Postgraduate Coursework Review – Quick Guide for Faculties

Introduction

The purpose of this guide is to provide Faculties with an overview of the postgraduate coursework review process and to assist them in considering the critical issues associated with the review of their programs. The guide also provides a set of support materials to assist Faculties. These include:

- Attachment 1: Alignment and approval flowchart
- Attachment 2: Frequently asked questions (PGC Review Process)
- Attachment 3: Verification process for 'aligned' programs
- Attachment 4: Program review checklists
- Attachment 5: MAPPS information requirements (PGC review)

Review scope

Faculties will review their postgraduate coursework programs to ensure that they align with the UNSW Structure of Postgraduate Coursework Programs Policy and Procedures.

The review encompasses all existing postgraduate coursework programs irrespective of whether or not they are considered to be in alignment with the UNSW policy and procedures and the Australian Qualifications Framework (AQF).

All new program proposals will need to comply with UNSW policy and procedures as part of normal approval processes.

Context for the review - AQF and UNSW policy and procedures

It is a legislative requirement that all new programs be compliant with the Australian Qualifications Framework (AQF) from 30 January 2012. By 1 January 2015 all new enrolments must be in AQF compliant programs, with only teach-out for students enrolled in existing non-compliant programs permitted after this date. Where a program is revised to meet the requirements, students should be informed that the qualification is changing and may also be offered the option of transferring to an equivalent compliant qualification where a compliant and a non-compliant program are running concurrently. Taking into account timelines for marketing, CRICOS approval, compliance reporting etc., **Faculties should aim to take program proposals to Academic Board for approval by the end of 2013**.

UNSW's general approach to the AQF has been to integrate our interpretation of AQF requirements into our policies, procedures and templates. As a self-accrediting institution, this is UNSW's way of ensuring the standards are upheld for each of our programs. Nevertheless, program proponents should familiarise themselves with the content of the AQF as well as UNSW policy.

It is the responsibility of UNSW Faculties to clearly articulate and demonstrate how the requirements of the relevant policy and procedures are met for each of their programs, and for the Academic Board and its Committees to use their expert judgement as to whether the program is

compliant when assessing this information for each program. Proposals for new programs and program revisions will only be approved if they comply with the UNSW policy and procedures and, accordingly, with the AQF.

Relevant materials

Program proponents should familiarise themselves with the contents of:

- The Structure of Postgraduate Coursework Programs – Policy
- The Structure of Postgraduate Coursework Programs – Procedures
- The Australian Qualifications Framework (AQF) and the AQF Explanations.
- AQF Qualifications Issuance Policy
- Support resources on the Teaching website at http://teaching.unsw.edu.au/, including UNSW Learning Outcomes
- Disestablishment procedures (pending approval).

SECTION 1: THE POSTGRADUATE COURSEWORK REVIEW PROCESS

Program review schedule

Each Associate Dean (Education) has prepared a schedule for review of existing programs for their Faculty. Faculties have been advised to focus on the more challenging programs first, where significant curriculum revision may be required or a complex set of information may need to be collated and presented to demonstrate compliance with policy and standards. Programs which are considered more straight forward in terms of compliance can be reviewed later (but preferably by the end of 2013). Ultimately Faculties should determine the best review schedule for their programs. Ideally, Faculties should try to stagger the progression of program proposals so that the agendas for particular meetings are not overwhelmed by the volume of proposals coming through at one meeting. In some cases a Faculty may determine that the best course of action is to disestablish a program. (For further information on disestablishment of programs contact Academic Administration.)

*See **Table 1** for the roles and responsibilities in relation to the review.*

Program review process

Faculties have been asked to determine the extent of alignment of their postgraduate coursework programs with policy. The MAPPS system will be used to document the outcomes of the Faculty reviews of existing programs. MAPPS is intended as the University's authoritative record keeping system for academic programs, streams and courses. It is essential for quality assurance and auditing purposes that proposals in MAPPS include clearly documented information about a programs alignment with policy.

