the **Ranking Committee**:
- Graduate Diploma Rule 10(5)

Reference to **Academic Appeals Committee**:
- Bachelor Degree Rule 14(2),
- Bachelor Degree Rule 15(3),
- Diploma Rule 9,
- Diploma Rule 11(2),
- Graduate Certificate Rule 9,
Item 10.4

- Graduate Diploma Rule 10(3),
- Graduate Diploma Rule 10(4),
- Graduate Diploma Rule 10(5),
- Graduate Diploma Rule 10(6),
- Associate Degree Rule 13(2),
- Associate Degree Rule 13(3),
- Associate Degree Rule 14(3),
- Master by Coursework Rule 10(5),
- Postgraduate Diploma Rule 10(5), and
- Postgraduate Certificate Rule 10(5).

There are no references to the Grade Appeal Committee.

Professor Julie Fitness
Chair
Appendix A – Academic Standards and Quality Committee

Terms of Reference

The Academic Standards and Quality Committee (APC) of Academic Senate is responsible for overseeing the quality and standards of the University’s undergraduate and postgraduate academic coursework programs. It does this by:

1. ensuring compliance with the Australian Qualifications Framework (AQF);
2. identifying, developing and monitoring policy to ensure academic quality of all coursework programs;
3. advising the Deputy Vice-Chancellor (Provost) and Academic Senate on issues relating to the development and implementation of new degrees;
4. recommending approval to Senate for new and significantly revised academic coursework programs;
5. auditing and reviewing programs on a regular basis in accordance with the approved review framework;
6. receiving reports from Faculties relating to the deliberations of the Faculty Standards and Quality Committees (FSQC);
7. receiving and reviewing reports from Faculties of deeming decisions and providing advice to Academic Senate in relation to the application of the ‘deeming provision’ in the Degree Rules; and
8. reviewing cases made by Faculties for the application of the Saving Clause prior to recommendation to Academic Senate for approval.

Membership:

Chair:  [Appointed by the Chair of Academic Senate]

Ex Officio:

- Deputy Vice-Chancellor (Provost)
- Dean of Students
- University Librarian or nominee
- Director of the Learning and Teaching Centre or nominee
- Director of the Centre for Open Education or nominee

Two academic members from each Faculty:
• nominee of the Faculty who is a former or current member of ASQC (or similar Committee)
• nominee of the Faculty who is a member of the Faculty Learning and Teaching Committee (not the Chair of the FLTC)

Faculties will be invited to nominate one alternate for their two members. Additional members may be co-opted if required.

**Term of office:** 2 years

**Quorum:**

The total number of members is 14, including:

• the Chair appointed by Academic Senate;
• eight Faculty members; and
• five Ex-Officio members.

A quorum is a simple majority: that is, eight members.

**Secretary:**

Assistant Academic Registrar, Academic Program Section

*January, 2011*
Appendix B – Appeal Committees

The Academic Appeals Committee

Terms of Reference

- To hear appeals by undergraduate and postgraduate coursework students against their exclusion under the Degree Rules.

- Appeals shall be made in writing and there shall be no provision for the personal appearance or representation of the parties involved in the appeal.

Membership

a. Vice-President of Academic Senate (Chair) (or nominee)
b. Ex officio member: Dean of Students
c. one member from each Faculty appointed by Academic Senate on the advice of the Executive Dean of the Faculty
d. one student member of Academic Senate

Term of Office

For category (c): three years; for category (d): 1 year

The Grade Appeals Committee

Terms of Reference

(i) The Grading Appeals Committee shall investigate cases referred to it and determine whether due process has been observed, and whether appropriate academic procedures have been carried out and grades determined in a fair and just manner, in accordance with University regulations and any stated policies of the relevant Faculties or Centres.

(ii) The Committee shall consider appeals from students enrolled in undergraduate, honours and postgraduate coursework units.

(iii) Appeals shall be made in writing and there shall be no provision for the personal appearance or representation of the parties involved in the appeal.

(iv) Decisions of the Committee shall be reported to Academic Senate before implementation, but only decisions in which the Committee and the Faculty concerned cannot reach agreement on a change of grade shall be open for discussion by Senate.

(v) The Committee shall further report to Academic Senate at least twice each year on general issues in its brief which it considers need attention.

Membership

Deputy Vice-Chancellor (Provost) or nominee (Chair)
One (1) member and up to two (2) alternate members from each Faculty One (1) of the student members of Academic Senate.
Membership last reviewed in 2009

No academic staff member from a Faculty responsible for the unit concerned in the appeal shall take part in the determination of that case. If such a conflict of interest arises, the Faculty member shall be replaced by the alternate member from that Faculty while the case is being considered.

Term of office: 2 years

Source: http://senate.mq.edu.au/committees.html

The Ranking Committee

Terms of Reference

1. To determine eligibility for selection and selection rank in the case of applicants whose qualifications are not covered by the principles determined by the Undergraduate Studies Committee.
2. To determine eligibility for selection in the case of applicants with records of failure in a tertiary institution who are not covered by principles determined by the Undergraduate Studies Committee.
3. To consider and determine submissions for re-admission after exclusion more than once or cancellation of provisional matriculation or unduly long time to complete or failure of a required law unit.
4. To determine eligibility for selection not covered by principles determined by the Undergraduate Studies Committee.
5. To consider written submissions by unsuccessful applicants concerning non-offer of a place.
6. To consider applications by persons seeking consideration for admission on the basis of social and/or educational disadvantage. (Lighthouse Scheme/MACESS).

Source: http://senate.mq.edu.au/terms/ranking.htm
Membership last reviewed in 2009

No academic staff member from a Faculty responsible for the unit concerned in the appeal shall take part in the determination of that case. If such a conflict of interest arises, the Faculty member shall be replaced by the alternate member from that Faculty while the case is being considered.

Term of office: 2 years

Source: http://senate.mq.edu.au/committees.html

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5. To consider written submissions by unsuccessful applicants concerning non-offer of a place.
6. To consider applications by persons seeking consideration for admission on the basis of social and/or educational disadvantage. (Lighthouse Scheme/MACESS).

Source: http://senate.mq.edu.au/terms/ranking.htm
AMENDMENTS TO UNIVERSITY LEGISLATION AND RULES - 2013

Background

A review of the Calendar of Governance, Legislation and Rules is currently being undertaken to address the immediate need to publish this information in 2013. In undertaking this review it is acknowledged that the Office of General Counsel has indicated that a major revision of the University’s legislation is scheduled with the timeframe for delivery to be confirmed.

As this review is being undertaken within a condensed timeframe, it is limited in scope to amendments that reflect recent changes to the University’s organisational structure; revisions to program offerings; transition issues resulting from the implementation of the new undergraduate and postgraduate curricula; and minor revisions to improve consistency. The review also seeks to ensure that the resolutions of Academic Senate, where pertaining to Program Rules, are addressed and included.

Approval Process

To progress the required revisions through the consultation and approval process, the review has been divided into two stages, with minor and substantial revisions being identified in both Stage 1 and Stage 2.

Stage 1 amendments were presented to the Academic Standards and Quality Committee (ASQC) meeting of 18th September, the Academic Senate meeting of 2nd October and were approved by the University Council on 17th October.

The purpose of this paper is to identify the amendments proposed for approval and the timeframe for approval for Stage 2 revisions. The revisions outlined below were endorsed by ASQC on 23rd October. It is anticipated that the following revisions will be presented to University Council for approval on 5th December 2012.

A resolution is sought from Academic Standards and Quality Committee to recommend the Stage 2 revisions to Academic Senate for approval.
An Overview of Amendments Proposed by Stage 2 of the Review of the University’s Legislation and Rules

The Academic Standards and Quality Committee have endorsed the following revisions to the University’s legislation and a resolution is sought from Academic Senate to recommend the amendments identified below to University Council. The detailed changes to legislation proposed by the following amendments are provided in Appendix A.

<table>
<thead>
<tr>
<th>Changes within Rule Suites</th>
<th>Rule Reference</th>
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</table>
| Affiliation of residential colleges rules (AFRC) | • 3(2)(a): Proposal to replace ‘enrolled for a course of study’ with ‘enrolled in a program of study’.
  • 3(2)(d): Proposal to replace ‘research, teaching, library or administrative staff’ with ‘academic or professional staff’.
  • 3(2): Proposed addition of student cohorts eligible for resident membership: PG by Coursework, ELC, SIBT & Non Award, as sub-paragraphs (b), (c) & (d).
    o Reformattting of following sub-paragraphs impacted by addition.
  • 3(3): Updated to reflect changes to AFRC 3(2).
  • 4(a): Proposal to replace ‘last preceding paragraph’ with ‘Rule 3(4)’.
| Council rules (CR) | • 4(1) & 9: Updated to reflect consent of Council members to use of technology for calling and holding meetings.
  • 3, 4(1) and 6: Proposal to replace references to ‘Registrar’ with ‘Council Secretary’.
| Fees rules (FR) | • Significant rewording of the entire rules suite.
  • 1: Proposal to amend formatting of sub-paragraphs within rule for consistency, (i)→(a) etc.
  • 1(2)(a), 1(2)(e), 4(2)(a) & 4(2)(a)(v): Proposal to update rules to reflect that fee liability can be assigned to award OR program of study, as appropriate.
  • 2(b): Proposal to replace ‘the first half year and second half year’ with ‘the University study periods’ to ensure inclusivity of non-standard study periods.
  • 4(b)(f): Proposal to replace DEEWR with DIISRTE.
  • 4 & 5: Proposal to consolidate FR4 & FR5 as FR4, ‘Fees for domestic students’. Subsequent reformattting of content with sub-paragraphs.
  • 4: Significant rewording of the rule.
  • 5: Proposal to repeal rule.
  • 6: Proposal to change title to ‘Fees for international students’.
• 7: Proposal to add ‘Fees for higher degree research students’ rule, as FR 7.
  o 4: Add ‘...with the possible exception of students referred to in Rule 7.’
  o Amendment of FR 8 – 14 resulting from addition of new FR 7.
• 8: Proposal to add sub-paragraph (3), and to reorganise content, to achieve differentiation between the three separate ‘late fee’ types.
• 8: Significant rewording of the rule.
• 8(1) & 8(2): Proposal to replace ‘Late fee payable if...’ with ‘A late fee may be payable if...’
• 8(2): Delete ‘A late enrolment request will not be approved beyond one month after the dates specified for the completion of enrolment except with the approval of the Registrar’.
• 13: Updated to reflect that students who are indebted to the University are denied access to official academic transcripts.
• 13(1): Updated to reflect nomenclature of Final Examination Policy. Replace incidences of ‘examination’ with ‘final examination’.
• 13(2): Add ‘in writing’.
• 14: Proposed ‘Student services and amenities fee’ rule.

