

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

## Principle

## Feedback and Justification

## Revised Principle

Green - No change

Orange - Removed

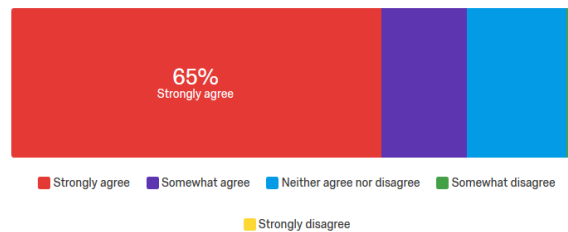
Blue - Amended

### Principle 1: Nomenclature

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

(“Course of study leading to an Award”)

There was overwhelming support for Principle 1 in the survey

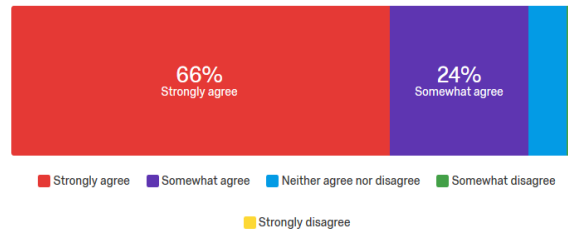


No change to Principle

## Principle 2: Stewardship of Courses

2.1 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.

There was overwhelming support for Principle 2 in the survey

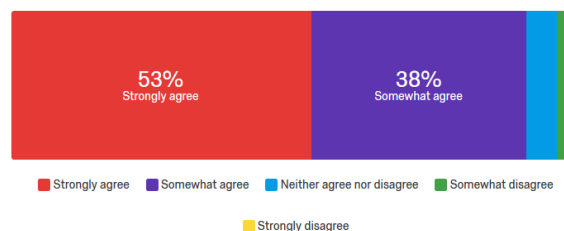


No change to Principle

### 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.

There was overwhelming support for Principle 3 in the survey



### 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 Courses may continue to use zero credit point units as required.
- 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.
- 3.5 Current 800 and 900 level units will be recoded as 9000 Level.
- 3.6 Foundation units will be recorded as 6000 level units, not co-taught with UG units will be 8000 level. Units co-taught with UG units

students will be coded as 6000 level.

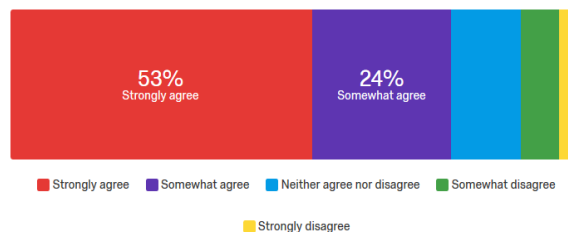
### Principle 4: Weighted Average Mark (WAM)

- 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).

### Principle 5: Postgraduate Course Types

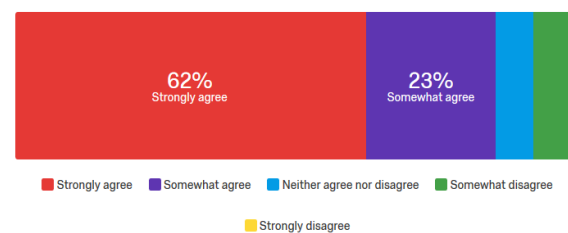
- 5.1 MQ offers five postgraduate course types leading to AQF awards. These are:
  - a. Graduate Certificate
  - b. Graduate Diploma
  - c. Vertical Doubles
  - d. Masters by Coursework
  - e. Masters (Extended)

There was strong support for Principle 4 in the survey



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.

There was overwhelming support for Principle 5 in the survey



Principle Deleted

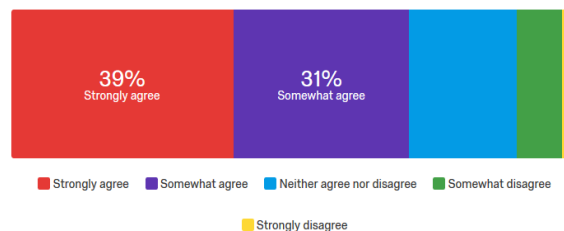
### Principle 4: Postgraduate Course Types

- 4.1 MQ offers four postgraduate course types leading to AQF awards. These are:
  - a. Graduate Certificate (AQF Level 8)
  - b. Graduate Diploma (AQF Level 8)
  - c. Masters by Coursework (AQF Level 9)
  - d. Masters (Extended) (AQF Level 9)
- 4.2 Vertical double degrees cross AQF Bachelor levels 7/8 and Masters 9.