All programs will require a program proposal in MAPPS. The level of detail required and the approval process will depend on the level of alignment with policy and the proposed changes to the program (if any). *A flowchart illustrating the program approval process for postgraduate coursework programs is provided in **Attachment 1** and FAQs is provided in **Attachment 2**.*

In principle, programs that are considered to be fully aligned with policy will simply require confirmation that the program aligns and that the MAPPS record contains sufficient information to verify this. This will then be endorsed by the Faculty Standing Committee (and in some Faculties, the Education Committee) and the Alignment Working Group (AWG). A report on aligned programs will be compiled by the AWG and will be noted by the Postgraduate Coursework Committee and the Academic Board. The endorsement workflow will need to be amended before the proposal is submitted for endorsement. *See **Attachment 3** for an overview of the verification process for fully aligned programs.*

Where it can be demonstrated that the learning outcomes can be achieved in a shorter duration relative to entry requirements, a program revision proposal should set out the justification in addition to the information required for 'fully aligned' programs. This will be considered by the Academic Board. All other programs will require a program revision proposal or, for some types of changes such as a change in duration, a new program proposal. These proposals will follow the standard process for approval by the Academic Board. The detail required in the proposal will depend on the action proposed to bring the program into alignment with policy.

Table 1: Roles and Responsibilities

Academic Board	Approval of new program proposals, program revisions, and program disestablishment. Assessment of these programs for compliance with relevant UNSW policy and academic integrity and standards. Note AWG reports on fully aligned programs.
Alignment Working Group	A working group established to support the review. Responsible for verifying programs proposals for fully aligned programs only. It will be disestablished after the review is completed.
Deputy Vice-Chancellor (Academic)	Responsible for development and implementation of the policy and procedures.
Faculty Associate Deans (Education)	Prepare Faculty review schedule, including action required, timeline and transition arrangements. Manage Faculty review schedule and maintain oversight of Faculty progress throughout review period. Liaise with program authorities and assist with development and review of program proposals.
Governance Services	Provide committee support include arrangement of meeting agendas, recording of outcomes and decisions. Provide general support regarding academic governance issues.
International Office	Author CRICOS applications in consultation with Program Authorities and Academic Administration for approval by the Deputy Vice-Chancellor (Academic)
Learning & Teaching	Provide advice on curriculum design, learning outcomes, and assessment of recognised prior learning. Participate in the AWG.
Postgraduate Coursework Committee	Review program proposals for compliance with UNSW policy and appropriate standards and recommend to Academic Board for approval. Note AWG reports on fully aligned programs. Chair to participate in the AWG.
Program Authorities	Manage reviews for their programs including collation of necessary information and development of program proposals in MAPPS. Advise students and other impacted stakeholders of changes.
Academic Administration	Monitor Faculty status reports and review progress. Review individual program proposals and provide advice, support and feedback to proponents. Participate in the AWG.

Proposal development support

Program Authorities are strongly encouraged to seek guidance from their Faculty Associate Dean (Education). Advice and examples of best practice may also be obtained from the Presiding member of the Postgraduate Coursework Committee as well as Academic Administration. Proponents are encouraged to seek advice and proactively consult with relevant parties in order to ensure any issues are identified and appropriately addressed, and all the necessary information is included, prior to a proposal progressing through governance committees. Failure to do so may result in delays in gaining the necessary approvals. Where the program is to be offered to international students it is also advisable to make early contact with the CRICOS Officer in the International Office regarding potential CRICOS application issues.

SECTION 2: ACADEMIC PROPOSAL DEVELOPMENT

Proposal authors should carefully consider the areas below in their program reviews. Information to be provided, emphasis and issues to be addressed will vary according to the program and the associated student cohort. The level of detail required in the proposal will depend on the level of alignment of the program with the policy and the proposed changes required to bring the program into alignment (if needed).

