

# The MQ Model: Undergraduate Curriculum Architecture Principles (Final Working Paper Draft)

## Principle

## Feedback and Justification

## Revised Principle

Green — No change

Orange — Removed

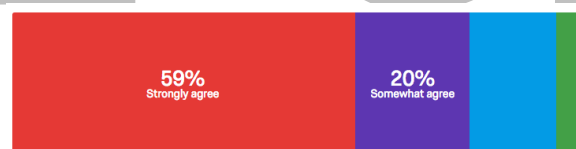
Blue — Amended

### Principle 1: Nomenclature

1.1 *Programs* will henceforth be known as “*Courses*”

There was strong support in the survey and other responses for a consistent approach aligned to TEQSA nomenclature.

No change to principle.



Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree

Strongly disagree

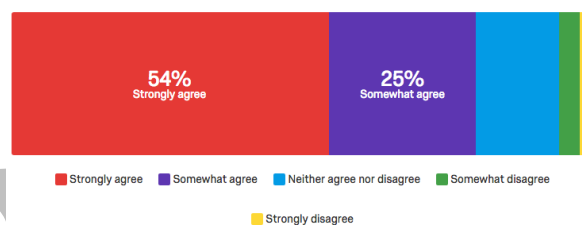
## Principle 2: Quality Assurance

- 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 MQ quality assurance review.

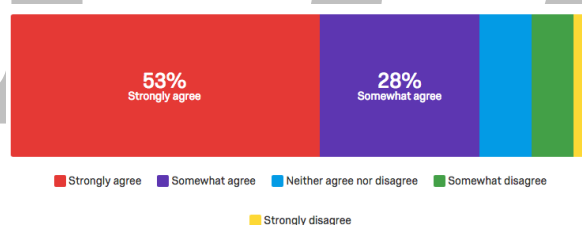
## Principle 3: Stewardship of Courses

- 3.1 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.

There was strong support for 2.1 with some insistence expressed that 2.2 will still need to be a meaningful form of quality assurance.



There was overwhelming support for 3.1. The word “unit” has been added along with Faculty to note the stewardship of some courses currently resides outside a Faculty (eg PACE and MUIC).



No change to principle

No change to principle

## Principle 3: Stewardship of Courses

- 3.1 All courses are “owned” by Academic Senate on behalf of the University. Individual faculties/[units](#), 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

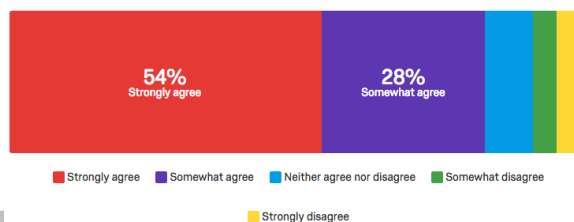
4.1 Undergraduate courses will utilise a 10 credit point (cp) system or multiples thereof for all units.

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

4.4 From 2020 MQ will move to a four alpha/four numeric (eg MATH1002) coding system to make room for new unit codes and reduce rule complexity.

There was overwhelming support for the clauses of Principle 4



Some concern was expressed about zero credit point units and co-curricular requirements. The working party has refined principle 4.3 in an attempt to bring greater clarity and remove any confusion relating to co-curricular requirements by dealing with them separately in Principle 35.

While a majority of colleagues expressed their understanding of the need to move to the four alpha/four numeric system the change is in essence an administrative decision and will not be expressed as a principle in the curriculum architecture policy.

No change to principle

No change to principle

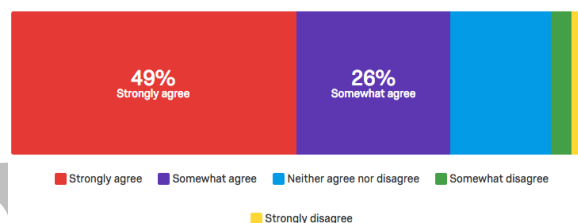
4.3 Courses may continue to use zero credit point units as required.

Principle 4.4 is removed

## Principle 5: Weighted Average Mark (WAM)

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

There was strong support for a move from GPA to WAM.



At a Curriculum Architecture preparatory meeting ASQC resolved that this issue sat outside Curriculum Architecture and noted the work already underway on this topic. The work to implement the new approach for 2020 will continue but will sit outside the curriculum architecture policy work.

Principle 5 is removed.

## Principle 6: Undergraduate Course Types

6.1 MQ offers two undergraduate degree types

a. Generalist Degree Courses (AQF Level 7 and 240 credit points of study)

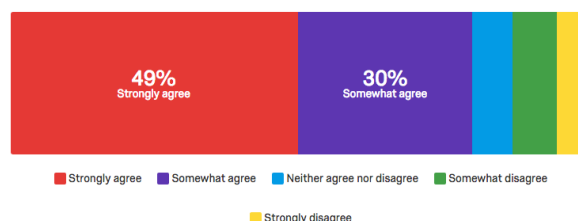
b. Specialist Degree Courses (AQF Level 7 or 8 and 240 or 320 credit points of study)

6.2 These degrees can be undertaken in one of two modes:

a. Single Degree

b. Double Degree

There was strong support for the clauses of Principle 6.



A concern was raised about the use of the term “generalist” and “specialist” to categorise our undergraduate degree offerings. The concerns were that these terms were not widely used in the sector and that students may conclude that a generalist degree was an inferior award to a specialist degree.

Across the sector the terms generalist and specialist are widely used. Some institutions use them as outward facing terms that help students understand the structure of their degrees. In other institutions they are inward facing terms that inform structures for internal consumption.

The principle becomes principle 5.