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

- 6.1 MQ postgraduate course types are informed by the following volume of learning restrictions
- Graduate Certificate (AQF Level 8) — 40 credit points
  - Graduate Diploma (AQF Level 8) — 80 credit points
  - Vertical Doubles (AQF 7/9) — 320 credit points
  - Masters by Coursework (AQF Level 9) — 80, 120 or 160 credit points
  - 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.

There was substantial support for Principle 6 in the survey



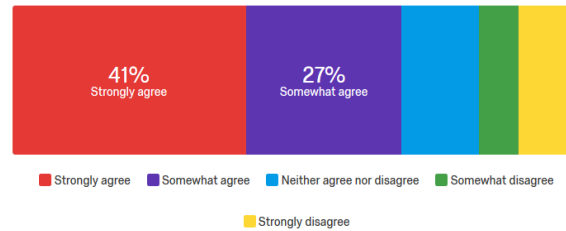
## Principle 5: Postgraduate Course Types — Volume of Learning

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- Graduate Certificate (AQF Level 8) — 40 credit points
  - Graduate Diploma (AQF Level 8) — 80 credit points
  - Vertical Doubles (AQF 7/9) — **at least** 320 credit points
  - Masters by Coursework (AQF Level 9) — 80, 120 or 160 credit points
  - Masters (Extended) (AQF Level 9) — at least 200 credit points
- 5.2 The volume of learning for **Vertical Doubles and 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)
- 7.3 To qualify for an exit degree, a student must meet the course learning outcomes for that level.

There was substantial support for Principle 7 in the survey



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- 6.3 To qualify for an exit degree, a student must meet the course learning outcomes [for that award](#).

## 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

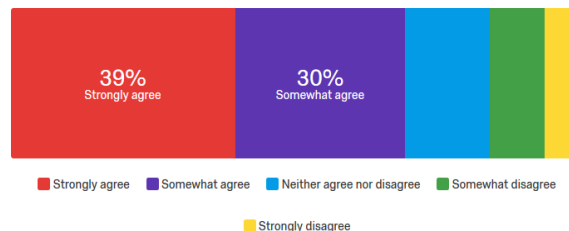
8.2 A Graduate Certificate (as an entry qualification) will comprise 40 cp from the **magenta zone**.

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**

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

There was substantial support for Principle 8 in the survey



The change to study zone titles in the undergraduate space are repeated in the postgraduate space. In the postgraduate space, however, the breadth/maturity zone is simply the maturity zone.

## Principle 7: Course Structure (Study Zones)

7.1 Postgraduate courses may comprise the following study zones:

**Core Zone**

**Flexible Zone**

**Foundation Zone**

7.2 A Graduate Certificate (as an entry qualification) will comprise 40 cp from the **Foundation Zone**.

7.3 A Graduate Diploma (as an entry qualification) will either comprise 40 cp from the **Foundation Zone** and 40cp from the **Core Zone** or 80cp from the **Core Zone**

7.4 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 Core Zone:** at least 80cp

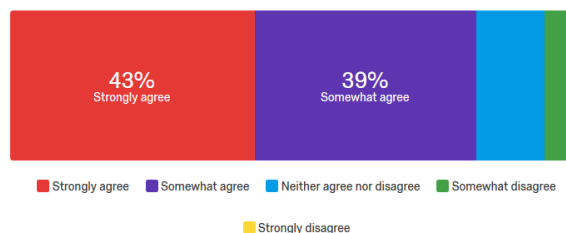
**Purple-Flexible Zone:** 40cp or

**zero Magenta Foundation 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).

There was overwhelming support for Principle 9 in the survey



Changes to 8.3 were informed by survey feedback.

