

**AUSTRALIAN NATIONAL UNIVERSITY
UNIVERSITY EDUCATION COMMITTEE
Meeting No. 4, 2009**

Meeting No. 4, 2009 of the University Education Committee was held on Friday 14 August 2009 at 9.30 am in the Ross Hohnen Room of the Chancelry.

Present: Professor Deane (in the Chair); Professor Thomas, Pro Vice-Chancellor (Research); Professor Anderson; Mr Auckett; Professor Baker; Ms Bartlett; Mr Beckett; Professor Byrne; Professor Coper; Professor Glasgow; Professor Houghton; Professor Makkai; Professor Oakes and Mr Sara.

By invitation: Dr Akerlind; Mr Brown; Professor Carroll; Ms Bamsey (for Dr Hort); Professor Beaumont (Items 12.3, 13.2 and 14.2); Mr Erickson (Item 10.3).

Observers: Dr Baker; Professor Beaumont; Ms Bhojwani; Professor Clarke; Mr Erickson; Mr Galvin; Ms Gouldthorp; Mr Meek; Dr Powles; Dr Shortland; and Dr Smith.

In attendance: Ms Bruce

Disclosure of Pecuniary or Material Personal Interest

There were no disclosures of pecuniary or material person interest in matters listed in the agenda.

Use of Inside Information or Position

Under sections 24 and 25 of the *Commonwealth Authorities and Companies Act 1997*, a member of the University Education Committee must not make improper use of his or her position or of inside information to gain an advantage for himself or herself or to cause detriment to the University or to another person.

MINUTES

PART 1: PROCEDURAL ITEMS

ITEM 1. MINUTES

The minutes of Meeting No. 3, 2009 of the University Education Committee (694/2009) held on 5 June 2009 were confirmed (published at http://info.anu.edu.au/OVC/Committees/040PP_Education/meetings.asp).

ITEM 2. MATTERS ARISING

ITEM 3. ANNOUNCEMENTS AND APOLOGIES

3.1 Apologies were received from Professor Cram, Dr Hort and Professor Stanton.

3.2 Announcements

ITEM 4. STARRED ITEMS

The starred items were: 1, 2, 3, 4, 5, 6, 7, 8, 9.3, 10, 12.3, 13.2, 14.2 and 15. The unstarred items were approved without debate as set out in the agenda.

ITEM 5. ITEMS OF OTHER BUSINESS

No matters of other business were foreshadowed.

ITEM 6. CONFIDENTIAL ITEMS

There were no confidential items.

PART 2: REPORTS AND POLICY MATTERS
ITEM 7. REPORT FROM THE CHAIR

The Committee noted the following reports:

7.1 Education Notebook (708/2009)

- Review of Halls of Residence: The report to the Vice-Chancellor from the review was in preparation and should be completed in the next few weeks.
- Awards: The Chair congratulated recipients of teaching and learning awards. The awards were recognition of the quality of teaching at ANU.

7.2 Report from the Pro Vice-Chancellor (Education)

- Vice-Chancellor's Leadership Program
This initiative from the ANU Experience Working Party parallels the leadership programs in place for academic and general staff. Twenty-five students chosen from 93 applications had been selected on the basis of experience in leadership roles, volunteering and their interest in the undertaking the Program both for their own development and for the University community. The Chair reported on the format. A longer-term arrangement for running the Program would need to be put in place possibly with one of the Divisions.
- ANU Regional Partnerships Program
Professor Carroll reported that the pilot in Semester I at two high schools in Young has been expanded in Semester II to three high schools in Goulburn and three along the South-coast at Eden and Bega. The Program is being demand driven by schools. Ambassadors visit weekly to provide assistance to Years 8 and 9, and 10, 11 and 12 in English, Mathematics and other subjects as needed, and give lunchtime talks. Colleges were asked to advise of any existing collaboration to assist co-ordination of the University's outreach.
- ANU National Access Alliances
The Registrar advised that a discussion paper about joint degree programs with a number of other institutions under arrangements supported by the *Higher Education Support Act 2003* and to develop a "best practice" model for negotiating changes with DEEWR would be circulated for comment. Discussions would be held in the coming week with College administrators to work through program proposals in detail. Joint programs with the Bachelor of Education at the University of Canberra and others with the University of South Australia were the first to be considered.
- Festival of Teaching
An analysis of the outcome of the Festival by the planning group suggests that shorter events rather than an event run over two days may be more successful and that the timing of the event in 2009 was not optimal.
- "Chardonnay Course" – *Unravelling Complexity*
Dr Baker reported on the success and popularity of the course. 150 applications had been received and ten students enrolled from each College, including ten LLB combined degree students. About 110 students were also following the course on-line. The format consists of weekly panels from each of the Colleges and tutorials on panel topics. The different backgrounds and perspectives of participants have led to dynamic discussions of issues.