## Principle 5: Undergraduate Course Types

5.1 MQ offers two undergraduate degree types

a. Generalist Degree Courses (AQF Level 7 and 240 credit points of study)

b. Specialist Degree Courses (AQF Level 7 or 8 and 240 or 320 credit points of study)

5.2 These degrees can be undertaken in one of two modes:

a. Single Degree

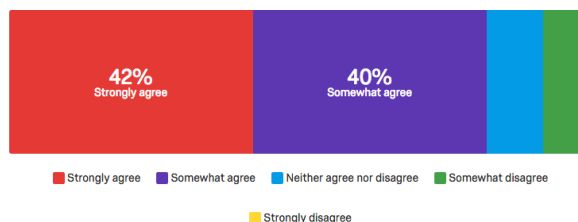
b. Double Degree

## Principle 7: Single Degree Course Structure (Depth and Breadth/Maturity Requirements)

7.1 All single undergraduate degree courses will have the following study zone structure:

- a. A depth component (**Red Zone**)
- b. A breadth/maturity component (**Purple Zone**)

There was overwhelming support for this principle.



As this structure was further discussed with colleagues the term “study zones” became a favoured term for the proposed structure.

Feedback from colleagues reported that the use of the term “Red Zone” was inappropriate because the term was now associated with sexual violence in the wake of End Rape on Campus Australia (EROC) 2018 report *The Red Zone*. Some colleagues also suggested that the terminology should be a better descriptor of the zone itself. The Working Party now recommends the following zone nomenclature: **Core** and **Flexible Zones**.

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

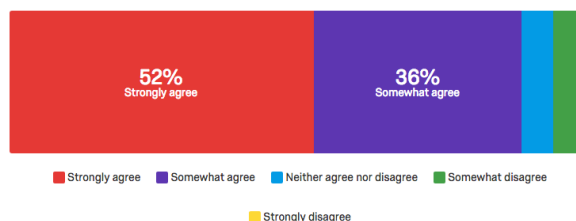
6.1 All single undergraduate degree courses will have the following study zone structure:

- a. **Core Zone**  
(Depth component)
- b. **Flexible Zone**  
(Breadth/maturity component)

## Principle 8: Red Zone

- 8.1 The **red zone** consists of the course's specific depth requirements for the disciplinary, trans-disciplinary or professional area of study.
- 8.2 The **red zone** includes all compulsory requirements for the course.
- 8.3 Outside any breadth/maturity outcomes, the **red zone** delivers the course's learning outcomes (CLO)

There was overwhelming support for the clauses of Principle 8.



The only changes recommended by the Working Party relate to the replacement of the term **red zone** with **core zone**. Principle 7.3 has also been amended for clarity.

One concern raised was that the core zone would impair on the development of new pedagogies (eg practice-based learning). The working party believes that the structure is pedagogically agnostic.

MI have requested that course directors be reminded that, where appropriate, students should be able to meet core zone unit requirements during periods of international mobility. An advisory paper on this subject will be prepared.

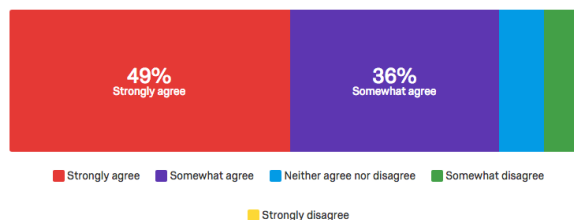
## Principle 7: Core Zone

- 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 9: Purple Zone

- 9.1 The purple zone consists of “free electives”
- 9.2 A Student can use their purple zone to enrol in any unit within the University for which they meet the pre-requisites.

There was overwhelming support for the clauses of Principle 9.



The two changes recommended are:

1. Replace purple with flexible zone
2. Introduction of the term “free choice units” to avoid confusion with core zone electives.

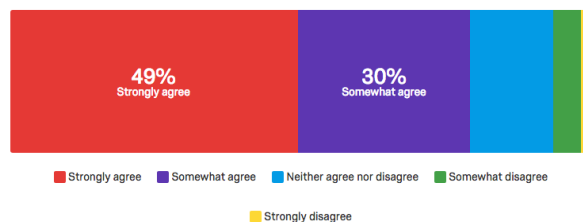
## Principle 8: Flexible Zone

- 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 10: Course Structure — 1000 level unit restriction

- 10.1 Students may only complete a maximum of 100cp at 1000 level in a 240 cp undergraduate degree course of study
- 10.2 Students may only complete a maximum of 120 cp at 1000 level in a 320cp undergraduate degree course of study.
- 10.3 Course authorities will decide how the restriction might be applied to their red and purple zones.

The continuation of this existing rule was strongly supported.



Macquarie International supported an extension to 12 units to provide greater flexibility but this approach was not supported by the Working Party.

### Principle 9: Course Structure — 1000 level unit restriction

- 9.1 Students may only complete a maximum of 100cp at 1000 level in a 240 cp undergraduate degree course of study
- 9.2 Students may only complete a maximum of 120 cp at 1000 level in a 320cp undergraduate degree course of study.
- 9.3 Course authorities will decide how the restriction might be applied to their core and flexible zones.

This principle fuelled associated debate about the need to set some expectation at other study levels, notably 3000 level.

This has led the Working Party to recommend a new principle (10).

Within the sector the minimum 3000 level requirement ranges from between 3-6 units with most that the Working Party examined favouring four.

#### **Principle 10: Course Structure — 3000/4000 level unit requirements**

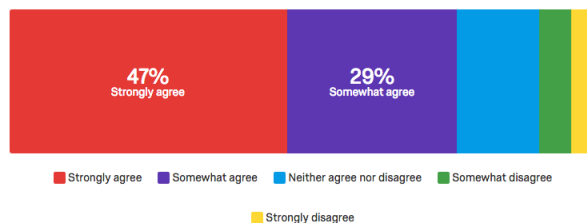
- 10.1 A course must be designed with a minimum of 40cp at 3000 level in a 240cp course of study
- 10.2 A course must be designed with a minimum of 80cp at 3000 and/or 4000 level in a 320cp course of study.

