

# The MQ Model: Undergraduate Curriculum Architecture Principles

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## **Principle 1: Nomenclature**

- 1.1 Programs will henceforth be known as “Courses”. (“Course of study leading to an Award”).
- 1.2 The order of individual courses within a double degree combination will be determined by the naming hierarchy below. Stewardship of the double degree will reside with the course named second in the combination. The order of course names is to be determined when the combination is first constructed. Once determined the order can only be changed if the name of one of the combinations changes, or it is recommended by a formal course review. The naming principles for undergraduate combinations are as follows:
  - a. Where a double degree combination consists of a lower AQF level course and a higher AQF level course, the lower level course will be named before the higher level one.
  - b. Where a double degree consists of a non-accredited course and an accredited course, the non-accredited course will be named before the accredited one.
  - c. Where a double degree consists of a specialist course and a generalist course, the specialist course will take precedence and be named after the generalist course. i.e. Bachelor of Generalist Studies and Bachelor of Specialist Studies.
  - d. Where a double degree consists of two specialist or two generalist courses, the degree with the highest Selection Rank at the beginning of the course review period will take precedence and be named second. If the Selection Rank of a course changes this will not change the order unless this is recommended by a formal course review.
  - e. If none of the criteria apply, the courses will be arranged by alphabetical order. i.e. Bachelor of Aardvark Studies and Bachelor of Zebra Studies.

## **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 Majors and Specialisations 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 Undergraduate courses 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: Undergraduate Course Types**

- 5.1 The University offers two undergraduate degree types:
  - a. Generalist Degree Courses (AQF Level 7 comprising 240 credit points of study).
  - b. Specialist Degree Courses (AQF Level 7 or 8 comprising 240 or 320 credit points of study).
- 5.2 These degrees can be undertaken in one of two modes:
  - a. Single Degree
  - b. Double Degree

#### **Principle 6: Single Degree Course Structure (Study Zones)**

- 6.1 All single undergraduate degree courses will have the following study zone structure:
  - a. Core zone (Depth component)
  - b. Flexible zone (Breadth/maturity component)

#### **Principle 7: Core Zone**

- 7.1 The core zone consists of the course's specific depth requirements for the disciplinary, trans-disciplinary, or professional area of study.
- 7.2 The core zone includes all compulsory requirements for the course.
- 7.3 The core zone delivers the course's learning outcomes (CLO), in conjunction with any other breadth/maturity requirements.

#### **Principle 8: Flexible Zone**

- 8.1 The flexible zone consists of "free choice units".

- 8.2 A student can use their flexible zone to enrol in any unit within the University for which they meet the pre-requisites.

**Principle 9: Course Structure – 1000 level unit restriction**

- 9.1 Students can only count a maximum of 100cp core zone units at 1000 level in a 240cp undergraduate degree course.
- 9.2 Students can only count a maximum of 120cp core zone units at 1000 level in a 320cp undergraduate degree course.

**Principle 10: Course Structure – 3000/4000 or above level unit requirements**

- 10.1 A course must be designed with a minimum of 40cp at 3000 level or above in a 240cp undergraduate degree course.
- 10.2 A course must be designed with a minimum of 80cp at 3000 level or above in a 320cp undergraduate degree course.

**Principle 11: Single Undergraduate Generalist Degree Course Structure**

- 11.1 For single undergraduate generalist degree courses the core and flexible zone requirements are as follows:
- a. core zone is 160 credit points
  - b. flexible zone is 80 credit points

**Principle 12: Single Undergraduate Specialist Degree Course Structure**

- 12.1 For single undergraduate specialist degree courses the core and flexible zone requirements are as follows:
- a. core zone is at least 160 credit points
  - b. flexible zone is no more than 80 credit points
- 12.2 Both zones must be specified in multiples of 40cp (representing the equivalent of one session of full-time student load).
- 12.3 A core zone in a specialist degree should only be as large as required to meet the course's pedagogical needs. It should not be deployed as a load capturing technique.
- 12.4 It is possible that due to external accreditation requirements, a specialist degree course may have insufficient space to set a flexible zone.

**Principle 13: Composition of Core Zones**

- 13.1 A core zone *may* consist of any or all of the following elements:

- a. Essential Units
- b. Elective Units (*chosen from Option Sets*)

*For generalist degrees*

- c. Minors

*For specialist degrees*

- d. Specialisations
- e. Concentrations (an internal component of a specialisation)
- f. Minors

- 13.2 The core zone of all generalist degrees will include a major.
- 13.3 Course authorities will determine the composition of the core zone within the boundaries informed by principles 14 and 15.
- 13.4 Majors and specialisations may contain their own essential and/or elective units.

