

# The MQ Model: Postgraduate Curriculum Architecture Principles (Working Paper)

Principle	Annotation (Workings and Context)	Alignment and/or notes
<hr/>		
<b>Principle 1: Nomenclature</b>		
1.1 <i>Programs</i> will henceforth be known as “ <i>Courses</i> ”  (“Course of study leading to an Award”)	<p>Where possible the working party recommends MQ align with TEQSA nomenclature. This helps simplify our Government reporting and makes cross-institutional comparisons for potential students easier. In August the Commonwealth will release a new national website for students to see all of the 17, 000 courses on offer across Australia.</p> <p>The change will also allow us to clean up the inconsistencies in our public documents, which are a source of confusion for our students (check the current interchangeable use of the terms “program” and “course” on our website). The term “program” will now be available for non-award related University activities</p>	<p>Many of the assumptions underlying this postgraduate structure devolved from discussions regarding the structure of undergraduate courses. Please consult the Undergraduate Curriculum Architecture Principles as necessary background reading before engaging with this document.</p> <p>A new MQ Glossary will be produced to accompany the new architecture</p>

## **Principle 2: Stewardship of Courses**

- 2.1 All courses are “owned” by Academic Senate on behalf of the University. Individual faculties, 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 3: Unit Credit Point System and Unit Identification Coding**

3.1 Postgraduate courses will utilise a 10 credit point (cp) system or multiples thereof for all units.

3.2 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.

3.3 Co-curricular requirements may be assigned as zero credit point units (see 35.1).

3.4 From 2020 MQ will move to a four alpha/four numeric (eg MATH8002) coding system to make room for new unit codes and reduce rule complexity.

When Senate approved the Vertical Double course type earlier this year it was noted that the University would need to consider our unit credit point system and the anomaly that sees undergraduate units set at 3cp and postgraduate units set at 4cp despite the fact both sets meet the Commonwealth's requirement of 150 hours of student activity. After consultation with our new Registrar we examined a number of universities and their approach. The working party recommends that from a systems and ease of navigation/advising perspective a 10 credit point system (such as is used by WSU, Newcastle and ACU). Further the creation of a 10cp system provides new opportunities as we consider micro-credentials and short courses in the postgraduate space.

After 50 years we are finally running out of unit codes. Because they are required by past students for their records, they can never be re-cycled. A four alpha/four numeric system allows us to start again and also allows us to create better systems-driven rule simplification. The approach is favoured by Academic Services.

Such a change will provoke a change in how we speak to different year levels. In the postgraduate coursework space the working party recommends 6000, 7000, 8000 & 9000 level.

## **Principle 4: Weighted Average Mark (WAM)**

- 4.1 MQ will utilise a Weighted Average Mark (WAM) system from 2020. This will replace the current 7-point-scale Grade Point Average system (GPA).

WAM is a mark out of 100 representing the average of a student's percentage scores across their completed units. The weighting generally comes from the credit point value of each of the units being calculated. Put simply, and in this era of standardised credit points for each unit of study, the WAM system as practised at the likes of Sydney or UNSW is simply the average of the student's unit marks across their program of study. It is widely accepted that WAM provides a more nuanced and more precise indicator of student achievement than GPA. GPA, especially the currently configured 7 points scale holds a number of structural problems that can disadvantage students. At the upper end, the main reason a number of GPA institutions have created a separate WAM calculation for Honours is that it permits greater differentiation at high achievement levels. A student with a 7 GPA may have just achieved a HD WAM average of 86 but is treated the same as the student who secured a WAM equivalent of 96. Perhaps the most controversial structural limitation of GPA relates to fail grades. Under our seven point system a student who secures an overall mark of 13% for a unit is treated the same as a student who achieved 45% in the unit — both receive a GPA score of 0. At its meeting in May 2018 the Senate Learning and Teaching Committee (SLTC) endorsed a paper that examined the replacing of the GPA system with a WAM system and recommended the practicalities of the approach to be explored. Melbourne, Newcastle and RMIT were the most recent universities to convert to WAM from GPA.

