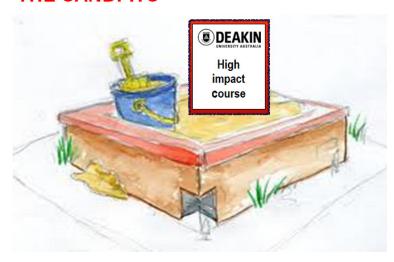# Deakin Learning Futures AGENDA 2020:
Stage 2: Assessment and learning design

Course Learning Outcome Standards templates (Rubrics) for AQF Level 7 Bachelor Degree Courses

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THE SANDPITS

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Course Learning Outcome Standards Templates (Rubrics) for AQF Level 7 Bachelor Degree Courses

Note: the following Course Learning Outcome Standards templates are detailed, holistic rubrics, designed to be used at a course level by teachers and students in order to evidence achievement (or otherwise) of the Deakin Graduate Learning Outcomes across a course. The minimum standard is that expected of a student on graduation from a course. The rubrics have been derived from The American Association of Colleges and Universities VALUE Rubrics (Rhodes 2010)[1] and have been aligned with the requirements for AQF Level 7 qualifications set out in the Australian Qualifications Framework (Australian Qualifications Framework Council 2011)[2]. The rubrics may be adapted and contextualised for specific courses and disciplines.

Deakin Graduate Learning Outcome 1: Discipline-specific knowledge and capabilities (AQF level 7 Bachelor degree) appropriate to the level of study related to a discipline or profession

Performance levels / Potential Performance Criteria	YET TO ACHIEVE MINIMUM STANDARD	MINIMUM STANDARD	EXCEEDS MINIMUM STANDARD
Insert text	Insert text	Insert text	Insert text
Exemplars	[link to text, image, audio, video]	[link to text, image, audio, video]	[link to text, image, audio, video]

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1 Rhodes, T. L., Ed. (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington D.C., Association of American Colleges and Universities.

2 Australian Qualifications Framework Council (2011). Australian Qualifications Framework 2011. Adelaide.

Deakin Graduate Learning Outcome 2: Communication (AQF level 7 Bachelor degree)
Using oral, written and interpersonal communication to inform, motivate and effect change

Performance levels / Potential Performance Criteria	YET TO ACHIEVE MINIMUM STANDARD	MINIMUM STANDARD	EXCEEDS MINIMUM STANDARD
Context, Audience and Purpose	Demonstrates lack of or inconsistent awareness of context and/or purpose so that the audience is unlikely to be engaged, informed or motivated.	Demonstrates consistent awareness of context and/or purpose so that the audience is engaged, informed and motivated.	Demonstrates a thorough understanding of context and purpose so that the audience is highly engaged, informed and motivated.
Content Development	Uses inappropriate and/or irrelevant content to develop and explore basic ideas and presents an unclear and incoherent exposition of knowledge and ideas.	Uses appropriate and relevant content to explore and develop ideas and presents a clear, coherent and independent exposition of knowledge and ideas.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject and presents a very clear, coherent, independent and highly professional exposition of knowledge and ideas.
Genre and Disciplinary Conventions	Inconsistent use of important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices.	Demonstrates consistent use of important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to the discipline or task including organisation, content, presentation, and stylistic choices.
English Proficiency	Uses basic English marred by errors that frequently impede meaning.	Uses straightforward English that conveys meaning, even though there may be occasional errors.	Uses graceful English that skilfully communicates meaning with clarity and fluency, and is virtually error-free.
Oral Presentation Delivery	Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make oral presentation generally difficult to follow.	Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make oral presentation generally interesting, engaging and credible.	Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make oral presentation credible, compelling, polished and engaging.
Interpersonal Communication	Interpersonal communication with individuals and groups rarely demonstrates emotional intelligence, sensitivity, and appropriate behaviour (such as eye contact, gesture).	Interpersonal communication with individuals and groups generally demonstrates emotional intelligence (self-awareness, empathy, and social skills), sensitivity, and appropriate behaviour (such as eye contact, gesture).	Interpersonal communication with individuals and groups consistently demonstrates emotional intelligence (self-awareness, empathy, and social skills), sensitivity, and appropriate behaviour (such as eye contact, gesture).
Application of Communication	Provides only general advice which does not demonstrate a well-developed sense of judgement, responsibility and autonomy.	Provides specialist advice within broad parameters demonstrating well-developed judgement, responsibility and autonomy.	Provides specialist advice on a wide range of issues, demonstrating highly developed judgement, responsibility and autonomy.
Add as Appropriate			
Exemplars	[link to text, image, audio, video]	[link to text, image, audio, video]	[link to text, image, audio, video]

