

AQF LEVEL	AQF LEVEL 9 CRITERIA – MASTERS DEGREE (COURSEWORK)		PROGRAM LEARNING OUTCOMES
<b>PURPOSE</b>	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.		
<b>KNOWLEDGE</b>	Graduates of a Masters Degree (Coursework) will have: <ul style="list-style-type: none"> <li>▪ a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice</li> <li>▪ knowledge of research principles and methods applicable to a field of work and or learning</li> </ul>	Graduates of the Master of Secondary Teaching will have: <ul style="list-style-type: none"> <li>• research-informed knowledge of international best practice in curriculum, pedagogy and assessment relevant to Secondary Education</li> <li>• research-informed knowledge of learners, learning theories and the social contexts that influence them</li> <li>• knowledge of educational policies and how these inform practice in 21<sup>st</sup> century education contexts</li> <li>• knowledge of research principles and methods applicable to educational contexts.</li> </ul>	
<b>SKILLS</b>	Graduates of a Masters Degree (Coursework) will have: <ul style="list-style-type: none"> <li>▪ cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship</li> <li>▪ 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</li> <li>▪ cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level</li> </ul>	Graduates of a Master of Secondary Teaching will have: <ul style="list-style-type: none"> <li>• cognitive skills to interpret, critically evaluate and apply research-informed understanding to the processes of designing and justifying high quality curriculum, pedagogy and assessment</li> <li>• skills to synthesise the complex concepts and theories that relate to learners, learning and society contexts to inform professional decision-making relevant to secondary education contexts</li> <li>• skills to investigate, interpret and evaluate complex and often competing policies and to communicate understandings to a range of specialist and non-specialist audiences (parents, community groups, professional colleagues and learners)</li> <li>• Skills to identify the impact of teaching practices on learners and learning through analysis and evaluation of data</li> <li>• Technical, theoretical and cognitive skills to design implement, analyse, evaluate and communicate findings of practitioner research that contributes to professional practice.</li> </ul>	

**APPLICATION OF  
 KNOWLEDGE &  
 SKILLS**

<ul style="list-style-type: none"> <li>▪ communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences</li> <li>▪ technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship</li> </ul>	
<p>Graduates of a Masters Degree (Coursework) will demonstrate the application of knowledge &amp; skills:</p> <ul style="list-style-type: none"> <li>▪ with creativity and initiative to new situations in professional practice and/or for further learning</li> <li>▪ with high level personal autonomy and accountability</li> <li>▪ to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship</li> </ul>	<p>Graduates of the Master of Secondary Teaching will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>• to plan and execute a substantial research-informed project and undertake a capstone internship</li> <li>• as autonomous, accountable and responsible teachers</li> <li>• as creative, adaptable, flexible and research-informed leaders of learning within the highly dynamic profession of teaching</li> <li>• by ensuring that learners and their social contexts underpin professional decision-making processes and practices</li> <li>• through a personal commitment to the importance of continued professional learning.</li> </ul>