

Postgraduate Qualifications (AQF Level 8 & 9) Policy

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Description	This policy describes the Graduate Certificate, Graduate Diploma, and Masters qualifications. It also defines the requirements for the double Masters degree.

Related documents

[Student Administration Policy](#)

[Academic Awards, Programs, Nomenclature and Abbreviations](#)

[Credit and Recognition of Prior Learning Policy](#)

[Course Catalogue, Coding and Other Course Attributes Policy](#)

[Structure and Requirements of Qualifications Awarded by Griffith University](#)

[\[Scope\]](#) [\[Definitions\]](#) [\[Program and Award Titles\]](#) [\[Length of Postgraduate Programs\]](#) [\[Use of Courses from AQF Level 7 Qualifications\]](#) [\[Research\]](#) [\[Graduate Certificate\]](#) [\[Graduate Diploma\]](#) [\[The Masters Degree\]](#) [\[Masters Degree \(Coursework\)\]](#) [\[Masters Degree \(Research\)\]](#) [\[Masters Degree \(Extended\)\]](#) [\[Double Masters Degree\]](#) [\[Credit in Masters Degrees\]](#) [\[Conferring of Awards\]](#)

1. SCOPE

This policy describes the Graduate Certificate, Graduate Diploma, and Masters qualifications.

The Graduate Certificate and the Graduate Diploma are located at Level 8 of the Australian Qualifications Framework (AQF). The Masters Degree Coursework, Research and Extended are located at Level 9 of the AQF. The AQF level and qualification type is indicated in the program title by the following nomenclature.

Higher Education Awards		
AQF Level and Qualification Type	Qualification Title	Abbreviation
9 Masters (Extended)* * AQF allows a number of exceptions to the Award Descriptor for the Masters (extended)	Doctor of e.g. Medicine, Physiotherapy, Dentistry	D
9 Masters (Research) 9 Masters (Coursework) 9 Masters (Extended)	Master of field of study	M
8 Graduate Diploma	Graduate Diploma of field of study	GDip
8 Graduate Certificate	Graduate Certificate in field of study	GCert

Students undertaking Graduate Certificate, Graduate Diploma, Coursework Masters or Extended Masters programs are designated as being in the postgraduate career. Students undertaking Masters

Research programs are designated as being in the research career and are managed under the provisions of the Higher Degree Research Policy.

This policy refers to these five AQF qualification types and provides guidance to assure the programs as approved Programs Committee are consistent with students acquiring the AQF learning outcomes (knowledge, skills, and application of knowledge and skills) as set out in the criteria and descriptors for these qualification types.

2. DEFINITIONS

Advanced standing is the granting of block credit of a trimester/teaching period or more. Advanced standing indicates that the student is deemed to have satisfied all the program requirements that are embedded in the trimester(s)/teaching period(s) for which block credit has been awarded. Advanced standing reduces the number of courses the student must undertake to successfully complete the program.

AQF qualification is a completed University accredited program of learning that leads to formal certification that a graduate has achieved the learning outcomes as described in the AQF.

Capstone course is a course which offers students nearing graduation the opportunity to summarise, evaluate and integrate learning from across a range of learning experiences to engage with a task which addresses a contemporary issue or problem facing a particular discipline or profession.

Components of a qualification refer to units of academic work or courses, the completion of which leads to an AQF qualification.

Coursework is a method of teaching and learning that leads to the acquisition of skills and knowledge that does not include a major research component.

Discipline refers to a defined branch of study or learning consistent with the field of education classification in the Australian Standard Classification of Education (ASCED). The ASCED includes 12 broad fields of education with each classification further divided into narrow and detailed fields of education. **Same discipline** qualifications are designed to deepen knowledge, skills and application, and **different discipline** qualifications are designed to broaden knowledge, skills and application through further learning.

Higher Degree by Research (HDR) refers to Research Masters or Research Doctorate where a;

- Research Masters means a Level 9 qualification as described in the Australian Qualifications Framework and where a minimum of two-thirds of the program of learning is for research, research training and independent study;
- Research Doctorate means a Level 10 qualification as described in the Australian Qualifications Framework and where a minimum of two years of the program of learning, and typically two-thirds of the qualification, is research.

Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Learning profile is a statement of an applicant's achievements of learning outcomes, knowledge, skills and competencies, supported by appropriate evidence, relevant to the particular program for which admission is sought. The Learning Profile forms part of the Online Credit Application.