Deakin Graduate Learning Outcome 3: Digital literacy (AQF level 7 Bachelor degree)
Using technologies to find, use and disseminate information

Performance levels / Potential Performance Criteria	YET TO ACHIEVE MINIMUM STANDARD	MINIMUM STANDARD	EXCEEDS MINIMUM STANDARD
Digital Proficiency	Generally avoids using commonly available technologies; or uses then inappropriately, ineffectively or inefficiently.	Generally selects and uses commonly available technologies appropriately, effectively and efficiently to analyse and evaluate information to complete a range of activities.	Consistently uses commonly available and new technologies appropriately, effectively and efficiently.
Determination of the Extent of Information Needed	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	Defines the scope of the research specified. Can determine key concepts. Types of information (sources) selected relate to concepts or research context.	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.
Ability to Access the Needed Information	Accesses information randomly, retrieves information that lacks relevance and quality.	Accesses information using a variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using effective, well-designed search strategies and most appropriate information sources.
Sources and Evidence	Demonstrates little or inconsistent use of credible, relevant sources to support ideas.	Demonstrates consistent use of credible, relevant digital sources to support appropriate ideas.	Demonstrates skilful use of high-quality, credible, relevant digital sources to support and develop appropriate ideas.
Evaluation of Information	Conflates or confuses assertion and personal opinion with information substantiated by robust evidence. Confuses logic with emotion.	Discriminates between assertion or personal opinion and information substantiated by relevant evidence. Identifies logical flaws.	Systematically and methodically discriminates between assertion or personal opinion and information substantiated by robust and relevant evidence. Identifies and rectifies logical flaws.
Use of Information to Accomplish a Specific Purpose	Communicates fragmented and/or inappropriate information (e.g. misquoted, taken out of context or incorrectly paraphrased).	Communicates, organises and synthesises information from a range of digital sources.	Communicates, organises and synthesises information from a broad range of digital sources and in a compelling manner.
Access and Use of Information Ethically and Legally	Demonstrates little understanding of or regard for the ethical and legal restrictions on the use of published, confidential, and/or proprietary information; uses citation and reference incorrectly, inadequately or not at all; uses information dishonestly or out of context.	Generally demonstrates understanding of and regard for the ethical and legal restrictions on the use of published, confidential, and/or proprietary information; uses citation and reference correctly and as required; uses information truthfully and in keeping with original context.	Consistently demonstrates understanding of and regard for the ethical and legal restrictions on the use of published, confidential, and/or proprietary information; uses citation and reference correctly and as required; uses information truthfully and in keeping with original context.
Digital Communication	Inconsistently uses commonly available technologies, or uses them inappropriately, ineffectively or inefficiently to communicate such that knowledge and ideas are not presented in a clear and coherent manner.	Generally uses commonly available technologies appropriately, effectively and efficiently to communicate knowledge, ideas and solutions to unpredictable and sometimes complex problems in a clear and coherent manner.	Consistently uses commonly available and new technologies appropriately, effectively and efficiently to present a very clear, coherent and independent exposition of knowledge and ideas and solutions to unpredictable and sometimes complex problems.
Exemplars	[link to text, image, audio, video]	[link to text, image, audio, video]	[link to text, image, audio, video]

Deakin Graduate Learning Outcome 4: Critical thinking (AQF level 7 Bachelor degree)
Evaluating information using critical and analytical thinking and judgment

