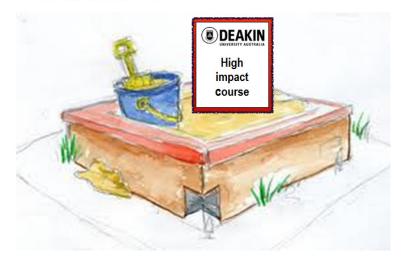# Deakin Learning Futures AGENDA 2020:
# Stage 2: Assessment and learning design

## Course Learning Outcome Standards Templates (Rubrics) for AQF Level 9 Masters by Coursework

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## THE SANDPITS



Last updated March 2013

# Course Learning Outcome Standards templates (Rubrics) for AQF Level 9 Masters by Coursework

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 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 9 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 9)**
**appropriate to the level of study related to a discipline or profession**

| Performance levels / Potential Components | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|---|---|---|
| Insert text | Insert text | Insert text | Insert text |
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| | | | |
| 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 9)
## 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 inconsistent awareness of context and/or purpose so that the audience is unlikely to be engaged, informed or motivated and complex knowledge and ideas are not transferred effectively. | Demonstrates an advanced and integrated understanding of context and/or purpose so that specialist and non-specialist audiences are engaged, informed and motivated and complex knowledge and ideas may be transferred effectively. | Consistently demonstrates a systematic and critical understanding of context and purpose so that the specialist and non-specialist audiences are 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 complex knowledge and ideas. | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject or topic and presents a clear, coherent, independent and professional exposition of complex knowledge and ideas. | Uses appropriate, relevant, and compelling content to illustrate a mastery of the subject or topic and generates original knowledge and understanding, making a substantial contribution to a discipline or area of professional practice. |
| **Genre and Disciplinary Conventions** | Inconsistently uses important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices | Expertly uses a range of important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices. | Demonstrates detailed attention to and expert 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 that is often marred by errors that impede meaning. | Uses advanced, graceful English that expertly conveys meaning with clarity and fluency. | Uses graceful and sophisticated 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) sometimes make oral presentations difficult to follow. | Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make oral presentations interesting, credible, compelling, polished, and engaging. | Delivery techniques (posture, gesture, eye contact, visual aids and vocal expressiveness) make oral presentations authoritative, interesting, credible, compelling, polished, and engaging. |
| **Interpersonal Communication** | Interpersonal communication with individuals and groups does not consistently demonstrate expert emotional intelligence, sensitivity, and appropriate behaviour (such as eye contact, gesture). | Interpersonal communication with individuals and groups expertly demonstrates emotional intelligence, sensitivity, and appropriate behaviour (such as eye contact, gesture). | Interpersonal communication with individuals and groups expertly demonstrates a high level of emotional intelligence, 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. In unable to justify and correctly interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. Analyses and theorises (using a very basic range of theories) about developments that contributes little to professional practice or scholarship. | Provides specialist advice on a range of issues demonstrating expert judgement, adaptability, responsibility and autonomy as a practitioner or learner. Justifies and interprets theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. Analyses and theorises (using a moderate range of theories) about developments that contribute to professional practice or scholarship. | Provides specialist advice on a wide range of issues, demonstrating, authoritative, expert judgement, responsibility, a high level of autonomy and experience. Justifies and interprets a wide range of theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. Analyses and theorises (drawing on a large body of theories and discerning the most applicable ones), about developments that contribute to professional practice or scholarship. |
| **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 9)
## 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** | Often uses commonly available technologies inappropriately, ineffectively or inefficiently. | Consistently, independently and skilfully uses available technologies appropriately, effectively and efficiently, demonstrating expertise and specialised skills. | Independently uses commonly available and most suitable technologies appropriately, effectively and efficiently, demonstrating a consistently high levels of expertise and specialised skills. |
| **Determination of the Extent of Information Needed** | Has difficulty fully and independently defining the scope of a complex research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not always relate to concepts or answer research question. | Expertly and independently defines the scope of a complex research question or thesis and determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. | Expertly and independently defines the scope of a complex research question or thesis and determines key concepts and gaps in knowledge. 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 often retrieves information that lacks relevance and quality. | Accesses information using a variety of expert search strategies and relevant information sources. | Accesses information using expert and sophisticated search strategies and the most appropriate information sources. |
| **Sources and Evidence** | Demonstrates inconsistent use of good quality, credible, relevant digital sources to support and develop ideas. | Consistently demonstrates expert use of good quality, credible, relevant digital sources to support and develop appropriate ideas. | Demonstrates expert use of high-quality, credible, relevant digital sources to support and develop novel ideas. |
| **Evaluation of Information** | Often conflates or confuses assertion and personal opinion with information substantiated by robust evidence. Confuses logic with emotion. | Expertly discriminates between assertion or personal opinion and information substantiated by robust evidence in a consistent and discerning manner. Identifies and rectifies logical flaws. | Expertly discriminates between assertion or personal opinion and information substantiated by robust evidence in a highly consistent and discerning manner. Identifies and rectifies logical flaws creating novel information and ideas. |
| **Use of Information to Accomplish a Specific Purpose** | Inconsistently demonstrates the ability to critically analyse, reflect on, organise, synthesise and communicate complex information from a range of digital sources. Unable to communicate effectively with specialist and non- specialist audiences. | Critically analyses, reflects on, organises, synthesises and communicates complex information from a range of digital sources, for specialist and non-specialist audiences. | Critically analyses, reflects on, organises, synthesises and communicates complex information from a broad range of digital sources in a compelling, authoritative manner for specialist and non-specialist audiences. |
