**THE UNIVERSITY OF NEWCASTLE**

**FACULTY OF XXXX**

**DOCTOR OF PHILOSOPHY – GRADUATE IDENTITY MAPPING**

**AQF LEVEL 10 QUALIFICATION – Doctor Degree (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 RESEACH DOCTORATE 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 a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation, scholarship or professional practice 1 |  |  |  |  |  |  |
| 1. a substantial body of knowledge at the frontier of a field of work or learning, including knowledge that constitutes an original contribution 2a |  |  |  |  |  |  |
| 1. substantial knowledge of research principles and methods applicable to the field of work or learning 2b |  |  |  |  |  |  |
| 1. cognitive skills to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and practice 3a |  |  |  |  |  |  |
| 1. cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflect on theory and practice to generate original knowledge 3b |  |  |  |  |  |  |
| 1. expert technical and creative skills applicable to the field of work or learning 3c |  |  |  |  |  |  |
| 1. communication skills to explain and critique theoretical propositions, methodologies and conclusions 3d |  |  |  |  |  |  |
| 1. communication skills to present cogently a complex investigation of originality or original research for external examination against international standards and to communicate results to peers and the community 3e |  |  |  |  |  |  |
| 1. expert skills to design, implement, analyse, theorise and communicate research that makes a significant and original contribution to knowledge and/or professional practice 3f |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with intellectual independence 4a |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with initiative and creativity in new situations and/or for further learning 4b |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with full responsibility and accountability for personal outputs 4c |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills to plan and execute original research 4d |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with the ongoing capacity to generate new knowledge, including in the context of professional practice 4e |  |  |  |  |  |  |
| 1. have developed expert capabilities in independent intellectual activity and research practice through the creation of a substantial and original 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. in their possession a range of highly developed 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** |
|
| DT1. Demonstrate an expert 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** | **MPO**  **10** | **MPO**  **11** | **MPO12** | **MPO13** |
| **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 | X | X |  |
| **THESIS**  Research candidature leading to submission of thesis) | X | X | X | X | X | X | X | X | X | X | X | X | X |

|  |  |  |  |
| --- | --- | --- | --- |
| **Graded Assessment activity embedding outcome** | **SPO1** | **SPO2** | **SPO3** |
| **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 |  |
| **THESIS**  Research candidature leading to submission of thesis) |  | 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 |

Note: All theses are published on NOVA (UON’s digital repository) for worldwide access.

**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)