Program review checklists for Masters, Graduate Diplomas and Graduate Certificates are provided in **Attachment 4**. *They identify, at a high level, the key areas to consider when determining if a program is in alignment with the policy and specify the MAPPS fields where this information can be entered.* **Attachment 5** *provides an overview of program review information by MAPPS fields.*

Program Learning Outcomes

A key focus should be on learning outcomes and how the curriculum design ensures the attainment of these based on the nature of the student population and the objectives of the program. All programs should include in MAPPS a set of learning outcomes for the program consistent with the learning outcomes of the qualification level.

Refer to the UNSW Teaching Gateway for the [*UNSW Learning Outcomes for Masters by Coursework Degree Programs*](#) *The Learning and Teaching Unit is currently developing learning outcomes for other qualification levels. It is likely that they may follow a similar format to the Masters. The Learning & Teaching Unit are able to provide guidance and support in this area.*

Volume of Learning [Program duration]

The UNSW model includes reference to a typical volume of learning (duration) for a qualification level. When addressing volume of learning, you should clearly demonstrate that the duration of the program is appropriate in order for students to meet the program's learning outcomes, including the attainment of the necessary skills and knowledge for the qualification level.

If the program duration differs from the UNSW policy you will need to provide a justification. Your justification should take into account and describe the characteristics of the student cohort and the learning environment, including student qualifications upon entry, recognised prior learning and factors such as work integrated or independent or online learning, which may have a bearing upon the duration of the program. An evidence based approach, referencing industry benchmarks or comparable high profile international programs may also be included in support of your justification.

Entry Requirements

Describe any entry points to the program, and the associated entry requirements for students. Entry requirements need to be appropriately rigorous, explicit, and transparent. Careful consideration should be given to who the entrants are and their needs, and proposals should clearly define what would be considered a cognate disciplinary background. The curriculum should be pitched at the appropriate level to not only match the students' skills and background with our expectations, but also to meet students' expectations of our curriculum. Students should be selected who are well

equipped to engage with the academic content of the program according to the relevant entry point, credit level granted and program duration. A fundamental principle is that the student cohort should be starting from the same point in terms of knowledge and skills to achieve the learning outcomes of the program. In the case of Masters programs, this should take into account the foundational, disciplinary and advanced disciplinary phases of the UNSW postgraduate coursework program model which reflect increasing complexity and cumulative progression towards the final aggregate program learning outcomes. See also RPL below.

Recognised Prior Learning (RPL)

Where applicable, clearly identify and document prior learning, both structured and unstructured, that will be recognised in assessment for entry into the program or for the granting of advanced standing. Identify the processes put in place to ensure that students entering the program at particular entry points are compatible and equally prepared in terms of skills and knowledge upon entry. Describe how students will meet the required outcomes at the end of their program of study taking into account RPL arrangements. *The Learning and Teaching Unit are able to provide assistance with RPL assessment processes and procedures.*

Enquiry-based learning

For Masters programs, provide details on the enquiry-based component. This may include any enquiry-based or professional project, a capstone experience or a piece of work that involves substantial scholarship.

Pathways

Where the program provides potential pathways to further study these need to be reflected in the curriculum and made clear as a potential objective of the program. Document these in the relevant section of the proposal.

Nomenclature

Program nomenclature should comply with the AQF Qualifications Issuance Policy.

ATTACHMENT 1: ALIGNMENT & APPROVAL FLOWCHART

From 1 January 2015 all new enrolments will be in postgraduate coursework programs that align with the UNSW *Structure of Postgraduate Coursework Policy and Procedures*. Faculties will need to review their programs to determine if they align and, where necessary, identify and make changes to bring them into alignment. The PGC review is independent of the *Academic Program Review* and *Faculty Review of Learning and Teaching (FRLT)* process but there may be some overlap between these processes. If possible faculties should coordinate these review processes to avoid duplication of work.