#### **Principle 14: Essential Units - Generalist Degrees**

- 14.1 Generalist degrees can have a maximum of 80cp of essential units in their core zone.
- 14.2 A core zone essential unit cannot appear in a major.
- 14.3 Essential units can be prerequisites for units within a major.

#### **Principle 15: Essential Units — Specialist Degrees**

- 15.1 Specialist degrees can have up to 100 per cent of their core zone made up of essential units.
- 15.2 A core zone essential unit cannot appear in a specialisation.
- 15.3 Essential units can be prerequisites for units within a specialisation.

#### **Principle 16: Core Zone Electives**

- 16.1 Course authorities will set designated option sets.
- 16.2 A core zone elective cannot be double counted towards a major or specialisation.

### **Principle 17: Capstone Requirement**

- 17.1 All courses will provide students with a capstone experience.
- 17.2 A course's capstone experience will reside in the core zone in an essential unit.
- 17.3 A capstone may also be combined with a PACE unit.

### **Principle 18: PACE Requirement**

- 18.1 All undergraduate courses have a PACE unit requirement.
- 18.2 A course's compulsory PACE requirement resides in the core zone as either an essential unit or an elective unit chosen from a distinct PACE option set.

### **Principle 19: Majors**

- 19.1 Majors are a mandatory sequence of study within a generalist degree.
- 19.2 Majors contribute to the acquisition of the course's learning outcomes.
- 19.3 Majors are approved by the Academic Senate and are included in the course's "major schedule".
- 19.4 Majors must be exactly 80cps.
- 19.5 All majors must have the following structural elements:
  - 19.5.1 No more than two units at 1000 level. No option sets at 1000 level except in those courses and their components where an option set is required to offer students of different abilities a required unit.
  - 19.5.2 At least 30cp completed at 3000 level or above
- 19.6 The structure of majors in a course will be determined by the course authority and will be consistently applied across the "major schedule".
- 19.7 For the purpose of double majors in a course, majors where it is possible to choose a combination of units which share more than 50% of credit points in common above 1000 level will be placed on an exclusion list to ensure a student cannot take these together.
- 19.8 *Rescinded*
- 19.9 Majors can appear in more than one course's major schedule. Their structure, however, must be identical. If the major is not identical, it will require a different name in subsequent courses.

19.10 Majors are recorded on a student's testamur and academic transcript.

### **Principle 20: Minors**

20.1 A minor is an approved 40 cp sequence of undergraduate units.

20.2 A minor is:

20.2.1 A derived minor, which is drawn from a University approved major or specialisation.

20.2.2 A transdisciplinary designated minor, which is a sequence of study drawn from the units of at least two approved course components.

20.2.3 A disciplinary designated minor is a standalone sequence of study of four essential units with a unique set of learning outcomes that must be quality assured through University QAE&I processes, including course periodic review.

20.4 Derived minors and transdisciplinary minors do not require a unique set of learning outcomes.

20.5 A derived minor has the same name as the major or specialisation from which its units are drawn.

20.6 All minors must have the following minimum structural element: 20cp must be completed at 2000 level or above.

20.7 A minor may be a required component of a core zone.

20.8 A student may not qualify for a major and a minor or a specialisation and a minor with the same name.

20.9 A minor is recorded on a student's academic transcript.

### **Principle 21: Specialisations**

21.1 A specialist degree course may have specialisations and if it does these specialisations will be components of the core zone.

21.2 Specialisations contribute to the acquisition of the course's learning outcomes.

21.3 Specialisations are approved by the Academic Senate and are included in the course's "specialisation schedule".

- 21.4 Specialisations are at least 120cps.
- 21.5 All specialisations must have the following structural element: at least 40cp must be completed at 3000 level or above.
- 21.6 A student may only take one specialisation in a course.
- 21.7 *Rescinded*
- 21.8 A specialisation can appear in more than one course's specialisation schedule. Its structure, however, must be identical. If the specialisation is not identical, it will require a different name in subsequent courses.
- 21.9 Specialisations can be recorded in brackets in the name of the degree course.
- 21.10 Specialisations are recorded on a student's testamur and academic transcript.