Nested qualifications are purposely designed qualifications that enable explicit articulation pathways and encompass more than one AQF level and/or qualification type.

Prior learning is learning that has taken place prior to admission to a program of the University or prior to undertaking a relevant component of a program.

Formal learning is the learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification. Examples of formal learning include study undertaken with other Australian Higher Education Providers and study at recognised overseas institutions. It also includes credentialed programs provided by recognised professional bodies, employers and other authorities.

Non-formal learning refers to learning that takes place through a structured program of learning but does not lead to an officially accredited qualification. Examples of non-formal learning are: learning and training activities undertaken in the workplace, voluntary sector or in community-based settings.

Informal learning is learning gained through work, social, family, hobby or leisure activities and experience. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support.

Research comprises systematic experimental and theoretical work, application and/or development that results in an increase in the dimensions of knowledge. The term **research** includes original, exploratory, experimental, applied, clinically or work-based and other forms of creative work undertaken systematically to increase knowledge and understanding, deploying a range of research principles and methodologies. Research is specified in the AQF learning outcomes for the Masters Degree. The amount and type of research varies in each of the Masters degree qualifications.

3. PROGRAM AND AWARD TITLES

Postgraduate qualification titles (program and award titles) may indicate if the qualification has been achieved through research or coursework. Program and award titles are to include the term 'research' where a minimum of two-thirds of the volume of learning is for research, research training and independent study.

4. LENGTH OF POSTGRADUATE PROGRAMS

The length of a postgraduate program shall be approved by the Programs Committee. In considering the length of a program, the Programs Committee will give due regard to the aims of the program, the characteristics of the students who shall enter the program and, where applicable, professional accreditation requirements and, the length of similar programs in other institutions. Typical program lengths and weightings are set out in Table 1:

TABLE 1 TYPICAL PROGRAM LENGTHS AND WEIGHTINGS

AQF Level 8 Qualification	Volume of learning	Weighting
Graduate Certificate	Typically 0.5 – 1 year	Range 40CP- 80CP, typically 40CP
Graduate Diploma	Typically 1 - 2 years	Range 80CP-160CP, typically 80CP
AQF Level 9 Qualification	Volume of learning	Weighting
Masters Coursework	Typically 1 – 2 years	Range 80 -160CP, typically 80CP, 120CP & 160CP
Masters Research	Typically 1-2 years	Range 80 -160CP, typically 80CP, 120CP & 160CP
Masters Extended	Typically 3 - 4 years	Range 240 – 320CP, typically 240CP & 320CP

5. USE OF COURSES FROM AQF LEVEL 7 QUALIFICATIONS

Postgraduate qualifications (AQF Level 8 & 9) are to consist predominantly of:

- courses designed specifically for postgraduate programs for example:
 - Graduate Certificate (40CP) - AQF level 8 - to have the balance of courses delivering level 8 learning outcomes.
 - Graduate Diploma (80CP) - AQF level 8 - to have the balance of courses delivering level 8 learning outcomes.
 - Masters (Coursework or Research) (80CP, 120CP and 160CP) - AQF level 9 - to have the balance of courses delivering level 9 learning outcomes.

- courses with the same curriculum as undergraduate courses but with learning outcomes, teaching approaches and assessment strategies modified in a manner consistent with the qualification type and therefore recoded as postgraduate (AQF level 8 and 9) courses. For further information about recoding see [Course Catalogue, Coding and Other Course Attributes Policy](#).

Where postgraduate programs include undergraduate courses WITHOUT modified learning outcomes, teaching approaches and assessment strategies, the limits on the inclusion of such undergraduate courses in Postgraduate qualifications (AQF Level 8 & 9) are set out in Table 2:

TABLE 2 USE OF UNDERGRADUATE COURSES IN POSTGRADUATE PROGRAMS

Qualification For Admission	Purpose	Final Year Bachelor Degree courses allowed in GradCert	Final Year Bachelor Degree courses allowed in GradDip	Final Year Bachelor Degree courses allowed in 80CP Masters	Final Year Bachelor Degree courses allowed in 120CP Masters	Final Year Bachelor Degree courses allowed in 160CP Masters
AQF level 7 Different discipline	broadening	10CP* (max)	20CP (max)	0CP	0CP	40CP (max)
AQF level 7 Different discipline	deepening	0CP	0CP	0CP	0CP	0CP
AQF level 7 Same discipline	broadening	10CP* (max)	20CP (max)	0CP	0CP	0CP
AQF level 7 Same discipline	deepening	0CP	0CP	0CP	0CP	0CP

**The first trimester/equivalent teaching period of study may contain CPs at AQF level 7 if there is an academic justification: e.g. it is a beginning qualification where students require introductory level content*

6. RESEARCH

The qualification descriptor for the Masters coursework, research and extended requires graduates to have specialised knowledge and skills for research, to independently research and apply established theories to a body of knowledge or practice and to plan and execute a substantial piece of research.