The Academic Board has responsibility for ensuring UNSW postgraduate coursework programs align with UNSW policy and procedures, and for approving proposals for new or revised programs. The flowchart, below, illustrates the approval process associated with three broad categories of program alignment. The flowchart does not specify what constitutes alignment nor the change required to bring a program into alignment.
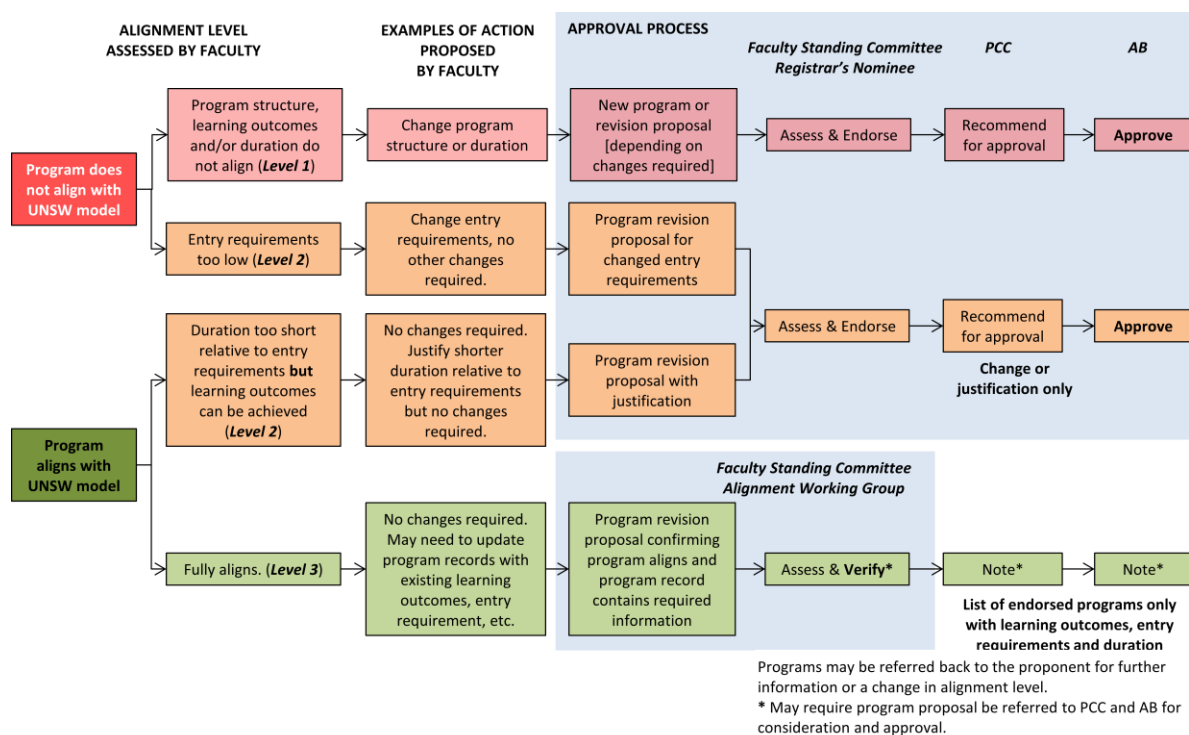
Level 1: Not aligned
- Action proposed by Faculty: e.g. change structure, learning outcomes or duration
- Requires: new program proposal or program revision proposal
- Approved by: Academic Board

Level 2: a) Not aligned OR b) Aligned but requires justification
- Action proposed by Faculty : e.g. a) change entry requirements (no change to structure, learning outcomes, duration); b) provide justification
- Requires: change or justification via program revision proposal
- Approved by: Academic Board (change or justification only).

Level 3: Aligned
- Action proposed by Faculty : no change to program
- Requires: confirmation of alignment via program revision proposal (not all fields will need to be completed)
- Verified by: Faculty Standing Committee; PGC Alignment Working Group; shortened endorsement workflow;
  Noted by: Postgraduate Coursework Committee and Academic Board.

These categories and examples of actions are provided as a guide only, and advice on specific programs can be provided by the President of the Academic Board, Chair of the Postgraduate Coursework Committee (PCC) and Academic Administration.