## Principle 11: Single Generalist Degree Course Structure

11.1 For single undergraduate generalist degree courses the **red** and **purple zone** requirements are as follows:

- a. **red zone** is 160 credit points
- b. **purple zone** is 80 credit points

This principle enjoyed strong support.



The only changes relate to the replacement of **red** and **purple zone** with **core** and **flexible zone**.

## Principle 11: Single 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 Specialist Degree Course Structure

12.1 For single undergraduate specialist degree courses the **red** and **purple zone** requirements are as follows:

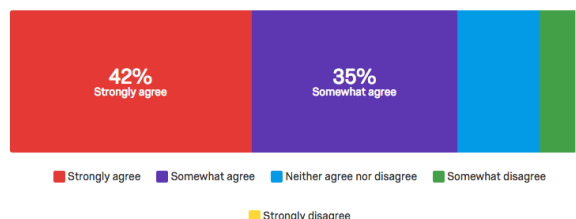
- a. **red zone** is at least 160 credit points
- b. **purple zone** is no more than 80 credit points

12.2 Both zones must be specified in units of 40cp (representing the equivalent of one semester of full-time student load).

12.3 A **red 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 that a specialist course of study may have insufficient space to set a **purple zone**.

This principle enjoyed strong support.



Another nomenclature issue raised by colleagues in this principle was MQ's interchangeable use of the terms "session" and "semester" even in policy documents. The current approved term is "sessions".

When this matter is resolved 12.2 should altered, if needed, accordingly.

Changes relate to the replacement of **red** and **purple zone** with **core** and **flexible zone**. 12.2 has also been amended for greater clarity.

Several colleagues raised concerns that 12.1.a could be exploited to "capture load".

## Principle 12: Single 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 that a specialist course of study may have insufficient space to set a **flexible zone**.

## Principle 13: Composition of Red Zones

13.1 A **red zone** can consist of the following elements:

- a. Course Core
- b. Course Electives

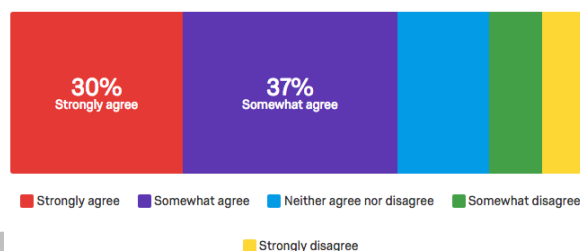
*For generalist degrees*

- c. Majors
- d. Sub-Majors

*For specialist degrees*

- c. Specialisations
- d. Concentrations

This principle gained substantial support but not at the same levels as that enjoyed by earlier principles.



Comments relating to this principle in both the survey and in workshops reflected confusion in the minds of some colleagues. Some colleagues in reading this principle assumed the principle was prescribing a specific structure. This was not the intention of the Working Party and so we have amended the principle to try and ensure general understanding that the **core zone** is structured (within the assigned credit point boundaries) as course authorities see fit. We are simply asserting the types of sequences of study that can reside in this space.

With the change to **core zone** the Working Party felt that some of the

## 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*

- c. Specialisations
- d. Concentrations
- e. Minors

13.2 The core zones of all generalist degrees will include a major.

13.3 Course authorities determine the composition of the core zone within the boundaries informed by principles 14 and 15.

elements within this zone needed re-wording. “Essential Units” was seen as a positive descriptor for units instead of other options such as “mandatory” or “prescribed.”

Some colleagues expressed the view that the term “major” should be used as the descriptor for the sequence of study in both the generalist and specialist degree structures. Student consultations found general support for a differentiation between major and specialisation. The Working Party remains of the opinion that given the requirements of a major in a generalist degree differ from a specialisation in a specialist degree (see principles 14 and 15) the use of the term “major” for both sequences of study was not appropriate.

With the Working Party’s recommendation not to proceed at this time with flexible zone minors as originally envisaged in Principle 26 the term has been returned to general usage and replaces sub-major.

13.4 Majors and specialisations may contain their own essential and/or elective units.

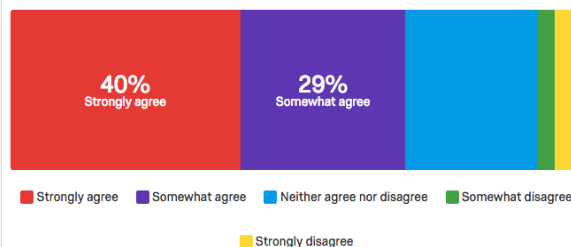
13.4 If a course core elective unit also counts towards a major this form of “unit sharing/double counting” will be permitted but there will be no discount in the total credit point requirement for the zone and the student will need to complete another unit from the major or specialisation.

Despite the Working Party's best efforts there remained some confusion around the difference between a minor and a concentration. The Working Party reiterates that a concentration is a focus **within** a specific specification. Two colleagues raised in their feedback the association of the term "concentration" with "concentration camps". The Working Party's opinion was that, while unfortunate that some may make that connection, the term "concentration" is used within the sector to describe the sequence of study discussed and should be retained.

### Principle 14: Course Core — Generalist Degrees

- 14.1 Generalist degrees can have a maximum course core of 80cp of the 160cp in the red zone.
- 14.2 Core units can be prerequisites for units within a major.

This principle gained substantial support but nearly a quarter of survey respondents were non-committal.



Much of the commentary related to this principle raised concerns about how individual course authorities might deploy essential units and their place in generalist degrees.

The term “course core” has been replaced with “essential units” and “core zone” replaces “red zone”.

Principles 14.2 and 14.4 are advocated to assist student navigation and rule simplification.

