This document outlines the Criteria that Academic Senate has determined that all PACE units and activities must meet. As such, it provides important guidance to academics who are developing a proposal for a PACE unit (be that an existing or new unit), as well as those undertaking a review of a PACE unit.

Completion of a PACE unit is a requirement of all Macquarie undergraduate degrees from 2016. To be accredited as a PACE unit, applicants must demonstrate that the unit meets essential criteria in the areas of Community Engagement and Learning & Teaching. The unit must also conform to all standard university policies and procedures. It is strongly recommended that unit convenors consult with the Academic Director of PACE in their Faculty in the initial planning stage of proposing a PACE unit, as well as in the lead up to the formal review of a PACE unit.

1. PROFESSIONAL COMMUNITY ENGAGEMENT

The following community engagement criteria must be addressed within the context of the unit and its PACE activities. As part of the unit proposal or unit review process, examples which illustrate the below criteria should be provided where possible:

- PACE units and activities must demonstrate community engagement; that is, entering into a partnership of mutually shared benefit between a Macquarie University student and a government, non-government, public or private entity. The partner can be from within the university, based locally (in Sydney), in regional Australia, or overseas.
- PACE units and activities should assist the partner to achieve their mission and purpose.
- The choice of partner and activity must reflect the ethical standards of the University and the broad aim of the Professional and Community Engagement initiative to promote the well-being of people and the planet. Partner and activity selection must comply with all current PACE procedures (which can be found on the Policy Central website: http://www.mq.edu.au/policy/index.html)
- The mode of engagement should be identified and can take place in-person, remotely through technology (e.g. Skype, telephone, email, etc.), or a combination of thereof.

2. LEARNING & TEACHING

PACE Units and activities are undertaken within an academically rigorous framework to develop the capacity and capabilities of students. As part of the unit proposal or unit review process, examples which illustrate the below criteria should be provided where possible. PACE Units and activities must contain the following learning and teaching components:

- **Introduction/Orientation** – this includes review of stakeholder expectations, Macquarie’s administrative requirements (and those of the partner, e.g. WWCC, if appropriate), relevant preparation for activities and overview of the unit (e.g. that which might be discipline-specific and/or non-discipline-specific).
- **Scaffolding for skill and knowledge development** – this involves the formal delivery of the unit and includes the exchange of theoretical and practical knowledge (e.g. through workshops, tutorials, online learning modules and activities, etc.) as well as the monitoring of students throughout to ensure they are making progress in achieving the learning outcomes of the unit. Scaffolding also includes reflective mechanisms (see below for more detail).
- **The PACE activity** - i.e. the experiential component – see “Minimum Hours” below for baseline standards for the length of this component. It is recognised that not all PACE Units will adopt conventional models of internship or practicum-based delivery that require the student to spend a set amount of time physically located in a ‘workplace’. Indeed, it is desirable on both equity and efficiency grounds for a range of flexible and innovative modes of unit delivery to be explored. For example, using online communication technologies to enable students...
to engage virtually rather than through (or in addition to) face-to-face interactions with the partner organisation; and/or providing opportunities for partner organisations to interact with students on-campus through the use of community reference panels and the like. See appendix 1 for examples of the diverse ways in which PACE units and activities can be delivered.

- **Assessment tasks**
- **Mechanisms through which students can reflect, document, evaluate and/or critically analyse what they have learned over the course of the PACE unit.** Embedded within the scaffolding for skill and knowledge development, this could include reflection by students about: themselves, their interactions with others, the application of their studies in applied contexts, their contribution to the partner organisation and/or community, examination of assumptions, their future career and life directions, etc. The reflective mechanisms must be incorporated into an assessment task¹ and/or a required learning & teaching activity in the unit.
- **Final wrap-up or debrief** – this might include reflecting on the PACE activity, what learning can be applied to other settings, as well as an overview of the unit.
- **An evaluation plan for the unit** (incorporating, for example, Learning Experience of PACE – LEP- survey available through TEDS; a mechanism for obtaining partner feedback; peer review, etc).
- Where appropriate, details on how the unit’s learning outcomes are relevant to the discipline and/or program overall.

- **Opportunities through which relevant Graduate Capabilities can be fostered as detailed below:**

  A. At least two of the following cognitive capabilities:
   - Discipline Specific Knowledge and Skills
   - Critical analytical and integrative thinking
   - Problem solving and research capability
   - Creative and innovative

  B. Two of the following interpersonal and social capabilities:
   - Effective communication
   - Student engagement as ethical local and global citizens
   - Student engagement as socially and environmentally active and responsible citizens

  C. One of the following personal capabilities:
   - Capable of Professional and Personal Judgment and Initiative
   - Commitment to continuous learning

More information on these graduate capabilities can be found in appendix 2.

¹ Assessment tasks incorporating reflection, or the results of reflective practice, may be assessed on either on a Pass/Fail or graded basis, as may the unit as a whole.
MINIMUM HOURS

To complement the above Learning and Teaching criteria, information in this section details the minimum number of hours required for specific components of a PACE unit. Information showing how the PACE unit meets these standards must be provided when having a unit accredited as PACE (be that an existing or new unit) as well as during formal unit reviews.