Performance levels / Potential Performance Criteria	YET TO ACHIEVE MINIMUM STANDARD	MINIMUM STANDARD	EXCEEDS MINIMUM STANDARD
Explanation of Issues	The issue is described in such a way that ambiguities are unexplored, boundaries are undetermined, or context is unclear. Does not reflect an independent, coherent exposition of knowledge and ideas.	The issue is clearly described without ambiguity and in context, reflecting an independent, coherent exposition of knowledge and ideas.	The issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding, reflecting an independent, highly coherent exposition of knowledge and ideas.
Evaluation of Information	Conflates or confuses assertion and personal opinion with information substantiated by evidence. Confuses logic with emotion. Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. Limited ability to critically review, analyse and evaluate information. Analysis and evaluation do not reflect intellectual independence.	Discriminates between assertion or personal opinion and information substantiated by robust evidence. Identifies logical flaws. Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. Critically reviews, analyses and evaluates information to complete a range of activities. Analysis and evaluation generally reflect intellectual independence.	Systematically and methodically discriminates between assertion or personal opinion and information substantiated by robust evidence. Identifies and rectifies logical flaws. Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. Critically reviews, analyses and evaluates information to complete a wide range of tasks. Analysis and evaluation reflect a consistently high level of intellectual independence and rigour.
Existing Knowledge, Research, and/or Views	Presents information from inappropriate sources representing limited points of view or approaches. Demonstrates lack of synthesis of information and a broad understanding of knowledge, with little depth in any areas.	Presents in-depth information from relevant sources representing various points of view or approaches, consolidating and synthesising information and demonstrating a broad understanding of knowledge with depth in some areas.	Synthesises in-depth information and knowledge from a broad range of relevant sources representing various points of view, approaches or cultural contexts, demonstrating depth in a wide range of areas.
Analysis	Paraphrases or summarises information rather than analysis; rarely identifies patterns, differences or similarities.	Organises evidence to reveal obvious patterns, differences or similarities.	Organises and synthesises evidence to reveal insightful patterns, differences or similarities.
Inquiry Design	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Critical elements of the methodology or theoretical framework are appropriately developed although more subtle elements are not identified.	All elements of the methodology or theoretical framework are skilfully developed. Appropriate methodology or theoretical frameworks are synthesised from across disciplines.
Presenting and Defending a Position	Specific position (perspective or hypothesis) fails to take into account the complexities of an issue. Others' points of view are not acknowledged.	Specific position (perspective or hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged.	Specific position (perspective or hypothesis) is imaginative, taking into account the complexities of the issue. Limits of position are acknowledged. Others' points of view are synthesized within position.
Limitations and Implications	Presents few, if any, relevant and supported limitations and implications.	Presents and discusses relevant and supported limitations and implications, reflecting well-developed judgment.	Insightfully discusses in detail relevant and supported limitations and implications, reflecting highly developed judgment.
Exemplars	[link to text, image, audio, video]	[link to text, image, audio, video]	[link to text, image, audio, video]

Deakin Graduate Learning Outcome 5: Problem solving (AQF level 7 Bachelor degree)
Creating solutions to authentic (real world and ill-defined) problems

Performance levels / Potential Performance Criteria	YET TO ACHIEVE MINIMUM STANDARD	MINIMUM STANDARD	EXCEEDS MINIMUM STANDARD
Defining the Problem	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	Demonstrates the ability to independently construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Demonstrates the ability to independently construct a clear and insightful problem statement with evidence of all relevant contextual factors.
Creative Thinking	Proposes inappropriate adaptations of existing objects, solutions or ideas to address new problems.	Creates a new object, solution or idea; or proposes adaptations of existing objects, solutions or ideas to address new problems.	Creates an entirely new object, solution or idea; or proposes adaptations of existing objects, solutions or ideas to address new problems, reflects on and evaluates the creative process and product. Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. Transforms ideas or solutions into entirely new forms.
Identification of Strategies	Provides little evidence of imitative in planning and identifies no or few viable approaches for solving the problem within a specific context.	Demonstrates initiative and creativity in planning and Identifies multiple approaches for solving problems (some of which may be unpredictable and complex), some of which apply within a specific context.	Demonstrates a high level of initiative and creativity in planning and identifies multiple approaches for solving problems which are complex and unpredictable that apply within a specific context.
Proposing Solutions	Proposes inadequate or few solutions that indicate comprehension of the problem. Solutions or hypotheses are insensitive to contextual factors and do not include ethical, logical or cultural dimensions of the problem. Solutions do not reflect intellectual independence.	Proposes one or more creative solutions that indicates comprehension of the problem and reflects a generally sound level of judgement of the pros and cons of the various options and independence of thought. Solutions or hypotheses are sensitive to a diversity of contextual factors as well as some of the ethical, logical or cultural dimensions of the problem. Solutions reflect intellectual independence.	Proposes one or more creative solutions that indicates a deep comprehension of the problem and reflects a consistently high level of judgement of the pros and cons of various solutions and factors impacting on decision making within a professional context. Solution or hypotheses are sensitive to a diversity of contextual factors as well as all of the ethical, logical and cultural dimensions of the problem. Solutions reflect a high level of intellectual independence.
Evaluating Solutions	Evaluation of solutions is superficial lacking consideration for the history of the problem, with little or no logical examination of the feasibility or impact of solutions.	Evaluation of solutions considers the history of problem, logically examines the feasibility and impact of solutions.	Evaluation of solutions contains thorough and insightful explanation and includes thorough consideration of the history of the problem, logically examines the feasibility and impact of solutions.
Implementing Solutions	Provides little or no guidance as to how solutions might be implemented in a manner that adequately addresses multiple contextual factors of the problem.	Provides guidance as to how solutions might be implemented in a manner that adequately addresses multiple contextual factors of the problem.	Provides detailed and insightful guidance as to how solutions might be implemented in a manner that adequately addresses multiple contextual factors of the problem.
Exemplars	[link to text, image, audio, video]	[link to text, image, audio, video]	[link to text, image, audio, video]