### **Principle 22: Concentrations**

- 22.1 A concentration is a 40 cp sequence of study within a specialisation.
- 22.2 Course authorities will determine if their specialisations will have concentrations.
- 22.3 A concentration will consist of units drawn from the specialisation. In the case where a specialisation has more than one concentration, no concentration may share more than one unit with another.
- 22.4 A concentration is recorded on a student's academic transcript.

### **Principle 23: Composition of Flexible Zone**

- 23.1 Students build their flexible zone as they wish. They can adopt a structured or non-structured approach or include elements of both.
- 23.2 A non-structured approach means that students are able to complete a wide range of "free choice units".
- 23.3 Free choice units are any units offered by the University which are not exclusive to a specific course for which the student is admitted.
- 23.4 Where viable a Faculty/Office can design and offer a free choice unit that is only available in the flexible zone.
- 23.5 A student must be able to meet any pre-requisite requirement to undertake a specific free choice unit.
- 23.6 A flexible zone can also hold the following structured sequences of study:

*For generalist degrees*

- a. Second majors
- b. Minors

*For specialist degrees*

- a. Concentrations
- b. Minors

### **Principle 24: Completing a Second Major in the Flexible Zone**

- 24.1 Space in their schedule permitting, students can use their flexible zone to complete a second major from their course's "major schedule".
- 24.2 A student may extend a minor requirement in their core zone to a major through use of the flexible zone. The completion of the major will meet any core zone minor requirement.
- 24.3 A unit completed from the core zone major can meet the requirements of the second major but will not be double counted. The student will still be required to complete 80 credit points from the second major.

### **Principle 25: Minors and Concentrations in the Flexible Zone**

- 25.1 Students can use their flexible zone to complete a minor or to complete a second concentration from their specialisation.
- 25.2 A list of all minors available in the flexible zone will be made available to students.
- 25.3 A student may not qualify for two minors with the same name.

### **Principle 26: Double Degrees**

- 26.1 In double degrees the flexible zone requirement (breadth requirement zone) of both courses is forgone, and the student completes the depth requirements (core zone) of the two single degrees.
- 26.2 Outside stated University exclusions, students may choose any combination of undergraduate degrees for which they are qualified to be admitted.
- 26.3 Some double degree combinations can lead to professional recognition. In some double degrees, for example, when a specialist course with an accreditation requirement is combined with a generalist course that helps to fulfil the requirements for accreditation, the double degree combination can influence student options in the second course's core zone.

### **Principle 26A: Course Viability and Efficiency**

- 26A.1 The University Executive Group will set a “Viability Score” for all courses and their components (majors and specialisations).
- 26A.2 The Viability Score will be based on the number (headcount) of commencers into a course or a course component.
- 26A.3 Head count for minors that are a required component in the core zone of a course will be pro-rated and contribute to the Viability Score.
- 26A.4 The Viability Score will inform decision-making around the continuation of a course or a course component during the annual health check and periodic course review processes.
- 26A.5 The Viability Score will inform an “Efficiency Metric” which determines the number of majors/specialisations a course may have and the number of units per 10cp option set in the core zone of the course or in its majors and specialisations.
- 26A.6 Through the Deputy Vice-Chancellor (Academic), the University Executive Group will promulgate the Viability Score and the Efficiency Metric in a Schedule which will be appended to the Undergraduate Curriculum Architecture principles (see Appendix A: Course Viability and Efficiency Schedule – Undergraduate Courses and Components).

### **Principle 26B: Unit Sharing and Distinctiveness across Course Components**

- 26B.1 Individual units can meet the requirements of more than one course component.
- 26B.2 Students will not be permitted to complete two course components that share more than 50 per cent of their units.
- 26B.3 Combinations of course components that exceed the requirements of Principle 27.2 will be placed on an exclusions list.
- 26B.4 Where a student uses one or more units to satisfy the requirements of two distinct course components, they will still be required to complete the volume of learning for the course. They will complete additional units that can be chosen from the option sets of the two components or the course core(s). Where there is no such unit available, they may choose any other unit for which they are qualified to enrol.

### **Principle 27: Unit Sharing and Distinctiveness in Double Degrees**

- 27.1 Units completed in a double degree can meet the requirements of both courses of study.