An overview of the substantial piece of research including the type/s and its/their proportion in the qualification is documented in the New Program Proposal for the Masters program along with the specified learning outcomes for the discipline and the means through which the learning outcomes are demonstrated in the research component.

All proposals for the establishment of Masters degrees (coursework), (research) and (extended) are to be approved by the Programs Committee. Programs Committee is responsible for assuring the learning outcomes for Masters degrees are consistent with the qualification type. A recommendation for a Masters (research) degree to be established is to be made to Programs Committee by the Board of Graduate Research.

In approving the establishment of Masters (coursework) and (extended) the Programs Committee is to consider the pedagogical rationale for the type, proportion, supervision and management of the research component.

The planning and execution of a substantial piece of research may be:

- included within multiple courses across the program that contribute to different program requirements;
- assigned to specific courses that contribute exclusively to the program's research component requirement.

Students may not commence any research work that raises ethical issues, until a clearance has been obtained from the relevant University body.

In those cases where the research component is 30CP or more and assigned to specific courses that contribute exclusively to the program's research component requirement each School shall provide to students information about undertaking the research project in the Course Profile consistent with [Guidelines for Undertaking a Dissertation in Bachelor \(Honours\), Graduate Diploma and Masters Degree Programs](#). The student is required to prepare their research project or dissertation in the required form and to submit it at the School Office (as advised) by no later than:

- Friday of the first week of June for students submitting in Trimester 1.
- Friday of the last week of October for students submitting in Trimester 2.

The Program Director may approve an extension of time no greater than 20 working days to submit the research project or dissertation on the grounds of illness, accident, disability, bereavement or other compassionate circumstances. In granting the extension the Program Director is to ensure the length of the extension is commensurate with the time the student was unable to work on their research project or dissertation and the extension does not unduly advantage the student over those who submitted in accordance with the University's deadline.

6.1 Supervision – Masters Degree Coursework

For research-based projects (which are normally less than 30CP) within the Masters Degree (Coursework) the supervision context may be group/tutorial based.

Research-based projects in Masters Degree (Coursework) are to be supervised through a group/tutorial model from staff with sufficient specialist knowledge in the discipline area.

The roles and responsibilities of students and staff in relation to this model of supervision are to be set out explicitly in the course profile for both parties, and should be provided to the examiners. This information should include, where appropriate, the number of hours of group supervision students can expect to receive.

The primary functions of these group based supervision sessions are to offer formative feedback opportunities to students throughout the period of study; to oversee draft copies of students' work, monitor their progress, and ensure they understand and are fulfilling their responsibilities. For these sessions students are expected to provide evidence of their progress through plans, drafts, working papers, and/or notes. Students may also be required to produce written or verbal presentations on their research in front of staff and, where appropriate, peers. Students may also be expected to engage in group-based research discussions. These sessions enable students to acquire additional feedback on their work, and to develop and clarify their arguments. These sessions can either be informal formative opportunities for discussion and feedback, or alternatively (where appropriate) a formal summatively assessed aspect of the research component.

6.2 Masters Degree (Extended)

6.2.1 Supervision

For research-based projects which are normally a minimum of 30CP:

- included within multiple courses across the Masters Degree (Extended) that contribute to different program requirements, including the research component, the supervision context may be group/tutorial based;
- conducted in specific courses that contribute exclusively to the program's research component requirement within the Masters Degree (Extended) the supervision context is individual based.

The Masters Degree (Extended) research-based project is to be conducted in accordance with Sections 8 and 9 of the [Bachelor Honours Degree \(Level 8\) Policy](#).

6.2.2 Research Pathways

The Masters Degree (Extended) may be undertaken as a pathway to a Masters Degree (Research) or for a Doctoral Degree. The amount and the type of research in a qualification for this purpose must comprise adequate preparation for research at a higher level demonstrated by the execution of a piece of research. Research in a Masters Degree (Extended) designed for advanced learning or for professional

outcomes may comprise applied research or professionally-oriented research and the outcome of the research is likely to be the execution of a project.