### **Principle 5: Postgraduate Course Types**

5.1 MQ offers five postgraduate course types leading to AQF awards. These are:

- a. Graduate Certificate
- b. Graduate Diploma
- c. Vertical Doubles
- d. Masters by Coursework
- e. Masters (Extended)

### **Principle 6: Postgraduate Course Types — Volume of Learning**

6.1 MQ postgraduate course types are informed by the following volume of learning restrictions

- a. Graduate Certificate (AQF Level 8) — 40 credit points
- b. Graduate Diploma (AQF Level 8) — 80 credit points
- c. Vertical Doubles (AQF 7/9) — 320 credit points
- d. Masters by Coursework (AQF Level 9) — 80, 120 or 160 credit points

Senate approved MQ's adoption of vertical doubles (joint AQF Level 7/Level 9 degree courses) in April 2018 (Item 12.2).

### **Guidelines for Macquarie Vertical Double Degrees**

#### **Guideline 1: Entry**

- a. Entry requirements for vertical double degree programs will reflect the fact that these are exclusive program opportunities for high-achieving students. Students may enter the program at two points; admission to Year 1 of the program or by transfer (see 3a & 3b)
- b. Entry requirements for these programs will normally be significantly higher than they would be for admission to the standalone undergraduate version of the program

#### **Guideline 2: Progression**

- a. Students will be required to achieve a specified GPA/WAM average after the completion of 48 or 72 credit points (depending on program length - 3 or 4 years) to remain in the program
- b. Students who do not maintain the required average would default to the stand-alone undergraduate degree that serves the vertical double program
- c. Executive Deans or their delegates will set the program grade average depending on specific needs of the program. The average will be no less than 5.5 GPA and no more than 6.5 GPA

#### **Guideline 3: Transfer**

- a. Students in the stand-alone undergraduate program that serves a vertical double will receive an offer to transfer to a vertical double degree if they

- a. Masters (Extended) (AQF Level 9)  
— at least 200 credit points

6.2 The volume of learning for Masters (Extended) Courses must always be set in multiples of 40cp.

### Principle 7: Exit Awards

7.1 Graduate Certificates and Graduate Diplomas can act as exit awards for the relevant Masters course.

7.2 When a Graduate Certificate or Graduate Diploma is being utilized as an exit award any study zone requirements for that award as an entry qualification do not apply (see Principle 8)

#### *Example*

Christina enrolls in the Masters in Astro Cartooning and completes four units before she decides she can no longer pursue university study. She seeks to exit the program with a Graduate Certificate. To date she had completed 4 x 8000 level red zone units. As an entry qualification the Graduate Certificate delivers foundation units from the magenta zone. Christina's is not bound by that requirement for the award of the certificate.

have secured the required program GPA average after the completion of 48 or 72 cp (depending on bachelor program length – 3 or 4 years). Admissions approval may include other requirements (e.g. interview or portfolio) where required.

b. Other (internal or external) students may not transfer directly into a double vertical program – they must demonstrate eligibility to transfer into the stand-alone undergraduate program first, and then an automatic offer will be made following 48 or 72 cp as above

#### Guideline 4: Curriculum design

a. Within the shared governance delegations, ASQC will test the cognate discipline status of the proposed vertical double degree in the Consultation and Planning Phase of the Academic Program Lifecycle

b. The Transition Core Component (Year 3 or equivalent in a four year vertical double) will comprise no more than two 600 or 700 level units and no less than two 800 level units. Where it is not possible to accommodate the Transition Core Component into the UG curriculum a Vertical Double degree is not appropriate.

c. Students will usually complete the Transition Core Component in the last semester of undergraduate study or equivalent

d. Students complete one capstone unit; usually in their final semester of study for the vertical double program

e. Students will complete a PACE unit as part of the program

f. Program directors will design curricula and co-curricular cohort building opportunities in their programs

g. Each vertical double degree will have its own specific Program Learning Outcomes

## Principle 8: Course Structure (Study Zones)

- 8.1 Postgraduate courses can comprise the following study zones

**Red Zone:** Depth

**Purple Zone:** Breadth/Maturity

**Magenta Zone:** Foundation

- 8.2 A Graduate Certificate (as an entry qualification) will comprise 40 cp from the **magenta zone**.