Deakin Graduate Learning Outcome 6: Self-management (AQF level 7 Bachelor degree)
Working and learning independently, and taking responsibility for personal actions

Performance levels / Potential Performance Criteria	YET TO ACHIEVE MINIMUM STANDARD	MINIMUM STANDARD	EXCEEDS MINIMUM STANDARD
Intellectual Curiosity and Independence	Rarely explores a topic unless supervised or when required for assessment, and then does so at a surface level, providing little insight and/or information beyond basic facts.	Pursues substantial, additional knowledge and/or actively pursues independent educational experiences beyond classroom requirements. Explores a topic in depth, yielding insight and/or information.	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently. Explores a topic in depth, yielding a rich analysis and/or the discovery of little-known information.
Independent Intellectual Connection	Makes vague or no reference to previous learning; does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.
Reflection	Rarely, if ever, reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews and analyses prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.
Career Planning and Development	Shows little initiative in exploring career and further learning pathways and opportunities; takes little or no responsibility for maintaining accurate evidence of learning achievements from within formal course experiences.	Shows initiative in exploring career and further learning pathways and opportunities; takes responsibility for maintaining accurate evidence of learning achievements from within formal course experiences.	Shows initiative in exploring and evaluating career and further learning pathways and opportunities; takes responsibility for maintaining accurate and compelling evidence of learning achievements from within and beyond formal course experiences.
Professional Readiness	Demonstrates few if any professional behaviours such as a positive attitude, punctuality, personal presentation, work ethic, service orientation, responsibility, sense of accountability and reflective practice.	Demonstrates professional behaviours such as a positive attitude, punctuality, personal presentation, work ethic, service orientation, responsibility, sense of accountability and reflective practice.	Demonstrates exceptional professional behaviours such as a positive attitude, punctuality, personal presentation, a high performance work ethic, service orientation, a high level of personal responsibility and sense of accountability and reflective practice as a basis for continual professional development of self and others.
Application of Skills and Knowledge	Demonstrates little autonomy or judgement and responsibility in contexts that require self-directed work and learning.	Demonstrates autonomy and well developed judgement and responsibility in contexts that require self-directed work and learning.	Consistently demonstrates a high level of autonomy and well developed judgement and responsibility in contexts that require self-directed work and learning.
Exemplars	[link to text, image, audio, video]	[link to text, image, audio, video]	[link to text, image, audio, video]

Deakin Graduate Learning Outcome 7: Teamwork (AQF level 7 Bachelor degree)
Working and learning with others from different disciplines and backgrounds