Nominations Committee rules (NCR)
• 2 & 3: Replace ‘Registrar’ with ‘Council Secretary’.
• 3: Updated to make expressions of interest optional, replacing ‘will’ with ‘may’.
• 4 & 6: Addition of ‘or Council Secretary, as appropriate’.

Rules for the election of Chancellor (REC)
• 2: Updated to enable the Deputy Chancellor to nominate for the role of Chancellor.
• 2: Updated to qualify reference to an external member.
• 2: Replace ‘Vice-President of Academic Senate’ with ‘Chair of Academic Senate’.
• 10: Updated to restrict nominations to ‘current Council members’ where the incumbent Chancellor has indicated that they wish to continue in office.

Rules governing the enrolment of students (RGES)
• 3(1): Replace ‘any of the undergraduate diplomas’ with ‘the Diploma Rules’, as per nomenclature of the AQF Addendum.

Student misconduct and discipline rules (SMDR)
• 1, 4(1), 4(2), 4(3), 5, 6(3) & 6(4): Updated to reflect nomenclature of Final Examination Policy. Replace incidences of ‘examination’ with ‘final examination’.
• 4(3): Updated to reflect introduction of the Faculty Discipline Committee for dealing with misconduct in
<table>
<thead>
<tr>
<th>Final Examinations. Replace ‘Vice-Chancellor’ with ‘Executive Dean of Faculty’.</th>
</tr>
</thead>
</table>
| • **6(1):** Replace ‘Vice-President of Academic Senate’ with ‘Chair of Academic Senate’.
| • **6(3) & 6(4):** Delete ‘, or by a candidate at any University final examination’.

### Social Legislation (SL)

- **‘Equity and Diversity’**: Proposal to add the web address of the referenced Social Inclusion website, [www.mq.edu.au/socialinclusion](http://www.mq.edu.au/socialinclusion), to paragraph one.
- **‘Occupational health and safety’**: Updated in line with new legislation, to tighten up the language, and to reflect current performance indicators.
  - Replace references to ‘Occupational health and safety’ or ‘OHS’ with ‘Health and Safety’.
  - Delete ‘As an institution of higher education, Macquarie University operates in an environment comprising of a diverse range of risks and hazards’.
  - Delete ‘as is possible’.
  - Add ‘contractors’.
  - Replace references to ‘key performance indicators’ with ‘key safety performance targets and indicators’.

### Bachelor degree rules (BDR)

- **1(a):** Proposal to add definition of ‘effective enrolment’, as sub-paragraph (xxi).
- **3(3):** Update designation of students as ‘full-time’/’part-time’ with a uniform definition based on Equivalent Full-Time Student Load.
- **4:** Proposed addition of sub-paragraph 4(1)(v): Part 5 – Research Training Degrees. [Nick Mansfield, HDRO]
- **5(3):** Divide rule into two sub-paragraphs, (a) & (b):
  - Original **BDR 5(3)** repositioned under **BDR 5(3)(a)**.
  - **BDR 5(3)(b):** Add reference to late enrolment.
- **5(3)(a):** Add ‘No approval is required to add a unit within these time periods.’, as consistent with equivalent rules.
- **6(c):** Proposal to repeal outdated rule.
- **8(1), 8(2), 9(5)(b), 10(1)(v) & 10(2)(iii):** Updated to reflect nomenclature of Final Examination Policy. Replace incidences of ‘examination’ with ‘final examination’.
- **9(6)(c):** Proposal to repeal rule.
- **12(1):** Add reference to definition of ‘effective enrolment’ in **BDR 1(a)(xxi)**.
- **13(2):** Delete ‘(these units are listed in the schedule of prescribed practicum units for the degrees listed’
- **13(2)(b):** Update awards containing prescribed practicum units: Add Bachelor of Arts with the degree of Bachelor of Education (Primary), Bachelor of Teaching (Birth to Five) & Bachelor of Education (Early Childhood Education)(Birth to Five Years).
- **13(2)(b):** Replace cumbersome listing of GradDips with ‘awards listed in Graduate Diploma Rule 10(7).’
- **13(2)(b):** Restructure for clarity.
- **Requirements for all honours degrees:** Proposal to remove the Honours degree of Bachelor of Ancient History entry.
- **14(3):** Proposal to remove clause which suggests that a student may appeal the decision of the Academic Appeals Committee. Delete ‘Any applicant who is refused permission to enrol again pursuant to Rule 14 may appeal to the Academic Appeals Committee which may determine the matter as it thinks fit’.

### Schedule of bachelor awards currently open for new admissions

- Proposed addition of ‘Part 5 – Research Training Degrees’. [Nick Mansfield, HDRO]
- **Part 5 – Research Training Degrees:** Proposed addition of entry for the Bachelor of Philosophy, as per tracked changes document. [Nick Mansfield, HDRO]

### Certificate rules (CR)

- **1(1):** Divide rule into two sub-paragraphs, (a) & (b):
  - Original Rule 1(1) repositioned under 1(1)(a).
  - 1(1)(b): List Certificates which exist as approved Exit Awards.
- **1(1)(a) & 2 – 10:** Proposal to repeal rules.

### Diploma rules (DR)

- **1:** Proposal to add an Exit Award rule, as DR 1(5).
- **2(2):** Update designation of students as ‘full-time’/‘part-time’ with a uniform definition based on Equivalent Full-Time Student Load.
- **4(2):** Divide rule into two sub-paragraphs, (a) & (b):
  - Original DR 4(2) repositioned under DR 4(2)(a).
  - DR 4(2)(b): Add reference to late enrolment.
- **5(3):** Proposal to repeal rule.
- **8:** Replace the incidences of ‘discontinuance’ terminology with ‘withdrawal’ terminology.
- **10:** Add reference to definition of ‘effective enrolment’ in BDR 1(a)(xxi).
- **11(3):** Proposal to remove clause which suggests that a student may appeal the decision of the Academic Appeals Committee. Delete ‘Any applicant who is refused permission to enrol again pursuant to Rule 14 may appeal to the Academic Appeals Committee which may determine the matter as it thinks fit’.
Graduate certificate rules (GCR)

- **1(1):** Divide rule into two sub-paragraphs, (a) & (b):
  - Original Rule 1(1) repositioned under 1(1)(a).
  - 1(1)(b): List Graduate Certificates approved as Exit Awards.
- **1(4):** Replace duplicate reference to ‘approval’ with ‘decision’.
- **5:** Proposal to add a rule pertaining to majors, as GCR 5(7).
- **5(3):** Update designation of students as ‘full-time’/’part-time’ with a uniform definition based on Equivalent Full-Time Student Load.
- **5(6):** Divide rule into two sub-paragraphs, (a) & (b):
  - Original GCR 5(6) repositioned under GCR 5(6)(a).
  - GCR 5(6)(b): Add reference to late enrolment.
- **9:** Add ‘fail’.

Graduate diploma rules (GDR)

- **1:** Proposal to add an Exit Award rule, as GDR 1(5).
- **1(4):** Replace duplicate reference to ‘approval’ with ‘decision’.
- **5:** Proposal to add a rule pertaining to majors, as GDCR 5(7).
- **5(3):** Update designation of students as ‘full-time’/’part-time’ with a uniform definition based on Equivalent Full-Time Student Load.
- **5(6):** Divide rule into two sub-paragraphs, (a) & (b):
  - Original GDCR 5(6) repositioned under GDCR 5(6)(a).
  - GDCR 5(6)(b): Add reference to late enrolment.
- **9:** Add ‘fail’.
- **10:** Proposal to set timeframe for Unduly Long Time in terms of ‘effective years of enrolment’, as per BDR’s & DR’s. Proposal to set timeframe as ‘5 years of effective enrolment’.
  - Proposal to consolidate rule as 10(1), including significant rewording.
- **10(1):** Add reference to definition of ‘effective enrolment’ in BDR 1(a)(xxi).
- **10(1):** Proposal to add reference to appeals process.
- **10(2):** Proposal to repeal rule.
- **10(7):** Update awards containing prescribed practicum units. Add Graduate Diploma of Education, Graduate Diploma of Early Childhood Teaching & Graduate Diploma of Advanced Studies in Early Childhood.
- **10(7):** Delete ‘(these units are listed in the schedule of prescribed practicum units for the degrees listed above)’.
- **10(7):** Restructure for clarity.
<table>
<thead>
<tr>
<th><strong>Associate degree rules (ADR)</strong></th>
<th><strong>Rules for the degree of master by coursework (MCWR)</strong></th>
<th><strong>Postgraduate diploma rules (PGDR)</strong></th>
</tr>
</thead>
</table>
| - **5(3):** Divide rule into two sub-paragraphs, (a) & (b):  
  o Original **ADR 5(3)** repositioned under **ADR 5(3)(a).**  
  o **ADR 5(3)(b):** Add reference to late enrolment.  
  - **5(3)(a):** Add ‘No approval is required to add a unit within these time periods.’, as consistent with equivalent rules.  
  - **8(1), 8(2), 9(3)(b), 10(1)(v), 10(2)(iii):** Updated to reflect nomenclature of **Final Examination Policy.** Replace incidences of ‘examination’ with ‘final examination’.  
  - **12(1):** Add reference to definition of ‘effective enrolment’ in **BDR 1(a)(xxi).** | - **1:** Proposal to add an Exit Award rule, as **MCWR 1(7).**  
  - **1(2):** Divide rule into two sub-paragraphs, (a) & (b):  
  o Original **Rule 2** repositioned under **2(a).**  
  o **2(b):** List Masters by Coursework which exist as approved Exit Awards.  
  - **2(7):** Update designation of students as ‘full-time’/‘part-time’ with a uniform definition based on Equivalent Full-Time Student Load.  
  - **4(3):** Divide rule into two sub-paragraphs, (a) & (b):  
  o Original **MCWR 4(3)** repositioned under **MCWR 4(3)(a).**  
  o **MCWR 4(3)(b):** Add reference to late enrolment.  
  - **6(3), 7(6)(b), 8(1)(v) & 8(2):** Updated to reflect nomenclature of **Final Examination Policy.** Replace incidences of ‘examination’ with ‘final examination’. | - **1:** Proposal to add an Exit Award rule, as **PGDR 1(1)(5).**  
  - **1(1):** Divide rule into two sub-paragraphs, (a) & (b):  
  o Original **Rule 1(1)** repositioned under **1(1)(a).**  
  o **1(1)(b):** List Postgraduate Diplomas which exist as approved Exit Awards.  
  - **2(7):** Update designation of students as ‘full-time’/‘part-time’ with a uniform definition based on Equivalent Full-Time Student Load.  
  - **4(3):** Divide rule into two sub-paragraphs, (a) & (b):  
  o Original **PGDR 4(3)** repositioned under **PGDR 4(3)(a).**  
  o **PGDR 4(3)(b):** Add reference to late enrolment.  
  - **7(6)(b) & 8(2):** Updated to reflect nomenclature of **Final Examination Policy.** Replace incidences of ‘examination’ with ‘final examination’. |
**Postgraduate certificate rules (PGCR)**

- **1**: Divide rule into two sub-paragraphs, (a) & (b):
  - Original Rule 1 repositioned under 1(a).
  - 1(b): List Postgraduate Certificates which exist as approved Exit Awards.
- **1(1)**: Divide rule into two sub-paragraphs, (a) & (b):
  - Original Rule 1(1) repositioned under 1(1)(a).
  - 1(1)(b): List Postgraduate Certificates which exist as approved Exit Awards.
- **2**: Proposal to add rule pertaining to designation of students as ‘full-time’/’part-time’ with a uniform definition based on Equivalent Full-Time Student Load, as PGCR 2(7).
  - Adjust subsequent sub-paragraphs of PGCR: 2(7)→2(8), 2(8)→2(9) & 2(9)→2(10).
- **2(10)**: Replace reference to ‘Rule 2(8)’ with ‘Rule 2(9)’.
- **4(3)**: Divide rule into two sub-paragraphs, (a) & (b):
  - Original PGCR 4(3) repositioned under PGCR 4(3)(a).
  - PGCR 4(3)(b): Add reference to late enrolment.
- **7(6)(b) & 8(2)**: Updated to reflect nomenclature of Final Examination Policy. Replace incidences of ‘examination’ with ‘final examination’.