| **Access and Use of Information Ethically and Legally** | Demonstrates inconsistent 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 inconsistently; does not always use information 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 citations and reference correctly and as required; uses information truthfully and in keeping with original context. | Consistently demonstrates an expert, critical understanding of and regard a substantial and complex body of knowledge relating to the ethical and legal restrictions on the use of published, confidential, and/or proprietary information; uses citations and is skilled in using a wide range of referencing styles, referencing correctly; uses information truthfully and in keeping with original context. |
| **Digital Communication** | Inconsistently uses advanced technologies, or uses them inappropriately, ineffectively or inefficiently to communicate such that knowledge and ideas are not expertly presented, including when justifying and interpreting theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. | Consistently uses advanced technologies appropriately, effectively and efficiently to expertly communicate knowledge and ideas , including justifying and interpreting theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences. | Consistently and judiciously uses advanced technologies appropriately, effectively and efficiently to present a compelling, authoritative and independent exposition of knowledge and ideas, including justifying and interpreting theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist 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 9)
## 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 clearly describe complex issues without ambiguities or provide clear context for complex issues. | Clearly and expertly describes complex issues, including the context, delivering all relevant information necessary for advanced and integrated understanding. | Clearly and expertly describes complex issues, including the context, delivering all relevant information necessary for expert, specialised understanding. |
| **Evaluation of Information** | Often 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. Analyses and evaluates information to complete a limited range of activities. Analysis and evaluation do not reflect expert judgement, intellectual independence, rigour and adaptability. | Discriminates between assertion or personal opinion and information substantiated by robust evidence. Identifies logical flaws. Information is taken from source(s) with appropriate interpretation/evaluation to develop a comprehensive critical analysis or synthesis. Viewpoints of experts are subject to thorough questioning. Critically analyses, reflects on, synthesises and evaluates information to complete a wide range of activities. Analysis and evaluation reflect expert judgement, intellectual independence, rigour and adaptability. | 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 a high level of interpretation/evaluation to develop a comprehensive critical analysis or synthesis. Viewpoints of experts are questioned very thoroughly. Critically analyses, reflects on, synthesises and evaluates information and identifies gaps in knowledge. . Analysis and evaluation reflect a consistently high level of intellectual independence, rigour, authoritative judgment and adaptability. |
| **Existing Knowledge, Research, and/or Views** | Often presents complex information from inappropriate sources representing limited points of view or approaches. Does not synthesise information and/or demonstrate an advanced and integrated understanding in any area. Unable to demonstrate mastery of theoretical knowledge and is not current with respect to understanding of recent developments in the discipline and/or area of professional practice. | Presents complex information from relevant sources representing various points of view or approaches, consolidating and synthesising information and demonstrating a mastery of theoretical knowledge and advanced and integrated understanding of recent developments in the discipline and/or area of professional practice. | Synthesises complex information and knowledge from a broad range of relevant sources representing various points of view, approaches or cultural contexts, demonstrating a high level of mastery of theoretical knowledge and expert understanding of recent developments in the discipline and/or area of professional practice. Generates novel information or theories, making a substantial contribution to a discipline or area of professional practice. |
| **Analysis** | Unable to organise and synthesise complex evidence and identify subtle patterns, differences or similarities. Often does not reflect on theory, professional practice or scholarship. | Organises and synthesises complex evidence to reveal subtle patterns, differences or similarities. Reflects on advanced theory, professional practice and/or scholarship and critically analyses and theorises about developments that contribute to professional practice or scholarship. Independently and expertly interprets and justifies theoretical propositions, methodologies, conclusions and professional decisions. | Organises and synthesises evidence to reveal insightful patterns, differences or similarities. Reflects deeply on advanced theory, professional practice and/or scholarship. Critically analyses and theorises, synthesising a wide range of views and theories, about developments that contribute to professional practice or scholarship. Authoritatively interprets and justifies theoretical propositions, methodologies, conclusions and professional decisions. |
| **Inquiry Design** | Critical elements of the methodology, including research principles and/or theoretical framework applicable to a field of work or learning are missing, incorrectly developed, or unfocused. | Critical elements of the methodology including research principles and/or theoretical framework applicable to a field of work or learning are appropriately identified and selected and expertly developed. | All elements of the methodology including research principles and/or theoretical framework applicable to a field of work or learning are skilfully developed, enabling the generation of novel knowledge, ideas and theories. Appropriate methodology or theoretical frameworks are synthesised from across disciplines where appropriate. |
| **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 consistently acknowledged. | Specific position (perspective or hypothesis) is expertly presented and accurately takes into account the complexities of an issue. Others' points of view are acknowledged and integrated where appropriate. | Specific position (perspective or hypothesis) is presented expertly, authoritatively and imaginatively, accurately 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 relevant and supported limitations and implications. | Presents and succinctly discusses relevant and supported limitations and implications. | Insightfully and succinctly 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 9)**
**Creating solutions to authentic (real world and ill-defined) problems**