- 8.3 A Graduate Diploma (as an entry qualification) will either comprise 40 cp from the **magenta zone** and 40cp from the **red zone** or 80cp from the **red zone**.

h. Transition Core and Masters components of a vertical double degree program may not be replaced by recognition of prior learning

Guideline 5: Pathway into MRes

a. Articulation to Year 2 MRes will be available for vertical double programs where the program meets the requirements for entry to MRes Y2 (FTE)

Guideline 6: Program Director and Faculty Authority

a. Each vertical double program will have a dedicated Program Director. This could be the Director of the Masters component of the degree

Guideline 7: Program Review

a. Individual vertical doubles will be subject to their own individual annual reporting and review lifecycle.

- 8.4 A Masters award can comprise the following study zones depending on the volumes of learning being undertaken by the student and the field of study

Red Zone: at least 80cp

Purple Zone: 40cp

Magenta Zone: 40 or 80 cp

#### **Principle 9: Red Zone**

- 9.1 The red zone consists of the course's specific depth requirements for the disciplinary, trans-disciplinary or professional area of study.
- 9.2 The red zone includes all compulsory requirements for the course (outside of foundation studies in the magenta zone) and can include "designated course electives" from prescribed option sets.



- 9.3 Units in the **red zone** will always be 8000 or 9000 level and will never be co-taught with units below 7000.
- 9.3 Outside any breadth/maturity outcomes, the **red zone** delivers the course's learning outcomes (CLOs).

#### **Principle 10: Purple Zone**

- 10.1 The **purple zone** consists of the course's breadth and/or maturity requirements.
- 10.2 A **purple zone** can consist of free electives or designated course electives.
- 10.3 Units in the **purple zone** can be a mix of 6000 and 8000 units

### **Principle 11: Magenta Zone**

- 11.1 The **magenta zone** consists of the foundation knowledge and ways of performing for graduates without a cognate background.
- 11.2 The **magenta zone** can include only 6000 level units, a mix of 6000 and 8000 level units or only 8000 level units.

### **Principle 12: Study Mode**

- 12.1 MQ postgraduate courses can be offered in either full-time study or part-time study modes or both.

### **Principle 13: Specialisations**

- 13.1 Masters and Extended Masters Courses can have specialisations.
- 13.2 A student completing a Masters course can only complete one specialisation.
- 13.3 Extended Masters courses may permit students to complete more than one specialisation.

For ease of student navigation and institutional administration, the working party recommends that the size of a specialisation be consistent across the course of study.

The length of extended masters permits this possibility

13.4 Graduate Certificates cannot have specialisations.

13.5 Graduate Diplomas can offer students specialisations with the same rule as 13.2.

**Principle 14: Postgraduate Degree Course Offer Modes**

14.1 Postgraduate degrees can be offered in three modes:

1. Single Degree
2. Horizontal Double Degree
3. Vertical Double Degree

See Principle 5 for further detail on MQ's vertical double guidelines. These guidelines will fold into any subsequent MQ policy/procedures document.

