**THE UNIVERSITY OF NEWCASTLE**

**FACULTY OF XXXX**

**MASTER OF XXXX – GRADUATE IDENTITY MAPPING**

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM OUTCOMES for MASTERS (EXTENDED) 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. a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice |  |  |  |  |  |  |
| 1. knowledge of research principles and methods applicable to the discipline and its professional practice |  |  |  |  |  |  |
| 1. cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| 1. cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level |  |  |  |  |  |  |
| 1. communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences |  |  |  |  |  |  |
| 1. technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with creativity and initiative to new situations in professional practice and/or for further learning |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with high level personal autonomy and accountability |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills to plan and execute a substantial research-based project, capstone experience and/or professionally focused project |  |  |  |  |  |  |
| 1. … |  |  |  |  |  |  |
| 1. … |  |  |  |  |  |  |
| 1. … |  |  |  |  |  |  |
| 1. … |  |  |  |  |  |  |

**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** |
|
|  |

**CORE COURSES**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course code | Name | **MPO1** | **MPO2** | **MPO3** | **MPO4** | **MPO5** | **MPO6** | **MPO7** | **MPO8** | **MPO9** | **MPO10** | **SPO1** | **SPO2** | **SPO3** | **SPO4** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Code | Name | **GS1a** | **GS1b** | **GS2** | **GS3** | **GS4** | **GS5** | **GS6** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Core course | **DT1** | **DT2** | **DT3** | **DT4** | **DT5** | **DY6** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**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)