The MQ Model: Vertical Double Degree Architecture Principles

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Approved by Academic Senate 23 October 2018 (Res 18/91)
Principle 1: Nomenclature and terms

11 Programs will henceforth be known as “Courses”. (“Course of study leading to an Award”).

12 This form of integrated study across AQF levels 7, 8, and 9 will be known as “Vertical Double Degree Courses”.

13 The “Transition Core Component” represents the level of study (usually at 3000 level) where a range of units from 3000 to 8000 level are offered.

Principle 2: Quality Assurance

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

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

Principle 3: Stewardship of Courses

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

Principle 4: Unit Credit Point System and Unit Identification Coding

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

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

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

Principle 5: Entry

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

Principle 6: Progression and Exit

6.1 Students will be required to achieve a specified Weighted Average Mark (WAM) to remain in the course after the completion of 2000 level.

6.2 Executive Deans or their delegates will set the progression WAM depending on the specific needs of the course. The figure will be no less than WAM 70 and no more than WAM 80.
6.3 Students who do not maintain the required WAM will default to the stand-alone undergraduate degree course that serves the vertical double degree course. Any 6000+ level units completed will meet the requirements of the undergraduate course as either core or flexible zone units. The student must complete the undergraduate course’s capstone and PACE requirement.

Principle 7: Governance and Design

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

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

7.3 Vertical double degrees should be highly structured. This said, the first two levels of the course (1000 and 2000 levels) must meet the level requirements of the stand-alone undergraduate course (including flexible zone requirements) which contributes to the double.

7.4 The Transition Core Component will comprise no more than two 6000 or 7000 level units and no less than two 8000 level units. Where it is not possible to accommodate the Transition Core Component into the UG curriculum a Vertical Double degree is not appropriate.

7.5 The Transition Core Component will usually be completed in the last semester of undergraduate study or equivalent.

7.6 A Vertical double degree course’s capstone experience will usually be undertaken in the final session of study for the course.

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

7.8 Course authorities will design curricula and co-curricular cohort building opportunities in their vertical double degree courses.

7.9 Each vertical double degree course will have its own set of Course Learning Outcomes.

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

Principle 8: MRES Pathway

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

Principle 9: Course Director

9.1 Each vertical double degree course will have a dedicated course director. This could be the director of the Masters component of the vertical double degree course.
Principle 10: Course Review

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

Principle 11: Timely Completion

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

Principle 12: Embedding Institutional Values in Courses

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

Principle 13: Embedding Indigenous Connected Curriculum in Courses

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

Principle 14: Graduation

14.1 Students will normally have their awards conferred upon meeting all the requirements of the vertical double degree course.

14.2 Students who successfully complete a vertical double degree course will receive two testamurs.

Principle 15: Award Nomenclature

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