Faculties are encouraged to commence with programs that do not align with the UNSW PGC Policy to allow sufficient time for consideration and approval of proposed changes. A shorter approval process will be required for programs that align, however, programs may be referred back to the proponent for further information or a change in alignment level. PCC, the Registrar's Nominee or the PGC Alignment Working Group may request that a program proposal is referred to the Academic Board for consideration and approval.

ATTACHMENT 2: FAQS – PGC REVIEW PROCESS

The approval process for program reviews will differ depending on the program's level of alignment with the *Structure of Postgraduate Coursework Programs Policy and Procedures.* Refer to Attachment 1 for information on alignment levels.

1. Fully aligned programs (Level 3)

What is a fully aligned program?

This a program that a Faculty has determined to be fully in alignment with the *Structure of Postgraduate Coursework Programs Policy and Procedures* without change and that does not require a justification for any variation from the model.

What is the process for approval of fully aligned programs?

Approval of aligned programs will follow a simplified verification process. This will help Faculties and academic committees to manage the high workload expected for 2013.

The simplified verification process will be via a program revision proposal in MAPPS. It will involve:

- a program revision proposal confirming in the proposal rationale section that the program aligns;
- endorsement of alignment by the Faculty Standing Committee (and, in some Faculties, the Education Committee);
- verification of alignment by the PGC Alignment Working Group and preparation of a summary report on aligned programs for PCC and AB;
- noting of the report on aligned programs by PCC and the Academic Board.

What are Faculties required to do?

For each aligned program the Program Authority will need to:

- Initiate a program revision proposal in MAPPS;
- Check that the program record contains sufficient information to verify alignment (*see PGC Program Review Checklists in Attachments 4 and Information required in MAPPS in Attachment 5*); and
- In the Proposal Rationale section, include the statement "*Program aligns with the Structure of Postgraduate Coursework Policy and Procedures. No changes have been made to the program that would require a program revision.*".

For each aligned program the Faculty Standing Committee (and, in some Faculties, the Education Committee) will:

- Check and endorse program revision proposal confirming alignment with the PGC policy and procedures.

These programs will then be verified by PGC Alignment Working Group.

What do I need to do if the program is considered fully aligned, but I would like to use this opportunity to make some changes to the program?

The usual process for approval (endorsement) of these changes will apply. If the changes are minor and can be endorsed at Faculty level, the proposal should be submitted as 'fully aligned'. The above shorter verification process will then apply.

2. Aligned 'with justification' programs (Level 2)

What is the process for programs that can provide a sound academic justification for any departure from the policy?

Programs that do not have sufficient volume of learning/duration relative to the entry requirements, but that demonstrate the learning outcomes can be achieved, will require a program revision proposal with the justification in the proposal rationale section.

Justification criteria must include:

- Evidence that students who successfully complete the program will be able to achieve all requisite learning outcomes in the allocated UoC;

and additionally may also be supported by information about:

- The program being recognised as meeting particular professional requirements; or
- Benchmarks against high-quality international comparators and/or national standards.

For more information on the Academic Board requirements contact the Chair of the Postgraduate Coursework Committee.

3. Un-aligned programs (Level 1 and 2)

What is the process for unaligned programs?

Programs that not in alignment with the *Structure of Postgraduate Coursework Programs Policy and Procedures* will need to complete a program revision proposal or a new program proposal, depending on the changes required to bring these programs into alignment. In the case of a change of duration a new program proposal is required in order to satisfy government reporting and CRICOS requirements.

These programs will follow the usual program proposal workflow (i.e. up to AB for approval). The PGC Alignment Working Group will not verify these programs as they will need to proceed through normal governance processes.

ATTACHMENT 3: VERIFICATION PROCESS FOR FULLY ALIGNED PROGRAMS

The following endorsement (or verification) process will apply to programs that have been reviewed by Faculties and determined to be fully aligned with the Structure of Postgraduate Coursework Programs Policy and Procedures without a justification required for any variation from the model.

