

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

Course Learning Outcome Standards templates (Rubrics) for AQF level 8 Graduate Certificate, Graduate Diploma Courses

Prepared by Associate Professor Kylie O'Brien, Director, Assessment and Learning Design

THE SANDPITS



Last updated March 2013

Course Learning Outcome Standards templates (Rubrics) for AQF Level 8 Graduate Certificate & Graduate Diploma Courses

Note: the following Course Learning Outcome Standards templates are holistic rubrics, designed to be used at a course level by teachers and students in order to evidence achievement (or otherwise) of the Graduate Learning Outcome's 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 8 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 8 Graduate Certificate, Graduate Diploma) 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]

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 8 Graduate Certificate, Graduate Diploma)

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 and/or audience so that the audience is unlikely to be engaged, informed or motivated, and advanced knowledge and ideas are not transferred successfully.	Demonstrates advanced understanding of the context and/or purpose and the audience so that the audience is engaged, informed and motivated; and complex knowledge and ideas may be transferred.	Demonstrates an advanced and integrated understanding of the context and/or purpose and the audience so that the audience is highly engaged, informed and motivated and complex knowledge and ideas may be transferred.
Content Development	Uses inappropriate and/or irrelevant content to develop and explore basic ideas and presents an unclear and incoherent exposition of complex knowledge and ideas; unable to demonstrate a clear understanding of theoretical concepts or an ability to clearly transmit knowledge and ideas to others.	Uses appropriate and relevant content to explore and develop ideas and presents a clear, coherent and independent exposition of complex knowledge and ideas, demonstrating an understanding of theoretical concepts and an advanced ability to transmit knowledge, ideas and solutions to complex problems.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject and presents a very clear, coherent, independent and highly professional exposition of complex knowledge and ideas, demonstrating an advanced and integrated understanding of theoretical concepts and an advanced ability to transmit knowledge, ideas and solutions to complex problems.
Genre and Disciplinary Conventions	Inconsistent use of important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices.	Demonstrates consistent skilful use of a range of important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices.	Demonstrates skilful, 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 impede meaning.	Uses advanced English that conveys meaning, with clarity and fluency.	Uses graceful English that expertly 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) often make oral presentation difficult to follow.	Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make oral presentation 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 does not generally demonstrate emotional intelligence, 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).	Interpersonal communication with individuals and groups consistently and expertly 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 about basic knowledge and ideas to limited audiences, which does not demonstrate a well-developed sense of judgement, responsibility and autonomy.	Communicates complex knowledge and ideas to a variety of audiences in varied specialised or creative contexts, demonstrating autonomy, well developed judgement, adaptability, accountability and responsibility.	Communicates complex knowledge and ideas to a variety of audiences in varied specialised and non-specialised contexts, demonstrating a high level of autonomy, expert judgement, adaptability, accountability and responsibility.
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 8 Graduate Certificate, Graduate Diploma)