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Zoe Williams,
Manager, Governance Services
Appendix A: Stage 2 – Proposed Amendments to the University Legislation endorsed by Academic Standards and Quality Committee.

1. AFFILIATION OF RESIDENTIAL COLLEGES RULES (ARCR)

Proposed amendments are informed by consultation with the Head of Accommodation.

1.1. Style and terminology is inconsistent with other rules, including ‘in-reference’ to rules, and use of ‘course of study’.

1.1.1. Proposal to update for purposes of consistency, as follows:
1.1.1.1. ‘3(2)(a): is enrolled in a program of study leading to a degree or diploma of the University;’
1.1.1.2. ‘3(2)(d): is a member of the academic or professional staff of a recognised university.’
1.1.1.3. ‘3(3): In admitting persons to resident membership, a college shall give preference to applicants of the categories described in 2(a), 2(b) and 2(c) of this rule, over applicants of the category described in 2(d) thereof.’
1.1.1.4. ‘4(a): any person who is not disqualified for admission to residential membership under Rule 3(4); and’

1.2. ARCR 2 governs eligibility for resident membership. Currently, it is not inclusive of the following student cohorts, despite these cohorts being eligible for resident membership:

- Postgraduate Coursework;
- Macquarie University English Language Centre;
- Sydney Institute of Business & Technology, or
- Non Award.

1.2.1. Proposal to add sub-paragraphs to ARCR 3(2) to include Postgraduate Coursework, ELC, SIBT and Non Award students in eligibility for resident membership:
1.2.1.1. ‘A college shall not admit a person to a resident membership unless he or she:

(a) is enrolled for a program of study leading to a degree, associate degree or diploma of the University;
(b) is enrolled in a program of study leading to a masters, postgraduate diploma or postgraduate certificate of the University;
(c) is enrolled in a unit, or units, at:
   - the Macquarie University English Language Centre (ELC), or
   - the Sydney Institute of Business & Technology (SIBT);
(d) is enrolled in a unit, or units, as a Non Award student;
(e) is engaged in research at the University; or
(f) is a member of the academic or professional staff of a recognised university.’
1.2.1.2. Proposal to amend ARCR 3(3) in relation to the changes to sub-paragraphs in ARCR 2:

1.2.1.2.1. ‘In admitting persons to resident membership, a college shall give preference to applicants of the categories described in 2(a), 2(b) and 2(c) of this rule over applicants of the category described in 2(d) thereof.’

2. COUNCIL RULES (CR)

Proposed amendments are informed by consultation with the University Secretary.

The rules have been updated to reflect:

- the allocation of responsibilities between the Registrar and the University Secretary,
- the approval by Council to adopt the University Governing Bodies Act 2011, and
- the consent of Council members to use of technology for calling and holding meetings.

2.1. Proposal to update delivery of information clauses, and delivery of meetings, to include electronic means, as follows:

2.1.1. ‘4(1): The Registrar shall transmit by post, electronic or other means of delivery to each member of the Council a notice of the date, time and place of, and agenda for, the next ensuing meeting of the Council, whether such meeting is an ordinary or a special meeting.’

2.1.2. ‘9: Subject to the provisions of the Act the Council may make rules for the procedure at and in respect of Council meetings, for the convening and holding of meetings of any committee of the Council and for the conduct of the proceedings of any such committee. Meetings of Council may be called or held using any technology consented to by all members of the Council. The consent may be a standing one.’

2.2. Proposal to replace reference to ‘Registrar’, as follows:

2.2.1. ‘3: A special meeting of the Council shall be convened by either the Chancellor or the Vice-Chancellor or, in their absence, by the Council Secretary, upon the written request of six members setting forth the objects for which the meeting is required to be convened and the meeting shall be held within fourteen days after the receipt of such request.’

2.2.2. ‘4(1): The Council Secretary shall transmit by post...’

2.2.3. ‘6: No member shall make any motion initiating a subject for discussion at any meeting of the Council except in pursuance of notice given to the Council Secretary at least ten days previously, except that at any meeting the Chancellor, or the Council, may permit the introduction of any subject for discussion.’

3. FEES RULES (FR)

Proposed amendments are informed by consultation with the Manager, Commonwealth Loans Scheme and the Assistant Director, Revenue Service.
The *Fees rules* have been amended for the purposes of clarity of structure and wording; to differentiate between fees and penalties; to reflect changes in the way fee liability is assigned, and to reflect the introduction of the Student Services and Amenities Fee (SAF).

3.1. Responsibility for tertiary education has been transferred from *Department of Education, Employment and Workplace Relations (DEEWR)* to *Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE)*.

3.1.1. **Proposal to replace reference to DEEWR with DIISRTE, within FR 5(b)(i).**

3.2. The late fee rule covers three types of late fee: late application, late enrolment, and late payment of fees. In its current form, the differentiation is unclear and, as such, there is risk that the relevant due dates and consequences may be difficult to determine and, hence, the meaning of the rule could be taken out of context. For example, information pertaining to late enrolment was positioned under late fee payment.

3.2.1. **Proposal to amend FR 8 for the purposes of clarity and accuracy, separating late fees into three categories: late application, late enrolment and late payment, as follows:**

3.2.1.1. ‘Late fees’

7. (1) A late fee may be payable if an application for admission is lodged after the day specified by the Registrar. Late fee amounts are generally aligned with the Universities Admissions Centre’s schedule of late fees for the relevant admission period.

The late application fee will not be refunded under any circumstances.

(2) A late fee may be payable if enrolment in a unit after the day specified by the Registrar is requested, and approved, by the Registrar.

(3) A late fee is payable if tuition fees or student contribution fees are outstanding beyond the due date specified by the Chief Financial Officer. The late payment fee shall be $200. In exceptional circumstances the Vice-Chancellor may waive the payment of the late enrolment fee.’

3.2.2. The late enrolment rule states that late enrolment will not be approved beyond ‘one month after the day specified for the completion of enrolment except with the approval of the Registrar’, however it does not define or reference this date as stated within the rules.

3.2.2.1. **Proposal to amend FR 8(2) to ensure consistency with changes relating to Late Enrolment as identified in this Discussion Paper, as follows:**

‘Late fee may be payable if enrolment in a unit after the day specified by the Registrar is requested, and approved, by the Registrar.’

3.3. As of 2012, fee liability is not determined by *award* alone but also by *program of study* for some postgraduate coursework awards. For example, students in the *Master of Arts* may be
offered a Commonwealth Supported Place or a Domestic Fee Paying Place dependent on
the specialisation they select.
Given this, the wording of the rules needs to encompass both award and program of study
where references to assignment of fee liability category appear.

3.3.1. Proposal to amend Fees rules to ensure references to assignment of fee liability is
award OR program of study, where students are ‘admitted to an award’ and ‘enrol in
a program of study’, as follows:
3.3.1.1. ‘1(2)(a): a student, who is a candidate for a degree or diploma, shall be
regarded as full-time, part-time, or external as designated by the rules
pursuant to the award in which the student is admitted, or the unit or
program of study in which the student is enrolled;’
3.3.1.2. ‘4(2)(a): Students who are admitted to an award, or are enrolled in a
program of study, offered as a Domestic Fee Paying Place’
3.3.1.3. ‘4(2)(a)(v): The Vice-Chancellor may determine special conditions under
which refunds of tuition fees may be made in respect of a particular
program of study, or award, where the Vice-Chancellor considers that the
provisions of sub-rule (4) are inappropriate for that program of study or
award.’

3.3.2. Proposal to replace ‘program of study’ with ‘award’ in Fees 1(2)(e), as international
student fee liability is based on award only, not award and/or program of study.
3.3.2.1. ‘an international student is a student who is not an Australian or New
Zealand citizen, nor the holder of permanent residence status in Australia,
and who is admitted to an award on a fee-paying basis.’

3.4. The rules required significant changes to wording and structure to ensure clarity, accuracy
and a logical connection between related content. Additionally, some rules need to be
updated to reflect current procedures, and to replace instances of ‘discontinuance’ with
‘withdrawal’ terminology, for consistency with Stage 1 changes.

3.4.1. Proposal to consolidate Tuition fees Rule 4 and Rule 5 under the banner of ‘Fees for
domestic students’, as follows:
3.4.1.1. Fees for domestic students

4. (1) All awards offered by the University for domestic students shall be
defined as either a Domestic Fee Paying Place (DFP) or a Commonwealth
Supported Place (CSP).

(2) (a) Students who are admitted to an award, or are enrolled in a
program of study, offered as a Domestic Fee Paying Place shall observe the
following:

(i) Students shall be liable to pay tuition fees as approved
by the Vice-Chancellor. These rates are published on Macquarie
University’s website: www.mq.edu.au/unifees.
(ii) Tuition fees shall be payable each study period by a date specified by the Chief Financial Officer.

(iii) Tuition fees shall be payable for the total Equivalent Full-Time Student Load (EFTSL) value for which a student is enrolled in each study period.

(iv) Save as provided in Rule 4(2)(a)(v), a student who withdraws from a unit for a program of study or award for which tuition fees are payable, by the relevant study period census date, shall be granted a refund of fees paid in respect of that unit.

(v) The Vice-Chancellor may determine special conditions under which refunds of tuition fees may be made in respect of a particular program of study, or award, where the Vice-Chancellor considers that the provisions of Rule (4)(2)(a)(iv) are inappropriate for that program of study or award.