## Principle 15: “Admission Points”

15.1 Entry to a Masters degree is dependent on the student meeting the course’s admission requirements at one of the three volume of learning “admission points”

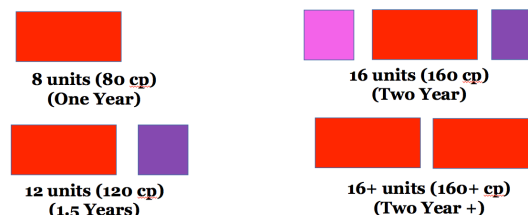
15.2 Admission Point — 80 cp Masters  
To gain admission the student must meet either:

- a. Hold a cognate merit-based honours (AQF 8), Graduate Diploma (AQF 8) or HDR degree

OR

- b. Hold two of the following three criteria:
  - i. A cognate bachelor’s degree (AQF 7)
  - ii. Approved informal and/or non-formal prior learning
  - iii. Performance in their bachelor’s degree (cognate or non-cognate) of an MQ equivalent WAM of +65

### Masters & Extended Masters Study Zones



The above is an example of how the study zones could map to the admission points. It is noted that in both the 120 and 160 versions course authorities may design a course that foregoes any purple zone for red zone depth.

### +65 WAM

This admission requirement is now being used by a number of institutions (eg ANU, Sydney, UNSW, UQ, Melbourne, UWA, Wollongong and Southern Cross) as justification for why they believe a student is capable of meeting a course’s learning outcomes with a reduced volume of learning. An initial (and by no means exhaustive) examination of MQ student data for recent years suggests that between 35-50% of students entering an MQ course currently do so with a +65 WAM. Further and deeper course-based analysis will be undertaken.

### 15.3 Admission Point — 120 cp Masters

To gain admission the student must meet either:

- a. Hold a cognate bachelor's degree (AQF 7)

OR

- b. Hold a non-cognate bachelor's degree (AQF 7) and one of the following criteria:

- i. A non-cognate bachelor's degree (AQF 7)
- ii. Approved informal and non-formal prior learning
- iii. Performance in their non-cognate bachelor's degree of an MQ equivalent WAM of +65

### 15.4 Admission Point — Extended Masters

As set by the course authority and in compliance with AQF volume of learning standards

- 15.5 Formal RPL (advanced standing) is not used to determine eligibility for an admission point but may discount the number of units a student must complete to receive the award (subject to the MQ Recognition of Prior Learning Policy, 2014 and the RPL Maximum Credit Transfer 2014 Schedule).

**Principle 16: Advertising and Enrollment at Admission Points**

- 16.1 Informed by market trends and university needs, a Course Authority can promote and admit students at specific admission points

***Example 1:***

The Masters of Astro-Cartooning is a popular course for which 90% of students enter at the 80 cp admission point. Offering further units to make 120 and 160 cp admission point offerings is not viable and a strain on departmental resources. The Masters of Astro-Cartooning therefore is only advertised and taught as an 80 cp program with the requisite admissions criteria of Principle 11.2.

***Example 2:***

The Masters of Hyper-Elasticity is a popular course that attracts an equal number of students seeking entry at the 80 cp and the 160 cp admission points. The course authority determines the course is viably offered at all three admission points. The program decides to concentrate advertising at the 80 and 160 cp admission points noting either version can advise students of the criteria for the 120 cp admission point.

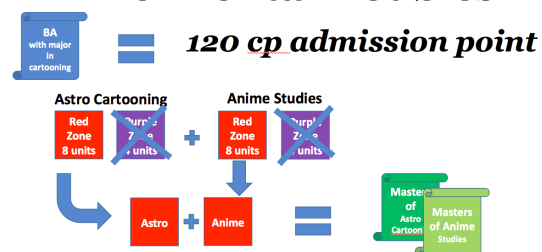
## Principle 17: Horizontal Double Masters

- 17.1 Outside stated University exclusions students may choose any combination of postgraduate degrees for which they are qualified to enroll.
- 17.2 Students must gain entry to both courses. This can be at different admission points
- 17.3 In combining two courses the only volume of learning discount (outside formal RPL) will be the forgoing of any purple zone requirement.