Using technologies to find, use and disseminate information



Performance levels Potential Components	YET TO ACHIEVE MINIMUM STANDARD	MINIMUM STANDARD	EXCEEDS MINIMUM STANDARD
Digital Proficiency	Has some difficulty selecting commonly available technologies without assistance, and/or uses them inappropriately, ineffectively or inefficiently.	Consistently and independently selects and uses commonly available technologies appropriately, effectively and efficiently to analyse and evaluate information to complete a range of activities.	Consistently, independently and skilfully selects and uses commonly available and new technologies appropriately, effectively and efficiently.
Determination of the Extent of Information Needed	Has some difficulty defining the scope of the research question or thesis without assistance. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	Clearly defines the scope of the research specified and independently determines key concepts. Types of information (sources) selected clearly relate to concepts or research context.	Clearly defines the scope of a complex research question or thesis and independently determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.
Ability to Access the Needed Information	Accesses information from limited sources and sometimes retrieves information that lacks relevance and quality.	Accesses information using advanced search strategies and relevant information sources to complete a range of tasks including analysing, evaluating and transforming information and transmitting knowledge to a variety of audiences.	Accesses information using expert search strategies and the most appropriate information sources to complete a range of tasks including analysing, evaluating and transforming information and transmitting knowledge to a variety of audiences.
Sources and Evidence	Demonstrates inconsistent use of good quality, credible, relevant sources to critically analyse, evaluate, and transform information and support appropriate ideas...	Demonstrates advanced use of good quality, credible, relevant digital sources to critically analyse, evaluate and transform complex information and support appropriate ideas.	Demonstrates expert use of high-quality, credible, relevant digital sources to critically analyse, synthesise and evaluate complex information and support and develop appropriate ideas.
Evaluation of Information	Often conflates or confuses assertion and personal opinion with information substantiated by robust evidence. Confuses logic with emotion.	Systematically discriminates between assertion or personal opinion and information substantiated by robust and relevant evidence. Identifies and rectifies logical flaws.	Systematically discriminates between assertion or personal opinion and information substantiated by robust and relevant evidence in a highly consistent and discerning manner. Identifies and rectifies logical flaws.
Use of Information to Accomplish a Specific Purpose	Demonstrates a limited ability to critically analyse, evaluate, transform and communicate complex information. Utilises only a narrow range of digital sources to achieve only a narrow range of tasks in varied specialised or creative contexts, including generating and transmitting knowledge, skills, ideas and solutions to complex problems to a variety of specialist and non-specialist audiences.	Critically analyses, evaluates, transforms and communicates complex information from a range of digital sources to achieve a range of tasks in varied specialised or creative contexts, including generating and transmitting knowledge, skills, ideas and solutions to complex problems to a variety of specialist and non-specialist audiences.	Critically analyses, reflects on, organises and synthesises and communicates complex information from a broad range of digital sources to achieve a range of tasks in varied, specialised or creative contexts, including generating and transmitting knowledge, skills, ideas and solutions to complex problems to a variety of specialist and non-specialist audiences.
Access and Use of Information Ethically and Legally	Demonstrates limited 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.	Demonstrates an advanced 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 an advanced and integrated 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 in specialised or creative contexts to communicate with the result that knowledge and ideas are not generally presented in a clear and coherent manner.	Consistently selects and uses advanced technologies appropriately, effectively and efficiently, in varied specialised or creative contexts, to communicate knowledge, ideas and solutions to complex problems clearly and coherently to a variety of audiences.	Consistently and judiciously selects and uses advanced technologies appropriately, effectively and efficiently, in varied specialised and non-specialised contexts, to present a very clear, coherent and independent exposition of knowledge and ideas and solutions to unpredictable and complex problems to a variety of audiences.
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 8 Graduate Certificate, Graduate Diploma)
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	Does not explore ambiguities, determine boundaries or provide clear context for complex issues.	Clearly describes complex issues without ambiguity and in context.	Clearly and expertly describes complex issues, delivering all information necessary for full understanding.
Evaluation of Information	Often conflates or confuses assertion and personal opinion with information substantiated by evidence. Often 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. Analysis and evaluation often do not reflect intellectual independence, well-developed judgement, adaptability, responsibility or accountability.	Consistently discriminates between assertion or personal opinion and information substantiated by robust evidence. Identifies logical flaws. Information is taken from source(s) with skilful interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are questioned thoroughly. Critically analyses, evaluates and transforms complex information to complete a range of activities. Analysis and evaluation reflect intellectual independence, and well-developed judgement, adaptability, responsibility and accountability.	Consistently 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 expert interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. Critically analyses, evaluates and synthesises complex information to complete a wide range of tasks. Analysis and evaluation reflect a consistently high level of intellectual independence, expert judgement, adaptability, responsibility and accountability and intellectual rigour.
Existing Knowledge, Research, and/or Views	Presents information from inappropriate sources representing limited points of view or approaches. Does not synthesise information and/or demonstrate advanced knowledge in any area.	Synthesises in-depth information from a range of relevant sources representing various points of view or approaches demonstrating an advanced level of knowledge in one or more areas.	Synthesises in-depth information and knowledge from a broad range of relevant sources representing various points of view, approaches or cultural contexts, demonstrating an advanced and integrated understanding of knowledge in one or more areas.
Analysis	Paraphrases or summarises rather than analysing information; inconsistently identifies patterns, differences or similarities.	Organises and synthesises complex evidence to reveal patterns, differences or similarities.	Organises and synthesises complex evidence to reveal insightful patterns, differences or similarities.
Inquiry Design	Critical elements of the methodology or theoretical framework are often missing, incorrectly developed, or unfocused.	The methodology or theoretical framework is appropriately developed and applied within specialised contexts, reflecting well-developed judgement and adaptability.	The methodology or theoretical framework is expertly developed and applied within specialised contexts, reflecting highly developed judgement and adaptability. Appropriate methodology or theoretical frameworks are synthesised from across disciplines where appropriate
Presenting and Defending a Position	Specific position (perspective or hypothesis) generally fails to take into account the complexities of an issue. Others' points of view are not consistently acknowledged.	Specific position (perspective or hypothesis) is presented using advanced communication skills, taking into account the complexities of an issue, consistently acknowledging others' points of view and synthesising where appropriate.	Specific position (perspective or hypothesis) is expertly presented, is imaginative, and takes into account the complexities of the issue, consistently acknowledging others' points of view and synthesising where appropriate. Limits of position are acknowledged and skilfully articulated.
Limitations and Implications	Presents few relevant and supported limitations and implications.	Clearly presents and discusses relevant and supported limitations and implications.	Expertly discusses in detail relevant and supported limitations and implications.
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 8 Graduate Certificate, Graduate Diploma)
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 to construct a statement about a complex problem and related contextual factors.	Demonstrates the ability to independently construct a clear, adequately detailed statement about a complex problem with evidence of relevant contextual factors.	Demonstrates the ability to independently and expertly construct a clear and insightful statement about a complex problem with evidence of all relevant contextual factors.
Creative Thinking	Proposes inappropriate adaptations of existing objects, solutions or ideas to address new and complex problems.	Creates a new object, solution or idea; or proposes adaptations of existing objects, solutions or ideas to address new and complex problems and reflects on and evaluates the creative process or product, demonstrating independent thought and well developed judgement.	Creates a new object, solution or idea; or proposes adaptations of existing objects, solutions or ideas to address new and complex problems, and reflects on and evaluates the creative process and product, demonstrating independent, expert judgement. 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 few viable approaches for solving the problem within a specific context.	Demonstrates initiative in planning and Identifies multiple approaches for solving complex problems in varied specialised contexts. . Evaluates the relative merits of different approaches.	Demonstrates a high level of initiative in planning and identifies multiple approaches for solving complex problems in varied specialised contexts .. Expertly evaluates the relative merits of different approaches.
Proposing Solutions	Proposes inadequate or few solutions that would indicate comprehension of a complex problem. Solutions or hypotheses are generally insensitive to contextual factors and do not consistently include ethical, logical or cultural dimensions of the problem. Solutions do not generally reflect intellectual independence, adaptability and integrity.	Proposes one or more creative solutions that indicates advanced comprehension of a complex problem and reflects well-developed judgement of the pros and cons of the various options and independence of thought. Solutions or hypotheses are consistently sensitive to a diversity of contextual factors as well as the ethical, logical or cultural dimensions of the problem. Solutions reflect intellectual independence, adaptability and integrity.	Proposes one or more creative solutions that indicates a deep, integrated comprehension of a complex problem and reflects expert judgement of the pros and cons of various solutions and factors impacting on decision making within a professional context. Solution or hypotheses are consistently 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, adaptability and integrity.
Evaluating Solutions	Evaluation of solutions is often superficial, lacking consideration for the history of the problem, with limited logical examination of the feasibility or impact of solutions or regard for ethical implications.	Evaluation of solutions thoroughly considers the history of problem, and logically examines the feasibility and impact of solutions taking into account ethical implications.	Evaluation of solutions contains expert, insightful explanation, includes thorough consideration of the history of the problem, and logically examines the feasibility and impact of solutions taking into account ethical implications.
Implementing Solutions	Provides limited guidance as to how solutions might be implemented in a manner that adequately addresses multiple contextual factors of the problem.	Provides detailed guidance as to how solutions might be implemented in a manner that adequately addresses multiple contextual factors of the problem.	Provides expert guidance as to how solutions might be implemented in a manner that effectively 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 8 Graduate Certificate, Graduate Diploma)