7.3 Report from the Pro Vice-Chancellor (Research)

It was noted that following the resolution of Council at its meeting on 24 July 2009, the *Statement of Principles II: Revised Model (Final) 31 July 2009* had been finalised and published at http://info.anu.edu.au/ovc/assets/Executive/Files/anu_only/IAS-Statement-of-Principles-II-Revised-Model-31-July-2009.pdf.

Professor Thomas advised that implementing the outcomes and peer assessment would be progressed in the coming months.

ITEM 8. HIGHER DEGREE RESEARCH AND RESEARCH TRAINING**8.1 Higher Degree Research Subcommittee**

The Committee noted the Report from Meeting 3, 2009 held on 27 July 2009 (711/2009).

8.2 HDR Roundtable on Recruitment

A recruitment plan and associated actions are being developed to set College targets and respond to Government initiatives to increase participation rates over the next five years. No growth in undergraduate enrolments meant that a naturally occurring pipeline effect was not available to ANU and students would need to be recruited from elsewhere. The marketing and recruitment strategy to attract high quality students to ANU would be very important to the University over the coming years. Members noted that a draft report on an internal audit of scholarship processes by the Registrar's Division would be circulated when it became available.

8.3 Quality of Higher Degree Research Supervision

PREQ scores reporting the quality of supervision to be below the national average (and other Go8 universities) again this year reinforce the need for ANU to continue to address the issue and seek to enhance ANU's position as a leading place of destination for HDR studies. Performance management of staff was a key issue. Recognising that supervision arrangements need to be adjusted during work related absences, statements of mutual expectations between student and supervisor, and an emphasis on supervision in promotions criteria were some of the areas being addressed. An on-line facility for anonymous feedback and exit surveys were being pursued.

The Dean of Students reported on discussions with the President, PARSA, and planning in progress to introduce an event which is analogous with the "Last Lecture" and which focuses on HDR supervisory excellence. This would involve workshops by nominated staff and a celebration of their nomination.

8.4 Policy for Overtime Students

In response to a question from the PARSA representative about fees for exceeding the maximum time for completion, Professor Thomas reported on steps being taken with ANU Colleges to first collect data about overtime enrolments and the reasons. This information would assist the University to determine the best way forward and to develop consistent policies and procedures, whether in relation to fees, scholarships or other means, to achieve the desired outcome.

8.5 Thesis by Publication

Guidelines have been drafted for the submission of PhD theses comprising published journal articles. This form was becoming increasingly common especially in science disciplines. Concurrent work on digital submission would be incorporated. Submission by published works would continue to be available.

ITEM 9. EDUCATION ISSUES**9.1 Mission-Based Compacts for Universities**

The Committee noted the *Mission-Based Compacts for Universities – A Framework for Discussion*, at <http://www.deewr.gov.au/HigherEducation/Pages/Compacts.aspx>. The paper provided a reference for the round-table consultations currently being held with Vice-Chancellors and other key stakeholders. The Vice-Chancellor has a lead role in negotiations about the framework for compact development.

9.2 Submissions and Resource Papers

The Committee noted the following:

- **Structural Adjustment Funding**
[Structural Adjustment Strategy - The Australian National University National Access Alliances](#). ANU's strategic focus in the process of structural adjustment for the next 4 years was based on developing and resourcing the Alliance with

other university partners: the University of South Australia, the University of Southern Queensland, Charles Darwin University and the University of Canberra, and was closely related to expansion of higher education provision and opportunities in regional and rural Australia.