(vi) The Higher Education Loan Program (HELP), via FEE-HELP, allows eligible students to defer their tuition fees. The Higher Education Loan Program is administered by the Australian Taxation Office.

3.4.2. Proposal to repeal FR 5 given that content has been consolidated under FR 4, as above.

3.4.3. Proposal to change the title of FR 4 and FR 6 to ‘Fees for domestic students’ and ‘Fees for international students’, for consistency and accuracy (rules are not only referencing ‘tuition fees’).

3.5. Proposal to amend formatting of clauses within FR 1, for the purposes of consistency with other rule, replacing ‘(i)’ with ‘(a)’ and so forth. For example:
3.6. Domestic higher degree research students do not fall neatly under the categories of FR 4. Given the differences between various HDR cohorts it was decided that it would be best to apply a rule similar to FR 6, *Fees for international students*, as this provides for flexibility of the application of the rule.

3.6.1. **Proposal to add ‘Fees for higher degree research students’ as FR 7.** Wording to align with FR 6, *Fees for international students*, as follows:

‘The fees to be paid by higher degree research students shall be determined, pursuant to By-law 35(2), by the Vice-Chancellor who shall also determine the conditions under which refunds of such fees shall be made.’

3.6.2. **Reference to exception to be added to FR 4, Fees for domestic students, as follows:**

‘...with the possible exception of students referred to in Rule 7.’

3.6.3. **Amendment of FR numbers (8-14) as a consequence of the addition of FR 7, ‘Fees for higher degree research students.’**

3.7. Students who are indebted to the University for amounts greater than $200 will receive a notification in writing, and will be denied permission to re-enrol, and denied access to examination results and official academic transcripts.

3.7.1. **Proposal to update FR 13(2) to clarify that the notification will be in writing, as follows:**

3.7.1.1. ‘Students who are indebted to the University for amounts totalling $200 or more will be warned in writing that if they remain indebted...’

3.7.2. **Proposal to update FR 13 to include the ‘no access to official academic transcripts’ consequence, and general rewording for clarity, as follows:**

3.7.2.1. **13(1):** Students who are indebted to the University for less than $200 will be denied permission to re-enrol, and denied access to examination results and official academic transcripts.’

3.7.2.2. **13(2):** Students who are indebted to the University for amounts totalling $200 or more will be warned in writing that if they remain indebted beyond a date determined by the Chief Financial Officer, that their enrolment will be cancelled, they will be denied permission to re-enrol, and they will be denied access to examination results and official academic transcripts.’
3.8. In October 2011, the Australian Government passed the Higher Education Legislation Amendment (Student Services and Amenities) Bill 2010, allowing universities to charge a compulsory Student Services and Amenities Fee (SAF).

The fee is intended to provide the University with additional funding to support non-academic student services and facilities.

Macquarie University decided to adopt the SAF, implementing it from Session 1, 2012.

At present there is no reference to SAF within the Fees rules.

A SAF rule is proposed, informed by the Higher Education Support Act 2003 (as amended), and following consultation with the Commonwealth Loans Scheme Manager and the Assistant Director, Revenue Service, and as reviewed by the Chief Financial Officer.

3.8.1. **Proposal to add a ‘Student services and amenities fee’ rule to the Fees rules suite, as FR 14. Proposal for wording of FR 14 as follows:**

3.8.1.1. ‘Student services and amenities fee

14. (1) In accordance with the Higher Education Support Act 2003 (as amended), students may be liable to pay a Student Services and Amenities Fee (SAF) as determined and approved by the Vice-Chancellor.

(2) The fee amount for any given year shall be as determined and approved by the Vice-Chancellor, but shall be no more than the maximum amount as specified each year in the Higher Education Grants Index.

(3) The fee amount shall be calculated in accordance with a student’s classification as full-time or part-time, or as otherwise determined by the Vice-Chancellor. Where a student enrolls in, or withdraws from, a unit or units for a program of study within the relevant timeframes for a study period, and where this results in the student being reclassified as full-time, part-time or discontinued, the fee shall be adjusted accordingly.

(4) The Higher Education Loan Program (HELP), via SA-HELP, allows eligible students to defer their Student Services and Amenities Fee. The Higher Education Loan Program is administered by the Australian Taxation Office.’

4. NOMINATIONS COMMITTEE RULES (NCR)

*Proposed amendments are informed by consultation with the University Secretary.*

4.1. The rules have been updated to reflect the allocation of responsibilities between the Registrar and the University Secretary.

Proposed amendments as per consultation with the University Secretary.

4.1.1. **Proposal to replace reference to ‘Registrar’, as follows:**

4.1.1.1. ‘2: For the purposes of By-law 15 the Council Secretary (or nominee) will convene the Committee.’
4.1.1.2. ‘3: The Chancellor (or nominee) will seek expressions of interest from suitable persons who would be qualified to hold office under the specified category.’

4.1.1.3. ‘4: It must be received by the Registrar or Council Secretary, as appropriate, by the due date for the particular round of considerations.’

4.1.1.4. ‘6: Contact with nominees will be through the Registrar or Council Secretary (or nominee), as appropriate, unless otherwise authorised by the Chancellor.’

4.1.2. Proposal to make expressions of interest optional in the process.

4.1.2.1. The Chancellor (or nominee) may seek expressions of interest from suitable persons who would be qualified to hold office under the specified category.’

5. RULES FOR THE ELECTION OF CHANCELLOR (REC)

Proposed amendments are informed by consultation with the University Secretary.

5.1. The rules have been updated to reflect:
that the Deputy Chancellor may nominate for the role of Chancellor, and practical amendments.

5.1.1. Proposed amendment to REC 2 to enable the Deputy Chancellor to nominate for the role of Chancellor.

Proposed amendment to REC 2 to qualify the reference to an ‘external member’.

5.1.1.1. ‘A Search Committee for Chancellor will comprise:

the Deputy Chancellor (Chair). In the event that the Deputy Chancellor is unavailable to or unwilling to act or wishes to nominate for the role of Chancellor, then the Council shall nominate an external member of Council (in addition to the external member already appointed in the Search Committee) to be Chair:

the Vice-Chancellor;
the Vice-President of Academic Senate;
one graduate member of Council;
one external member of Council.’

5.1.2. Proposed amendment to REC 10 to restrict nominations, in this circumstance, to current Council members only.

5.1.2.1. ‘In the case where the incumbent Chancellor has indicated that he or she wishes to continue in office at the completion of the current term, the Council Secretary will formally call for nominations from current Council members for election or not as Chancellor by the Council.’

5.1.3. Proposal to replace ‘Vice-President of Academic Senate’ with ‘Chair of Academic Senate’ within REC 2.
6. RULES GOVERNING THE ENROLMENT OF STUDENTS (RGES)

6.1. Proposed amendment to RGES 3(1) to update the list of undergraduate rules, as follows:
   6.1.1. ‘Candidates for any of the awards under the Bachelor Degree Rules, the Associate Degree Rules, the Graduate Diploma Rules, the Graduate Certificate Rules or the Diploma Rules shall satisfy such requirements for admission to candidature as may be prescribed from time to time by the Academic Senate after considering a recommendation by a relevant committee appointed by Academic Senate.’

7. STUDENT MISCONDUCT AND DISCIPLINE RULES (SMDR)

Proposed amendments are informed by changes to the University’s Academic Honesty Policy approved by Senate Learning and Teaching Committee and to be presented to Academic Senate on 13 November 2012, and endorsement by the University Discipline Committee.

7.1. Proposal to remove the automatic referral of academic misconduct in a final examination to the Vice Chancellor, in SMDR 4(3), as follows:
   ‘The Registrar shall forthwith report to the Executive Dean of Faculty in writing any instance coming to the Registrar’s notice of breach or suspected breach of discipline or misconduct or suspected misconduct at a University final examination.’

7.2. Proposal to remove reference to misconduct within a final examination from SMDR 6(3) and SDMR 6(4), as follows:
   ‘(3) The Vice-Chancellor may refer to the Discipline Committee any matter involving any question as to breach of discipline or misconduct of any kind by any student. The Vice-Chancellor, upon or after making such reference, may suspend the student from the use of all or any of the facilities of the University and from attendance within the University premises and grounds pending investigation of and decision on the matter by the Discipline Committee and pending any appeal to the Council by the student from that decision. Any such suspension may be varied during its currency by the Vice-Chancellor or may be lifted by him or her.
   (4) On such reference the Discipline Committee shall investigate matters which involve any question as to breach of discipline or misconduct of any kind by any student and may impose penalties in accordance with academic usage.’

7.3. Proposal to replace ‘Vice-President of Academic Senate’ with ‘Chair of Academic Senate’ within SDMR 6(1).

8. SOCIAL LEGISLATION (SL)

Proposed amendments are informed by consultation with the Records and Archives Manager, Memory and Manager, Health and Safety.
8.1. The Social Legislation section is divided into ‘Discrimination and harassment’, ‘Equity and diversity’, ‘Government information public access’ and ‘Occupational health and safety’.

8.1.1. ‘Occupational health and safety’: New legislation came into effect on 1 January 2012, replacing the ‘Occupational’ with ‘Workplace’. Given that Macquarie University is more than just a workplace, it was decided that the policy would be entitled ‘Health and Safety’. The new legislation also impacted some of the terminology.

Additional amendments have been made to ensure consistency with the Occupational Health and Safety Policy.

Proposed amendments as per consultation with the Manager, Health and Safety.

8.1.1.1. Proposal to replace all references to ‘Occupational health and safety’ or ‘OHS’, with ‘Health and Safety’, including the title of this section.

8.1.1.2. Proposal to tighten up the language of this section, as follows:

8.1.1.2.1. Delete ‘As an institution of higher education, Macquarie University operates in an environment comprising of a diverse range of risks and hazards.’

8.1.1.2.2. Delete ‘as is possible.’

8.1.1.3. Proposal to encompass ‘contractors’, as per current ‘Occupational Health and Safety Policy’.

8.1.1.3.1. ‘Macquarie University is committed to ensuring the health, safety and wellbeing of its employees, contractors, students and visitors by providing a safe a place to work, study and visit.’

8.1.1.4. Proposal to include the concept of ‘safety’, and ‘performance targets’ in the terminology of this section, as follows:

8.1.1.4.1. ‘Macquarie University is committed to ensuring the health, safety and wellbeing of its employees, students and visitors…’

8.1.1.4.2. ‘…implement key safety performance targets and indicators…’

8.1.1.4.3. ‘The University will outline its Health and Safety objectives, and key performance targets through its Health and Safety plan…’

9. CERTIFICATE RULES (CR)

9.1. Changes to Commonwealth Policy resulted in the Certificate of Languages and Certificate of Ancient Languages no longer meeting eligibility criteria for Commonwealth Supported Places.