Nomination of exclusions will be made by either the DVC(A) and/or Faculties and be endorsed by the University. They will sit in an exclusions register. Criteria for excluding two courses from a double combination will need to be finalized by Senate and the DVC(A). Similarity of unit offerings, the existence of excessive unit sharing (see Principle 28) or accreditation requirements could be included in such criteria.

### Example 1:

Petra has a Bachelor of Arts with a major in Astro Cartooning. She is interested in the Master of Astro Cartooning and the Master of Anime Studies. Her previous studies and performance allows her to enter both programs at the 120 cp admission point. Both courses have an 80 cp red zone/40 cp purple zone structure at the 120 cp admission point. The red zone requirements of each course meet the purple zone requirements of the other and so the purple zone requirement is removed for each. Petra can complete the double degree combination in two years.

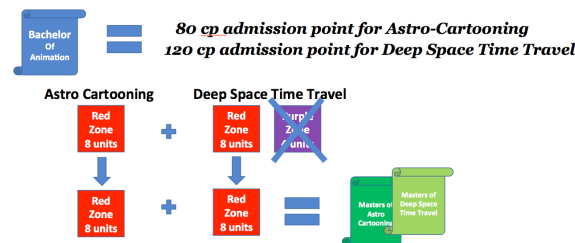


## Popularity of Horizontal Doubles with International Students

MI has reported the growing interest of international students in double postgraduate degree opportunities. They have noted the success of a number of institutions through offering such opportunities. For some students the double approach produces a sufficient volume of learning to meet Commonwealth work rights visa study requirements.

### ***Example 2:***

Toby has a Bachelor of Animation and wants to complete a double degree in the Masters of Astro-Cartooning and the Masters of Deep Space Time Travel. His previous studies and performance allows him to enter the Masters of Cartooning at the 80 cp admission point and at the 120 cp admission point for the Masters of Deep Space Time Travel. At 80 cp Toby has only to meet the **red zone** requirement of the Astro-Cartooning course. The Masters of Deep Space Time Travels at 120 cp includes a 40 cp breadth/maturity **purple zone**. Toby's studies in Astro-Cartooning meet the **purple zone** requirement of the Deep Space Time Travel course. Toby therefore completes his double degree in the full-time equivalent of two years.





**Principle 18: Unit Sharing**

- 18.1 Units completed in a horizontal double degree can meet the requirements of both courses of study.
- 18.2 This form of “unit sharing”, however, is limited and may be the trigger for why a combination is not permitted.
- 18.3 Unit sharing will not produce a discount in the overall volume of learning required by the student to meet the requirements of both degrees.
- 18.4 Any reduction in units through a unit sharing will be made up by the student completing designated course electives.

### **Principle 19: Timely completion**

- 19.1 All students must be advised that due to timetable clashes or other possible course restrictions they may be unable to complete their chosen double combination within the minimum time assigned for on-time completion by a full-time student.

### **Principle 20: Double Degree Governance**

- 20.1 Because each course's **red zone** has been previously approved by Senate and the student is simply completing the **red zone** requirement of two University approved courses, double degree combinations do not require further Senate approval.

### **Principle 21: Reversion to Single Degree**

- 21.1 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).

### **Principle 22: Unit Design Principles**

- 22.1: Units must be designed with the student cohort firmly in mind. Blended learning and F2F design principles will inform unit design.
- 22.2: Fully Online and exclusively part-time offerings are possible but Program Authorities must keep in mind Commonwealth requirements for International Students (no more than 30% of course fully online) and the cumulative effect when combining two courses for horizontal doubles.

## **Principle 22: Graduation**

- 23.1 Students will normally have their qualification recorded and their awards conferred upon meeting the requirements of both degree courses.
- 23.2 Students who successfully complete a double degree program will receive two testamurs.

## **Principle 23: Award Nomenclature**

- 25.1 Postgraduate qualifications are named after the specialist/professional area of study
- 25.2 Specialisations can be recorded in parentheses in the name of a degree course eg Master of Astro-Cartooning (Animation).