- **Rural and Regional Affairs and Transport References Committee**
Submission to Senate [*Inquiry into Rural and Regional Access to Secondary and Tertiary Education Opportunities*](#)
- **Educating the Net Generation Project**
Educating the Net Generation: A Handbook of Findings for Practice and Policy extract (at <http://www.netgen.unimelb.edu.au/outcomes/handbook.html>). The Handbook was a primary outcome from an ALTC funded project.
- **Honours in Higher Education**
The Role of Honours in Contemporary Higher Education, May 2009, extract (See Report at <http://www.aushons.anu.edu.au/sites/default/files/Part%20I%20The%20Role%20of%20Honours%20in%20contemporary%20Australian%20Higher%20Education.pdf>)
The Report was commissioned by the ALTC, an initiative of DEEWR and conducted by the Australian National University, The University of Newcastle, The University of Queensland, and the University of Technology Sydney.
Honours in Australian Education at <http://www.aushons.anu.edu.au/> which summarises the information set out in the project, enabling users to easily access and navigate through the project's findings.
Research Graduate Skills Development at <http://www.gradskills.anu.edu.au/> funded under the auspices of the Discipline-Based Initiatives Scheme. Support for this project has been provided by the ALTC, an initiative of DEEWR.

9.3 Academic Terms

The following were considered:

- The three 2011 models (Even 6-week quarters; a 7/6, 7/6 model with the seventh week classified as floating for additional teaching/exams; a 6/7, 6/7 model – again with the seventh week classified as floating at http://info.anu.edu.au/ovc/assets/Committees/040PP_Education/uecmtg3_2009/a_cadcalvarquartermodelsfor2011jun23.pdf).
- Summary of responses (982/2009)

The Committee noted the context of current discussions about the academic calendar and the long history of working parties formed to address the subject. Since mid-2008, possible models had been under consideration as part of a Workplace Productivity project focus on flexible education and on maintaining a structure for undergraduate studies at ANU. Some of the issues raised in the project were modularising courses and expanding course offerings to permit interruptions for one quarter, and discussions with partners overseas to minimise possible disadvantage for students in terms of completion. No one calendar model was found to align very well with the considerable variety of term and semester patterns internationally. The Semester II structure (10-2-3) had not been singled out in these discussions. The most recent significant driver for a reconsideration of the academic year was staff and student complaints about the impact of the ten continuous week term.

The models for consideration offered a choice between even 6-week quarters, or 6/7 or 7/6 symmetrical semesters, or retention of the current calendar. A trimester system had been opposed at the June meeting. The four teaching sessions (summer, autumn, winter, spring) would run concurrently with the adopted model. Each allowed for: a single week of mid-semester exams; a start to the academic year in the fourth week of February; and at least two and a half weeks between the end of exams and

graduations as at present. None of the proposals coordinated with the 3rd semester ACT school holidays.

The Committee considered whether there was a preference for 12 week or for 13 week semesters, and issues associated with alignment with school holidays, and the advantages of balanced terms. Discussion, which was wide-ranging, recognised that no one model was ideal but that the best structure academically should be the main criterion. Balanced terms were generally regarded as the most equitable format and supported by students. Members noted that flexible arrangements to support staff with childcare responsibilities during school holidays might be considered. Arguments presented in favour of 6-week quarters and for a six-week break mid-year related to greater flexibility for international summer courses, conference attendance in the Northern Hemisphere, and time for staff to do research work. Members indicated broad support for retaining 13-week semesters in preference to the 12-week semester model. The Registrar indicated that while each model was administratively possible there was some preference for the 7/6 configuration with flexibility to adjust the timing of the first break.

It was commented that non-compliance with the three UA Common Vacation Weeks affected lecturing staff more than researchers. In each of the models, ANU would normally be compliant with the Week in July only. There were also implications in relation to the third Common Week with regard to national student activities and the scheduling of conferences.

The Committee agreed to recommend that the University adopt the 7-2-6 weeks semester model for the academic calendar effective from 2011 with flexibility to adjust to a 6-2-7 pattern in Semester I in order for the mid-semester break to coincide with Easter and school-holidays where possible.

ITEM 10. EDUCATION POLICIES AND PRACTICES

10.1 ANU English Language Levels Report

The Committee noted *A Report into the English Language Entry Levels of International Students and their Performance in ANU Courses (706/2009)*, by Mr John See, Educational Consultant.

The Committee noted that the studies undertaken in 2008-09 on various aspects of international student cohorts and their academic performance had been requested at the time the University's policy, *English Language Admission Requirements for Students*, was being updated. The Registrar summarised the conclusions of the analysis which confirm, not surprisingly, that students with reasonable English language and UAI results have the best likelihood of success. The report also indicated that students entering ANU through the domestic school system, delivered in Australia or overseas, with a UAI or equivalent, performed less strongly, on average, than those who enter directly from the international systems. There was support for the position that English should be required in the UAI for admission to ANU and again noted that this was not yet the case in the ACT.