Principle 9.3 was removed as being superfluous

Core Zone: at least 80cp  
 Flexible Zone: 40cp or zero  
 Foundation Zone: 40 or 80 cp or zero

### Principle 8: Core Zone

- 8.1 The core zone consists of the course's specific depth requirements for the disciplinary, trans-disciplinary or professional area of study.
- 8.2 The core zone includes all compulsory requirements for the course (outside of foundation studies in the foundation zone) and can include "designated course electives" from prescribed option sets.
- 8.3 Units in the core zone will always be at 98000 level. units which can be co-taught with 4000 and 7000 units.

Principle removed.



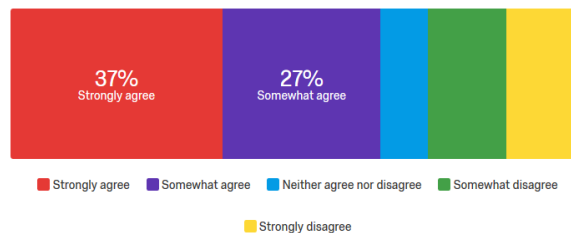
### Principle 10: Purple Zone

- 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

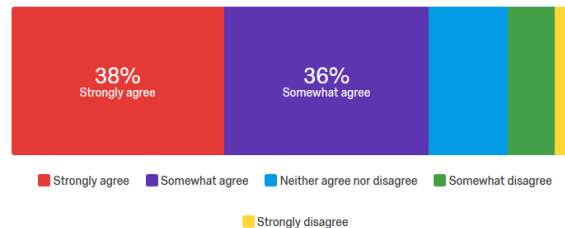
### Principle 11: Magenta Zone

- 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.

There was substantial support for Principle 10 in the survey



There was strong support for Principle 11



To align with TEQSA descriptors for non-cognate/cognate we have adopted related/different as the appropriate terminology.

### Principle 9: Flexible Zone

- 9.1 The flexible zone consists of the course's breadth and/or maturity requirements.
- 9.2 A flexible zone can consist of free electives or designated course electives.
- 9.3 Units in the flexible zone can be a mix of 6000 and 8000 units

### Principle 10: Foundation Zone

- 10.1 The foundation zone consists of the foundation knowledge and ways of performing for graduates without a related background.
- 10.2 The foundation zone should include a mix of 6000 and 8000 and 9000 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.

There was overwhelming support for Principle 12 in the survey



Title was changed for consistency with the UG principles.

**Principle 13: Specialisations**

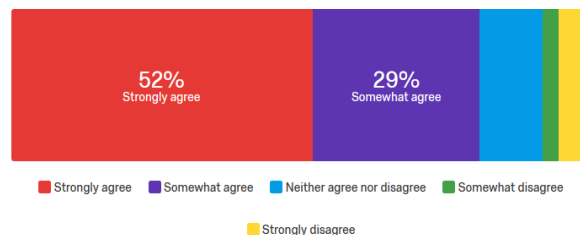
13.1 Masters and Extended Masters Courses can have specialisations.

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.

13.4 Graduate Certificates cannot have specialisations.

There was overwhelming support for Principle 13 in the survey



**Principle 11: Study Types**

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

**Principle 12: Specialisations**

12.1 Masters and Extended Masters Courses may have specialisation and if they do the specialisation will be a component within of the core zone.

12.2 A student completing a Masters course can only complete one specialisation.

12.3 Extended Masters courses may permit students to complete more than one specialisation.

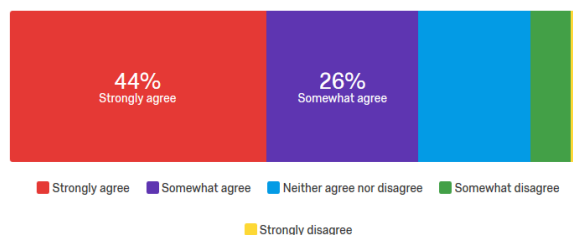
13.5 Graduate Diplomas can have a specialisation

### 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

There was strong support for Principle 14 in the survey



Specific labels may later appear for marketing purposes but for the sake of policy we have simply recorded double degrees at both UG and PG and Verticals as being a different approach.

12.4 A specialization component will always be exactly half the credit points of the course's core zone (eg 40cp of an 80cp core zone etc etc).