# The MQ Model:

## Postgraduate Curriculum Architecture Principles

### Micro-credentials and Continuing Professional Development

### (Working Paper)

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<b>Principle 1: Nomenclature</b>		A new MQ Glossary will be produced to accompany the new architecture
1.1 <i>Programs</i> will henceforth be known as “ <i>Courses</i> ”  (“Course of study leading to an Award”)	Where possible the working party recommends MQ align with TEQSA nomenclature. This helps simplify our Government reporting and makes cross-institutional comparisons for potential students easier. In August the Commonwealth will release a new national website for students to compare the 17, 000 courses on offer across Australia.	Some important definitions related to this working paper are:  <i>Micro-credentials</i> Is the term given to the recognition of attainment of an individual micro unit(s) of study rather than the awarding of a formal award for the completion of specified units of study.

### *Micro Course*

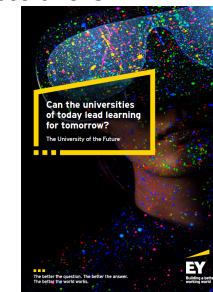
Is the recognition given to a small suite of studies below the level of Graduate Certificate. It is a non-AQF recognition of attainment. Micro units and micro courses can provide stackable learning opportunities that allow students to staircase their learning into formal AQF recognised qualifications.

### *Digital Badging*

Can relate to the learning outcomes and competencies that are successfully gained upon the completion of a micro-credential unit.

### Ernst and Young Report

If you would like to read more on micro-credentials and the future of universities copy and paste the URL



<http://www.ey.com/au/en/industries/government---public-sector/ey-university-of-the-future-2030>

*Continuing Professional Development (CPD)*

At MQ, CPD is the means by which we assist professionals to maintain their knowledge and skills through further short periods of study or other learning activities. In some professions CPD is a mandatory requirement for maintaining professional accreditation. CPD at MQ can be formal (credit bearing) or non-formal (no academic credit is awarded for the activity). These principles do not currently relate to non-credit/non-formal CPD and Faculties are not bound by these principles in the delivery of such programs.

*MionMasters*

Drawn from the Scottish Gaelic term “mion” (small), MionMasters is the temporary holding term MQ is using to delineate between our existing postgraduate curriculum architecture and courses, and the new structure we may apply around this architecture for micro-credentials and CPD space. It is also the temporary holding term for a micro-course for discussion purposes.

You may have seen a number of Australian institutions using this term



to describe a sub-AQF qualification for students completing online short units in this space. This is a trademarked term to EdX and is used by Australian institutions delivering micro-courses from the EdX platform.



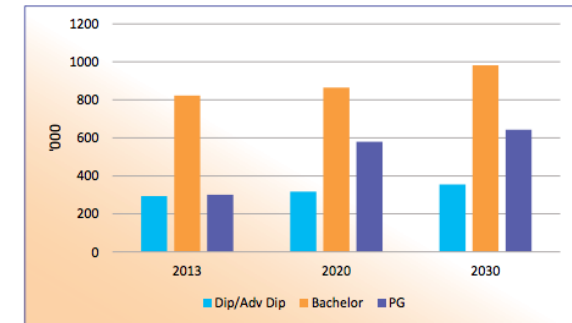
## Principle 2: Stewardship of Micro-courses

- 2.1 All credit-bearing micro-courses will be “owned” by Academic Senate on behalf of the university. Individual faculties, however, act as stewards for individual micro-courses on behalf of Academic Senate. They are responsible for the design, delivery, review and innovation of micro-courses in compliance with University policies and procedures.
- 2.2 Micro-courses can be terminating qualifications at 20cp (non—AQF) or engage with the suite of formal AQF awards.

