**THE UNIVERSITY OF NEWCASTLE**

**FACULTY OF XXXX**

**MASTER OF PHILOSOPHY (XXXX) – GRADUATE IDENTITY MAPPING**

**AQF LEVEL 9 QUALIFICATION – Masters (Research)**

Research Higher Degrees are by intent and design individual in nature and diverse in process and output. Each student may follow a different path with a variety of learning experiences. The only two absolute compulsory activities are the completion of the Confirmation Year and the submission of a thesis.

The University of Newcastle expects that supervisors will work with their students to identify opportunities throughout their candidature that are appropriate to the candidate’s individual goals the discipline area, and that students will be pro-active in taking advantage of such opportunities.

**TABLE 1: Program Outcomes (Graduate Profile Statements) and Graduate Identity Clusters**

| **PROGRAM OUTCOMES for MASTERS (RESEARCH) PROGRAMS** | **GRADUATE IDENTITY CLUSTERS** | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Academically Distinct ~**  **Career Ready** | | **Locally Engaged ~**  **Globally Aware** | | **Entrepreneurial Spirit ~**  **Socially responsible** | |
| Upon successful completion of this program in the context of the XXXX students will have | **AD** | **CR** | **LE** | **GA** | ES | SR |
| 1. applied an advanced body of knowledge in a range of contexts for research and scholarship and as a pathway for further learning 1 |  |  |  |  |  |  |
| 1. a body of knowledge that includes the understanding of recent developments in one or more disciplines 2a |  |  |  |  |  |  |
| 1. advanced knowledge of research principles and methods applicable to the field of work or learning 2b |  |  |  |  |  |  |
| 1. cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application 3a |  |  |  |  |  |  |
| 1. cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice 3b |  |  |  |  |  |  |
| 1. cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level 3c |  |  |  |  |  |  |
| 1. cognitive and technical skills to design, use and evaluate research and research methods 3d |  |  |  |  |  |  |
| 1. communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audiences 3e |  |  |  |  |  |  |
| 1. technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge 3f |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with creativity and initiative to new situations and/or for further learning 4a |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with high level personal autonomy and accountability 4b |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills to plan and execute a substantial piece of research 4c |  |  |  |  |  |  |
| 1. developed an advanced body of knowledge of research principles and methods through the creation of a substantial contribution to knowledge. |  |  |  |  |  |  |
| 1. applied critical, analytical and technological capabilities to ethically research, synthesize and evaluate complex information in order to collaborate in professional and academic practice in related disciplines |  |  |  |  |  |  |
| 1. possessed a range of communication skills that facilitate the effective dissemination of research output across academic, professional and broader audiences including through publication, conferences and teaching. |  |  |  |  |  |  |

**TABLE 2: Generic Skills**

|  |
| --- |
| 1. a. Oral and/or   b. written communication |
| 1. Teamwork (working with others) |
| 1. Information literacy |
| 1. Ability to use technology |
| 1. Problem solving |
| 1. Ability to critically analyse |

**TABLE 3: Discipline Threshold Learning Outcomes for XXXXX**

|  |
| --- |
| **Discipline Statements – Threshold Learning Outcomes** |
|
| Demonstrate an advanced and integrated understanding of a complex body of discipline specific knowledge |

**CORE COURSES**

**Program learning outcome mapping** (from Table 1)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graded Assessment activity embedding outcome** | **MPO1** | **MPO2** | **MPO3** | **MPO4** | **MPO5** | **MPO6** | **MPO7** | **MPO8** | **MPO9** | **MPO10** | **SPO1** | **SPO2** | **SPO3** | **SPO4** |
| **Confirmation Year Process**  (RHD candidates will develop these attributes throughout their candidature, in the context of their personal goals, career aspirations and disciplinary opportunities.) | X | X | X | X | X | X |  |  |  | X | X |  |  |  |
| **THESIS**  Research candidature leading to submission of thesis | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

**Generic skills mapping** (from Table 2)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Graded Assessment activity embedding outcome** | **GS1a** | **GS1b** | **GS2** | **GS3** | **GS4** | **GS5** | **GS6** |
| **Confirmation Year Process**  (RHD candidates will develop these attributes throughout their candidature, in the context of their personal goals, career aspirations and disciplinary opportunities.) | X | X | X | X | X | X | X |
| **THESIS**  Research candidature leading to submission of thesis | X | X | X | X | X | X | X |

**Discipline threshold mapping** (from Table 3, if defined)

|  |  |
| --- | --- |
| **Graded Assessment activity embedding outcome** | **DT1** |
| **Confirmation Year Process**  (RHD candidates will develop these attributes throughout their candidature, in the context of their personal goals, career aspirations and disciplinary opportunities.) | X |
| **THESIS**  Research candidature leading to submission of thesis | **X** |

**RESOURCES:**

1. **Extract from the Program Management Policy and Procedure Manual [000967]**

**Refer to** [**Section 4: Learning Outcomes, Graduate Attributes and Generic Skills**](http://www.newcastle.edu.au/Resources/Policy%20Library/PolicyLibrary-000967-Program-Management-Policy-and-Procedure-Manual-Coursework.pdf)

**Key Words for each AQF Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **AQF Level** | **Level 5** | **Level 6** | **Level 7** | **Level 8** | **Level 9** | **Level 10** |
| Key Words to use in Graduate Profile statements | Undertake  skills | Undertake paraprofessional | Apply Broad  Coherent | Apply Professional  Highly Skilled | Apply  Advanced  Specialised | Expert  Substantial  New Knowledge |

**Key Words for Each Course Level \***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Typical**  **Programs** | **Undergrad (AQF levels 5- 8 except Graduate Certificate and Graduate Diploma)** | | | | **PG (AQF Level 8 [Grad Cert, Grad Dip and 9 [extended and coursework]** | **Research Higher Degrees (AQF 9 R and 10)** |
| **Course Level** | **1000 level**  **(Introductory)** | **2000 level**  **(mid-program)** | **3000 level**  **(senior)** | **4000/5000 level**  **(advanced)** | **6000 level**  **(postgraduate)** | **9000 level**  **(RHD)** |
| Key Words to use in ***Proof of Learning Outcome attainment*** for each Graduate Profile statements | Introductory  Foundation  Elementary  Preliminary  Growing awareness  Basic | Intermediate  Mid-level | Senior  *For 3 year programs:*  Capstone  Specialised | Advanced  Capstone | Advanced  Capstone | Expert  Substantial  New Knowledge |

*\*Note: 1000 (introductory), 2000 (mid program), 3000 (senior) and 4000 (advanced) level courses reflect the increasing levels of knowledge, skills, and the application of knowledge and skills expected in a course.*

*Courses at higher levels will have assessment tasks that require a demonstration of greater depth and breadth of knowledge and greater complexity in skills.*

*In general terms, assessment tasks at higher levels require more critical analysis, research skills and independent thinking than tasks at lower levels.*

1. [**Awards and Programs Policy Suite**](http://www.newcastle.edu.au/policy/key/program-convenors.html)
2. [**Australian Qualifications Framework (2011) and its Addendum**](http://www.aqf.edu.au/)
3. [**Commonwealth Government’s Office of Learning and Teaching – Learning and Teaching Academic Standards for Disciplines**](http://www.olt.gov.au/resources?text=ltas)