6.3 Masters Degree (Research)

The Masters research qualification comprises 66% of research which may include a research component, research training and independent study, the research component requirement is to include a research project or dissertation on a single coherent topic or theme, constituting at least half (50%) of the academic work required for the degree. The Masters Degree (Research) is to be conducted in accordance the Higher Degree Research Policy.

7. GRADUATE CERTIFICATE

7.1 Learning Outcomes

A Graduate Certificate is designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the AQF level 8 criteria and the Graduate Certificate descriptor as set out below:

Knowledge	Graduates of a Graduate Certificate will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area
Skills	Graduates of a Graduate Certificate will have: <ul style="list-style-type: none"> • cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems • cognitive skills to think critically and to generate and evaluate complex ideas • specialised technical and creative skills in a field of highly skilled and/or professional practice • communication skills to demonstrate an understanding of theoretical concepts • communication skills to transfer complex knowledge and ideas to a variety of audiences
Application of knowledge and skills	Graduates of a Graduate Certificate will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> • to make high level, independent judgements in a range of technical or management functions in varied specialised contexts • to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts • with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters

7.2 Admission Criteria

For admission to a Graduate Certificate:

- any bachelor degree or
- a combination of alternative admission criteria deemed to be equivalent may be specified such as:
 - formal learning undertaken for sub-degree qualifications (AQF Levels 1- 6), or
 - non-formal learning through programs provided by recognised professional bodies, employers and other authorities, and
 - non-formal learning in the form of work experience; or
 - informal learning in the form of demonstrable expertise.

Applicants seeking admission through a combination of formal, informal and non-formal learning are required to complete a Learning Profile which forms part of the Online Credit Application to support their admission application.

7.3 Requirements

In accrediting a Graduate Certificate qualification, the Programs Committee on the recommendation of the relevant Group Board, establishes the award and the requirements that need to be attained for the conferral of the award. The requirements normally include one or more of the following:

- Core Courses
- Elective Courses
- Research Component
- Capstone Course.

7.4 Credit

The maximum amount of credit that may be granted is one half of the Graduate Certificate program (20 CP).

8. GRADUATE DIPLOMA

8.1 Learning Outcomes

A Graduate Diploma is designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the AQF level 8 criteria and the Graduate Diploma descriptor as set out below:

Knowledge	Graduates of a Graduate Diploma will have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.
Skills	Graduates of a Graduate Diploma will have: <ul style="list-style-type: none">• cognitive skills to review, analyse, consolidate and synthesise knowledge and• identify and provide solutions to complex problems• cognitive skills to think critically and to generate and evaluate complex ideas• specialised technical and creative skills in a field of highly skilled and/or professional practice• communication skills to demonstrate an understanding of theoretical concepts• communication skills to transfer complex knowledge and ideas to a variety of audiences
Application of knowledge and skills	Graduates of a Graduate Diploma will demonstrate the application of knowledge and skills: <ul style="list-style-type: none">• to make high level, independent judgements in a range of technical or management functions in varied specialised contexts• to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts• with responsibility and accountability for personal outputs and all aspects of the• work or function of others within broad parameters

8.2 Admission Criteria

For a graduate diploma program

- any bachelor degree or
- a combination of alternative admission criteria deemed to be equivalent may be specified such as:
 - formal learning undertaken for sub-degree qualifications (AQF Levels 1- 6); or
 - non-formal learning through programs provided by recognised professional bodies, employers and other authorities; and
 - non-formal learning in the form of work experience; or
 - informal learning in the form of demonstrable expertise.

Applicants seeking admission through a combination of formal, informal and non-formal learning are required to complete a Learning Profile which forms part of the Online Credit Application to support their admission application.

8.3 Requirements

In accrediting a Graduate Diploma qualification, the Programs Committee on the recommendation of the relevant Group Board, establishes the award and the requirements that need to be attained for the conferral of the award. The requirements normally include one or more of the following:

- Core Courses
- Elective Courses
- Research component
- Capstone Course.

8.4 Credit

The maximum amount of credit that may be granted is 20CP for a Graduate Diploma program of one year (80CP) in length and less than one and a half years (120CP). In Graduate Diploma programs which are one and a half years (120CP) or more in length, the maximum amount of credit which may be granted is one half of the program.