<table>
<thead>
<tr>
<th>CREDIT POINTS</th>
<th>TOTAL UNIT HOURS (15 WEEKS)</th>
<th>MINIMUM HOURS FOR EXPERIENTIAL COMPONENT (APPROX 20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Credit points</td>
<td>150</td>
<td>30</td>
</tr>
<tr>
<td>6 Credit points</td>
<td>300</td>
<td>60</td>
</tr>
</tbody>
</table>

- The PACE components of the unit – i.e. introduction/orientation, scaffolding, the PACE activity, debrief, assessment, reflection and evaluation - should comprise a minimum of 50% of the total workload for the unit. (In some cases it may comprise 100% of the unit).
- A minimum 20% of the total workload for a PACE Unit should be spent on the actual PACE activity (i.e. the experiential component). Every effort should be made to maximise the quality and amount of interaction between students and the partner organisation, and/or the community which the PACE activity is intended to benefit. As a minimum, there should be at least three discrete periods of two-way interaction between students and the partner organisation/community, spread over the duration of the offering. As a guideline, this interaction would be expected to last for at least 18 hours in total in the case of a 3cp unit.

ADDITIONAL REQUIREMENTS

The following are also requirements of PACE units and activities that need to be addressed in the delivery of the unit:

- Partners and students must agree to abide by the roles and responsibilities outlined in the PACE Governance and Guidelines Module and Student Undertaking procedure.
- PACE activities must be supervised by a representative of the partner organisation and monitored by an academic or professional member of the University staff (e.g. Faculty PACE staff), and all PACE activities must demonstrate appropriate duty of care. This means that appropriate risk assessment, matching, and identification of roles and responsibilities of involved parties must be undertaken for PACE units and activities. (For further information, see http://staff.mq.edu.au/teaching/professional_and_community_engagement/)
- Learning outcomes for the PACE unit should be clearly communicated to the partner(s) by the Unit Convenor.

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2 It is acknowledged that it is difficult to fully quantify the hours spent in partner-student interaction when those interactions take place online. Further, it is appreciated that students of a given PACE unit might have diverse contexts; however, unit convenors should make their best possible estimates in this regard.
Appendix 1

EXAMPLES OF PACE ACTIVITIES THAT MAY SATISFY CRITERIA

• Internship, professional experience and/or practicum
  Individual students are provided with hands-on training in a particular profession under close supervision in the workplace. Professional experience / practicums are usually compulsory components of a curriculum eg. for teachers, engineers and medical / allied health clinicians, while internships are offered across a wider range of disciplines (including business).

• Community/industry panel with project mentoring
  Community or industry experts propose a specific project for students to work on and provide ongoing support throughout the project life. These activities often take place on campus with students working collaboratively in groups.

• Fieldwork with a partnership component
  An activity conducted on a site in the natural environment that is undertaken with and benefits a partner organisation, but is supervised on-site by a Macquarie staff member.

• Research and/or evaluation project
  Research activities contribute to the creation of new knowledge and/or use existing knowledge in new ways so as to generate new understandings. Evaluation projects are typically undertaken to enable a partner to assess the effectiveness, efficiency and equity of a particular program, process, structure or activity.

• Service provision
  Activities that give students the opportunity to directly deliver the services that partner organisations supply as part of their core business (e.g. counselling services for Helplines).

• Mentoring, peer-assisted learning and other forms of student service
  Mentoring provides an opportunity for the sharing and development of work related or personal skills and experience between a mentor and “mentee”. Mentors typically provide support, advice or guidance to mentees. Peer-assisted learning typically involves unit specific workshops for current students in the unit led by trained students who have previously excelled in those particular units. Other forms of student service might also constitute PACE activities, e.g. serving on governance bodies, etc.
Appendix 2

GRADUATE CAPABILITIES

A. COGNITIVE CAPABILITIES

DISCIPLINE SPECIFIC KNOWLEDGE AND SKILLS

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

PACE units, activities and projects that could help develop this capability include ones where:

- The PACE activity is directly related (content-wise) to the student’s program of study
- The PACE activity relies upon and develops the student’s scholarly understanding of a discipline-specific topic
- The output from the PACE activity meets relevant professional and/or technical standards
- The output or outcome of the PACE activity embodies an interdisciplinary approach to problem-solving

CRITICAL ANALYTICAL AND INTEGRATIVE THINKING

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

PACE units, activities and projects that could help develop this capability include ones where:

- The PACE activity encourages students to connect the theory they have learnt at university with real world practice, and to explore the strengths and limitations of current theory and practice in real world contexts
- The PACE activity requires students to: identify contestable issues; to evaluate alternative theories, arguments, and options; to form, express and defend their own point of view on a topic; and appreciate the limitations, weaknesses, or potential objections to this point of view
- The PACE activity requires students to critically analyse and evaluate a range of complex and conflicting data and reports relevant to a particular issue
- The PACE activity enables students to demonstrate scientific and/or information technology literacy.
- The output of the PACE activity relies on the student’s capacity to present ideas with supporting evidence.