The Committee recommended that:

- (i) A scaled ESL Score of at least 170 be introduced as a prerequisite for admission to the University, noting that this would apply to the cohort completing school in 2011 and seeking admission in 2012, and that the University's policy be revised accordingly;
- (ii) The ACT Board of Senior Secondary Studies be notified of the pre-requisite requirement.

10.2 Special Examinations

The Committee noted responses (981/2009 and 716/2009) received:

- on the practices of ANU Colleges relating to Special Examinations, including the timing of special examinations;
- on whether it would be possible to restrict the time between the end of the examination period and the period in which special examinations are normally conducted;
- from the Dean of Medicine and Health Sciences giving an assessment of the University's "Application for Special Examination" form and completion of Section B by health professionals.

The President, ANUSA, reported on the very active discussion by students, including about: the high incidence of special examinations and risks that the system was being devalued; the success of the ANUCBE's new processes in reducing the number; consistency across Colleges with scheduling; allowing flexibility to accommodate special circumstances; that Delegated Authorities should "get serious" about the need for evidence about the reasons presented for specials, place more emphasis on the University's form, and adopt a common approach (i.e. special consideration or special examination) for courses taken in different Colleges; and medical certificates provided by General Practitioners.

The Committee noted advice from the Dean of Medicine and Health Sciences that the University's form seems appropriate for the purpose. Section B was quite specific in terms of the statements the person completing the form was asked to make and did not require the disclosure of personal or sensitive information. His written response drew attention to the *National Privacy Principles* as they relate to health information. Professor Glasgow commented that medical records were now maintained electronically and there were practical difficulties in being able to use ANU's paper form in the system. The University could accept an alternative form that covers the information requested in Section B. Special examinations would not be granted if the questions had not been answered. The Dean of Students commented on the need in some cases for further advice from medical professionals and that she would consult the Legal Office about how this may be requested.

Members noted that the responses from Colleges supported the holding of special examinations "within two weeks of the release of results" model, except for ANUCBE where all special examinations and supplementaries were now held in the first week of the following semester. Exams were only held earlier in special circumstances. In view of their success, the College wished to retain these processes but would reconsider them at a future date if numbers continued to fall. The College only accepts completion of the University's form for special examination requests.

Following discussion, the Committee agreed:

- (i) To adopt, for all ANU Colleges except the ANU College of Business and Economics who will keep a watching brief, a common practice for special examinations to be held within two weeks of the release of results after both Semester 1 and Semester 2 examinations, other than in special circumstances approved by the Delegated Authority;
- (ii) That all questions on Part B of the University's "Application for Special Examination" form must be answered before a special examination will be granted either on the form itself or in another communication from the General Practitioner or other health professional;
- (iii) That the onus rests with the student concerned for ensuring that these questions are covered;

- (iv) To ask the Registrar to advise all General Practitioners in the ACT and the ACT Division of General Practitioners about the University's processes in relation to special examinations.

10.3 ANU's Australian Higher Education Graduation Statement

The Committee noted the:

- Report on the AHEGS Project and Activities for Inclusion Statement (719/2009) from the Deputy Registrar and Chair of the Working Party
- AHEGS Program Descriptions (718/2009)
- Sample Graduate Statement (717/2009)

The Registrar reported on the progress of the project which would be implemented for the end of year graduations and that delivery would possibly be delayed until after prizes had been finalised. The AHEGS was an official document of the University and must be attestable as a true record. Achieving a balance between what items were attestable and those that would more appropriately be included in a graduate's curriculum vitae or an e-portfolio initiative had been a major task for the working group chaired by Mr Mark Erickson. The group had formed general guidelines for inclusions on the AHEGS that:

- . The item for inclusion must be achievement/merit based, as opposed to equity based, where any related assessment is conducted by ANU (with the exception of Commonwealth funded scholarships);
- . The achievement must be measurable and auditable (i.e. records must be kept).

Principal comments arising in discussion were:

- . whether there were grounds for inclusion of ANU Ambassadors in the ANU Regional Partnerships Program on the Statement. Volunteering had been assessed by the group as best left to the personal curriculum vitae to provide more information, or an e-portfolio if ANU were to go this way. ANU may also award certificates for certain activities if it wishes;
- . marking grades would appear on the Statement in the same way as at present on academic transcripts;
- . that the Presidents of the students' associations who were members of the working party had been fully consulted about decisions to do with student representatives. Members of the executive of PARSA or ANUSA would not qualify for inclusion. The Presidents would be included because of their status as "officers" of the University and membership of the University Council;
- . that more work was needed on the program descriptions and their presentation.