| Potential Performance Criteria / Performance levels | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|---|---|---|
| **Defining the Problem** | Demonstrates a limited ability to independently construct a clear and succinct statement about a complex problem or research hypothesis including identifying relevant contextual factors. | Demonstrates the ability to independently and expertly construct a clear and succinct statement about a complex problem or research hypothesis with evidence of relevant contextual factors. | Demonstrates the ability to independently and expertly construct a clear, succinct and insightful statement about a complex problem or research hypothesis with evidence of 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. Extends an existing idea, question, format or product to create new knowledge or knowledge that crosses boundaries. Proposes creative and appropriate research methodologies to solve complex problems. | Create an innovative new object, solution or idea; or proposes adaptations of existing objects, solutions or ideas to address new and complex problems, reflects on and evaluates the creative process and product. Extends an existing idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. Transforms ideas or solutions into entirely new forms. Proposes creative and innovative research methodologies to solve complex problems that reflect a deep understanding of the nature of the problem and limitations of research methodology. |
| **Identification of Strategies** | Demonstrates limited evidence of initiative in planning and identifies few viable approaches for solving complex problems. | Demonstrates a high level of initiative in planning and identifies multiple approaches for researching and solving complex problems. | Demonstrates a high level of initiative in planning and identifies multiple, innovative approaches for solving complex, substantial and unpredictable problems. |
| **Proposing Solutions** | Proposes inadequate or few solutions to existing and/or new situations in professional practice and/or further learning that indicate comprehension of a complex problem. Solutions or hypotheses are often insensitive to contextual factors and do not include ethical, logical or cultural dimensions of the problem. Solutions do not consistently reflect intellectual independence, adaptability and integrity. | Proposes one or more creative solutions to existing and/or new situations in professional practice and/or further learning that indicates comprehension of a complex problem and reflects expert judgement of the pros and cons of the various options. Solutions or hypotheses are sensitive to a diversity of contextual factors as well as the ethical, logical or cultural dimensions of the problem. Solutions reflect a high level of intellectual independence and autonomy. | Proposes one or more creative, novel solutions to existing and/or new situations in professional practice and/or further learning that indicates a deep comprehension of a complex problem and reflects an expert and authoritative 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 very high level of intellectual independence. |
| **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. | Evaluates complex ideas, concepts and solutions at an abstract level. Evaluation of solutions considers the history of problem, and expertly examines the feasibility and impact of solutions. | Evaluates complex ideas, concepts and solutions at an abstract level. Evaluation of solutions contains an authoritative, expert and explanation and includes thorough consideration of the history of the problem, logically examines the feasibility and impact of solutions. |
| **Implementing Solutions** | Provides limited guidance as to how solutions might be skilfully and creatively implemented in a manner that adequately addresses multiple contextual factors of the problem. | Provides expert guidance as to how solutions might be skilfully and creatively implemented in a manner that addresses multiple contextual factors of the problem. | Provides authoritative and expert guidance as to how novel solutions might be skilfully and creatively implemented in a manner that 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 9)
## Working and learning independently, and taking responsibility for personal actions

