

DEFINING LEARNING LEVELS FOR USQ SKILLS ASSESSED IN YOUR COURSE

The learning levels used in this template are expressed as generic statements that describe levels of *progression* or attainment for each of the ten USQ graduate skills. The teaching and assessment of these skills over the course a students' degree provides them with the opportunity to develop the five [USQ Graduate Qualities](#).

Each skill or skill group is broken down into discrete dimensions of student learning and performance. Each of these dimensions is then divided across three levels: 1. Foundational; 2. Intermediate, and; 3. Advanced.

While these three levels may correlate with three standard undergraduate years *they are not automatically interchangeable with first, second and third year*. The learning level that is appropriate for a particular assessment task will depend on the particular context of the course and its function within a degree program.

The progression of many of the learning levels in this document is based on well-known developmental taxonomies such as *Blooms Taxonomy*. The document also expresses a process of disciplinary mastery, where students must comprehend foundational disciplinary knowledge before they can engage in intermediate and advanced skills including application, analysis and evaluation (Morgan et al. 2002).

For some of the more procedural and behavioural skills, learning progression is based as on a combination of the following:

- increasing complexity of assessment task, including required disciplinary knowledge
- increasing complexity of the process required for completion of the assessment task
- increasing levels of student autonomy and, therefore, decreasing levels of guidance for the task
- greater emphasis on, and marks for, particular skills components within an assessment task.

How to use this document

The generic descriptions listed in the matrix below are *neither exhaustive nor definitive*. They are best used as a starting point for program/discipline teams and examiners to think about:

- The appropriate level of learning (or minimum standard if required) for each of the ten USQ graduate skills at different stages of students' degree for their particular discipline
- How to describe different levels of learning for USQ graduate skills in learning objectives and assessment rubrics
- What types of assessment tasks might allow a student to demonstrate an agreed-upon level of learning for a particular skill or skills

When to use this document

- As part of customisation, mapping and alignment of USQ graduate qualities and skills in disciplines and programs
- As part of the program evaluation, review, accreditation and reaccreditation process
- As part of planning and designing assessment at the course level for annual course evaluation and review processes

For assistance, contact your LTSU faculty representative: <http://www.edu.au/learnteach/>.

Further resources

Morgan, C.K., Watson, G.K., Roberts, D.W., McKenzie, A.D. & Cochrane, K.W. 2002. Structuring the curriculum for different years of undergraduate programs, paper presented at *The Conference of the Australian Association for Research in Education*, Brisbane, December 2002.

<http://www.aare.edu.au/02pap/mor02051.htm>.