9. THE MASTERS DEGREE

The Masters Degree 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. This is achieved through the following types of Masters Degrees:

- Masters Degree (Coursework)
- Masters Degree (Research)
- Masters Degree (Extended).

10. MASTERS DEGREE (COURSEWORK)

10.1 Learning Outcomes

A Masters Degree (Coursework) is designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the AQF level 9 criteria and the Masters Degree (Coursework) descriptor as set out below:

Knowledge	<p>Graduates of a Masters Degree (Coursework) will have:</p> <ul style="list-style-type: none"> ▪ 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
Skills	<p>Graduates of a Masters Degree (Coursework) will have:</p> <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ 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.
Application of knowledge and skills	<p>Graduates of a Masters Degree (Coursework) will demonstrate the application of knowledge & skills:</p> <ul style="list-style-type: none"> ▪ 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

10.2 Admission Criteria

For admission to a:

- 160CP Masters Degree (Coursework) designed to broaden knowledge, skills and application through further learning any bachelor degree (AQF Level 7) is suitable for admission.
- 160CP Masters Degree (Coursework) designed to deepen knowledge, skills and application through further learning a related bachelor degree (AQF Level 7) is suitable for admission.
- 120CP Masters Degree (Coursework) designed to broaden knowledge, skills and application through further learning a related bachelor degree (AQF Level 7) is suitable for admission.
- 120CP Masters Degree (Coursework) designed to deepen knowledge, skills and application through further learning any AQF level 8 qualification is suitable for admission.
- 80CP Masters Degree (Coursework) designed to deepen knowledge, skills and application through further learning a related AQF level 8 qualification is suitable for admission.

The following admission criteria may be specified individually in addition to the above or in combination as alternative admission criteria deemed equivalent to the above such as:

- formal learning undertaken for sub-degree qualifications (AQF Levels 1- 6), or
- non-formal learning through programs provided by recognised professional bodies, employers and other authorities, and
- non-formal learning in the form of work experience, or
- informal learning in the form of demonstrable expertise.

Applicants seeking admission through a combination of formal, informal and non-formal learning are required to complete a Learning Profile which forms part of the Online Credit Application to support their admission application.

10.3 Requirements

In accrediting a Masters Degree (Coursework), the Programs Committee on the recommendation of the relevant Group Board, establishes the award and the requirements that need to be attained for the conferral of the award. The requirements normally include one or more of the following:

- Core Courses
- Elective Courses
- Research Component
- Capstone course
- Major (minimum 40CP).

The major in the Masters Degree (Coursework) includes the research component specified for this qualification type. A student may be awarded the Masters Degree (Coursework) with one

award major, except where the Programs Committee has approved the degree be awarded with two majors.

11. MASTERS DEGREE (RESEARCH)

11.1 Learning Outcomes

A Masters Degree (Research) is designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the AQF level 9 criteria and the Masters Degree (Research) descriptor as set out below:

Knowledge	<p>Graduates of a Masters Degree (Research) will have:</p> <ul style="list-style-type: none"> ▪ 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
Skills	<p>Graduates of a Masters Degree (Research) will have:</p> <ul style="list-style-type: none"> ▪ 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.
Application of knowledge and skills	<p>Graduates of a Masters Degree (Research) will demonstrate the application of knowledge & skills:</p> <ul style="list-style-type: none"> ▪ 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

11.2 Admission Criteria

For admission to a:

- 160CP Masters Degree (Research) designed to broaden knowledge, skills and application through further learning any bachelor degree (AQF Level 7) is suitable for admission.
- 160CP Masters Degree (Research) designed to deepen knowledge, skills and application through further learning a related bachelor degree (AQF Level 7) is suitable for admission.
- 120CP Masters Degree (Research) designed to broaden knowledge, skills and application through further learning a related bachelor degree (AQF Level 7) is suitable for admission.
- 120CP Masters Degree (Research) designed to deepen knowledge, skills and application through further learning any AQF level 8 qualification is suitable for admission.
- 80CP Masters Degree (Research) designed to deepen knowledge, skills and application through further learning a related AQF level 8 qualification is suitable for admission.

In the case of Masters Degree (Research) where the admission requirement is an AQF Level 8 qualification, normally admission is granted on the basis of:

- a Bachelor with Honours, incorporating a significant research component, attained with a particular classification from a recognised institution;
- or a demonstrated record of research;

- or a qualification granted by a professional or other body deemed equivalent to a bachelor honours degree.