12.4 If a specialization component needs to be more than 50% of a course's core zone it is better placed to be a degree course in its own right.

12.5 Graduate Certificates cannot have specializations recognised.

12.6 Graduate Diplomas can recognize a specialisation but must be consistent with 12.2 and 12.4.

### Principle 13: Postgraduate Degree Course Offer Modes

13.1 Postgraduate degrees can be offered in three modes:

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

### 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:

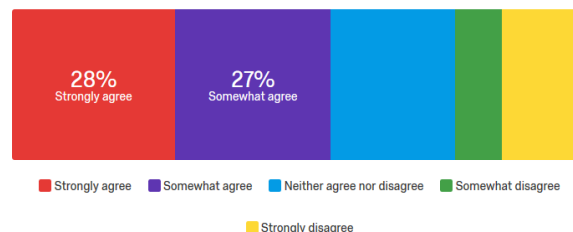
a. Hold a cognate merit-based honours (AQF 8), Graduate Diploma (AQF 8) or HDR degree

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

There was majority support for Principle 15 in the survey



It was clear that a number of colleagues were concerned about the introduction of 14.2.a.iii and 14.3.b.ii. The Working Party, however, concludes that with so many of our competitors having adopted this approach our ability to attract students was significantly disadvantaged if we did not adopt a similar practice.

### Principle 14: “Admission Points”

14.1 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”

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

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

OR

b. Hold two of the following three criteria:

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

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)

14.3 Admission Point — 120 cp Masters

To gain admission the student must meet either:

a. Hold a related bachelor's degree (AQF 7)

OR

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

- i. Approved informal and non-formal prior learning
- ii. Performance in their non-related bachelor's degree of an MQ equivalent WAM of +65

14.3 Admission Point — 160 cp Masters

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

14.4 Admission Point — minimum 200 cp Extended Masters

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

14.5 Formal RPL (advanced standing) is not used to determine eligibility

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).

A new principle was introduced to capture existing practice around additional course admission requirements.

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).

14.6 In addition to these basic admission requirements, course authorities will continue to be able to set additional admission requirements that align with Senate and University policy.

### 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

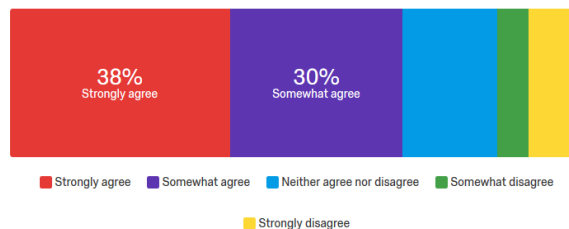
### Principle 17: Horizontal Double Masters

17.1 Outside stated University exclusions students may choose any combination of postgraduate degrees for which they are qualified to enroll.

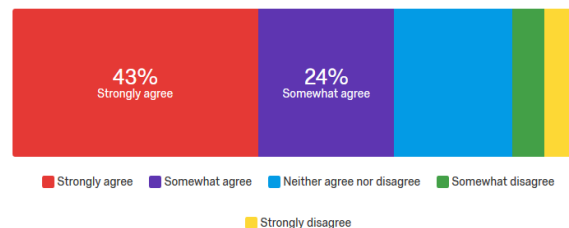
17.2 Students must gain entry to both courses. This can be at different admission points

17.3 In combining two courses the only volume of learning discount (outside formal RPL) will be the forgoing of any purple zone requirement.

There was substantial support for Principle 16 in the survey



There was substantial support for Principle 17 in the survey



### Principle 15: Advertising and Enrollment at Admission Points

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### Principle 16: Double Masters

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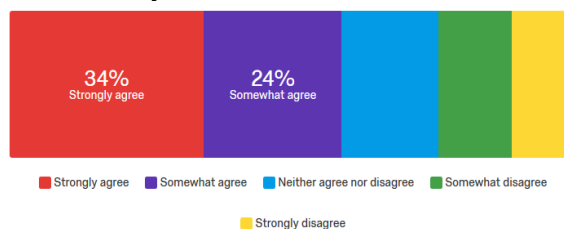
16.2 Students must gain entry to both courses. This can be at different admission points

16.3 In combining two courses the only volume of learning discount (outside formal RPL) will be the forgoing of any purple flexible zone requirement.

