Qualification type	Masters Degree (Research)	Masters Degree (Coursework)	Masters Degree (Extended)	Doctoral Degree
Level	Level 9	Level 9	Level 9	Level 10
Purpose	The Masters Degree (Research) qualifies individuals who apply an advanced body of knowledge in a range of contexts for research and scholarship and as a pathway for further learning	The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning	The Masters Degree (Extended) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning	The Doctoral Degree qualifies individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation, scholarship or professional practice
Knowledge	Graduates of a Masters Degree (Research) will have: • a body of knowledge that includes the understanding of recent developments in one or more disciplines • advanced knowledge of research principles and methods applicable to the field of work or learning	Graduates of a Masters Degree (Coursework) will have: • a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice • knowledge of research principles and methods applicable to a field of work and or learning	Graduates of a Masters Degree (Extended) will have: • a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice • knowledge of research principles and methods applicable to the discipline and its professional practice	Graduates of a Doctoral Degree will have: • a substantial body of knowledge at the frontier of a field of work or learning, including knowledge that constitutes an original contribution • substantial knowledge of research principles and methods applicable to the field of work or learning
Skills	Graduates of a Masters Degree (Research) will have: • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application • 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 • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • cognitive and technical skills to design, use and evaluate research and research methods • communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audiences • technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge	Graduates of a Masters Degree (Coursework) will have: • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship • 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 • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences • technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship	Graduates of a Masters Degree (Extended) will have: • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice • 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 • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level • communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences • technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice	Graduates of a Doctoral Degree will have: • cognitive skills to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and practice • 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 • expert technical and creative skills applicable to the field of work or learning • communication skills to explain and critique theoretical propositions, methodologies and conclusions • 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 • expert skills to design, implement, analyse, theorise and communicate research that makes a significant and original contribution to knowledge and/or professional practice
Application of knowledge and skills	Graduates of a Masters Degree (Research) will demonstrate the application of knowledge & skills: • with creativity and initiative to new situations and/or for further learning • with high level personal autonomy and accountability • to plan and execute a substantial piece of research	Graduates of a Masters Degree (Coursework) will demonstrate the application of knowledge & skills: • with creativity and initiative to new situations in professional practice and/or for further learning • with high level personal autonomy and accountability • to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship	Graduates of a Masters Degree (Extended) will demonstrate the application of knowledge and skills: • with creativity and initiative to new situations in professional practice and/or for further learning • with high level personal autonomy and accountability • to plan and execute a substantial research-based project, capstone experience and/or professionally focused project	Graduates of a Doctoral Degree will demonstrate the application of knowledge and skills: • with intellectual independence • with initiative and creativity in new situations &/or for further learning • with full responsibility and accountability for personal outputs • to plan and execute original research • with the ongoing capacity to generate new knowledge, including in the context of professional practice
Volume of learning	The volume of learning of a Masters Degree (Research) is typically 1 – 2 years; in the same discipline 1.5 years following a level 7 qualification or 1 year following a level 8 qualification; in a different discipline 2 years following a level 7 qualification or 1.5 years following a level 8 qualification	The volume of learning of a Masters Degree (Coursework) is typically 1 – 2 years; in the same discipline 1.5 years following a level 7 qualification or 1 year following a level 8 qualification; in a different discipline 2 years following a level 7 qualification or 1.5 years following a level 8 qualification	The volume of learning of a Masters Degree (Extended) is typically 3 – 4 years following completion of a minimum of a 3 year level 7 qualification	The volume of learning of a Doctoral Degree is typically 3 – 4 years

Level	Level 1	Level 2	Level 3	Level 4	Level 5
Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Qualification Type	Certificate I	Certificate II	Certificate III	Certificate IV	Diploma

Level	Level 6	Level 7	Level 8	Level 9	Level 10
Summary	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice
Qualification Type	Advanced Diploma Associate Degree	Bachelor Degree	Bachelor Honours Degree Graduate Certificate Graduate Diploma	Masters Degree	Doctoral Degree

Attachment 7

Employability Skills –

www.training.com.au/pages/menuitembb3c2351a68fdbff49be0a1c17a62dbc.aspx

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
Communication that contributes to productive and harmonious relations across employees and customers	• Listening and understanding • Speaking clearly and directly • Writing to the needs of the audience • Negotiating responsively • Reading independently • Empathising • Using numeracy effectively • Understanding the needs of internal and external customers • Persuading effectively • Establishing and using networks • Being assertive • Sharing information • Speaking and writing in languages other than English
Team work that contributes to productive working relationships and outcomes	• Working across different ages and irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of the team • Applying team work to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback
Problem solving that contributes to productive outcomes	• Developing creative, innovative solutions • Developing practical solutions • Showing independence and initiative in identifying problems and solving them • Solving problems in teams • Applying a range of strategies to problem solving • Using mathematics including budgeting and financial management to solve problems • Applying problem solving strategies across a range of areas • Testing assumptions taking the context of data and circumstances into account. • Resolving customer concerns in relation to complex projects issues
Initiative and enterprise that contribute to innovative outcomes	• Adapting to new situations • Developing a strategic, creative, long term vision • Being creative • Identifying opportunities not obvious to others • Translating ideas into action • Generating a range of options • Initiating innovative solutions

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
Planning and organising that contributes to long and short term strategic planning	• Managing time and priorities– setting time lines, coordinating tasks for self and with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies • Establishing clear project goals and deliverables • Allocating people and other resources to tasks • Planning the use of resources including time management • Participating in continuous improvement and planning processes • Developing a vision and a proactive plan to accompany it • Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria • Collecting, analysing and organising information • Understanding basic business systems and their relationships
Self management that contributes to employee satisfaction and growth	• Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and visions • Articulating own ideas and visions • Taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn – mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting – on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
Technology that contributes to effective carrying out of tasks	• Having a range of basic IT skills • Applying IT as a management tool • Using IT to organise data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the appropriate physical capacity

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(I) Objective course outline   page 2

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