In selecting applicants for admission, consideration will be given to the availability of an appropriate supervisor or the necessary resources to undertake research or project work which is integral to the program.

When admission is sought to a Masters Degree (Research) the University may choose not to select an applicant due to the lack of an available primary supervisor who is actively carrying out research and publishing in the relevant discipline area.

11.3 Requirements

In accrediting a Masters Research qualification, the Programs Committee on the recommendation of the Board of Graduate Research and the relevant Group Board, establishes the award and the requirements that need to be attained for the conferral of the award. The requirements normally include one or more of the following:

- Core Courses
- Elective Courses
- Research component
- Capstone Course
- Major (a minimum of 40CP).

The major in the Masters Degree (Research) includes the research component specified for this qualification type. A student may be awarded the Masters Degree (Research) with one award major, except where the Programs Committee has approved the degree be awarded with two majors.

The Masters Degree (Research) is to be managed in accordance with the *Higher Degree Research Policy*.

12. MASTERS DEGREE (EXTENDED)

12.1 Learning Outcomes

A Masters Degree (Extended) is designed and accredited to enable graduates to demonstrate the learning outcomes expressed as knowledge, skills and the application of knowledge and skills specified in the AQF level 9 criteria and the Masters (Extended) descriptor as set out below:

Knowledge	<p>Graduates of a Masters Degree (Extended) will have:</p> <ul style="list-style-type: none"> ▪ 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
Skills	<p>Graduates of a Masters Degree(Extended) will have:</p> <ul style="list-style-type: none"> ▪ 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
Application of	<p>Graduates of a Masters Degree (Extended) will demonstrate the application of knowledge and skills:</p>

knowledge and skills	<ul style="list-style-type: none"> ▪ 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
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12.2 Admission Criteria

In the case of Masters Extended operating as graduate entry professional programs the entry requirement may be a related bachelor degree (AQF Level 7) or a combination of alternative admission criteria deemed to be equivalent may be specified such as:

- formal learning undertaken for sub-degree qualifications (AQF Levels 1- 6), or
- non-formal learning through programs provided by recognised professional bodies, employers and other authorities, and
- non-formal learning in the form of work experience, or
- informal learning in the form of demonstrable expertise.

Applicants seeking admission through a combination of formal, informal and non-formal learning are required to complete a Learning Profile which forms part of the Online Credit Application to support their admission application.

In selecting applicants for admission, consideration will be given to the availability of an appropriate supervisor or the necessary resources to undertake research or project work which is integral to the program.

12.3 Requirements

A Masters extended program may cover similar material to undergraduate courses, particularly in graduate entry professional programs, but will be delivered at a level appropriate for a graduate cohort in terms of sophistication of content and the demands made on students. This will be reflected in course objectives, learning activities, assessment tasks, achievement standards and the learning outcomes.

In accrediting a Masters Extended qualification, the Programs Committee on the recommendation of the relevant Group Board, establishes the award and the requirements that need to be attained for the conferral of the award. The requirements normally include one or more of the following:

- Core Courses
- Elective Courses
- Capstone course
- Research Component
- Major (a minimum of 40CP).

The major in the Masters Degree (Extended) includes the research component specified for this qualification type. A student may be awarded the Masters Degree (Extended) with one award major, except where the Programs Committee has approved the degree be awarded with two majors.

13. DOUBLE MASTERS DEGREE

A double Masters degree is one program with two award outcomes with the following characteristics:

- the core requirements and learning outcomes of each degree must be effectively satisfied within the structure of the double Masters degree. The elective requirements of each degree may be met by the requirements of the other degree.

the minimum duration of a double degree will be as follows:

- for a combination of two one-year Masters degrees (80CP each) the minimum duration of the double degree shall be (120CP);
- for a combination of two Masters degrees where either single degree is greater than one year and less than two years duration the minimum duration of the double degree shall be (160CP);

- for a combination of two Masters degrees where both single degrees are of two years duration (160CP each) the minimum duration of the double degree shall (240CP);
- the courses to be undertaken within the double Masters degree will normally be taught and assessed in English, regardless of the partner institution's language of instruction;
- two awards are conferred on the successful completion of a double Masters degree;
- under certain circumstances a student may be permitted to transfer from the double Masters degree program to one of the component degree programs; and

when a student with a partially completed Griffith University double degree transfers to one of the component single degrees, credit may be granted up to a maximum of the full credit point value of the single degree. To complete the other single degree, the normal processes of admission and credit apply in relation to a completed prior qualification.