### 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.
- 14.4 Course-based coding will be used for essential units.

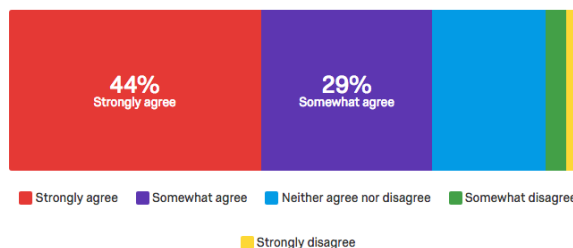
## Principle 15: Course Core — Specialist Degrees

- 15.1 Specialist degrees can have a maximum core of 100 per cent of their **red zone**.
- 15.2 Core units can be prerequisites for units within a specialisation.

## Principle 16: Course Electives

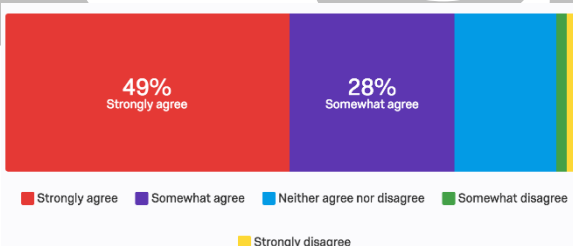
- 16.1 Course authorities will set the required rules and option sets. The rules and option sets are approved by the University.

This principle enjoyed strong support



The changes recommended are the same as those in Principle 14.

This principle enjoyed substantial support



The principle was revised to remove misunderstanding

## Principle 15: Essential Units — Specialist Degrees

- 15.1 Specialist degrees can have a **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 **major specialisation**.
- 15.4 **Course-based coding will be used for essential units**.

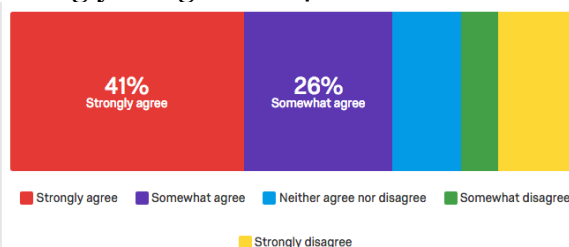
## Principle 16: Core Zone Electives

- 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

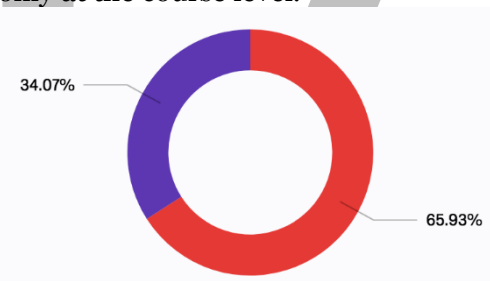
- 17.1 All courses will provide students with a capstone experience.
- 17.2 A course's capstone experience will reside in the core zone. Course authorities will determine whether the capstone resides in the course core or is a component of the majors or specialisations where these sequence of study types are offered.
- OR
- 17.2 A course's capstone experience will reside in the course core.
- 17.3 Majors and specialisations do not require a capstone.

This principle held substantial support though the single largest record for strongly disagree at 14%.



Much of the survey commentary focussed on individual colleagues defending preferred models.

With regard to options for 17.2 the survey result saw colleagues strongly in favour of flexibility rather than the capstone residing only at the course level.



While noting this view, Executive Group resolved that for consistency, clarity and

quality assurance the unit should reside at course level.

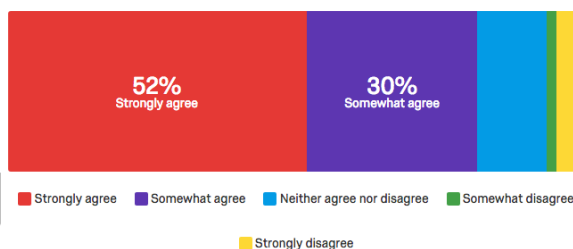
## Principle 17: Capstone Requirement

- 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 requirement

## Principle 18: PACE Requirement

- 18.1 All undergraduate courses have a PACE requirement.
- 18.2 A course's compulsory PACE requirement resides in the **red zone**. Course authorities will determine whether the PACE requirement resides in the course core or in all the course's majors/specialisations.
- 18.3 If PACE resides at the course level it is a core course requirement.
- 18.4 If PACE is taught at the major/specialisation level it can become a major/specialisation requirement if required or it could be an option set for designated course electives at the course level.
- 18.5 Course Authorities can continue the existing practice of delivering a major/specialisation capstone experience combined with the PACE requirement.

This principle enjoyed overwhelming support



The PACE unit offered an argument, based on user feedback, that at generalist degrees the unit should be mandated at **the major level** while for specialist degrees the course authorities could decide.

Executive Group resolved that the PACE requirement should sit at the course rather than major level and that this produced consistency across our offerings and returned one unit to majors/specialisations that could deliver further discipline content.

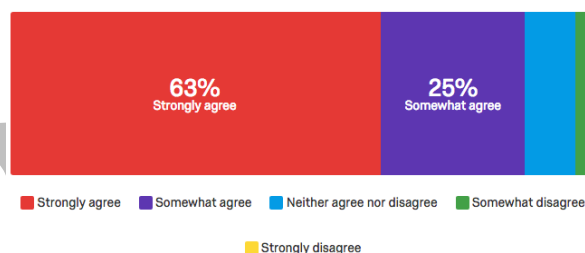
## Principle 18: PACE Requirement

- 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.