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	Does not often explore 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 little reference to previous learning; has difficulty independently applying knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes relevant references to previous learning and shows evidence of independently applying that knowledge and those skills creatively and flexibly to demonstrate advanced comprehension and a high level of performance in novel situations.	Make insightful references to previous learning and independently applies that knowledge and those skills in an innovative (new and creative) way that to demonstrate advanced and integrated comprehension and a high level of performance in novel situations.
Reflection	Often 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.	Critically reflects on 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 limited initiative in exploring and planning career and further learning pathways and opportunities; takes little or no responsibility for maintaining accurate evidence of learning achievements from within formal course experiences.	Consistently shows initiative in exploring and planning career and further learning pathways and opportunities; consistently takes responsibility for maintaining accurate evidence of learning achievements from within formal course experiences.	Consistently shows a high level of initiative in exploring, planning and evaluating career and further learning pathways and opportunities; consistently takes responsibility for maintaining accurate and compelling evidence of learning achievements from within and beyond formal course experiences.
Professional Readiness	Demonstrates few appropriate professional behaviours such as a positive attitude, punctuality, personal presentation, work ethic, service orientation, responsibility, sense of accountability and reflective practice.	Demonstrates appropriate professional behaviours such as a positive attitude, punctuality, personal presentation, work ethic, adaptability, service orientation, responsibility, accountability and reflective practice.	Consistently demonstrates exceptional professional behaviours such as a positive attitude, punctuality, adaptability, personal presentation, a high performance work ethic, service orientation, a high level of personal responsibility and accountability and reflective practice as a basis for continual professional development of self and others.
Application of Skills and Knowledge	Demonstrates limited autonomy or judgement, accountability and responsibility for personal outputs in contexts that require self-directed work and learning.	Demonstrates autonomy and well developed judgement, accountability and responsibility for personal outputs in contexts that require self-directed work and learning.	Consistently demonstrates a high level of autonomy and expert judgement, accountability and responsibility for personal outputs 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 8 Graduate Certificate, Graduate Diploma)

