

UNIVERSITY OF MELBOURNE

Notes to Assist in Completion of Postgraduate Coursework Proposal Form Parts B and C

Proposals for new courses or major changes to existing courses must include the signatures of the Head/Dean of all the contributing Graduate Schools/Faculties. A form which does not include all of the relevant signatures will not be accepted for processing.

Note 1: Name of program

If the proposal is for a nested program, or if there is separate entry into the final year of a program (e.g. when there are both 200 and 100 point versions of a Masters program), both proposals should be presented for approval at the same time and details provided using one form (Also see Note 5 below on Exit Points.)

Note 2: Course Objectives

Objectives describe what students are expected to learn as a result of participating in a program, and must be provided for all new programs and subjects. They should be split into two sections: specific and generic. Specific objectives are those learning skills that relate to the discipline, whereas generic objectives are those which describe the graduate attributes expected at the completion of the course.

Note 3: Entry requirements

Selection Procedures Committee recommends to Academic Board the entry and selection criteria for all undergraduate and taught graduate programs. Selection for each program takes place according to the Principles of Selection for the University and Academic Board Resolutions on Selection. The University Statutes on Principles of Selection can be found at:

<http://www.unimelb.edu.au/Statutes/r111r3.html>.

Examples

Master of Business and Information Technology – 200 and 150 credit points

1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria-

200 credit points

- an undergraduate degree, or equivalent, in any discipline.

150 credit points

- an undergraduate degree and at least one year of documented relevant work experience, or equivalent.

2. The Selection Committee may conduct interviews and tests and may call for referee reports or employer references to elucidate any of the matters referred to above.

Master of Commerce – 100 credit points

Master of Commerce (Accounting and Business Information Systems) – 100 credit points

Master of Commerce (Economics) – 100 credit points

1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria-

- an honours degree in Economics, Finance, Commerce or a related discipline with at least H2B (70%) average, or equivalent; or
- a relevant postgraduate diploma with at least H2B (70%) average.

2. The Selection Committee may conduct interviews and tests and may call for referee reports or employer references to elucidate any of the matters referred to above.

The English entry requirements and specific Resolutions for programs in each Faculty can be found at: <http://www.unimelb.edu.au/Statutes/r111r3attachA.html>

Given the Melbourne Model, entry to Professional Masters will normally be from a three-year undergraduate degree. Faculties will need to consider whether they set a particular level of performance (adding the words “or equivalent” to cover students coming from other institutions with different marking schemes). There is a myth current in some quarters that there is a University-wide requirement of an H2B average for entry into Masters degrees. This is not so. While many faculties do impose such a requirement, it is neither universal nor necessary. If a level of performance is set, it should be made clear whether it is over the whole degree, over the final year, or in studies in a particular area.

Since entry to Professional Masters programs will be open to students from other Universities, not just students from the New Generation Melbourne degrees, careful thought should be given to how requirements for prerequisite studies are formulated. What is meant by terms such as “major” varies considerably from institution to institution, and even within institutions. It may be worth considering leaving the actual entry requirement fairly open, but making a statement of assumed knowledge as a guide to students selecting studies with the aim of getting into the program.

It is relevant to note here the policy that no credit will be given for undergraduate studies in Masters degrees. Students may gain exemptions from a compulsory subject if they have covered some of the material at undergraduate level, but need to complete the full number of points to take out the award.

Note 4: Graduate Attributes and Expectations of Professional Masters

The revised statement of Graduate Attributes as approved by Academic Board is as follows:

The Melbourne Experience enables our Graduates to become:

Academically excellent

Our graduates will be expected to:

- have a strong sense of intellectual integrity and the ethics of scholarship
- have in-depth knowledge of their specialist discipline(s)
- reach a high level of achievement in writing, generic research activities, problem-solving and communication
- be critical and creative thinkers, with an aptitude for continued self-directed learning
- be adept at learning in a range of ways, including through information and communication technologies

Knowledgeable across disciplines

Our graduates will be expected to:

- examine critically, synthesise and evaluate knowledge across a broad range of disciplines
- expand their analytical and cognitive skills through learning experiences in diverse subjects
- have the capacity to participate fully in collaborative learning and to confront unfamiliar problems
- have a set of flexible and transferable skills for different types of employment