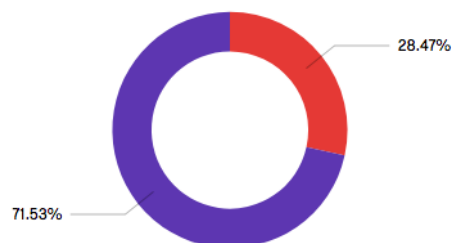
## Principle 19: Majors

- 19.1 Majors are a sequence of study within a generalist degree.
- 19.2 They are approved by the University and are included in the course's "major schedule".
- 19.3 The length of a major is 80 cps.
- 19.4 If a major is to appear on the major schedule of a course outside the Faculty from which it resides it will have a different name to that which appears on the "major schedule" of the first course(s) of the Faculty in which it resides

This principle enjoyed overwhelming support



Feedback from colleagues supported a major appearing in more than one course's "major schedule" and that they could have the same name.



The Working Party has noted this view and clarified it in a new 19.5.

## 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 University and are included in the course's "major schedule".
- 19.4 The length of majors is 80 cps.
- 19.5 **Majors can appear in more than one course of study. Their structure, however, must be identical in all offerings. If the major is not identical it will require a different name in subsequent courses.**
- 19.6 **All majors must have the following structural element: 30cp must be completed at 3000 level**

19.5 The structure of a major will be as follows:

- i. 2 x units at 1000 level
- ii. 2 x units at 2000 level
- iii. 4 x units at 3000 level

OR

19.5 The structure of a major can be:

- i. 1 or 2 units at 1000 level
- ii. 2 or 3 units at 2000 level
- iii. 3 or 4 units at 3000 level

19.6 The structure of a major will be determined by the course authority and will be consistently applied to the “major schedule”

19.7 Majors are recorded on a student’s testamur and academic transcript.

have the same name in different courses it must have an identical structure.

Principle 19.5 also affirms the Working Party’s recommendation that majors if offered in different courses will be identical in structure. If they are not they should have a different name. The Working Party also notes that individual course authority’s decisions around capstones, PACE and essential units may limit the ability of courses to share an identical major.

With regard to 19.5 the response of colleagues was very even.



Further discussion, however, saw the Working Party advocate a new solution (P19.6).

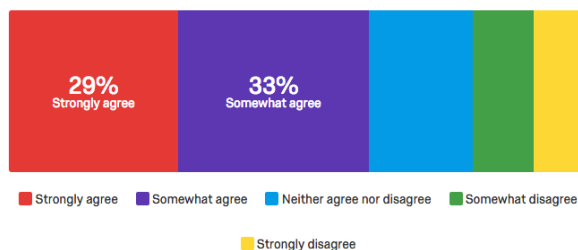
19.7 The structure of majors in a course will be determined by the course authority and will be consistently applied across the “major schedule”

19.8 Majors are recorded on a student’s testamur and academic transcript.

## Principle 20: Sub-Majors

- 20.1 A sub-major is a sequence of undergraduate units drawn from a University approved major but with a smaller volume of learning requirement.
- 20.2 The length of a sub-major is 40cps (4 units).
- 20.3 A sub-major can be structured (ie 2 x 1000 + 2 x 2000 level units) or unstructured (ie 4 units at no particular level of study) but the approach must be consistent within the course of study
- 20.4 A sub-major can form part of the depth component of a generalist degree.
- 20.5 Sub-majors are recorded on a student's academic transcript.

The principle held majority support.



As noted previously the Working Party removed the name sub-major and re-instated minor.

Some colleagues were concerned about the proliferation of minors but the Working Party reasserts that in the core zone a minor is only drawn from the major schedule.

Some colleagues also thought the principle was suggesting minors were a mandatory requirement for all generalist degrees. Such was not the recommendation.

There was also a view that 20.3 was unnecessary. Individual unit pre-

requisites will determine which four units a student can complete for a minor.

## Principle 20: Minors

- 20.1 A **minor** is a sequence of undergraduate units drawn from a University approved major **or specialisation** but with a smaller volume of learning requirement.
- 20.2 A minor has the same name as the major **or specialisation** from which its units are drawn
- 20.3 The length of a minor is 40cps (4 units).
- 20.4 All minors must have the following structural element; 20cp must be completed at 2000 level or above.
- 20.5 A minor **may** be a required component of a core zone
- 20.6 A minor **may** also be a "designated" minor. Designated minors are purpose-built sequences of study that are not available as majors or

specialisations and are only available in the flexible zone.

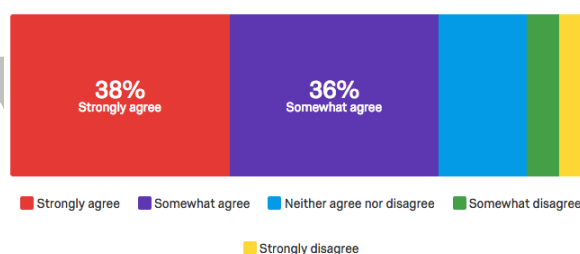
## Principle 21: Specialisations

- 21.1 Specialisations are sequences of study within a specialist degree course.
- 21.2 They are approved by the University and are included in the course's "specialisation schedule".
- 21.3 Specialisations are at least 120 cp (12 units).
- 21.4 A specialisation must contain 4 x 3000 level or above units.
- 21.5 A specialisation may have the same name as a major in a generalist degree

AND

- 21.6 A specialisation cannot appear in more than one course's specialisation schedule.

This principle held strong support.



Principle 21.1 was amended to ensure colleagues are aware that specialisations are not a requirement of specialist degrees. A specialist degree does not require specialisations. It is simply an approach course authorities can adopt if they so choose.

Principle 21.4 was altered to give course authorities greater flexibility.

With regard to whether a specialisation can appear with the same name in more

than one course colleagues' opinions were more evenly divided than they had been with majors.

- 20.7 A student *may* not qualify for a major and a minor or a specialisation and a minor with the same name

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

## Principle 21: Specialisations

- 21.1 A specialist degree course may have a specialisation and if it does the specialisation will be a component within of the core zone.
- 21.2 They are approved by the University and are included in the course's "specialisation schedule".
- 21.3 Specialisations are at least 120 cp (12 units).

