The MQ Model: Combined Degree Curriculum Architecture Principles

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Principle 1: Nomenclature and terms

1.1   Programs will henceforth be known as "Courses". ("Course of study leading to an Award").

1.2   This form of integrated study across AQF levels 7, 8, and 9 will be known as "Combined Degrees".

1.3   The "Transition Core Component" includes 40cp of units at 6000, 7000 and 8000 level. At least 20cp and up to 40cp must be at 8000 level.

Principle 2: Quality Assurance

2.1   Majors and specialisations will henceforth not be considered "courses" from a TEQSA compliance/reporting point of view.

2.2   If undergraduate majors and specialisations appear in a combined degree, they will still be subject to internal University quality assurance review.

Principle 3: Stewardship of Courses

3.1 All courses are "owned" by Academic Senate on behalf of the University. Individual faculties/offices, however, act as stewards for individual courses on behalf of Academic Senate. They are responsible for the design, delivery, review, and innovation of courses in compliance with University policies and procedures.

Principle 4: Unit Credit Point System and Unit Identification Coding

4.1   Combined degrees will utilise a 10 credit point (cp) system or multiples thereof for all units.

4.2   A 10cp unit must meet the Commonwealth's expectation that a unit of study will consist of 150 hours of activity for a student so enrolled.

4.3   Courses may continue to use zero credit point units as required.

Principle 5: Entry

5.1 Entry requirements for combined degree courses will reflect the fact that these are exclusive course opportunities for high-achieving students. Entry requirements for these courses may be higher than they would be for admission to the stand-alone undergraduate version of the course.

Principle 6: Progression and Exit

6.1   Students will be required to achieve a specified Weighted Average Mark (WAM) to continue in the course after the completion of 160 cp.

6.2   Executive Deans or their delegates will set the progression WAM depending on the specific needs of the course. The figure will be no less than WAM 70 and no more than WAM 80.

6.3   Students who do not achieve the required WAM will default to the stand-alone undergraduate degree course that serves the combined degree course. Any 6000+ level units completed will meet the requirements of the undergraduate course as either core or flexible zone units. A student defaulting to the stand-alone undergraduate degree must complete the undergraduate course's capstone and PACE requirements.

Principle 7: Governance and Design

7.1   While combined degree courses comprise components from both undergraduate and postgraduate courses they must be designed and approved as an integrated course of study.

7.2   In approving a combined degree course, Academic Senate's Academic Standards and Quality Committee must be satisfied that the undergraduate and graduate courses that comprise the combined degree are derived from related fields.

7.3   Combined degrees should be highly structured and must be designed in such a way that a student who does not meet the progression WAM requirement will be able to complete the final year of the undergraduate course in no more than 80cp and still meet all degree requirements.

7.4   A combined degree course's capstone experience will usually be undertaken as part of the final 40 credit points of study for the course.

7.5   Students will complete a PACE unit as part of the course.

7.6   Course authorities will design curricula and co-curricular cohort building opportunities in their combined degree courses.

7.7   Each combined degree course will have its own set of Course Learning Outcomes.

7.8   Transition Core and Masters components of a combined degree course may not be discounted by recognition of informal or non-formal prior learning.

Principle 8: MRES Pathway

8.1 Articulation to Year 2 MRes will be available for combined degree courses where the course is seen to meet the requirements for entry to MRes Y2 (FTE).

Principle 9: Course Director

9.1 Each combined degree course will have a dedicated course director. This could be the director of the Masters component of the combined degree.

Principle 10: Course Review

10.1 Individual combined degrees will be subject to their own individual annual reporting and review lifecycle.

Principle 11: Embedding Institutional Values in Courses

11.1 The University may embed compulsory co-curricular not-for-credit short modules into courses.

Principle 12: Embedding Indigenous Connected Curriculum in Courses

12.1 In alignment with our Indigenous Strategy (2016-2025) and Academic Senate resolutions, the University will deliver an "Indigenous connected curriculum".

Principle 13: Graduation

13.1 Students will normally have their awards conferred upon meeting all the requirements of the combined degree course.

13.2 Students who successfully complete a combined degree course will receive two testamurs.

Principle 14: Award Nomenclature

14.1 The awards comprising a combined degree course will be identical to the nomenclature used for the undergraduate and postgraduate courses which make up the double.