Skills	Dimension	Level 1: foundational – students can	Level 2: Intermediate – students can	Level 3: Advanced – students can
1. Ethical research and enquiry	Academic integrity	Comprehend and apply broad principles of academic integrity.	Comprehend and apply most norms and practices underpinning academic integrity	Consistently apply all academic norms and practices underpinning academic integrity
	Discipline	Identify some basic ethical issues related to their discipline or profession	Anticipate potential ethical issues and related theory or concepts in their discipline or profession.	Comprehend and address complex ethical dilemmas and professional virtues within their discipline or profession.
	Ethical decision-making	Identify and describe approaches to decision-making and ethical implications for the profession.	Comprehend and critically apply decision-making models in their discipline or profession.	Critically evaluate and adapt ethical-decision making models within the context of their discipline or profession.
2. Problem-solving	Process	Identify problems and possible solutions to the problem.	Identify and address complex problems and compare and contrast different solutions to decide which is better.	Identify and resolve problems in complex cases by critically evaluating different recommendations to find optimal solution.
	Context	Identify and address problems in basic case studies, as well as creative, production or experimentation processes.	Identify and solve problems for more complex cases, including complex creative, production or experimentation processes.	Identify and solve problems in a way that increases the effectiveness of management, creative, production or experimentation processes.
	Judgement	Explore issues, ideas, artefacts and events in order to formulate an opinion or judgement.	Explore ideas artefacts and events and provide some justification for their resultant opinion or judgement.	Critically evaluate and synthesise ideas, artefacts and events to provide a clear justification for their opinion or judgement.
3. Academic, professional and digital literacy	Knowledge	Comprehend and apply basic disciplinary theory, concepts & processes; understand that disciplinary knowledge is contested.	Comprehend and apply disciplinary theories, concepts and processes; test broad propositions or claims within their discipline.	Critically evaluate and synthesise positions, theories, concepts and processes in novel ways.
	Research and information literacy	Engage in some limited use of the internet, the library catalogue or databases as part of the research process; identify and apply set texts for a clearly defined purpose.	Comprehend and apply research processes using the internet, library catalogue and one or two databases; research, evaluate and synthesise a number of texts for a broad purpose.	Understand and apply research processes including the internet, library catalogue, a range of databases and/or some form of primary research; research, evaluate and strategically apply a number of texts to persuasively support a specific purpose.
	Academic literacy	Use disciplinary texts and relate them to a topic under study.	Comprehend the purpose and structure of disciplinary texts and adopt ideas within them for a set purpose.	Critically synthesise or adapt ideas from disciplinary texts for a specific purpose or in a novel way;
	Referencing	Comprehend and apply referencing system with some errors	Comprehend and apply appropriate referencing system with few errors	Apply appropriate referencing system in a way that enhances written presentation.
	Digital literacy	Apply basic computer and technology skills required for academic work.	Apply relevant computer and technology skills for academic and professional work.	Apply relevant computer and technology skills to enhance academic and professional work.
	Academic numeracy	Demonstrate competence in basic maths skills relevant to the discipline and/or profession; Apply maths skills in context; Reflect on their level of confidence to apply maths skills in context.	Demonstrate competence in relevant maths skills within context of the profession/discipline; Select and apply the most appropriate tool in context; Reflect on their level of confidence to apply the most appropriate tool in context.	Demonstrate competence in a range of maths skills across academic and professional contexts; Evaluate and select complex tools across arrange of academic and professional contexts; Reflect on their level of confidence to evaluate and select complex tools across a

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				range of academic and professional contexts.
	Lifelong learning	Demonstrate the capacity for self-awareness and self reflection and/or discuss how they learn.	Reflect on their learning, and apply this reflection to different academic contexts.	Enhance their learning through reflection, and apply transferable aspects of their learning to different academic and professional contexts.
	Critical thinking	Identify and summarise an argument, and engage in basic evaluation of its validity.	Engage in research to test broad propositions relevant to the discipline, profession or area of study; and evaluate rival claims using evidence and/or critical examination.	Engage in critical analysis and evaluation of disciplinary or professional texts or arguments using empirical research, argument analysis, and /or other tools of criticism.
4. Communication				
	Expression	Write or deliver something in their own words that communicates an idea, narrative etc to a literate reader.	Paraphrase or summarise a text or texts in their own words.	Paraphrase/summarise and synthesise texts in their own words.
	Written	Compose a piece of writing that communicates ideas, meaning and/or argument in a format that meets disciplinary or professional conventions.	Compose a piece of writing that precisely follows disciplinary or professional conventions and shows evidence of structure and purpose.	Produce a piece of writing that adheres precisely to disciplinary or professional conventions, and is specifically tailored for a set purpose and audience
	Oral	Deliver an oral presentation that communicates meaning, ideas and argument and demonstrates a general structure and purpose.	Deliver a presentation that demonstrates satisfactory delivery, as well as evidence of structure and purpose	Deliver an oral presentation that shows an understanding of the intended audience, as well as appropriate delivery, structure and purpose.
5. Interpersonal skills				
	Knowledge and application.	Describe and comprehend the significance of interpersonal communication.	Apply understanding and theories about interpersonal communication to personal and professional situations.	Analyse and evaluate the impact of interpersonal communication on particular personal and professional plans, processes and outcomes using relevant theories and concepts.
	Communication	Demonstrate the capacity for interpersonal communication in assessed classroom, workshop or discussion board activities.	Demonstrate the capacity for interpersonal communication as one component of collaborative or communicative assessment tasks.	Demonstrate the capacity for interpersonal communication as a key component of collaborative or communicative assessment tasks.
6. Teamwork				
	Process and planning	Complete allocated individual tasks set by the lecturer or group leader	Follow lecturer-provided teamwork plan, as well as those they plan with the group	Collaborate with team members to establish required processes for completion of project
	Judgement	Reflect on their experience as part of a team, and their individual responsibility towards the group.	Generally reflect on their own and others' performance in the teamwork project.	Critically reflect on their own and others' performance including fulfilment of assigned roles.
	Task	Work successfully as part of a team on a smaller assessment task or in-class activity.	Work successfully as part of a team on significant group project.	Work successfully as part of a team on a large, problem-based learning project.
	Roles and	Successfully carry out designated role within the	Successfully carry out designated role and	Successfully carry out designated role,