21.4 All specialisations must have the following structural element: at least 40cp must be completed at 3000 level or above.

21.5 A specialisation may have the same name as a major in a

OR

21.6 A specialisation can appear in more than one course's specialisation schedule.

21.7 If an area of study is to be expressed as a specialisation in two different courses of study the specialisation as it appears in the schedule of the second degree course will have a different name to that which appears on the "specialisation schedule" of the first course.

21.8 Specialisations in different courses can have the same name.

21.9 Specialisations can be recorded in brackets in the name of the degree course.

21.10 A specialisation appears on a student's testamur and academic transcript.



The working party recommends that if an specialisation is identical it can appear with same name in different courses (21.5 & 21.6).

generalist degree if it draws its units from the same suite.

21.6 A specialisation can appear in more than one course's extended major specialisation schedule. Its structure, however, must be identical. If the specialisation is not identical it will require a different name in subsequent courses.

21.7 Specialisations can be recorded in brackets in the name of the degree course.

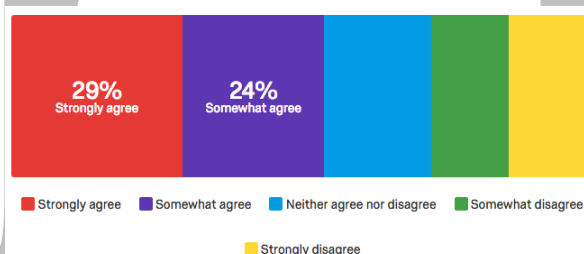
21.8 A specialisation appears on a student's testamur and academic transcript.

## Principle 22: Concentration

- 22.1 A concentration is a structured sequence of units within a specialisation and is approved by the University.
- 22.2 All concentrations within a course are of the same length
- 22.3 Concentrations are structured and will either be a compulsory set of units or a number of units from an option set within the specialisation

- 22.4 A concentration appears on the student's academic transcript.

This principle held majority support.



The survey showed there was some confusion around concentrations though much of this came from colleagues teaching into programs for which such an approach is not currently used. The working party's efforts in this space was mostly informed by the desire to capture

existing practice and express it in a uniform manner.

The principle has been amended to offer greater clarity.

## Principle 22: Concentration

- 22.1 A concentration is a sequence of study within a specialisation.
- 22.2 Course authorities will determine if their specialisations will have concentrations
- 22.3 A concentration can be either an identified set of essential units within the specialisation or can be drawn from an option set.
- 22.4 A concentration appears on the student's academic transcript.

## Principle 23: Composition of Purple Zone

23.1 Students may choose to build their purple zone with “free elective” units from any area of study from across the University and for which they meet the entry pre-requisite.

23.2 A purple zone can also hold the following sequences of study:

### *For generalist degrees*

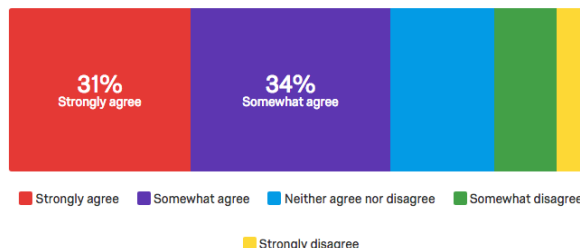
- a. Majors
- b. Sub-Majors
- c. Minors

### *For specialist degrees*

- a. Concentrations
- b. Minors

23.3 A course may need to set a limitation on 1000 level units in its flexible zone to ensure its students do not exceed the 10 x 1000 unit cap (see 10.1 & 10.2).

This principle held substantial support.



Principle 23.3 has been removed because the overall undergraduate course rules around 1000 level and 3000 level unit requirements makes such oversight redundant.

The Working Party has made amendments to offer greater clarity. Further it has removed the Principle of a “Purple Zone Major”. This will be further discussed at Principle 26.

## 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 sees students able to complete a wide range of “free choice units”.

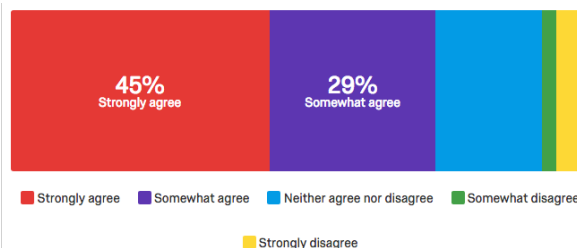
23.3 Free choice units are any units offered by the University which are not exclusive to a specific course for which the student is not enrolled-admitted.

23.4 Where viable a Faculty/Office can design and offer a free choice unit that is only available to the University flexible zone.

### Principle 24: Major in the Purple Zone

- 24.1 Students can use their purple zone to complete a second major from their course's "major schedule".
- 24.2 A student may extend a sub-major requirement in their red zone to a major through use of the purple zone. The award of the second major will meet any course red zone sub-major requirement.

This principle held strong support



A clarification in 24.1 was inserted.

- 23.5 A student must be able to meet any pre-requisite requirement to undertake a specific free choice unit.

*For generalist degrees*

- 23.6 A flexible zone can also hold the following structured sequences of study:

- 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.

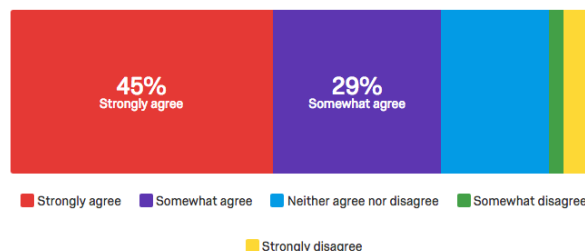
## Principle 25: Sub-Major in the Purple Zone

- 25.1 Students can use their purple zone to complete a sub-major(s) from their course's "Major Schedule".