On 17 April 2012, the Executive Dean, Faculty of Arts proposed the retention of these awards as ‘exit only’ awards from their respective Diplomas. This proposal was recommended by ASQC (17 April 2012), and later approved by Academic Senate (7 June 2012), as per Academic Senate Resolution 12/140.

9.1.1. Proposal to create CR 1(1)(b), to list certificate awards as Exit Awards.

1. (1) (a) (Repealed) (b) There shall be the following Exit Award Certificates;
the Certificate in Ancient Languages (CertAncLang); the Certificate in Languages (CertLang).

9.1.2. **Proposal to repeal the remaining Certificate Rules.**

10. **BACHELOR DEGREE RULES (BDR)**

Proposed amendments are informed by consultation with the Academic Program Information Manager and the Examinations Manager.

The concept of ‘years of effective enrolment’ is referred to within the various rules pertaining to Exclusion from enrolment. The definition of this term is critical in enabling the University to justify a decision to exclude a student for unduly long time; however there is no record of the definition within Bachelor degree rule 1(a): Interpretation and precedence of terms, nor within the Glossary or any other official record.

10.1. **Proposal to add a definition of ‘effective enrolment’ to BDR 1(a), as follows:**

10.1.1. ‘1.(a)(xxi) A “year of effective enrolment” means any year within which a student remains enrolled in a unit, or units, beyond the study period census date and hence records a grade or status, including an ‘F’ grade or ‘W’ status.’

10.2. **Proposal to update all Exclusion from enrolment rules to reference this definition.**

Addition of ‘as per definition in Bachelor Degree Rule 1(a)’ to Diploma rule 10, Bachelor degree rule 12(1), Associate degree rule 12(1), and Graduate diploma rule 10(1). For example:

10.2.1. ‘BDR 12(1): A candidate who is taking an unduly long time to complete a program of study may be excluded from further enrolment in any units, with an appeal process as outlined in Bachelor Degree Rule 14. For the purpose of this Rule, an unduly long time will be regarded as 10 years of effective enrolment, as per definition in Bachelor Degree Rule 1(a)(xxi).

10.3. **BDR 9(6)(c)** is an outdated rule, referring to the awarding of Honours to students in a program that no longer exists, the Bachelor of Legal Studies.

10.3.1. **Proposal to repeal BDR 9(6)(c).**

10.4. The Honours degree of Bachelor of Ancient History is no longer available for new admissions.

10.4.1. **Proposal to remove the Honours degree of Bachelor of Ancient History entry from the ‘Requirements for all honours degrees’ section within the Bachelor degree rules.**

10.5. **BDR 13(2)** references a “schedule of prescribed practicum units”, however there is no such schedule in existence, as confirmed by the Academic Programs Section.

10.5.1. **Proposal to remove reference to this schedule from BDR 13(2)(a), as follows:**
‘who commenced candidature after 1 January 2001 for the degree of Bachelor of Teaching (Early Childhood Services) or for the degree Bachelor of Teaching (Early Childhood Education: Birth to School Age), and who has failed to complete a unit offered by the Faculty of Human Sciences after having been enrolled therein twice because of a failure in the practicum component of that unit, is excluded from the degrees listed in Rule 13(2) and the Graduate Diploma in Education and the Graduate Diploma in Early Childhood Education.’

10.6. Additional awards need to be added to the list of awards, in BDR 13(2)(b), where exclusion for double failure of a practicum component is possible. With this addition, BDR 13(2)(b) becomes wordy, and would be better structured as per BDR 13(2)(a).

10.6.1. Proposal to add the Bachelor of Teaching (Birth to Five), and the Bachelor of Education (Early Childhood Education) (Birth to Five Years), and to restructure, BDR 13(2)(b), as follows:

‘who commenced candidature after 1 January 2001 for one of the following awards:

the Bachelor of Arts with the degree of Bachelor of Education (Primary)
the Bachelor of Teaching (Early Childhood Services)
the Bachelor of Teaching (Early Childhood Education: Birth to School Age)
the Bachelor of Education (Early Childhood Education) (Birth to Five Years), or
the Bachelor of Teaching (Birth to Five),

and who has failed to complete a unit offered by the Faculty of Human Sciences after having been enrolled therein twice because of a failure in the practicum component of that unit, is excluded from the awards listed in Rule 13(2) and the awards listed in Graduate Diploma Rule 10(7).

11. DIPLOMA RULES (DR)

11.1. DR 5(3) states that ‘completed diploma is not eligible for credit for previous studies under the provisions of bachelor degree rule 16.’

The point that a completed diploma does not provide CPS towards a diploma at the University is already articulated in 5(2): “and where the unit or units do not form part of a completed award.” Furthermore, reference to BDR 16 is incorrect, as BDR 16 actually contradicts this rule.

11.1.1. Proposal: Repeal DR 5(3).

11.2. Proposal to replace ‘discontinuance’ terminology with ‘withdrawal’ terminology within DR 8, as per Stage 1 Review of Rules, as follows:

‘Where a candidate withdraws from one or more units in the program of studies such discontinuance shall be determined in accordance with Bachelor Degree Rule 11.’
12. GRADUATE CERTIFICATE RULES (GCR)

Proposed amendments are informed by consultation with the Academic Program Information Manager.

As a result of the new curriculum, some generic Graduate Certificates have been introduced which allow students to select a major, similar to the Bachelor of Arts or Bachelor of Science. Reference to ‘majors’ needs to be present within GCR.

12.1. Proposal for rule to be included within the Program of Studies section, as Rule 5(7). Proposal for rule to be a tailored version/culmination of Bachelor Degree Rules 4(3) and 5(7), as follows:

“(7) (a) The Academic Senate prescribes a Schedule of Majors.

(ii) Within the Schedule stipulated by Rule 5(7)(i), the Academic Senate may prescribe criteria for completion of majors in a program of study.

(iii) Within the Schedule stipulated by Rule 5(7)(i), the Academic Senate may prescribe specific majors and the units and any other requirements for completion of each such major, and which program of study each such major is a qualifying major for.

(b) If a candidate is admitted for the first time in a program of study which requires a major, the candidate must satisfy the following requirements to qualify for an award:

(i) a candidate must complete a qualifying major for that award;

(ii) to complete a major, a candidate must satisfy all the requirements for each major as stipulated in the Schedule of Majors, of these Rules;

(c) Completed majors will be recorded on the candidate’s academic transcript and testamur.”

13. GRADUATE DIPLOMA RULES (GDR)

Proposed amendments are informed by consultation with the Academic Program Information Manager and the Examinations Manager.

13.1. As a result of the new curriculum, some generic Graduate Diplomas have been introduced which allow students to undertake a major, similar to the Bachelor of Arts or Bachelor of Science. Reference to ‘majors’ needs to be present within GDR.

13.1.1. Proposal for rule to be included within the Program of Studies section, as Rule 5(7).
Proposal for rule to be a tailored version/culmination of Bachelor Degree Rules 4(3) and 5(7), as follows:

“(7) (a) The Academic Senate prescribes a Schedule of Majors.
(ii) Within the Schedule stipulated by Rule 5(7)(i), the Academic Senate may prescribe criteria for completion of majors in a program of study.

(iii) Within the Schedule stipulated by Rule 5(7)(i), the Academic Senate may prescribe specific majors and the units and any other requirements for completion of each such major, and which program of study each such major is a qualifying major for.

(b) If a candidate is admitted for the first time in a program of study which requires a major, the candidate must satisfy the following requirements to qualify for an award:

(i) a candidate must complete a qualifying major for that award;

(ii) to complete a major, a candidate must satisfy all the requirements for each major as stipulated in the Schedule of Majors, of these Rules;

(c) Completed majors will be recorded on the candidate’s academic transcript and testamur.”

13.2. Proposal to remove duplicate of ‘approval’ from GDR 1(4), replacing it with ‘decision’, as follows:

‘Any approval, recommendation, decision or other determination, authorised in any of these Rules to be given or made by an Executive Dean of Faculty, may be given or made by a member of the academic staff who has been duly delegated by that Executive Dean of Faculty to give or make approvals, recommendations, decisions or determinations for the purposes of that Rule.’

13.3. Prior to 2002, the period of time classified as ‘unduly long time’ was worded as ‘for the following total number of equivalent part-time years, aggregated by counting each year of full-time candidature as equivalent to two part-time years’, and the list of degrees ranged between 8 & 14 part-time years (or 4 & 7 full-time equivalent years).

In 2002, the period was reworded as ‘10 years of effective enrolment’.

In 2002, the Graduate diploma rules were not updated in line with the changes to the Bachelor degree rules, and have not been amended since.

At the Academic Senate meeting on 4 October 2011 it was resolved that students admitted in a diploma be given 5 years of effective enrolment. (Resolution 11/285)

The diploma and graduate diploma programs are both 24 credit points and, as such, this is a comparable award for the purpose of determining a timeframe for unduly long time.

13.3.1. Proposal to update GDR 10 to reflect the concept of ‘years of effective enrolment’, and format, of the Bachelor degree rules and Diploma rules.

Proposal to set the period for unduly long time as ‘5 years of effective enrolment’, aligning with the timeframe for a diploma.

13.3.1.1. (1) A candidate who is taking an unduly long time to complete a program of study may be excluded from further enrolment in any units,
with an appeal process as outlined in Diploma Rule 14. For the purpose of this Rule, an unduly long time will be regarded as 5 years of effective enrolment.

(2) (Repealed)

13.4.  *GDR 9*, which relates to exclusion for double failure, is missing the word ‘fail’.

13.4.1. **Proposal to amend GDR 9, as follows:**

‘A candidate who has twice had a fail grade recorded for a unit pursuant to Rule 6 may not enrol again in that unit, save with the permission of the Executive Dean of Faculty offering the unit; provided that a candidate not permitted to enrol again may appeal to the Academic Appeals Committee which may determine the matter as it thinks fit.’

13.5.  Additional awards need to be added to the list of awards, in *GDR 10(7)*, where exclusion for double failure of a practicum component can take place. As per a report produced by AMIS on 10 October 2012, there are still some students admitted to the old programs of *Graduate Diploma in Education* and *Graduate Diploma in Early Childhood*. As such, these old awards will need to remain within the rule for 2013. *GDR 10(7)* references a “schedule of prescribed practicum units”, however there is no such schedule in existence, as confirmed by the Academic Programs Section. *GDR 10(7)* is wordy, and would be better aligned with the structure of the equivalent Bachelor Degree Rule, *BDR 13(2)(a)*.