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	relationships	group.	collaborate with others to achieve group goals.	collaborate with and motivate others; come up with new ideas.
	Knowledge	Describe and comprehend the theoretical principles of teamwork.	Discuss and apply the theoretical principles of teamwork.	Apply and critically evaluate the theoretical principles of teamwork.
7. Cultural literacy	Knowledge	Demonstrate some understanding of issues facing citizens, residents, businesses and professionals from different national and cultural backgrounds, including Indigenous Australians.	Apply an understanding of specific, relevant global and cultural issues, including those of Indigenous Aust., to their discipline or area of study.	Critically evaluate specific global and cultural issues, including Indigenous Aust., in the context of theoretical and other debates within their discipline or area of study.
	Professional application	Demonstrate some understanding of the implications of global citizenship and cultural literacy for their discipline or profession.	Explore the potential impact of cultural differences on specific practices within their discipline or profession.	Evaluate and predict the impact of different cultures (Indigenous Australians incl.) on professional practice within their discipline or profession.
	Interpersonal	Interact with individuals from different cultures (Indigenous Australians incl.) in a classroom or online setting.	Interact constructively with individuals from other cultures (Indigenous Australians incl.) to complete simple or comparatively low risk assessment tasks.	Work constructively with individuals from other cultures (Indigenous Australians incl.) to complete complex, higher risk assessment tasks.
8. Management, planning and organisation skills	Performance management	Comprehend and apply assessment task guidelines, criteria and standards as part of their academic performance.	Use feedback to improve their academic performance.	Improve their performance by engaging with different forms of feedback within a professional context.
	Professional responsibility	Demonstrate some awareness of the current context of their discipline and/or profession.	Discuss the changing context of the discipline/profession and discuss its implications for practice.	Discuss and act on the changing context of the discipline/profession.
	Management and organisation	Describe a given process designed to achieve a set task.	Describe and implement a given process to achieve a set task.	Describe, plan and achieve their own set task.
9. Creativity, initiative and enterprise	Disciplinary mastery	Comprehend necessary disciplinary theory and concepts and/or successfully adopt creative skills and processes.	Apply necessary disciplinary theory and concepts to specific contexts and/or successfully adapt creative skills and processes.	Critically evaluate and apply disciplinary theory and concepts in novel ways and/or demonstrate innovative application of creative skills and processes.
	Innovation and opportunity	Identify potential opportunities for innovation or value-adding.	Identify opportunities in particular contexts and describe strategies to achieve them.	Identify opportunities for innovation or value-adding and adopt strategies to achieve them.
10. Sustainable practice	Knowledge	Demonstrate awareness of sustainability as an issue for their discipline or profession; Comprehend and apply disciplinary concepts and theories that address sustainability issues in their	Understand different perspectives on the issue of sustainability as it relates to their discipline or profession; analyse concepts and theories that address sustainability issues in their	Adopt and synthesise perspectives from a range of disciplines to address sustainability issues within their own discipline or profession; critically evaluate the effectiveness

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		discipline or profession	discipline or profession.	of concepts and theories to deliver increased sustainable outcomes for their discipline or profession.
	Application	Identify existing problems relating to sustainability within their discipline or profession.	Identify existing problems relating to sustainability within their discipline or profession, and identify possible solutions to these problems.	Propose innovative strategies to address problems relating to sustainability in their discipline or profession.