Proposals to establish double Masters degrees will be assessed in accordance with the University's [Program Approval and Review](#) processes. Proposals for double Masters degrees to be offered in conjunction with an international partner will be considered in accordance with the [Procedure for Planning, Developing and Approving Transnational Programs](#).

In approving double Masters degrees the Programs Committee takes into account the comparability and equivalence of the learning outcomes, the volume of learning, the balance of learning, the program of study including content, and learning and assessment approaches.

14. CREDIT IN MASTERS DEGREES

In Masters programs which are one and a half years (120CP) or more in length, the maximum amount of credit which may be granted is one half of the program. Credit may not be granted for any dissertation or research component. Table 3 sets out the advanced standing or maximum amount of credit which may be granted. In this case the maximum amount of credit may be granted where the prior study is considered to have such a high degree of overlap to the content of the Masters degree, that program structure requirements can be met by the completion of the minimum amount of further study.

In Masters programs which are one year (80CP) in length, and less than one and a half years (120CP), a maximum of 20CP of credit may be granted.

Credit is based on formal coursework which is equivalent in content and standard to the courses in the Masters program.

Alternative coursework may be substituted in order to achieve the requirements for the Masters degree in accordance with Section 11.1 of the [Structure and Requirements of Degrees Awarded by Griffith University](#), where the prior study is considered to have such a high degree of overlap to the content of a course/s in the Masters degree.

The amount of credit awarded in accordance with Table 3 may not be greater than the amount of study successfully completed at the same or lower level (expressed as Griffith equivalent credit points) on which the award of credit is based.

Table 3 Guidelines for Amount of Credit in Master Degrees

Level of Prior Study	Masters Coursework & Masters Research			Masters Extended	
	Volume of learning typically 1 – 2 years			Volume of learning typically 3-4 years	
	Advanced Standing or Maximum CP of credit in			Advanced Standing or Maximum CP of credit in	
	160CP Masters	120CP Masters	80CP Masters	240CP Masters	320CP Masters
AQF Level 7 Bachelor Volume of learning typically 3-4 years	40**	0	0	40	80
AQF Level 8 Bachelor with Honours - concurrent Volume of learning typically 4 years	80	40	20*	80	160
AQF Level 8 Bachelor with Honours – end-on & embedded Volume of learning typically 1 year following a Bachelor degree	80	40	20*	40	80
AQF Level 8 Graduate Certificate Volume of learning typically 0.5 – 1 year	40	40	20*	20	40
AQF Level 8 Graduate Diploma Volume of learning typically 1 - 2 years	80	40	20*	40	80
AQF Level 9 Masters Coursework Volume of learning typically 1 – 2 years	80	60	20*	120	160
AQF Level 9 Masters Research Volume of learning typically 1-2 years	50+	40	20*	80	80
AQF Level 9 Masters Extended Volume of learning typically 3-4 years	80	40	20*	160	210

* Applicants are eligible for credit where they have been admitted on the basis of a prior qualification and have evidence of completing program/course content beyond that required for admission.

** Foundation postgraduate courses only.

+ As a Masters by research comprises 2/3 research and credit may not be granted for any research component.

15. CONFERRING OF AWARDS

When the student has completed all academic requirements for a specific postgraduate award, the Dean (Learning & Teaching), on the recommendation of the Program Director, certifies that the student has completed all program requirements and approves that the award be granted.¹

The University may award the Masters Degree (Coursework) and (Extended) qualifications with distinction where a student achieves a minimum program GPA of 6.5 with no failed courses. Additional criteria may be included with the approval of Programs Committee. The wording 'with distinction' will not form part of the award title.

Where the student has completed the requirements for the award of the Masters degree and meets the criteria for the degree to be awarded with distinction, the Dean (Learning & Teaching) for Masters Degree (Coursework) and (Extended) approves the inclusion of the honorific of 'with distinction' on the student's testamur on the recommendation of the Program Director.

¹ Council (4/2012) resolved to delegate authority to the Deans (Learning and Teaching) of the relevant academic group to approve the granting of academic awards to undergraduate students, and coursework postgraduate students who have satisfied the academic requirements for the award of a degree.