**THE UNIVERSITY OF NEWCASTLE**

**FACULTY OF XXXX**

**ASSOCIATE DEGREE IN XXXX – GRADUATE IDENTITY MAPPING**

**AQF LEVEL 6 QUALIFICATION – Associate Degree**

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

|  |  |
| --- | --- |
| **PROGRAM OUTCOMES for ASSOCIATE DEGREE 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. Broad theoretical and technical knowledge with some depth in underlying principles and concepts in one or more disciplines
 |  |  |  |  |  |  |
| 1. cognitive skills to identity, analyse and evaluate information and concepts from a range of sources
 |  |  |  |  |  |  |
| 1. cognitive, technical and creative thinking skills to demonstrate a broad understanding of knowledge and ideas with some depth in a discipline
 |  |  |  |  |  |  |
| 1. cognitive, communication and analytical skills to interpret and transmit responses to sometimes complex problems
 |  |  |  |  |  |  |
| 1. Communication skills to make a clear and coherent presentation of knowledge and ideas with some intellectual independence
 |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with initiative and judgement in planning, problem solving and decision making in paraprofessional practice
 |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills to knowledge and skills in a range of contexts and/or for further studies in one or more disciplines
 |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills to adapt fundamental principles, concepts and techniques to known and unknown situations
 |  |  |  |  |  |  |
| 1. demonstrated the application of knowledge and skills with responsibility and accountability for own learning and work in collaboration with others within broad 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**

|  |
| --- |
| **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** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**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** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**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 ProfessionalHighly Skilled | ApplyAdvancedSpecialised  | Expert SubstantialNew 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 | IntroductoryFoundationElementaryPreliminaryGrowing awarenessBasic | Intermediate Mid-level | Senior*For 3 year programs:*CapstoneSpecialised | AdvancedCapstone | AdvancedCapstone | Expert SubstantialNew 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)