Initiation of the program review proposal process
ADEs

1. Send list of fully aligned programs and proposed review dates to PGC Review Coordinator (Sandy Kinch).

MAPPs team

1. Amend endorsement workflow for aligned programs once proposal has been created (but prior to submission).
   This involves removing the endorsement workflow steps (HOS, Registrars Nominee, Librarian, Dean, Education Committee, PCC and AB) and replacing these with the endorsement workflow steps agreed with each Faculty and with the PGC Alignment Working Group (Chair of PCC, Chair CoE, Academic Admin representative, *LTU representative tbc*).
2. Send a notification to the Program Authority confirming that the shorter endorsement workflow has been applied and confirming that the proposal may now be submitted for endorsement and verification.

Program Authority

1. In MAPPS:
   Check that the MAPPS proposal contains sufficient information to demonstrate that the program aligns. As MAPPS will become the record of alignment for the program, the information on programs that have had a proposal in MAPPS in the past may need to be reviewed to ensure it contains the necessary information in the form required.
2. On the Rationale page, add the following statement in the top of the text box
   "*This program aligns with the Structure of Postgraduate Coursework Policy and Procedures. No changes have been made to the program that would require a program revision.*"
3. Check that you have received confirmation that the shorter amended workflow has been applied to the program. *Do not submit the proposal for endorsement until you have received notification that the shorter endorsement workflow has been applied.*
4. Submit revision proposal for endorsement.

Endorsement of the program review proposal
The endorsement workflow steps will be:

- Faculty Education Committee (if required by Faculty)
- Faculty Standing Committee
- PGC Alignment Working Group.

Faculty Standing Committee (and Faculty Education Committee, if required)

1. Check that the program proposal contains sufficient information to demonstrate that the program aligns and that no changes have been made to the aligned program that would necessitate a full revision or new program proposal requiring Academic Board approval (ie. where the information on the program has not been entered in MAPPS previously and the MAPPS record is simply intended to record the details of the program as they currently stand.)
2. Endorse the program as aligned without change.
   OR
   Refer the proposal back to Program Authority for more information.
   OR
   Reject the proposal as not aligned.

PGC Alignment Working Group
(Chair of PCC, Chair CoE, Academic Administration representative, LTU representative)

1. Review information on program-learning outcomes; duration; and entry requirements, and scan proposal to ensure that all elements of the program are aligned.
2. Verify program as aligned
   OR
   Refer the proposal back to Program Authority for more information.
   OR
   Reject the proposal as not aligned.
3. Prepare a summary report of aligned programs for PCC containing:
   - A list of programs verified as aligned
   - A single page per program with details on program-learning outcomes; duration; entry requirements and comments/explanations.

Noting of the review outcome and endorsement:

PCC

1. Chair recommends programs listed in the report be noted as aligned by AB.

AB

1. Note report of aligned programs
2. Report filed as a record in TRIM

Additional information

- FSC, AWG, PCC or AB may request more information on program before endorsing, verifying or noting alignment or they may request submission of a full program review proposal or new program proposal which will go follow the normal workflow [i.e. approval by the AB].
- FSC or the AWG may refer the program review proposal to PCC or AB for advice.
- The PA may request that the proposal be referred to PCC for consideration if rejected by the AWG.

ATTACHMENT 4: PROGRAM REVIEW CHECKLISTS

The following checklists identify, at a high level, the main areas to consider when determining that a program is in alignment, and indicate the fields in MAPPS where this information can be entered. For a complete list of information required in MAPPS for the purpose of the Postgraduate Coursework Review see Attachment 5. Refer to the *Structure of Postgraduate Coursework Programs Policy and Procedures* for further information.

Alignment Checklist – Masters by Coursework

☐ Learning outcomes are aligned with the UNSW Learning Outcomes for Masters by Coursework programs (refer to http://teaching.unsw.edu.au/outcomes). [MAPPS field: *Learning Outcomes*].

☐ The cognate disciplines accepted for determining program duration and student entry points identified with justification [MAPPS field: *Entry Requirements* – refer to the four digit field of education code in the *Australian Standard Classification of Education*].