Leaders in communities

Our graduates will be expected to:

- initiate and implement constructive change in their communities, including professions and workplaces
- have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations
- mentor future generations of learners
- engage in meaningful public discourse, with a profound awareness of community needs

Attuned to cultural diversity

Our graduates will be expected to:

- value different cultures
- be well-informed citizens able to contribute to their communities wherever they choose to live and work
- have an understanding of the social and cultural diversity in our community
- respect indigenous knowledge, cultures and values

Active global citizens

- Our graduates will be expected to:
- accept social and civic responsibilities
- be advocates for improving the sustainability of the environment
- have a broad global understanding, with a high regard for human rights, equity and ethics

The following statement of Expectations of Professional Masters has been adopted by Academic Board:

A new generation professional Masters degree will be distinguished by a commitment to:

- *learning and teaching based on the best available research;*
- *a respect for the intellectual maturity and diversity of experience in the student cohort;*
- *pedagogies that promote independent critical inquiry, analysis and reflection;*
- *a strong engagement with the professional community in designing and delivering the program, where appropriate.*

The graduates of a new generation professional Masters degree will meet the University of Melbourne graduate attributes at a high level, and, in particular will:

- *be well-prepared for highly accomplished practice in their profession, including meeting any accreditation requirements*
- *demonstrate a respect for the evidence base of research underpinning best practice in their profession;*
- *have a strong commitment to principles of ethical practice and to furthering equity and diversity within their profession;*
- *be committed to ongoing development of their own professional knowledge and skills through continuing critical inquiry;*
- *demonstrate leadership by their capacity to plan and implement creative and productive change in their workplace and their profession;*
- *be able to communicate their professional knowledge both to their peers and to members of the general community.*

Faculties/graduate schools should not feel that they need to address every one of the dot points, but rather should use the above as a checklist. They should note particular features of the program that help achieve the attributes and make a statement that they have been considered in the design of the program.

Note 5: Exit Points

Recommendation 14.4 of the Curriculum Commission Report says that there should be “clear points of early exit with an appropriate (and desirable) qualification”. This is in the recommendation dealing with pathways to research higher degrees, but it has broader relevance. Faculties/graduate schools may wish to consider whether there are appropriate exit points within the Masters degree at which a student might exit with a lesser qualification. In many cases, where professional accreditation is involved, this will not be possible, but in other cases, where it is possible, it would be in keeping with the move across the University to “stackable” awards, with students able to build up from a Post/graduate Certificate to a Post/graduate Diploma, to a Masters.

These exit qualifications will need to be set up as separate awards, and so the information requested on the form is necessary. Program objectives, by definition, cannot be the same as for the longer program, since the outcomes will inevitably be lesser. Entry requirements will, of course, always be the same as for the longer program, and so no separate statement of these is required. For details on the policies approved in 2007 please refer to the report at - www.unimelb.edu.au/abp/pcpc/pdf/higherdeg.pdf .

Note 6: Progression to PhD

The Curriculum Commission was concerned that there should be clear pathways into research higher degrees, especially the PhD, and with “the need to offer research subject options as part of (postgraduate coursework) programs”.

The Admission Requirements for the PhD state:

Applicants are normally required to complete a research project/component that accounts for at least 25% of their year's work at 4th year or at masters level.

It goes on to state that graduates of certain undergraduate professional degrees at the University are deemed to have met this requirement. As professional masters programs are developed in these areas, RHDC will need to make a decision as to whether the Professional Masters in the area can also be deemed to have met it.

Note 7: Guaranteed Pathways

A number of Faculties will want to establish a guaranteed pathway into a Professional Masters program for students with high VCE ENTER scores to help safeguard against the phenomenon of “bright flight”. The program proposal must specify:

- a) the ENTER score and any prerequisite VCE studies required for the guaranteed pathway;
- b) the New Generation undergraduate degree(s) in which the student will be expected to study (if there are restrictions);
- c) any specific subjects/studies the student will require for entry to the Professional Masters (again a statement of assumed knowledge might be most useful here);
- d) the level of performance expected in the undergraduate degree for the student to be permitted to take up the pathway

