**THE UNIVERSITY OF NEWCASTLE**

**FACULTY OF XXXX**

**DIPLOMA IN XXXX – GRADUATE IDENTITY MAPPING**

**AQF LEVEL 5 QUALIFICATION – Diploma**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM OUTCOMES for DIPLOMA 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. technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning |  |  |  |  |  |  |
| 1. cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources |  |  |  |  |  |  |
| 1. cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements |  |  |  |  |  |  |
| 1. specialist technical and creative skills to express ideas and perspectives |  |  |  |  |  |  |
| 1. communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with depth in some areas of specialisation, in known or changing contexts |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well-defined parameters |  |  |  |  |  |  |
| 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 XXXXXX**

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| --- |
| **Discipline Statements – Threshold Learning Outcomes** |
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|  |

**CORE COURSES**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | **MPO1** | **MPO2** | **MPO3** | **MPO4** | **MPO5** | **MPO6** | **MPO7** | **MPO8** | **MPO9** | **SPO1** | **SPO2** | **SPO3** | **SPO4** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**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** | **DT6** |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**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)