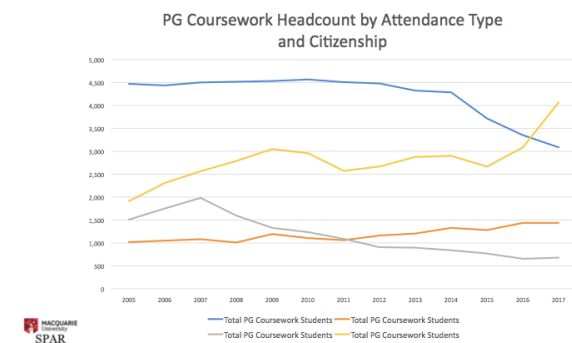
### Example

The Department of Drawing and Animation decides that it wishes to establish a MionMasters course around Astro-Cartooning. They decide there is not a market for a full postgraduate degree but there is interest around four themes amongst their professional graduates based on their feedback regarding professional development opportunities. The Faculty decides to create a Mion-Masters in Astro-Cartooning. They complete a program proposal and the new course is approved by Senate. The micro course becomes popular and demand for further CPD sees the Department decide to seek permission to offer an AQF Level 8 Graduate Certificate.

## Group of Eight’s Projections on Postgraduate Enrolments



## Changing nature of PGCW at MQ (2005-2017)



### Principle 3: Micro Units

- 3.1 Students will not be required to enrol in a course of study to complete a micro unit(s)
- 3.2 All units are aligned to the 10 credit point (150 hours of activity) system for postgraduate units but they are offered in smaller credit point sizes.
- 3.3 The volume of learning in a micro-credential unit can range from 15 hours (1cp) to 75 hours (5cp).

To facilitate this type of enrolment we would need to create a dedicated micro-course portal that allowed students to enrol and pay for the micro-units they wish to complete.

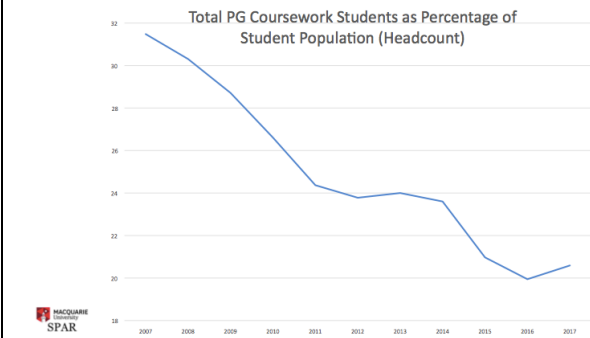
#### **Example**

Toby is a commercial artist seeking to improve his job prospects through further professional education. He learns about MQ's MionMasters and sees a 2cp (15 hour) unit on space anime that he is very keen to pursue. He logs onto MQ's MionMasters portal and selects the micro unit he would like to complete. He pays for the unit to complete his enrolment. He enjoys the micro unit and decides to enrol in another. Both these units have been helpful but he is not sure whether he wants to pursue further study at this time.

#### **Example**

Toby returns next year and completes more micro units in his area of interest. He soon has completed 20cp of study. He decides he would like to receive recognition of this effort and using the portal asks to receive his MionMasters. Having already paid for these units he has studied, the portal simply confirms he has met the 20cp requirement and sends his award.

### PGCW as percentage of total headcount, 2007-2017



### Our own Micro-Course platform or do we use a third party's?

If we decided to pursue the micro-courses we would also need to decide on the platform that delivered the content and how it would be integrated with an enrolment portal. Within the sector at the moment institutions have either created their own dedicated platform or sought the services of the third party to provide the platform. There are pros and cons of both approaches which would need to be further examined.

#### **Principle 4: Recognition of study**

- 4.1 Students will be able to claim recognition of their studies (Certificate of Attainment for a Unit(s), MionMasters, or AQF award) when they meet the volume of learning requirement.

#### **Principle 5: Master of Studies**

- 5.1 A Master of Studies (with MionMasters, GradCert and GradDip levels) will act as the course path for be students seeking further professional development across a range of areas that fall outside of a specific micro-course.
- 5.2 Micro units sitting outside a specific course of study will be approved to sit as units within the Master of Studies.
- 5.3 Directorship of the Masters of Studies will rotate through faculties on a three-year cycle.