PROBLEM SOLVING AND RESEARCH CAPABILITY

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

PACE units/activities/projects that could help develop this capability include ones where:

- The PACE activity requires students to apply theoretical knowledge to complex real world situations
- Students are responsible for selecting the most appropriate techniques or tools to collect and analyse data or information.
- The PACE activity involves the student in finding and evaluating evidence from a range of sources.
- The PACE activity builds student competence in accessing, using and synthesising appropriate information.
- The PACE activity is based on research designed and carried out by the student.
- The PACE activity enables students to explore different research methods. OR enables students to learn and/or apply new research methods or techniques.
- Students develop specific skills such as site selection for a field study, sampling analysis and provision for field safety.

**CREATIVE AND INNOVATIVE**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

PACE units/activities/projects that could help develop this capability include ones where:

- The PACE activity promotes the use of creative problem-solving strategies e.g. working within limited budgets, working around system blockages etc.
- The PACE activity obliges students to understand problems from multiple perspectives and/or devise a range of effective solutions.
- Students face situations where conventional solutions to problems have not worked or are unlikely to work, and where innovative/creative new approaches are needed.

**B. INTERPERSONAL AND SOCIAL CAPABILITIES:**

**EFFECTIVE COMMUNICATION**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

Examples of PACE units/activities/projects that could help develop this capability include ones where:

- The PACE activity assists students to hone skills in scientific writing and/or communicating results of analyses graphically, numerically or visually.
- The PACE Activity relies on presenting arguments in a convincing and persuasive way.
- Students utilise listening and other collaborative skills in working with people from a variety of cultural backgrounds.
- Students utilise negotiating skills with people from a variety of professional backgrounds.
- The PACE activity requires effective oral, written or visual communication which is tailored to a particular audience e.g. colleagues, managers, clients, general public etc.

**STUDENT ENGAGEMENT AS ETHICAL LOCAL AND GLOBAL CITIZENS**

As local citizens our graduates will be aware of indigenous perspectives and of the nation’s historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

Examples of PACE units/activities/projects that could help develop this capability include ones where:

- The PACE activity provides students with an opportunity to make a valuable and valued contribution to a socially disadvantaged or otherwise marginalised population served by the partner organisation.
- The PACE activity provides students with an opportunity to work within a given role with ‘clients’ whose lived experience is different from their own, and to improve client outcomes by integrating culture, especially the client’s culture, into the organisational context.
- The PACE activity gives students an appreciation of the breadth and complexity of key ethical debates that arise in a particular field, and gives them an opportunity to engage in ethical reasoning.
- The PACE activity encourages students to examine ways in which values and ethical issues affect the application of theory in real world contexts.

STUDENT ENGAGEMENT AS SOCIALLY AND ENVIRONMENTALLY ACTIVE AND RESPONSIBLE CITIZENS

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

Examples of PACE units/activities/projects that could help develop this capability include ones where:

- Students have the opportunity to gain real experiences of cross-cultural interaction that involves tasks, and engagement of the emotions as well as the intellect.
- The PACE activity focuses on an issue of environmental concern
- The PACE activity focuses on an issue of social concern
- The PACE activity fosters understanding of contemporary ethical issues e.g. privacy, confidentiality, ethical research behaviour, intellectual honesty etc
- The PACE activity fosters development of skills in leadership and group management, and of co-operation and working as part of a team.
- The PACE activity addresses aspects of sustainability in a social or environmental context.

C. PERSONAL CAPABILITIES:

CAPABLE OF PROFESSIONAL AND PERSONAL JUDGMENT AND INITIATIVE

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

Examples of PACE units/activities/projects that could help develop this capability include ones where:

- The PACE activity requires students to juggle competing priorities and exercise professional judgement (e.g. to arrive at an equitable and efficient allocation of scarce resources in the face of divergent and conflicting claims to those resources)
- The PACE activity enables students to recognise and reflect on their own strengths and limitations
- The PACE activity requires students to cope with ambiguity and changing circumstances, e.g. organising a community event where the process of involving key community stakeholders in the decision-marking is just as important as the event itself.
- The PACE activity involves handling situations where there are many interacting factors and a number of possible solutions, and where personal and/or professional judgement is required.

COMMITMENT TO CONTINUOUS LEARNING

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

Examples of PACE units/activities/projects that could help develop this capability include ones where:

- The PACE activity promotes exploration of possible future career options.
- The PACE activity provides students with opportunity and the means to critically evaluate their own performance.
- The PACE activity fosters student engagement in, and capacity for critically reflective practice. This includes acknowledgement of limitations and mistakes.
- Students are encouraged to reflect on their experiences and to show how they would incorporate the lessons learnt into future situations.
- Students are encouraged to recognise their own skill development and to develop plans for further education and training.