The Chair asked that the reworking of program descriptions and consistency in the presentation be taken forward by ANU College Deans and the Deputy Registrar as appropriate. The Committee thanked Mr Erickson and the working party for their work to develop the Statement.

ITEM 11. REPORT ON RESPONSE TO ANUSA REVIEW

The Committee noted that the ANUSA Review of Undergraduate Teaching and Learning report (1100/2008) and Responses from ANU Colleges to the Review (1371/2009) had been considered by the University Education Committee at its meeting on 28 November 2008. The Committee's response (1397/2008) to the issues had identified actions to be taken forward by members of the University Executive, the Registrar, the Dean of Students and ANU College Deans.

The Committee received a final Summary of Actions (505a/2009 at http://info.anu.edu.au/ovc/assets/Committees/040PP_Education/uecmtg4_2009/505aprogressrepANUSArevtlaug09.pdf) that had been taken, or were in progress, by ANU College Deans and College Education Committees on "Issues of Assessment Policies and Practices and Communication with University Education Committee - Minutes

Students”. It was noted that some other recommendations at pages 1-4 of the Summary were continuing and progress would be reported to future meetings as appropriate.

ITEM 12. REPORTS FROM COMMITTEES

12.1 Board of Graduate Studies

The Committee noted the Report from Meeting 1, 2009 held on 7 July 2009 (710/2009).

12.2 Education Quality and Standards Subcommittee

The Committee:

- (i) Noted the Report from Meetings 1 and 2, 2009, held on 25 June and 20 July 2009 (978/2009);
- (ii) Endorsed the Terms of Reference, membership and statement of the role and function of the subcommittee (979/2009);
- (iii) Noted “A Framework for External Benchmarking of Quality and Standards” (980/2009).

12.3 ANU College Education Committees

The Committee noted the following Reports:

- ANU College of Arts and Social Sciences, 27 July (238/2009)
 - CASS Models for Masters by Coursework Programs (712/2009). A replacement first page was tabled: The Director, CASS, summarised the Master by Coursework Framework being adopted in the College and confirmed that the core elements were congruent with the University’s policy setting. She noted a proposed change to replace reference to “(Honours)” in the proposed titles for Master by coursework and research awards in the College with either “(Coursework and Research)” or “(Research)”.

The Chair commented that nomenclature of Master awards, in particular the use of the “honours” descriptor, should be considered at a future time.
- CASS Flexible Delivery Plan (714/2009)
- CASS PhB Review Report (715/2009): The Committee noted the Report. (See also 13.2)
- ANU College of Medicine, Biology and Environment and ANU College of Physical Sciences, 29 June and 27 July (403/2009 and 404/2009)
- ANU College of Asia and the Pacific 8 May, 26 June and 24 July (436/2009, 437/2009 and 439/2009)
- ANU College of Engineering and Computer Science (673a/2009)
 - AHEGS Program Descriptors CECS Single Degrees (675/2009)
- ANU College of Law (965/2009)

PART 3. PROGRAMS AND COURSEWORK

ITEM 13. UNDERGRADUATE PROGRAMS

13.1 Changes to Existing Programs

- (i) The Committee endorsed the following program changes as detailed below and in the documentation with effective from 2010:

ANU Colleges of Science

- Bachelor of Science (Science Communication): to replace the required SCOM2002 course with the new SCOM2003 course.

ANU College of Engineering and Computer Science

- Bachelor of Software Engineering (678/2009):
Clause (b) has been amended to reflect that students wishing to use the BSEng as a research pathway by taking COMP4540 would now be required to undertake a 24-unit research project under that course code. This makes this project fully equivalent to the Computer Science Honours research project.