13.5.1. **Proposal to add the Graduate Diploma of Education, Graduate Diploma of Early Childhood Teaching and the Graduate Diploma of Advanced Studies in Early Childhood to GDR 10(7), as follows:**

‘A student who commenced candidature after 1 January 2000 for the Graduate Diploma in Education, the Graduate Diploma in Early Childhood, the Graduate Diploma of Education, the Graduate Diploma of Early Childhood Teaching or the Graduate Diploma of Advanced Studies in Early Childhood, and who has failed to complete a unit (these units are listed in the schedule of prescribed practicum units for the diplomas listed above) offered by the Faculty of Human Sciences, after having been enrolled therein twice, because of failure in the practicum component of that unit is excluded from the Graduate Diploma in Education, the Graduate Diploma in Early Childhood, the Graduate Diploma of Education, the Graduate Diploma of Early Childhood Teaching or the Graduate Diploma of Advanced Studies in Early Childhood and the degrees listed in Bachelor Degree Rule 13(2).’

13.5.2. **Proposal to remove reference to this schedule from GDR 10(7), as follows:**

‘A student who commenced candidature after 1 January 2000 for the Graduate Diploma in Education, the Graduate Diploma in Early Childhood, the Graduate Diploma of Education, the Graduate Diploma of Early Childhood Teaching or the
Graduate Diploma of Advanced Studies in Early Childhood, and who has failed to
complete a unit offered by the Faculty of Human Sciences, after having been enrolled
therein twice, because of failure in the practicum component of that unit is excluded
from the Graduate Diploma in Education, the Graduate Diploma in Early Childhood,
the Graduate Diploma of Education, the Graduate Diploma of Early Childhood
Teaching, the Graduate Diploma of Advanced Studies in Early Childhood and the
degrees listed in Bachelor Degree Rule 13(2).’

13.5.3. Proposal to remove reference to this schedule from GDR 10(7), and to restructure,
as follows:
‘A student who commenced candidature after 1 January 2000 for one of the following
awards:
the Graduate Diploma in Education
the Graduate Diploma in Early Childhood
the Graduate Diploma of Education
the Graduate Diploma of Early Childhood Teaching, or
the Graduate Diploma of Advanced Studies in Early Childhood,
and who has failed to complete a unit offered by the Faculty of Human Sciences, after
having been enrolled therein twice, because of failure in the practicum component of
that unit is excluded from the awards listed in this rule, and the awards listed in
Bachelor Degree Rule 13(2).’

14. EXIT AWARD RULE

Proposed amendments are informed by consultation with the Postgraduate Sub-Committee on
Thursday 11 October.

The absence of an Exit Award rule from the 2013 Calendar of Governance, Legislation and Rules
poses several risks.
The inclusion of an interim rule would ensure that the awards identified as ‘exit awards only’ are
officially documented, would formalise the removal of certificate awards, and would provide a
legislative foundation for enacting the intended process of allowing students to qualify with a
lesser award. The interim rule is intentionally generic to encompass the undergraduate cohorts,
and the cohorts of postgraduate students exiting from Masters with Postgraduate Diplomas or
Postgraduate Certificates, as is current practice.
A comprehensive rule will need to be developed in the future given that the Recognised Prior
Learning (RPL) Policy has not yet been finalised. RPL is particularly relevant to postgraduate exit
awards, nested programs and articulation.

14.1. Proposal to create an interim Exit Award Rule for 2013, with the intent that this is
further developed in 2013 following finalisation of the RPL Policy.

14.2. Proposal to document Exit Awards within the relevant rules, as per schedules
provided by the Academic Program Information Manager. For example:

Graduate certificate rule 1(1):
"(a) There shall be the following graduate certificates:

Graduate Certificate of Arts (GCertArts);
Graduate Certificate of Biotechnology (GCertBiotech);
Graduate Certificate of Chiropractic Science (GCertChiroSc);
Graduate Certificate of Geoscience (GCertGeosc);
Graduate Certificate of Information Technology (GCertIT);
Graduate Certificate of Science (GCertSc);
Graduate Certificate of Teaching (8 to 12 years) (GCertTeach(8-12)).

(b) There shall be the following Exit Award graduate certificates:

Graduate Certificate of Commerce (GCertCom);
Graduate Certificate of Speech and Communication (GCertSphComm)."

11.3. Proposal to add an Exit Award Rule to rules pertaining to awards where students can elect to qualify with a lesser award, including Diploma rules, Graduate diploma rules, Rules for the degree of masters by coursework, and Postgraduate diploma rules. For example:

Graduate diploma rules:

‘1. (5) The University shall offer certain Exit Awards as defined in Rule 5(a), and as scheduled in these Rules.

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

(b) A student may elect to qualify with an Exit Award referred to in Graduate Certificate Rule 1(1)(b) provided the requirements of the Exit Award have been met.’

15. REFERENCES TO ‘EXAMINATION’

Proposed amendments are informed by consultation with the Examinations Manager.

On 30 July 2012, the Final Examination Policy was implemented. Within the policy, a final examination is defined as ‘an examination held within a specified examination period that is defined by the University and conducted in compliance with this Policy. This excludes what is referred to as a ‘take home examination’. Final examinations only are managed through the Academic Programs Section; all other examinations are managed locally by the relevant department/faculty.’

Currently, the rules refer to ‘examinations’, where the meaning is more closely aligned with the definition of a ‘final examination’ (as defined by the new Policy).

15.1. Proposal to replace references to ‘examination’ with ‘final examination’, where appropriate. Impacted rules as follows:
15.1.1. **Fees rules:** 13(1)
15.1.2. **Student misconduct and discipline rules:** 1, 4(1), 4(2), 4(3), 5, 6(3), 6(4)
15.1.3. **Bachelor degree rules:** 8(1), 8(2), 9(5)(b), 10(1)(v), 10(2)(iii)
15.1.4. **Associate degree rules:** 8(1) 8(2), 9(3)(b), 10(1)(v), 10(2)(iii)
15.1.5. **Rules for the degree of master by coursework:** 6(3), 7(6)(b), 8(1)(v), 8(2)
15.1.6. **Postgraduate diploma rules:** 7(6)(b), 8(2)
15.1.7. **Postgraduate certificate rules:** 7(6)(b), 8(2)

16. **RULES RELATING TO APPEALS**

*Proposed amendments are informed by consultation with the Examinations Manager.*

Some rules relating to Appeals contain inaccurate information, namely suggesting that students, upon notice of an unsuccessful appeal, can appeal again. This is in conflict with current practice where the decision of the Academic Appeals Committee is a final one.

16.1. **Proposal to remove inaccurate clause from rules relating to Appeals,** as follows:

16.1.1. *‘Bachelor degree rule 14’:

(1) A candidate who is excluded pursuant to Rule 12 or Rule 13 may appeal to the Academic Senate. The appeal is to be submitted in writing to the Registrar no later than the date specified by the Registrar.

(2) The Academic Senate shall establish the Academic Appeals Committee which may dismiss the appeal, determine that the candidate may apply for permission to re-enrol after the expiration of one calendar year, or permit the candidate to re-enrol, and may impose conditions upon such re-enrolment.

(3) A candidate excluded pursuant to Rule 12 or Rule 13 may apply to re-enrol after the expiration of two calendar years following such exclusion, or after the expiration of one calendar year if so determined pursuant to Rule 14. Any application for permission to re-enrol after the expiration of the period of exclusion shall be determined by the Academic Senate. (4) A candidate, upon approval to re-enrol pursuant to Rule 14, shall be given two years of effective enrolment to complete the program of study, or a period of time as may be determined by the Academic Senate.*

16.1.2. *‘Diploma rule 11’:

(1) A candidate who is excluded pursuant to Rule 10 may appeal to the Academic Senate. The appeal is to be submitted in writing to the Registrar no later than the date specified by the Registrar.

(2) The Academic Senate shall establish the Academic Appeals Committee, which may dismiss the appeal, determine that the candidate may apply for permission to re-enrol after the expiration of one calendar year, or permit the candidate to re-enrol, and may impose conditions upon such re-enrolment.

(3) A candidate excluded pursuant to Rule 10 may apply to re-enrol after the expiration of two calendar years following such exclusion, or after the expiration of
one calendar year if so determined pursuant to Rule 11(2). Any application for permission to re-enrol after the expiration period of exclusion shall be determined by Academic Senate.’

17. LATE ENROLMENT TIMEFRAMES

Proposed amendments are informed by consultation with the Enrolment Planning Manager, the Manager, Student Administration and Systems and the Coursework Student Enquiry Service Manager.

Late enrolment timeframes have been included in the Rules as a duty of care to ensure students are not commencing their studies at a late stage in the session and, hence, being academically disadvantaged or at risk.

The activity of late enrolment has grown significantly in recent times. Protagonists for this growth include administrative delay (approval/processing of waivers, timeframes for the release of grade appeal outcomes, and timeframes for the release of supplementary exam results), and delays in visa processing for international students. This is further impacted by the implementation of Session 3, with timeframes for administrative processes becoming tighter. The activity of late enrolment has changed in recent times. Students requesting to enrol late in placement units may fall outside of the principles where late enrolment timeframes are restricted. That is, enrolling late into a unit that does not require consistent participation from Week 1, as was the traditional practice, should not pose any academic risk for the student. Furthermore, late enrolment is currently only referred to within the Fees Rule.

17.1. Proposal to reconsider the principles of the restricted late enrolment timeframe in line with the changing nature of studies, and the condensed academic calendar.

Proposal to amend Bachelor Degree Rule 5(3), Diploma Rule 4(2), Graduate Certificate Rule 5(6), Graduate Diploma Rule 5(6), Associate Degree Rule 5(3), Rules for the degree of Master by Coursework Rule 4(3), Postgraduate Diploma Rule 4(3), and Postgraduate Certificate Rule 4(3) to reference late enrolment, and to provide more autonomy to the Registrar to approve late enrolment requests as they deem appropriate, as follows:

17.1.1.1. “(a) A candidate who wishes to add an internal unit may do so only in the first two weeks of the study period. A candidate who wishes to add an external unit may do so only in the first week of the study period. No approval is required to add a unit within these time periods.

(b) In exceptional cases, late enrolment may be approved by the Registrar, pursuant to Fee Rule 8(2).”

18. DESIGNATION OF STUDENTS AS ‘FULL-TIME’ OR ‘PART-TIME’

Proposed amendments are informed by consultation with the Manager, Statutory Reporting, the Manager, Student Administration and Systems and the Coursework Student Enquiry Service Manager.
The various references to designation of students as full-time or part-time are inconsistent and, in some cases, inaccurate.

The definitions should align with the concept of Equivalent Full Time Study Load, as provided by the DEEWR Glossary entry for ‘Types of Attendance.’

The definitions should move away from quoting credit point amounts given that EFTSL of awards can vary. For example, the Standard Annual Load of a Graduate Diploma is generally 24cp; however the Graduate Diploma of Education is 27cp.