For programs of 96 UoC duration:

☐ Program comprises 48 UoC of advanced disciplinary courses, and typically 24 UoC of foundational disciplinary and cognate courses that provide an introduction to the discipline, and 24 UoC of disciplinary courses. [MAPPS field: describe structure at a high level in *Rationale*; and include detail of courses under *Program Structure*]

☐ The minimum entry requirements are an undergraduate degree in a non-cognate discipline (or equivalent qualifications and/or professional experience with justification). [MAPPS field: *Entry Requirements* – refer to the four digit field of education code in the *Australian Standard Classification of Education*]

For programs of 72 UoC duration:

☐ Program comprises 48 UoC of advanced disciplinary courses, and typically 24 UoC of disciplinary courses. [MAPPS field: describe structure at a high level in *Rationale*; and include detail of courses under *Program Structure*]

☐ The minimum entry requirements are undergraduate degree in a cognate discipline, an undergraduate degree in a non-cognate discipline at honours level, or graduate diploma in non-cognate discipline (and/or equivalent qualifications and/or professional experience with justification). [MAPPS field: *Entry Requirements*– refer to the four digit field of education code in the *Australian Standard Classification of Education*]

For programs of 48 UoC duration:

☐ Program comprises 48 UoC of advanced disciplinary courses only. [MAPPS field: describe structure at a high level in *Rationale*; and include detail of courses under *Program Structure*]

☐ The minimum entry requirements are an undergraduate degree in a cognate discipline at honours level or graduate diploma in a cognate discipline (and/or equivalent qualifications and/or professional experience with justification) [MAPPS field: *Entry Requirements* – refer to the four digit field of education code in the *Australian Standard Classification of Education*]

Alignment Checklist – Graduate Diplomas and Graduate Certificates

☐ Learning outcomes are inclusive of the UNSW Learning Outcomes for Graduate Diploma and Graduate Certificate programs (refer to http://teaching.unsw.edu.au/outcomes). [MAPPS field: *Learning Outcomes*].

☐ The cognate disciplines accepted for determining program duration and student entry points identified with justification [MAPPS field: *Entry Requirements* – refer to the four digit field of education code in the *Australian Standard Classification of Education*].

☐ The minimum entry requirements are an undergraduate degree (and/or equivalent qualifications and/or professional experience with justification). [MAPPS field: in *Entry Requirements*]

For Graduate Diplomas

☐ Program comprises at least 48 UoC OR is less than 48UoC and a justification for the shorter duration has been provided. [MAPPS field: describe structure at a high level in *Rationale*; and include detail of courses under Program *Structure*]

☐ For programs of 36 UoC that articulate to a 48 UoC Masters:

     a) the entry requirement for the graduate certificate and/or graduate diploma is the same as that required for the masters program to be articulated to; and

     b) all the courses completed by the student in the graduate certificate or diploma for which credit is granted are advanced disciplinary courses and can be completed by students in the masters program.

     [MAPPS field: describe structure at a high level and address a) and b) in *Rationale*; and include in detail of courses under Program *Structure*]

For Graduate Certificates

☐ Program comprises at least 24 UoC. [MAPPS field: describe structure at a high level in *Rationale*; and include detail of courses under Program *Structure*]

☐ For programs that articulate direct to a 48 UoC Masters:

     a) the entry requirement for the graduate certificate is the same as that required for the masters program to be articulated to; and

     b) all the courses completed by the student in the graduate certificate for which credit is granted are advanced disciplinary courses and can be completed by students in the masters program.

     [MAPPS field: describe structure at a high level and address a) and b) in *Rationale*; and include in detail of courses under Program *Structure*]

ATTACHMENT 5: MAPPS INFORMATION REQUIREMENTS (PGC REVIEW)

The following is a list of the information requirements in MAPPS specific to the Postgraduate Coursework Review. This list is not exhaustive and is intended as a guide only.

Given the volume of program revision proposals that will be considered by University committees as part of the review, please be as succinct as possible but without omitting necessary information. For fully aligned programs ensure all information is provided in MAPPS rather than in an attachment to the program review proposal.