| Performance levels<br><br>Potential<br>Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|---|---|---|
| **Intellectual Curiosity and Independence** | Does not consistently 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. | Independently pursues substantial, additional knowledge and/or actively pursues independent educational experiences. 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 novel information. |
| **Independent Intellectual Connection** | Makes vague or little references to previous learning; has difficulty independently applying knowledge and skills to demonstrate comprehension and performance in familiar and novel situations. | Makes relevant references to previous learning and shows evidence of independently, creatively and expertly applying that knowledge and those skills to demonstrate comprehension and performance in familiar and novel situations. | Makes explicit references to previous learning and makes novel connections, which may lead to the generation of new knowledge, demonstrating a high level of comprehension and performance in familiar and novel situations. |
| **Reflection** | Often reviews prior learning (past experiences inside and outside of the classroom) at a surface level, often without revealing clarified meaning or indicating a broader perspective about educational or life events. | Independently critically reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings and/or changed perspectives about educational or life events. | Independently critically reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal fully clarified meanings and significantly advanced 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 career and further learning pathways and opportunities with a high level of personal autonomy and accountability; consistently takes responsibility for seeking improved learning and maintaining accurate evidence of learning achievements from within formal course experiences. Demonstrates the ability to plan a course of action for further learning and continuing professional practice. | Consistently shows initiative in exploring and evaluating career and further learning pathways and opportunities with a high level of personal autonomy and accountability; consistently takes responsibility for maintaining accurate and compelling evidence of learning achievements from within and beyond formal course experiences. Demonstrates the ability to expertly plan a course of action for further learning and continuing professional practice. |
| **Professional Readiness** | Does not consistently demonstrate professional behaviours such as a positive attitude, punctuality, personal presentation, work ethic, service orientation, responsibility, sense of accountability and reflective practice. | Consistently 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** | Does not consistently demonstrate personal autonomy or expert judgement and responsibility in contexts that require self-directed work and learning. | Demonstrates personal autonomy and expert judgement, responsibility and accountability in contexts that require self-directed work and learning. | Consistently demonstrates a high level of autonomy and authoritative judgement, responsibility and accountability 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 9)
## Working and learning with others from different disciplines and backgrounds