18.1. Proposal to update all instances of designation of students as full-time or part-time, including Bachelor Degree Rule 3(3), Diploma Rule 2(2), Graduate Certificate Rule 5(3), Graduate Diploma Rule 5(3), Rules for the Degree of Master by Coursework 2(7), Postgraduate Diploma Rule 2(7), with a consistent definition, as follows:

(a) A candidate shall be designated as full-time where the candidate is enrolled in units in an academic year which comprise at least 0.75 of an Equivalent Full Time Student Load for the award for which they are admitted.

(b) A candidate shall be designated as part-time where the candidate is enrolled in units in an academic year which comprise less than 0.75 of an Equivalent Full Time Student Load for the award for which they are admitted.

17.2. Proposal to add definition of full-time and part-time to the Postgraduate certificate rules, as Rule 2(7) for consistency with the PGDR’s, as follows:

‘2(7) (a) A candidate shall be designated as full-time where the candidate is enrolled in units in an academic year which comprise at least 0.75 of an Equivalent Full Time Student Load for the award for which they are admitted.

(b) A candidate shall be designated as part-time where the candidate is enrolled in units in an academic year which comprise less than 0.75 of an Equivalent Full Time Student Load for the award for which they are admitted.’

17.2.1. Proposal to amend following consecutive rules which are impacted by the addition of the new Rule 2(7):

17.2.1.1. PGCR 2(7) changed to PGCR 2(8);
17.2.1.2. PGCR 2(8) changed to PGCR 2(9);
17.2.1.3. PGCR 2(9) changed to PGCR 2(10);
17.2.1.4. Reference to PGCR 2(8) in PGCR 2(10) amended, as follows:

‘Academic Senate may, Rule 2(9) notwithstanding...’

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1 DEEWR Glossary, accessed 8 October 2012.
28
Information about Credit for Previous Studies (CPS) for the Bachelor of Philosophy/Master of Research

- Candidates who have completed relevant postgraduate studies at Macquarie University or another university may receive up to a total of 32 credit points towards the Master of Research award.
- Those who have only partially completed a postgraduate award may also be considered for up to 32 credit points.
- Credit may be granted for completed or partially completed honours level study and advanced undergraduate (700 level) units.
- CPS will be awarded only for units judged by staff to be equivalent or comparable in terms of content, volume of learning, student learning outcomes and student workload with 700-level units.
- Students who transfer from one incomplete Macquarie program to another may receive full credit for those units completed in the first program which are part of the second.
- Credit for previous studies is only granted if the studies have been completed within the previous ten years. Professional qualifications and work experience do not currently attract credit.
- The Bachelor of Philosophy/Master of Research is an articulated set and candidates who complete 700-level will receive full credit towards the Master of Research. However, a Bachelor of Philosophy award will only be conferred as an exit qualification to those students who successfully complete 700-level but elect to discontinue.
- The Credit for Previous Study policy allows for the rounding up to the next whole unit (e.g. 25% of 12 credit points translates to three quarter of a unit which rounds up to 1 unit in the present context). i.e. 1 unit for students in a 3 unit Postgraduate Certificate course even if they have a completed degree.
- No CPS will be awarded towards the 800-level MRes program.
- Recommendations that fall outside of the above policy should be forwarded with supporting documents to the Higher Degree Research Office for consideration by the Higher Degree Research Committee or Delegate.

Instructions
1. Previous or current Macquarie students who wish to apply for credit using units already studied at Macquarie do NOT need to attach an academic transcript or supporting documents. All other applicants must attach CERTIFIED legible copies of the following documents.
   i. A transcript of results
   ii. A description of the grading system used,
   iii. A description of all units completed, taken from the institutions official handbook/calendar for the appropriate year, or other appropriate evidence.
2. A CERTIFIED translation of any documentation that is not in English must be supplied IN ADDITION TO the original documentation.

Summary of recognised prior learning / exemptions

<table>
<thead>
<tr>
<th>Basis for Credit (Previous Studies)</th>
<th>MQ units to be credited</th>
<th>FACULTY USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Institution</td>
<td>Program Studied</td>
<td>Unit/Subject Completed</td>
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</tbody>
</table>

FACULTY USE ONLY

Dean of Faculty or Nominee name (or officially appointed nominee):

Name (please PRINT):  Signature:  Date:
Glossary Project  
Submission to Academic Senate

Purpose
This paper provides a summary of the outcomes of the University-wide call out for updates to the glossary, with a recommendation for Academic Senate to approve the submissions.

Background
The glossary is an integral tool with which the University can continue to provide clear and equitable communications to its students, better align its business practice and ensure consistency of its message to the wider community.

In 2010, Academic Senate ratified the glossary procedure which now sits within policy central. This procedure was developed to ensure the consistency and relevance of the glossary to staff and students. Submissions for new terms or edits to the glossary are collated by the Publications Officer, reviewed by the Glossary Working Group, submitted to a committee with expertise in the area (such as the Academic Standards and Quality Committee) and then submitted to Academic Senate for approval.

Annual approval of terms
The University-wide call-out for updates the glossary was issued on 16 August 2012 with a closing date of 31 August 2012. Since then the Glossary Working Group has reviewed submissions and formulated a list of drafts and edits ready for approval from relevant sub-committees and then Academic Senate.

The updates to the glossary entries are now ready for Academic Senate. Attached are the new and edited entries. All other existing entries remain on the glossary website (www.mq.edu.au/glossary/search) until the attached changes receive approval.

Recommendations
1. The Glossary Working Group asks that Academic Senate approve the glossary entries and edits (attached) as the second, and final, stage in the procedure for inclusion in the print Handbook of Undergraduate Studies and for display online in 2013.

Notes  
Contact: Sarah Masters Publications Officer
Updated glossary entries for 2013

1. Re-writes/edits of definitions

Attendance mode

**Existing entry**
Refers to whether a program of study offers units internally (on campus) or externally (by distance).
**Related terms**
Composite mode, External, Internal, Program of study

**Proposed entry**
Refers to whether a program of study offers units internally (on campus) or externally (by distance).
**Related terms**
External, Internal, Program of study
(nb: submitted to reflect changes to offering codes)

Automatic Retrieval Collection

**Existing entry**
The name of the collection that is stored in the Library’s automated storage and retrieval system (ASRS). Items in this collection have their location identified in the Library catalogue as: “Automated Retrieval Collection – place a request”

**Proposed entry**
Automated Retrieval Collection
The name of the collection that is stored in the Library’s automated storage and retrieval system (ASRS). Items in this collection have their location identified in the Library catalogue as: ‘Automated Retrieval Collection – place a request’
(nb: submitted to correct an error)

Centre for Macquarie English

**Existing entry**
CME
Abbreviation only

**Proposed entry**
English Language Centre
ELC
Abbreviation only

**Description**
Formerly known as the Centre for Macquarie English (CME)
(nb: submitted to reflect change in Centre name)
Distance education

Existing entry
A unit of study offered on a fully external basis. These are identified with an 'X' code in the schedule of undergraduate units and schedule of postgraduate units in the handbook.

Related terms
Composite mode, External, Internal, Mode of offering

Links
Refer to: www.handbook.mq.edu.au/2010/

Proposed entry
A program exclusively existing of external units.

Related terms
External, Internal, Mode of offering, Unit

Links
Refer to: www.handbook.mq.edu.au
(nb: submitted to reflect changes to offering codes)

Examination

Existing entry
A time limited and individual assessment task conducted under supervision and within a specified examination period that is defined by the University.

Proposed entry
A time limited and individual assessment task conducted under supervision.

Related terms
Final examination

(nb: submitted to reflect changes to the University’s examination policy)

External

Existing entry
Study not conducted on campus. The symbol designating the external mode of study is 'X' (eg X1).

Related terms
Attendance mode, Composite mode, Distance education, Internal, Mode of offering

Proposed entry
A mode of offering which indicates that classes and learning activities are undertaken off campus. Supplementary on-campus sessions may be required.

Related terms
Attendance mode, Distance education, Internal, Mode of offering, On-campus session

(nb: submitted to reflect changes to offering codes)

Honours
Existing entry
An honours year is usually completed at the conclusion of a bachelor degree program. A high level of achievement is usually considered necessary before being invited to complete an honours year.

Proposed entry
An honours year is completed at the conclusion of a bachelor degree program. From 2013, the Master of Research will replace most honours degrees as the pathway to higher degree research. A high level of achievement is necessary before completing an honours year or the Master of Research.

Related terms
Master of Research, Pass degree

Links
mq.edu.au/masterofresearch

(nb: submitted to reflect change to the University's pathway to research)

Internal

Existing entry
Classes (eg lectures, tutorials) conducted on campus. The symbol designating the internal mode of study is 'D' (eg D1).

Related terms
Attendance mode, Composite mode, Distance education, External, Mode of offering

Proposed entry
A mode of offering which indicates that classes (eg lectures, tutorials) are conducted on campus. A unit may be offered as a day offering (classes between 8am and 6pm) or an evening offering (classes between 6pm and 10pm).

Related terms
Attendance mode, Distance education, External, Mode of offering

(nb: submitted to reflect changes to offering codes)

Mode of offering

Existing entry
The mode of offering for a unit of study indicates whether it is a day (D), evening (E), distance education (external, X), composite mode (Xc), vacation or field work (V2) unit or winter vacation (WV) unit.

Related terms
Composite mode, Distance Education, External, Internal

Proposed entry
The mode of offering for a unit indicates whether it is a day, evening, or distance education (external) unit.

Related terms
Distance Education, External, Internal

(nb: submitted to reflect changes to offering codes)
Offering

Existing entry
Identifies in which part of the academic year a unit is offered eg D1 indicates a unit is offered with day time classes in session 1, E2 indicates a unit is offered with evening classes in session 2.

Also known as
When offered

Proposed entry
Identifies in which part of the academic year a unit is offered eg S1 Day indicates a unit is offered with day time classes in Session 1, S2 Evening indicates a unit is offered with evening classes in Session 2.

Also known as
When offered
(nb: submitted to reflect changes to offering codes)

People unit

Existing entry
People units focus on the challenges of contemporary society and on what it means to be ethical local and global citizens.

Proposed entry
People units are designed to give students an understanding of what it means to live in the social world, and to develop cultural or social literacy. People units enable students to understand the challenges and issues facing the world and to develop the capacity to be engaged and ethical, local and global, citizens.

(nb: submitted to better reflect content in the Handbook)

Planet unit

Existing entry
Planet units help students to understand the nature of science and the challenges and issues facing the planet, with a particular focus on sustainability.

Proposed entry
Planet units enable students to develop scientific literacy and to understand what it means to live in the physical world. Planet units enable students to understand the challenges and issues facing the world and to develop the capacity to be engaged and ethical, local and global, citizens.

(nb: submitted to better reflect content in the Handbook)

Study abroad

Existing entry
A student exchange program with partner universities in countries worldwide.
Studies completed at another institution outside Australia. Students must obtain academic advice beforehand if they want the study abroad to count towards their Macquarie degree.