- 27.2 This form of unit sharing at 2000 level or above is limited to 50cp of the core zone units for 320cp combinations, with an additional 20cp of unit sharing permitted for each additional 80cp of study.
- 27.3 Double degree combinations that exceed the requirements of Principle 27.2 cannot be combined as doubles and the combination will be placed on an exclusions list.
- 27.4 If the combined volume of learning of the two awards is at least 440cp when doubled a discount of up to 40cp will be permitted by Senate if course authorities can demonstrate that the required learning outcomes for each course have been met by the completion of identified units. The completion of such units may be directed as per Principle 26.3.

### **Principle 28: Timely completion**

- 28.1 All students must be advised that due to unit or pre-requisite unavailability, clinical placements, or other possible course restrictions (beyond their individual unit performance), they may be unable to complete their chosen double degree combination within expected normal full-time duration of the courses. Course authorities must monitor combinations to manage systemic timetable clashes.

### **Principle 29: Double Degree Governance**

- 29.1 With each course's core zone previously approved by Academic Senate and with the student simply completing the core zone requirement of two University approved courses, double degree combinations do not require further Academic Senate approval. If a popular double combination is to be marketed to international students, it must be approved by Academic Senate in order for it to meet TEQSA requirements to be registered on CRICOS.

### **Principle 30: Reversion to Single Degree**

- 30.1 At any stage of their candidature a student may choose to cease their enrolment in a double degree course and transfer to the stand-alone version of either constituent course (if a single degree version exists).
- 30.2 Students who transfer will have the units hitherto completed in the discarded course counted towards the flexible requirement of the stand-alone course up to the credit point requirement.
- 30.3 Depending on the maturity of their enrolment, a student therefore may not receive the full credit for all units previously undertaken.

### **Principle 31: Admission to a second degree after completion of first award**

- 31.1 A student seeking admission to a second stand-alone course who has completed a first degree award within the previous 10 years will not be required to meet the course's flexible zone requirement. Existing advanced standing/formal RPL rules will apply in the core zone.

**Principle 32: Embedding Institutional Values in Courses**

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

**Principle 33 Embedding Indigenous Connected Curriculum in Courses**

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

**Principle 34: Graduation**

- 34.1 Students will normally have their awards conferred upon meeting the requirements of both degree courses.
- 34.2 Students who successfully complete a double degree will receive two testamurs.

**Principle 35: Award Nomenclature**

- 35.1 Generalist degree awards are named after the general field of study. There are no further additions to the title permitted.
- 35.2 Specialist degree awards are named after the specialist or professional area of study. They will not incorporate a generalist degree title.
- 35.3 Specialisations can be recorded in brackets in the name of the award.

## **Appendix A: Course Viability and Efficiency Schedule — Undergraduate Courses and their Components**

The current schedule was resolved by Executive Group on 26 August 2020.

### 1. Viability Score

1.1: The following Viability Score applies to the undergraduate coursework suite:

- a. The Viability Score for Undergraduate courses and course components (majors and specialisations) is set at 50.

### 2. Efficiency Metric

2.1: At Undergraduate level, the following Efficiency Metric applies to courses:

- a. A course with 50-99 enrolments must have a core zone that is only essential units. It cannot contain a major or specialisation.
- b. A course with 100-149 enrolments can have two units per 10cp option set in the core zone. It may have two majors/specialisations.
- c. A course with 150-199 enrolments can have three units per 10cp option set in the core zone. It may have up to three majors/specialisations.
- d. A course with 200-249 enrolments can have four units per 10cp option set in the core zone. It may have four majors/specialisations.
- e. Four is the maximum number of units permitted in a 10cp option set. For each additional 50 enrolments, a course may have an additional major/specialisation, with 20 being the maximum number of majors/specialisations permitted (with 1000 commencers).

2.2: At Undergraduate level, the following Efficiency Metric applies to course components:

- a. A course component with 50-99 enrolments can have no option sets.
- b. A course component with 100-149 enrolments can have two units per 10 credit point option set.
- c. A course component with 150-199 enrolments can have three units per 10 credit point option set in the core zone.
- d. A course with 200-249 enrolments can have four units per 10 credit point option set in the core zone.
- e. Four is the maximum number of units permitted in a 10 credit point option set.

### 2.3: PACE Unit Option Set exemption

1. As per the Curriculum Architecture Policy, PACE units reside in the Core Zone of a course.

2. A course can hold a single PACE unit as a core zone essential unit or it can hold an option set with the number of elective units no larger than the number of approved course components.