## Principle 26: Minor in the Purple Zone

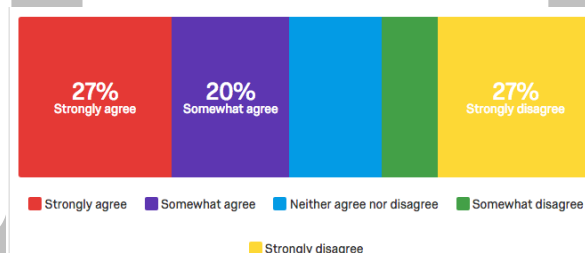
- 26.1 A minor is a group of at least four units approved by the University as building knowledge or understanding in an identified area of interest approved by the University.
- 26.2 Minors are available to all courses with a purple zone.
- 26.3 There are two types of purple zone minors:

This principle held strong support.



This principle has been removed and folded into the next principle.

This principle was not supported.



Much of the concern of colleagues focussed on the difference between a sub-major (as originally envisaged) and a minor and a rejection of the Working

Principle was removed.

## Principle 25: Minors in the Flexible Zone

- 25.1 Students can use their flexible zone to complete a minor
- 25.2 Minors are drawn from any major/specialisation (including outside the student's course) whose units are available in the flexible zone.

25.3 The flexible zone also includes "designated minors." Designated minors are purpose-built sequences of study that are not available as majors or specialisations.

<ul style="list-style-type: none"> <li>i. A sequence of study drawn from another course's majors or specialisations (aligned).</li> <li>ii. A sequence of study not related to a major or specialisation (unaligned).</li> </ul>	<p>Party's view that the difference between a sub-major and minor was the course context in which it was completed.</p>	<p>25.3 Designated minors are designed by academic staff and approved by Senate for inclusion in all flexible zones.</p>
<p>26.4 An unaligned minor is approved by the University through an online registration process held in the Curriculum Management System.</p>	<p>The Working Party remains strongly of the view that its advocated approach which placed students as co-creators in their flexible zone is an innovative approach that deserves further consideration at a later stage.</p>	<p>25.4 A list of all minors available to all flexible zones will be made available to students.</p>
<p>26.5 The nomination of a new unaligned minor can be lodged by either staff or students or a combination of both. In the case of a student nomination, an "academic sponsor" is required.</p>	<p>In the interim the Working Party has suggested that academic staff still be able to nominate "designated minors" for inclusion in the flexible zone.</p>	<p>25.5 A student may not qualify for two minors with the same name.</p>
<p>26.6 ASQC will approve or reject the nomination on behalf of the Senate.</p>		<p>25.6 Minors will appear on the academic transcript.</p>
<p>26.7 Given their nature, minors (notably unaligned) are fluid.</p>		

No guarantees are made to students that a minor will be available during their candidature. Minors are only finalised for a student upon them completing their award.

26.7 If a combination of units within a student's **red zone** helps meets the requirements of a minor the student will have the minor acknowledged.

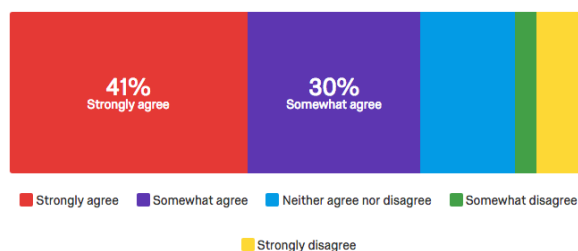
26.8 Minors will appear on the academic transcript.

Draft

## Principle 27: Double Degrees

- 27.1 In double degrees the breadth requirement (**purple zone**) of both courses is foregone and the student completes the depth requirement (**red zone**) of the two single degrees
- 27.2 Outside stated University exclusions students may choose any combination of undergraduate degrees for which they are qualified to enroll.
- 27.3 Students enrolled in double degrees may complete no more than 120cp at 1000 level for a 320cp course
- 27.4 For every volume of learning increase of 80 cp above 360 cp students enrolled in a double degree course may complete another 20 cp of 1000 level units

This principle held strong support.



Based on feedback and further consideration the Working Party accepted the argument that given the double is simply the combination of two red zones it cannot introduce any additional pre-requisites as listed in 27.3 and 27.4.

## Principle 26: Double Degrees

- 26.1 In double degrees the breadth requirement (**flexible zone**) of both courses is foregone and the student completes the depth requirement (**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.**

Principle is removed

Principle is removed

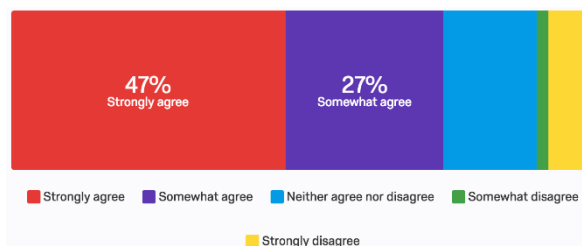
27.5 Some double degree combinations can lead to professional recognition. In some double degrees, for example when a specialist course with an accreditation requirement is combined with a generalist course that helps to fulfil the requirements for accreditation, the double degree combination may influence student choice in the second course's **red zone**

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 28: Unit Sharing

- 28.1 Units completed in a double degree can meet the requirements of both courses of study.
- 28.2 This form of “unit sharing”, however, is limited and may be the trigger for why a combination is not permitted.
- 28.3 Unit sharing will not produce a discount in the overall volume of learning required by the student to meet the requirements of both degrees.
- 28.4 Any reduction in **red zone** units through a unit sharing will be met by the student completing designated course elective(s).

This principle held strong support.



Much of the commentary about this principle related to the need to set specific requirements for this principle.

The Working Party has made recommendations accordingly.

Some colleagues believed that double counting should lead to a discount to the volume of learning required for individual courses. Students have already received a discount to volume of learning of individual programs through the removal of the **flexible zone**.