| Performance levels<br>Potential Performance Criteria | YET TO ACHIEVE MINIMUM STANDARD | MINIMUM STANDARD | EXCEEDS MINIMUM STANDARD |
|---|---|---|---|
| **Constructive Teamwork** | Often fails to engage positively with the team and support a constructive team climate and/or fails to treat team members respectfully and show a positive attitude about the team and its work. Often does not communicate politely or constructively or provide expert assistance, encouragement and/or support to team members. Does not demonstrate a high level of awareness 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 and/or support to team members. Consistently demonstrates a high level of 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 and/or support to team members, including strong and expert leadership. Consistently demonstrates a high level of awareness of and sensitivity to diversity amongst team members. |
| **Facilitating the Contributions of Team Members** | Often fails to engage team members in ways that would facilitate their contributions to meetings and progress the work of the group. | Helps the team move forward by articulating the merits of alternative ideas or proposals. Engages team members in ways that facilitate their contributions 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. Exercises leadership in a manner that demonstrates expert judgement, adaptability, accountability and responsibility. | Guides the team to move forward by expertly articulating the merits of alternative ideas or proposals. Actively engages team members in ways that facilitate their contributions 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. Assumes a formal leadership role and exercises it in a manner that demonstrates expert judgement, adaptability and a high level of responsibility. |
| **Team Commitment** | Often fails to complete assigned tasks by deadline; work accomplished is not at an appropriate standard or impedes the team's progress. Does not demonstrate a high level of responsibility and accountability to the team. | Completes all assigned tasks by deadlines; work accomplished is thorough, comprehensive, and advances the team's task. Demonstrates a sense of high level of responsibility and accountability to the team and a high level of professionalism. | Completes all assigned tasks by or ahead of deadlines; work accomplished is thorough, comprehensive, and advances the team's task, indicative of a high functioning team. Proactively and expertly helps other team members complete their assigned tasks to a similar level of excellence. Demonstrates a consistently high sense of responsibility and accountability to the team, and an exceptional level of professionalism. |
| **Response to Conflict** | Often fails to address major impasses or conflicts constructively and/or in a timely manner; demonstrates limited ability to choose appropriate strategies to resolve conflict. | Addresses major impasses or conflict directly and constructively in a timely manner, choosing appropriate strategies and helping to resolve it in a way that strengthens overall team cohesiveness and future effectiveness. | Addresses major impasses or conflicts expertly in a timely manner with a high degree of professionalism, helping to resolve them in a way that strengthens overall team cohesiveness and future effectiveness. |
| **Application of Knowledge and Skills** | Often does not apply knowledge and skills with expert judgment, a high level of responsibility, accountability and professionalism in collaboration with others in professional practice contexts and/or further learning. | Demonstrates creativity and initiative and applies knowledge and skills with expert judgement, adaptability, and a high level of responsibility, accountability and professionalism in collaboration with others in new situations in professional practice and/or further learning. | Consistently demonstrates a high level of creativity and initiative and applies knowledge and skills as well as generating novel information with a high level of authority, responsibility, expert judgement, professionalism and accountability in professional practice contexts in collaboration with others, in new situations in professional practice and/or further 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 9)
## 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** | Does not consistently recognise or clearly articulate 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). | 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). | 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** | Does not often reflect on how own attitudes and beliefs differ from those of other cultures and communities or demonstrate evidence of adjustment in own attitudes and beliefs as a result of working within and engaging with diverse communities and cultures. | Consistently reflects on how own attitudes and beliefs differ from those of other cultures and communities. Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from a diversity of communities and cultures. Promotes others' engagement with diversity. | Demonstrates expert knowledge of the diversity of beliefs of other cultures and communities; actively assumes a leadership role that influences others and enables a positive cultural change within the professional context that embraces 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 high level of 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 sophisticated and deep 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. |
| **Empathy** | Views the experience of others but usually does so through own cultural worldview. Demonstrates limited ability to recognise the feelings of another cultural group. | Demonstrates an expert 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 and act in a supportive manner. | Skilfully interprets intercultural experience from the perspectives of own and several other worldviews, in both national and international contexts, acts consistently in a supportive manner that recognises the feelings of other cultural groups and influences and leads positive change in others awareness of other cultural perspectives. |
| **Civic Engagement** | Shows limited interest in or engagement with civic issues in local, national and international contexts. Does not actively participate in and engage appropriately with local communities. | Is interested in and informed about civic issues in local, national and international contexts. Actively participates in and engages appropriately with local communities in ways that make a positive contribution or impact, demonstrating adaptability, responsibility and accountability. | Takes a leadership role in engagement with civic issues in local, national and/or international contexts. Makes a positive contribution or impact to local, national and/or international communities, demonstrating a high level of judgement, adaptability, responsibility and accountability as an expert and leading practitioner or scholar. |
| **Ethical Self-Awareness** | Shows limited ability to critically analyse and discuss core beliefs and their origins. | Can critically analyse and discuss core beliefs and their origins with depth and clarity, demonstrating expert judgment with respect to ethics of situations or issues. | Can critically analyse and discuss core beliefs and their origins with considerable depth and clarity and a high level of insight, demonstrating authoritative judgement with respect to ethics of situations or issues. |
| **Ethical Issue Recognition** | Demonstrates limited ability to effectively apply ethical perspectives to an ethical question. | Can expertly apply ethical perspectives to an ethical question and is able to consider many of the implications of the application. Can expertly state, explain and defend an ethical position as well as the objections to, assumptions and implications of that position. | Can expertly apply ethical perspectives to an ethical question and is able to consider full implications of the application. Can authoritatively state, explain and skillfully defend an ethical position as well as the objections to, assumptions and implications of that position. |
| **Adaptability** | Demonstrates limited ability to adapt knowledge and skills to diverse contexts ioncluding culturally diverse contexts. | Expertly adapts knowledge and skills to diverse contexts, including culturally diverse contexts. | Consistently and expertly adapts knowledge and skills in a variety of ways to diverse and complex contexts, including culturally diverse contexts. |
| **Exemplars** | [link to text, image, audio, video] | [link to text, image, audio, video] | [link to text, image, audio, video] |