1. Preamble

1.1 Purpose
This Policy sets out the academic principles and overarching rules applicable to UNSW postgraduate coursework programs. The aim is to ensure that the University’s postgraduate coursework programs consistently conform to a coherent and clearly defined model, and to provide a framework for assuring the quality of the program offerings.

The policy aligns with the UNSW Structure of Undergraduate Programs - Policy and its development has been informed by an assessment of the requirements of the Higher Education Standards Framework (Threshold Standards) 2011 and the Australian Qualifications Framework 2011.

1.2 Scope
This Policy applies to all UNSW postgraduate coursework programs of study that lead to the award of Graduate Certificate, Graduate Diploma and/or Masters Degree.

1.3 Definitions

A glossary of additional UNSW academic terminology is provided in Appendix B of the Structure of Postgraduate Coursework Programs – Procedure.
2. Policy statement

2.1 Principles
UNSW postgraduate coursework programs will be offered in accordance with the following principles:

• The programs will be defined by their purpose. Masters programs, in particular, may be for broadening, deepening or for professional accreditation purposes, or a combination of these. 
  Refer to Appendix 1 for examples of different types of masters programs.
• The program’s purpose, characteristics of student cohorts, and required learning outcomes will:
  − drive the design of the learning environment, curriculum, program structure and duration, teaching and assessment methods, and student entry requirements; and
  − be used to establish the qualifications required of teachers in the program.
• The program should seek to deliver the UNSW graduate attributes and will specify program-level learning outcomes, including knowledge and/or skills and the application of knowledge and/or skills, that are appropriate to the qualification level and discipline.

2.2 Knowledge and skill requirements
Postgraduate coursework programs have one or more of the following components:

• Advanced disciplinary knowledge and/or skills;
• Disciplinary knowledge and/or skills; and
• Foundational and cognate knowledge and/or skills.

For cross-disciplinary and multi-disciplinary programs, ‘disciplinary’ may refer to more than one discipline.

The knowledge and/or skill components within a program will depend on the program purpose, qualification level and types of entrants. Generally, a program’s content, teaching approaches and assessment should be designed so that students progress from foundational and cognate knowledge to advanced disciplinary knowledge as they move to higher qualification levels or through stages in a single qualification. The learning outcomes that students will be required to achieve will therefore reflect this progression.

2.3 Program structure and duration
A postgraduate coursework program may be designed as a single stand-alone program or structured to form part of an articulated suite of programs.

Typically, the duration of programs (expressed as units of credit) will be determined by program purpose, the characteristics of the student cohort and the required learning outcomes.

Generally, programs that are of a longer duration contain a curriculum which is intended to accommodate a cohort of students who do not have prior qualifications or relevant experience (and therefore need additional time to attain the disciplinary knowledge required to meet the program-level learning outcomes) or are for students who wish to attain more disciplinary breadth or depth.

In considering duration, the program must achieve all requisite learning outcomes in the allocated UoC. Where appropriate, consideration may also be given to:

• The requirements for professional accreditation; and/or
• Similar programs of high-quality international or G08 comparators, and their associated entry requirements.
2.4 Discipline and cognate discipline
The meaning of ‘discipline’ and ‘cognate discipline’ will be defined at the program level and will depend on program purpose. Program documentation will explicitly state and justify the cognate disciplines which are accepted for determining program duration and student entry requirements.

2.5 Pathways
Program documentation will specify the entry and exit points and pathways to further study enabled by the program, including whether the program leads to learning outcomes that could contribute to meeting the admission requirements for entry to a higher degree research program.

2.6 Recognition of prior learning
Faculty Standing Committees will ensure that processes are in place for the recognition of prior learning (RPL) for entry into a program and/or the awarding of credit for the partial fulfilment of a qualification.

2.7 Dual awards and international partnerships
A masters coursework program may be combined with another masters coursework program (dual master awards) or with an undergraduate program (cross career programs).

Combinations of programs may be intra-Faculty, cross-Faculty or cross-institution. Where programs are combinations of single award programs, each component single award program must comply with UNSW policies for programs at the relevant qualification level.

Where there is a disciplinary overlap of programs, program documentation will contain information on course sharing and the minimum duration to complete the dual award program.

Where programs are offered in collaboration with another institution, they must comply with UNSW policies for managing these arrangements.

3. Legal and policy framework
This policy must be read in conjunction with the following:
- Tertiary Education Quality and Standards Agency Act and the Higher Education Standards Framework (Threshold Standards)
- Australian Qualifications Framework
- Education Services for Overseas Students (ESOS) Act.

Postgraduate Coursework Programs – Procedure and the Academic Board discussion papers and decisions listed on page 1 under Associated Documents.

4. Implementation

4.1 Roles and responsibilities
The Vice-President and Deputy Vice-Chancellor (Academic) is responsible for the development and implementation of this policy.

The Pro-Vice-Chancellor (Students) is responsible for maintaining the procedure associated with this Policy.

4.2 Support and advice
Support and advice in relation to this policy are available from:
- Pro-Vice-Chancellor (Students)
- President, Academic Board
- Director, Student and Academic Services
- Director, Learning and Teaching Unit.
### 5. Review and history

This policy is due for review three years from the date of effect.

#### Appendix A: History

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<tr>
<th>Version</th>
<th>Authorised by</th>
<th>Approval Date</th>
<th>Effective Date</th>
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<td>1.0</td>
<td>Acting President and Vice-Chancellor</td>
<td>9 October 2012</td>
<td>9 October 2012</td>
<td>New policy</td>
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<tr>
<td>2.0</td>
<td>President and Vice-Chancellor</td>
<td>1 July 2014</td>
<td>1 July 2014</td>
<td>Full review</td>
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Appendix 1: Examples of different types of Masters Programs

The structure and duration of a postgraduate coursework program will depend on the program purpose, the characteristics of the student cohort and the required learning outcomes. Masters programs may be for broadening, deepening or for professional accreditation purposes, or a combination of these.

The purpose of a Broadening Masters is to develop knowledge in a new area, or multidisciplinary area building on earlier learning, for employment or as pathway for further learning. These programs may also be described as Transitioning. A Broadening Masters could also have an interdisciplinary focus.

The purpose of a Deepening Masters is to develop knowledge in an existing area to a deeper level for specialised employment or as pathway for further learning. These programs may also be described as Specialist or Academic Masters.

The purpose of a Professional Accreditation Masters is to develop knowledge in areas that meet professional accreditation requirements for entry to/continuation in a profession.