## Principle 27: Unit Sharing 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 four units (40cp) for 320cp combinations, with an additional 30cp unit for each additional year 80cp of study.
- 27.3 Double degree combinations (including majors/specialisations where applicable) that exceed 27.2 cannot be combined as double degrees and the combination will be placed on the exclusions register.
- 27.4 Unit sharing will not produce a discount in the overall volume of learning required by the student to meet the requirements of both degrees.

## Principle 29: Timely completion

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

## Principle 30: Double Degree Governance

30.1 With each course's red zone previously approved by Senate and the student simply completing the red zone requirement of two University approved courses, double degree combinations do not require further Senate approval.

This principle enjoyed overwhelming support. It has been amended to meet the requirements of the ESOS National Code 2018.



This principle held strong support.



## Principle 28: Timely completion

No change to principle.

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

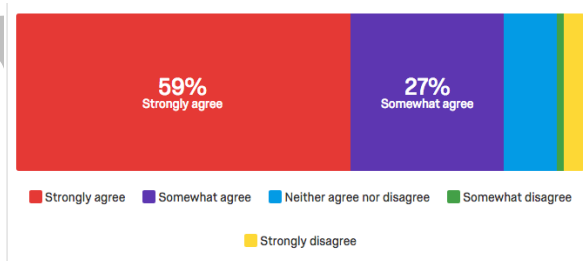
## Principle 29: Double Degree Governance

29.1 With each course's core zone previously approved by Senate and with the student simply completing the core zone requirement of two University approved courses, double degree combinations do not require further Senate approval.

### Principle 31: Reversion to Single Degree

- 31.1 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).
- 31.2 Students who transfer will have the units hitherto completed in the discarded course counted towards the breadth requirement of the stand-alone program up to the credit point requirement
- 31.3 Depending on the maturity of their enrolment, a student therefore may not receive the full credit for all units previously undertaken.

This principle enjoyed overwhelming support



### Principle 30: Reversion to Single Degree

No change to principle.

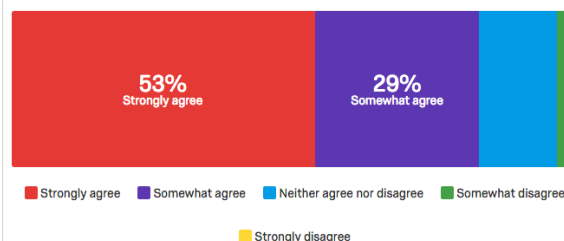
No change to principle.

No change to principle.

### Principle 32: Admission to a second degree after completion of first award

- 32.1 A student seeking admission to a second stand-alone program 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**.

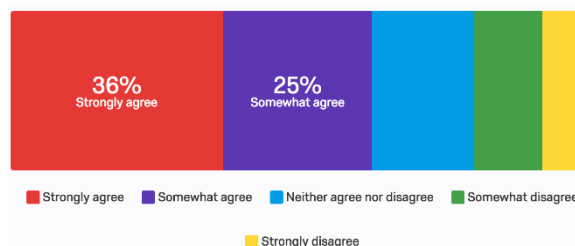
This principle enjoyed overwhelming support.



### Principle 33: Embedding Institutional Values in MQ Courses

- 33.1 The University is empowered to embed **Macquarie will deliver its institutional values through a series of compulsory co-curricular not-for-credit short modules into courses.**

This principle enjoyed substantial support but those who were opposed were often vehemently opposed to the both the principle and the very idea.



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

No change to principle.

### Principle 32: Embedding Institutional Values in MQ Courses

No change to principle.

The University is empowered to embed **Macquarie will deliver its institutional values through a series of compulsory co-curricular not-for-credit short modules into courses.**

Since the completion of the first iteration of the principles Walanga Muru completed a draft “Connected Curriculum Framework” for consultation. While this work is still underway a new principle has been included to note this eventual goal for our curricula.

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

33.1 In alignment with our Indigenous Strategy (2016-2025) and Senate resolutions, Macquarie will deliver an “indigenous connected curriculum”

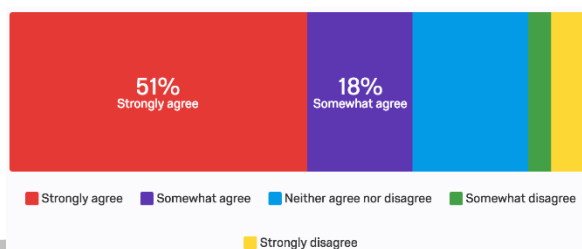
## Principle 34: Graduation

- 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 program will receive two testamurs.

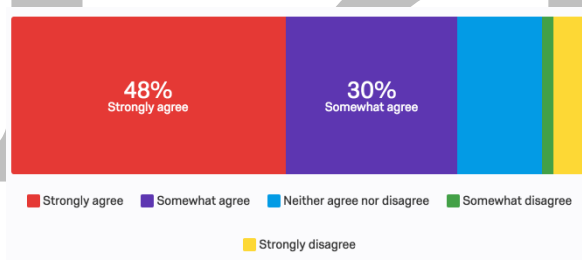
## Principle 35: Award Nomenclature

- 35.1 Generalist degree courses are simply named after the general field of study. There are no further additions to the title of generalist degree courses is permitted
- 35.2 Specialist degree courses are named after the specialist/professional area of study and will meet AQF level 8 naming practices.
- 35.3 Specialisations can be recorded in brackets in the name of the degree course

This principle held substantial support.



This principle held strong support.



A clarification was inserted in 35.2.

## 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 program will receive two testamurs.

## Principle 35: Award Nomenclature

- 35.1 Generalist degree courses are named after the general field of study. There are no further additions to the title permitted
- 35.2 Specialist degree courses are named after the specialist or professional area of study and will meet AQF level 8 naming practices if required. They will not incorporate a generalist degree title.
- 35.3 Specialisations can be recorded in brackets in the name of the degree course.