### 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.

There was majority support for Principle 18 in the survey



### Principle 17: Unit Sharing

- 17.1 Units completed in a horizontal double degree can meet the requirements of both courses of study.
- 17.2 This form of “unit sharing”, however, is limited and may be the trigger for why a combination is not permitted.
- 17.3 Unit sharing will not produce a discount in the overall volume of learning required by the student to meet the requirements of both degrees.
- 17.4 Only **5000** level units will be allowed to be shared in 160cp double degree offerings.



### 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.

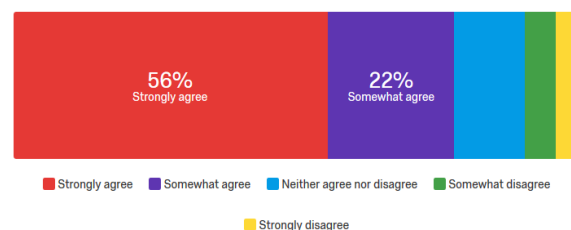
### Principle 20: Double Degree Governance

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.

There was overwhelming support for Principle 19 in the survey



There was strong support for Principle 20 in the survey



### Principle 18: Timely completion

18.1 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 19: Double Degree Governance

19.1 Because each course's **core zone** has been previously approved by Senate and the student is simply completing the **core 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).

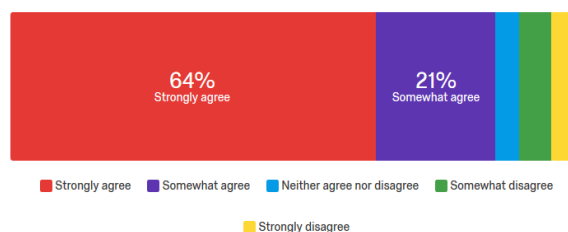
### Principle 22: Unit Design Principles

22.1: Units must be designed with the student cohort firmly in mind. Blended learning and F2F design principles will inform unit design.

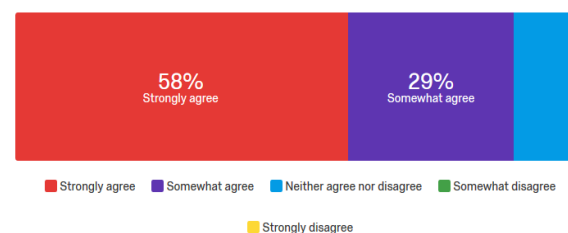
22.2: Fully Online and exclusively part-time offerings are possible but Program Authorities must keep in mind Commonwealth requirements for International Students (no more than 30% of course fully online) and the

cumulative effect when combining two courses for horizontal doubles.

There was overwhelming support for Principle 21 in the survey



There was overwhelming support for Principle 22 in the survey



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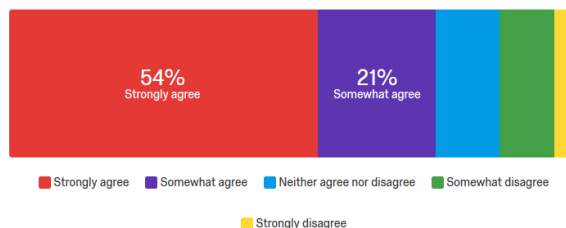
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21.2 — Fully Online and exclusively part-time offerings are possible but Program Authorities must keep in mind Commonwealth requirements for International Students (no more than 30% of course fully online) and the cumulative effect when combining two 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.

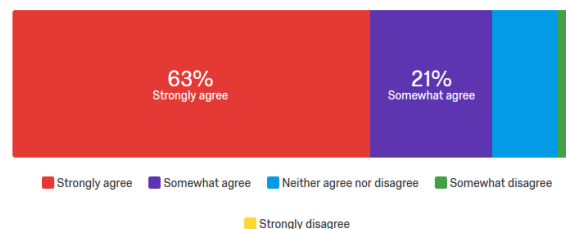
There was strong support for Principle 23 in the survey



### 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).

There was overwhelming support for Principle 24 in the survey



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