Articulated suite of programs and articulation rules

- Provide details of articulated programs.
- Ensure that the learning outcomes for all programs that form part of an articulated sequence align with the learning outcomes of the masters level program.
- For typical articulation pathways refer to Structure of Postgraduate Coursework Programs - Policy and Structure of Postgraduate Coursework Programs - Procedures. See the MAPPS Help Text for Articulated Programs for additional information.

Australian Higher Education Graduation Statement (AHEGS) descriptions

- Specify the potential pathways to further study enabled by the program.
  If the program provides pathways to further study, these need to be reflected in the curriculum and made clear as a potential objective of the program.
- Programs intended as a pathway to Higher Degree Research (HDR) programs should include the development of enquiry-based competencies that are sufficient to demonstrate the student's potential to successfully undertake an HDR program.

Credit – see Entry Requirements

Duration (full-time equivalent) and Minimum UOC

- Specify the duration and the minimum UOC for the award.

Dual award programs - refer to **Structure of Postgraduate Coursework Programs - Policy** and **Structure of Postgraduate Coursework Programs - Procedures**. *Contact Academic Administration for additional advice*.

Entry requirements

- Specify the cognate disciplines accepted for determining program duration and student entry points identified with justification. Refer to the four digit field of education code in the *Australian Standard Classification of Education*.

- Identify prior learning, including qualifications and other prior learning (formal, non-formal and informal) that will be recognised:
  - for entry into the program
  - for credit or exemption from some program requirements.
  Provide a details on the profession experience that will be considered equivalent to formal qualifications. E.g. for professional experience, the roles and length of time in the role (full-time equivalent). *Contact Learning and Teaching for advice*.
- Specify relevant English language requirements.
- Provide details on exemption or credit permitted for a specified compulsory course, including course substitutions.

Learning outcomes (previously referred to as Graduate Attributes)

- Ensure the learning outcomes are consistent with the qualification level and inclusive of the UNSW Learning Outcomes (see http://teaching.unsw.edu.au/outcomes).

Proposed Handbook Description

- If possible, provide a full description for inclusion in the handbook.

Pathways – see Australian Higher Education Graduation Statement (AHEGS)

Program Award

- Ensure the program award complies with the AQF Qualifications Issuance Policy
- Programs with the same name as another (whether offered externally or within the home faculty) should have an identical structure, course requirements and composition (refer to **Structure of Postgraduate Coursework Programs - Policy** and **Structure of Postgraduate Coursework Programs - Procedures**

Program rules and structure

- Provide details on the program structure including duration, courses (core and electives).
- Describe the relationship of the program structure to any advanced standing arrangements which may apply.
- Where courses or subject matter are the same or similar to undergraduate courses, the pedagogy, learning outcomes and assessment for postgraduate coursework students are at a higher level than would be expected for undergraduate students.
- Specify the entry and exit points.
- For *Masters programs* provide details on: advanced disciplinary courses; foundational disciplinary and cognate courses; and disciplinary courses. Describe how this combination of courses is designed to enable students to demonstrate the learning outcomes appropriate to the qualification level and discipline/area at completion of the program. Identify the enquiry-based component (e.g a capstone experience, project or piece of scholarship). If the program includes specialisations they should typically consist of a sequence of at least 36 UoC. Each specialisation will require a separate stream proposal.

Rationale

- If the program fully aligns with the Structure of Postgraduate Coursework Policy and Procedures, add the statement at the top of the text field "Program aligns with the Structure of Postgraduate Coursework Policy and Procedures. No changes have been made to the program that would require a program revision."
- Provide an overview of the program structure and the relationship to the model for Masters by Coursework, Graduate Diplomas or Graduate Certificates. Further detail should be provided under *Program Structure*.
- Identify the disciplinary knowledge and skill requirements appropriate to purpose, qualification level and types of entrants. Further detail should be provided under *Program Structure*.

Recognition of Prior Learning (RPL) – see Entry Requirements