**Proposed entry**
Approved studies completed at a university other than a student’s home university conducted outside of an official bilateral exchange agreement between Macquarie University and a partner university.

**Study Abroad – inbound**
An inbound study abroad student is a student who enrols for one or two sessions at Macquarie University, pays tuition to Macquarie University, but credits their study back to their home institution.

**Study Abroad – outbound**
Macquarie does not facilitate outbound study abroad.

**Related terms**
Credit for Previous Studies, Exchange

(nb: submitted to better reflect the University’s study abroad offering)

### Unavoidable disruption

**Existing entry**
An event or set of circumstances that meets all the following: (a) could not have reasonably been anticipated, avoided or guarded against by the student (b) was beyond the student’s control (c) caused substantial disruption to the student’s capacity for effective study and/or the completion of required work (d) substantially interfered with the otherwise satisfactory fulfilment of unit or course requirements (e) was of at least three consecutive days duration within a study period and/or prevented completion of the formal examination.

**Proposed entry**
An event or set of circumstances that meets all the following: (a) could not have reasonably been anticipated, avoided or guarded against by the student (b) was beyond the student’s control (c) caused substantial disruption to the student’s capacity for effective study and/or the completion of required work (d) substantially interfered with the otherwise satisfactory fulfilment of unit or course requirements (e) was of at least three consecutive days duration within a study period and/or prevented completion of the final examination.

(nb: submitted to reflect changes to the University’s examination policy)

### 2. Submitted/new terms

**Alternative pathways**

**Proposed entry**
Alternative pathways offer another avenue for entry into Macquarie for students who do not meet the standard entry requirements.
**Bachelor of Philosophy**

**Proposed entry**
The Bachelor of Philosophy is the exit award for students who do not wish to complete the second year of the Master of Research.

*Related terms*
Doctor of Philosophy, Master of Philosophy, Master of Research

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**Commencement fee deposit**

**Proposed entry**
The commencement fee is a portion of the tuition fee that international students need to pay when they accept an offer to study at Macquarie University. Students have the option to pay a proportion of their commencement fee in the form of a commencement fee deposit, which is paid before accepting an offer and indicates a student’s intention to accept.

*Related terms*
Commencement fee

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**Cotutelle**

**Proposed entry**
Cotutelle study involves joint enrolment by a student in a Doctor of Philosophy (PhD) at Macquarie University and an overseas partner university. Students have supervisors at both universities, spend time at both universities, and submit a single thesis for examination by each university. Students may be eligible to graduate from both universities (ie with two testamurs).

*Related terms*
Doctor of Philosophy

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**Doctor of Philosophy**

**PhD**

**Proposed entry**
The Doctor of Philosophy is an ungraded postgraduate research degree awarded for independent research which forms a distinct contribution to the knowledge of the subject and which affords evidence of coherence and originality shown either by the discovery of new facts or by the exercise of independent critical power

*Related terms*
Cotutelle, Joint Programs, Master of Philosophy, Master of Research, Postgraduate

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**Exchange**

**Proposed entry**
Approved studies completed at a university other than a student's home university, as part of an official bilateral exchange agreement between Macquarie University and a partner university. Students are required to pay full fees to their home university while studying at their host university.

Related terms
Study abroad

Final Examination

Proposed entry
An examination held within a specified examination period that is defined by the University. This excludes what is referred to as a ‘take home examination’, ‘in-unit quiz’, ‘test’, and ‘practical assessment’.

Related terms
Examination

Guideline

Proposed entry
Additional information, detail or further context on aspects of a policy or procedure. Guidelines are informative rather than mandatory.

Related terms
Policy, Procedure, Schedule
Link
mq.edu.au/policy

Higher Degree Research Office

HDRO
Abbreviation only

Higher education provider

HEP
Abbreviation only

Joint programs

Proposed entry
Joint programs involve simultaneous enrolment in a coursework program provided by Macquarie University and an overseas partner university. Students study for part of the time in another country and then complete the qualification at Macquarie.

Joint PhD programs
Joint PhD programs involve joint enrolment by students in a Doctor of Philosophy (PhD) at Macquarie University and selected international partner universities. Students have supervisors at both universities and spend time at both universities. The final thesis is jointly examined and the two universities may jointly award a degree of Doctor of Philosophy with a single testamur bearing the crests of both universities.

Related terms
Doctor of Philosophy

Master of Philosophy

MPhil

Proposed entry
The Master of Philosophy is an ungraded postgraduate research degree awarded for research that demonstrates that a contribution has been made to knowledge in a particular field of study by presenting new facts or by demonstrating an independent critical ability to evaluate existing material in a new light.

Related terms
Doctor of Philosophy, Master of Research, Postgraduate

Master of Research

MRes

Proposed entry
The Master of Research is an international-standard two-year full-time research training pathway program. This is the new core pathway to a Doctor of Philosophy (PhD) and Master of Philosophy (MPhil) from 2013. For domestic students, this program attracts Australian Government funding, packaged as a Bachelor of Philosophy/Master of Research (BPhil/MRes) to meet regulations. International students will be enrolled in the Master of Research program throughout the two years. In both cases, students who successfully complete the program will be awarded the Master of Research degree.

Related terms
Bachelor of Philosophy, Doctor of Philosophy, Master of Philosophy

Policy

Proposed entry
A statement of the principles, values and standards that govern decision making at the University. Policies set out what the University will do to comply with its legal and statutory responsibilities, and fulfil its responsibilities under the Macquarie University Act 1989 (as amended). A policy is a strategic, long-term document that requires approval by University Council, Academic Senate or a member of the Executive. Compliance with policies is mandatory.

Related terms
Guideline, Procedure, Schedule
Procedure

Proposed entry
A statement of the responsibilities and actions that must be undertaken to implement the operational activities of the University. Procedures mandate operational activities (what will be done) and assign responsibilities (who will do it), and thereby assist University operations and compliance with the internal and external requirements of the University. Compliance with procedures is mandatory.

Related terms
Guideline, Policy, Schedule

Schedule

Proposed entry
A supplementary policy or rule that is subject to frequent (generally annual) change. A schedule has the same authority as the associated policy or rule.

Related terms
Guideline, Policy, Procedure

Student Services and Amenities Fee

Proposed entry
The Student Services and Amenities Fee provides the University with additional funding to support non-academic student services and facilities.

Third-party programs

Proposed entry
A third party arrangement is where a higher education provider (HEP) enters into an arrangement with another organisation for the delivery of some or all of a course. Students undertaking such a course must be enrolled with the HEP. The HEP is the principal and must carry full responsibility for all aspects of delivery, including quality and standards, teaching by qualified staff, adequate resources and facilities, and adequate measures to protect the welfare of students. The provider, who can be a wholly owned subsidiary of the HEP, delivers the course, however the HEP grants the academic award eg courses delivered by Macquarie City Campus.

Transnational programs
Proposed entry
Macquarie programs taught by staff approved by Macquarie University in a location provided by an international partner.
Also known as
Off-shore programs

3. Terms to be deleted

Composite mode
Refers to whether a unit requires both on-campus attendance and external study. Arrangements for these units vary considerably, and students should consult the unit description and/or the staff in charge of the unit for full details.

Related terms
Distance education, External, Internal, Mode of offering, Unit
(nb: submitted to reflect changes to offering codes)
MACQUARIE UNIVERSITY

Prize Awards

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

1. FACULTY OF BUSINESS AND ECONOMICS

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Nomination</th>
<th>Student No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMP Prize</td>
<td>for proficiency in the unit ACST306 Quantitative Asset &amp; Liability Modelling 1</td>
<td>Rose Daniel</td>
<td>42136660</td>
</tr>
</tbody>
</table>

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

The following prizes have been approved by Professor Judyth Sachs on behalf of Academic Senate

2. MACQUARIE GRADUATE SCHOOL OF MANAGEMENT

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded for</th>
<th>Last Name</th>
<th>First Name</th>
<th>Student no.</th>
</tr>
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<tbody>
<tr>
<td>Hong Kong Management Association Directors’ Award</td>
<td>Awarded for the highest overall grade point average in the Master of Management program conducted in Hong Kong</td>
<td>Cockburn</td>
<td>Alan Paul</td>
<td>40561151</td>
</tr>
<tr>
<td>The Hong Kong Management Association Award for Best Overall Performance</td>
<td>Awarded for highest overall grade point average in the Master of Management in Financial Management program conducted in Hong Kong</td>
<td>Cockburn</td>
<td>Alan Paul</td>
<td>40561151</td>
</tr>
<tr>
<td>The Hong Kong Management Association Award for Best Overall Performance</td>
<td>Awarded for highest overall grade point average in the Master of Management in People and Performance program conducted in Hong Kong</td>
<td>Mak</td>
<td>Karen Kwok Wing</td>
<td>41567862</td>
</tr>
<tr>
<td>The Hong Kong Management Association Award for Best Overall Performance</td>
<td>Awarded for highest GPA in the Master of Management in International Management program conducted in Hong Kong</td>
<td>Tsang</td>
<td>Kelvin Ka Hon</td>
<td>42407575</td>
</tr>
<tr>
<td>The Hong Kong Management Association Award for Best Overall Performance</td>
<td>Awarded for highest GPA in the Master of Management in Logistics &amp; Operations Management program conducted in Hong Kong</td>
<td>Not Awarded</td>
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<td>Prize</td>
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<td>Last Name</td>
<td>First Name</td>
<td>Student no.</td>
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<tr>
<td>The Hong Kong Management Association Award for Best Overall</td>
<td>Awarded for highest GPA in the Master of Management in (General) Management program conducted in Hong Kong</td>
<td>Yat Fai</td>
<td>Ng</td>
<td>41701674</td>
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<tr>
<td>The Hong Kong Management Association Award for Best Overall</td>
<td>Awarded for highest GPA in the Master of Management in Marketing Management program conducted in Hong Kong</td>
<td>Tak Shing Gordon</td>
<td>So</td>
<td>42388740</td>
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<tr>
<td>The Hong Kong Management Association Award for Best Overall</td>
<td>Awarded for highest GPA in the Master of Business Administration program conducted in Hong Kong</td>
<td>Joyce Wan Si</td>
<td>Lam</td>
<td>42032067</td>
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<tr>
<td>Hong Kong Management Association Award</td>
<td>Awarded for proficiency in the unit MGSM800 Human Resource Management conducted in Hong Kong</td>
<td>Kai On</td>
<td>So</td>
<td>42224411</td>
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<tr>
<td>Awarded for proficiency in the unit MGSM801 Advanced Human Resource Management conducted in Hong Kong</td>
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<tr>
<td>Hong Kong Management Association Award</td>
<td>Awarded for proficiency in the unit MGSM802 International Human Resource Management conducted in Hong Kong</td>
<td>Brophy</td>
<td>Anthony Hugh</td>
<td>41883136</td>
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<td>Thomas</td>
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