The Master of Studies originated at Cambridge and Oxford but has since been adopted by UWA, ANU and Newcastle in recent years. The structure of these awards differs between the institutions but they all facilitate study across their respective institutions.

A Master of Studies would still need to demonstrate it met AQF Level 9 requirements around volume of learning, research training and the provision of a capstone experience.

The other governance option could see stewardship given to the Faculty with the largest enrolment in this space.

## **Principle 6: Earned Access**

- 6.1 Course authorities may permit open access to their suite of micro-units. Successful performance in the first 20 cp of micro-units would “earn access” to continue studying with the prospect of claiming an AQF award.

## **Principle 7: Micro-unit design principles**

- 7.1 Micro units will usually be flexible blended learning offerings that can cater to fully online students but also take advantage of short intensive on-campus study opportunities.
- 7.2 Regardless of their size all micro-units must have a commensurate assessment requirement.
- 7.3 In the unit approval process the time-on-task for students will be explicitly stated

### ***Example***

Maya has an interest in Astro-Cartooning but has no formal qualifications. She successfully completes a 2cp (30 hour) micro unit and then successfully completes 20 cp of study. The portal advises her that her previous performance now qualifies her to completing another 20cp of study and qualifying for the AQF Level 8 Graduate Certificate in Astro Cartooning.

### ***Example***

Brioni has served in the NSW Police for 30 years. She enrolls in a 2cp (30 hour) Criminology unit on Crime Scene Investigation. The first 10 hours of the unit is the completion of short videos, readings and quizzes. She then has the choice of further online activities or attending a 10 hour weekend intensive. The remaining 10 hours is the completion of an assessment task.

## **Principle 8: International Student Enrolment**

### **8.1 Micro-units and micro courses will be available to international students**

Amara is a professional Astro-Cartoonist living outside Australia. MQ marketing alerts her to two MionMasters units on offer at MQ that will assist her professional development. One unit is worth 5cp (75 hours) and the other is worth 1 cp (15 hours). The Department of Animation has organised to run a series of intensives for its students over summer and advertised them internationally to encourage international students to visit Sydney for a few weeks in January and complete the intensive F2F components of one or more units. The 5cp unit includes a week-long (35 hour) intensive and for the 1cp unit a one day intensive. Amara completes the initial learning activities at home before arriving in Australia (on a tourist visa staying at one of the MQ colleges during her visit) for two weeks to complete the F2F intensives (which includes a site visit to an animation company in Canberra). She completes the assessment activities after returning home. MQ administers Amara in the same way we administer Study Abroad visits. Having successfully completed her two micro-units Amara enrolls in a third. This time she completes the all-online option at home.

### International partnerships or shared micro-courses?

While not explored in this paper such opportunities could be profitably explored.

## **Principle 9: Micro-Course Semester System**

### **9.1 Micro-Courses and units will utilise the 6 x 6 week semester system**

The 6 x 6 week Semester system will be aligned to MUIC's 6x6 system. This does not mean that delivery of micro-unit would necessarily last for a six week period but it would be the administrative and commencement cycle for the micro-units.

Course authorities would determine how often a micro-unit was offered over a year and how the teaching of individual units was structured over six weeks.

#### ***Example***

The micro-unit crime scene investigation commences at the start of a new six week cycle. The students must have enrolled before the commencement date and on the commencement date the unit is open to them. Those students attending the on-campus intensive will need to complete the first 10 hours of study in the first three weeks and after the intensive complete the assessment requirement by the end of week 6.

#### Coursera units and courses

MQ has an important and emerging relationship with this international MOOC provider which has recently moved into the for-credit full-award space. MQ has enjoyed success with Big History and Excel and will soon launch the Global MBA. Further work will be required to align this activity with this more general initiative