- Bachelor of Engineering with honours (677a/2009)

ANU College of Arts and Social Sciences

- Bachelor of Professional Music Practice (869/2009)
The revised structure gives a greater level of student flexibility, incorporates courses from other Schools within ANU, reflects the ongoing collaboration with UC, and offers a suite of majors including:
 - Arts and Music Management (870/2009)
 - Creative Recording Practice (871/2009)
 - Instrumental Pedagogy (872/2009)
 - Bachelor of Music (877/2009):
The revised program while still allowing for elite studies in performance, musicology and composition will provide a higher degree of professional and industry relevance. Specific changes include: a simplified structure with a suite of common courses delivered across the BMus and Bachelor of Professional Music Practice; the introduction of an integrated theory/aural stream to ensure a pedagogically cohesive structure; the introduction of specialised language courses for singers; the introduction of core and professionally relevant improvisation and composition courses.
- (ii) The Committee noted the following reports on new and changed course approvals:
- Colleges of Science (404/2009 at Item 12.3)
 - ANU College of Engineering and Computer Science (678/2009)
 - ANU College of Arts and Social Sciences (240/2009)
 - ANU College of Asia and the Pacific (436/2009; 439/2009; 437/2009)

13.2 Bachelor of Philosophy (Honours) in Arts (897/2009)

The Committee noted changes proposed following the Review (see Item 12.3) and in view of student demand for greater flexibility in the program.

The recommendation to relax the Honours I requirement and permit students with an Honours result in the range of 75-79 to graduate with a PhB HIIA with students achieving a mark below 75 to be awarded an appropriate level of BA (Honours) was discussed. The main issues were:

- inconsistency of grading schemes for an H2A that the proposal would introduce;
- that the University's PhB programs offered in different disciplines would have variable requirements. The Colleges of Science were adhering to the High Distinction and Honours I criteria;
- how could fair treatment be assured if "grade compassion" were an element?
- that maintaining achievement standards was essential to preserve the name of the PhB as a distinctive and unique award. It was further emphasised that students who do not achieve at this level during the program should not be entitled to retain the PhB title and should be counselled to transfer to an alternative degree. It was noted that students who transfer earlier rather than later are better placed to achieve a high honours result, in some cases at Honours I level, in the alternative degree.

The Committee:

- (i) Reconfirmed that students must achieve a grade result of Honours I to be awarded the ANU PhB;
- (ii) Recommended that the proposed changes to the PhB (Honours) program offered by ANUCASS (897a/2009 as amended) be approved subject to revision to reflect the Honours I requirement.

13.3 Disestablishment of Programs

Bachelor of Information Technology/Bachelor of Science (Forestry)

The Committee noted that the program was being disestablished because of lack of enrolments for more than 3 years. A more general approach to servicing computing, possibly including a combined degree for all sciences, was under consideration for development in future.

ITEM 14. GRADUATE PROGRAMS**14.1 Changes to Existing Programs**

(i) The Committee endorsed the following program changes as detailed below and in the documentation, with effective from 2010:

ANU College of Engineering and Computer Science

- Master of Computing with honours (678/2009 at Item 13.1)
- Master of Computing (678/2009)
- Master of Engineering (983/2009)

ANU College of Asia and the Pacific

- Master of Public Policy (438/2009) specialising in Development Policy
Changes were being proposed to POGO8095 *Development Policy and Practice*. From 2010 all candidates would be required to take the course. Currently, candidates take the course, except those any who have completed POGO8072 *Development Theories and Themes* who must substitute another approved elective.

(ii) The Committee noted reports on new and changed courses from:

- ANU College of Engineering and Computer Science (678/2009)
- ANU Colleges of Science (403/2009 and 404/2009)
- ANU College of Asia and the Pacific (436/2009; 439/2009; 437/2009)
- ANU College of Arts and Social Sciences (240/2009)

14.2 New Graduate Programs**ANU College of Arts and Social Sciences**

- Master of Applied Anthropology and Participatory Development (Honours) (873/2009) *MAAPD(Hons) 72 Units Ungraded*

The Committee noted that the program option would provide an enhanced path to an ANU PhD in Development Studies (and other development related programs) for a small but significant cohort who wishes to proceed to do a PhD at the completion of the program. The program would improve their chances of APA scholarships and was consistent with policy discussions at ANU on the importance of substantial research experience for PhD entry.

The Committee recommended that the award program renamed the *Master of Applied Anthropology and Participatory Development (Research) MAAPD (Research)* as detailed in 873a/2009 (as amended) be introduced from 2010 and included among the degrees that the University may confer.

14.3 Disestablishment of Programs

- Master of Regolith Geoscience
The Committee noted that the program was not attracting enrolments and had been disestablished.

PART 4. ITEMS OF OTHER BUSINESS**ITEM 15. OTHER BUSINESS AND QUESTION TIME****15.1 Next Meeting of the Committee**

It was noted that the next meeting of the Committee would be held on Thursday, 10 September at 2.00 in the R C Mills Room, 4th Floor, Chancelry Tower.