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	Often fails to engage with the team, or does so minimally, or only when supervised, sometimes treats team members disrespectfully, demonstrates an indifferent or negative attitude about the team and its work. Demonstrates limited awareness of and sensitivity to diversity amongst 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. Consistently demonstrates an awareness of and sensitivity to diversity amongst 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 expert assistance, encouragement or support to team members, including leadership. Consistently demonstrates a high level of awareness of and sensitivity to diversity amongst team members.
Facilitating the Contributions of Team Members	Sometimes derides or denigrates others' contributions, or disrupts team encounters. Does not offer alternative solutions or courses of action that build on the ideas of others. Does not engage team members in ways that facilitate their contribution or participation.	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. Actively encourages those who are not participating in a way that demonstrates well-developed judgement, adaptability and responsibility.	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 in a way that demonstrates expert judgement, adaptability and responsibility.
Team Commitment	Fails to complete all assigned tasks by deadline; work accomplished is not at an appropriate standard or impedes the team's progress. Does not demonstrate a sense 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 responsibility and accountability to the team, including in relation to personal outputs and more broadly, where relevant, the function and/or work of other team members.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the team's task. Proactively helps other team members to complete their assigned tasks to a similar level of excellence. Demonstrates a consistently high sense of responsibility and accountability to the team, including in relation to personal outputs and more broadly, where relevant, the function and/or work of other team members.
Response to Conflict	Fails to identify and acknowledge impasses and conflicts and take positive steps to resolve them.	Identifies and acknowledges impasses and conflict and takes positive steps to resolve them selecting from a range of appropriate strategies.	Addresses all conflicts directly and constructively, helping to resolve them in a way that strengthens overall team cohesiveness and future effectiveness.
Application of Knowledge and Skills	Does not apply knowledge and skills with well-developed judgement, adaptability, responsibility, and accountability in professional practice contexts in collaboration with others from diverse backgrounds and disciplines.	Applies knowledge and skills with autonomy, well-developed judgement, adaptability, responsibility and accountability in professional practice contexts in collaboration with others from diverse backgrounds and disciplines.	Consistently applies knowledge and skills with a high level of autonomy, expert judgement, adaptability, responsibility and accountability in professional practice contexts in collaboration with others from diverse backgrounds and disciplines.
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 8 Graduate Certificate, Graduate Diploma)
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 limited awareness of own cultural rules and biases	Consistently recognises own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer).	Expertly 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	Often expresses attitudes and beliefs as an individual, from a one-sided view. Lacks understanding of what can be learned from diversity of communities and cultures.	Consistently 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. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Skilfully promotes others' engagement with diversity.
Knowledge of Cultural Worldview Frameworks	Demonstrates limited 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 a thorough and well-developed 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 a thorough and 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 usually does so through own cultural worldview. Does not often recognise the feelings of another cultural group.	Has a well-developed understanding of the intellectual and emotional dimensions of more than one worldview which consistently informs interactions. Consistently demonstrates an ability to recognise the feelings of another cultural group.	Interprets intercultural experience from the perspectives more than one worldview and demonstrates ability to skilfully act in a supportive manner that recognises the feelings of another cultural group.
Civic Engagement	Shows limited interest in or engagement with civic issues in local as well as national and international contexts.	Is interested in and well informed about civic issues in local as well as national and international contexts. Actively participates in and engages appropriately and flexibly with local communities.	Is interested in and informed about a wide variety of civic issues in local as well as national and international contexts. Participates in and engages actively with local communities in ways that make a positive contribution or impact.
Professional Engagement	Does not often contribute to their profession or engages with professional associations or groups.	Often contributes to their profession and/or engages with professional associations or groups, applying well-developed judgement, adaptability and responsibility.	Actively contributes to their professional and/or engages with professional associations or groups, applying expert judgement, adaptability and responsibility.
Ethical Self-Awareness	Has difficulty analysing and/or discussing core beliefs and their origins.	Can analyse and discuss core beliefs and their origins with depth and clarity.	Can expertly analyse and discuss core beliefs and their origins with depth and clarity.
Ethical Issue Recognition	Limited ability to effectively apply ethical perspectives to an ethical question or to state an ethical position or defend it.	Can apply ethical perspectives to an ethical question. Can clearly state an ethical position and reasonably defend it as well as the objections to, assumptions underlying and implications of that position.	Can apply ethical perspectives to an ethical question and consider full implications of the application. Can clearly state, explain and convincingly defend an ethical position as well as the objections to, assumptions underlying and implications of that position.
Adaptability	Limited ability to adapt knowledge and skills to diverse contexts including culturally diverse contexts.	Consistently adapts knowledge and skills to diverse contexts, including culturally diverse contexts.	Consistently and skilfully 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]