Performance levels / Potential Performance Criteria	YET TO ACHIEVE MINIMUM STANDARD	MINIMUM STANDARD	EXCEEDS MINIMUM STANDARD
Constructive Teamwork	Fails to engage with the team, or does so minimally, resentfully or only when supervised, treats team members disrespectfully, demonstrates an indifferent or negative attitude about the team and its work.	Supports a constructive team climate by treating team members respectfully, showing a positive attitude about the team and its work, communicating politely and constructively, and providing assistance, encouragement or support to team members.	Supports a constructive team climate by treating team members respectfully, showing a positive attitude about the team and its work, communicating politely and constructively, and providing assistance, encouragement or support to team members, including leadership.
Facilitating the Contributions of Team Members	Derides or denigrates others' contributions, or disrupts team encounters.	Offers alternative solutions or courses of action that build on the ideas of others. Engages team members in ways that facilitate their contribution to meetings by constructively building upon or synthesising the contributions of others.	Helps the team move forward by articulating the merits of alternative ideas or proposals. Engages team members in ways that facilitate their contribution to meetings by both constructively building upon or synthesising the contributions of others as well as noticing when someone is not participating and inviting them to engage. Demonstrates formal or informal leadership within the team.
Team Commitment	Fails to complete assigned tasks by deadline; work accomplished is poor or impedes the team's progress. Does not demonstrate a level of responsibility and accountability to the team.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the team's task. Demonstrates a level of responsibility and accountability to the team.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the team's task. Proactively helps other team members complete their assigned tasks to a similar level of excellence. Demonstrates a consistently high level of responsibility and accountability to the team.
Response to Conflict	Creates, increases or ignores impasses and conflict.	Identifies and acknowledges impasses and conflict and takes positive steps to resolve it.	Addresses destructive conflict directly and constructively, helping to resolve it in a way that strengthens overall team cohesiveness and future effectiveness.
Application of Knowledge and Skills	Does not apply knowledge and skills with responsibility, accountability and well-developed in collaboration with others in professional practice contexts and in contexts that require self-directed work and learning within broad parameters.	Applies knowledge and skills with autonomy, well-developed judgement, responsibility and accountability in collaboration with others in professional practice contexts and in contexts that require self-directed work and learning within broad parameters.	Consistently applies knowledge and skills with a high level of autonomy, judgement, responsibility and accountability in collaboration with others in professional practice contexts and in contexts that require self-directed work and learning.
Add as appropriate			
Exemplars	[link to text, image, audio, video]	[link to text, image, audio, video]	[link to text, image, audio, video]

Deakin Graduate Learning Outcome 8: Global citizenship (AQF level 7 Bachelor degree)
Engaging ethically and productively in the professional context and with diverse communities and cultures in a global context

Performance levels / Potential Performance Criteria	YET TO ACHIEVE MINIMUM STANDARD	MINIMUM STANDARD	EXCEEDS MINIMUM STANDARD
Cultural Self Awareness	Shows minimal awareness of own cultural rules and biases.	Recognises own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer).	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).
Diversity of Communities and Cultures	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Cultural Worldview Frameworks	Demonstrates little or no understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates understanding of the complexity of elements important to members of several other cultures in relation to their history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of a range of other cultures in relation to their history, values, politics, communication styles, economy, or beliefs and practices.
Empathy	Views the experience of others but does so through own cultural worldview.	Recognises intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognises the feelings of another cultural group.
Civic Engagement	Shows little interest in or engagement with civic issues in local as well as national and international contexts.	Is interested in and informed about civic issues in local as well as national and international contexts.	Is interested in and informed about civic issues in local as well as national and international contexts. Actively participates in and engages with local communities.
Ethical Self-Awareness	Struggles to analyse and/or discuss core beliefs and their origins.	Can analyse and/or discuss core beliefs and their origins.	Can analyse and/or discuss core beliefs and their origins with depth and clarity.
Ethical Issue Recognition	Unable to effectively apply ethical perspectives to an ethical question.	Can apply ethical perspectives to an ethical question. Can state an ethical position as well as the objections to, assumptions and implications of that position.	Can apply ethical perspectives to an ethical question and is able to consider full implications of the application. Can state and reasonably defend an ethical position as well as the objections to, assumptions and implications of that position.
Adaptability	Unable to adapt knowledge and skills to diverse contexts including culturally diverse contexts.	Adapts knowledge and skills to diverse contexts, including culturally diverse contexts.	Consistently adapts knowledge and skills in a variety of ways to diverse contexts, including culturally diverse contexts.
Exemplars	[link to text, image, audio, video]	[link to text, image, audio, video]	[link to text, image, audio, video]