

THINKING ABOUT DIFFERENT LEARNING LEVELS FOR YOUR COURSE

The learning levels used in this graduate quality and skill guide are expressed as generic statements that describe levels of *progression* or attainment for each of the nine USQ graduate skills. The teaching and assessment of these skills over the course of students' degrees provides them with the opportunity to develop the five USQ Graduate Qualities [see resources link below for USQ policy].

This guide describes three levels of learning: 1. Foundational; 2. Intermediate, and; 3. Advanced. These three levels do target undergraduate degrees but they are not necessarily interchangeable with first, second and third year. What level is appropriate for a particular course objective and assessment task *will depend on the specific context of both the course, and its discipline.*

The progression of many learning levels in this document is based on well-known developmental taxonomies such as Blooms Taxonomy. It also applies an idea based on the 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 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 assessment task
- increasing levels of student autonomy and, therefore, decreasing levels of guidance for the task
- increasing emphasis and marks for the skill component within an assessment task.

How to use this document

The generic learning activity statements listed in the matrix below are *neither exhaustive nor definitive*. They are best used as a *starting point* for program teams and lecturers to think about:

- The appropriate level of learning (or minimum standard if required) for each of the nine 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.

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	Level 1: foundational – students can	Level 2: Intermediate – students can	Level 3: Advanced – students can
Ethical research and enquiry	<ul style="list-style-type: none"> • Comprehend and apply principles of academic integrity • Comprehend and apply broad ethical issues in their discipline or profession. • Describe decision-making models that are relevant to their discipline or profession. 	<ul style="list-style-type: none"> • Comprehend and apply specific norms and practices underpinning academic integrity • Anticipate potential ethical issues in their discipline or profession. • Comprehend and apply decision-making models in their discipline or profession. 	<ul style="list-style-type: none"> • Consistently apply academic norms and practices underpinning academic integrity. • Comprehend complex ethical dilemmas and virtues within their discipline or profession. • Critically evaluate ethical decision-making models in their discipline or profession
Problem-solving	<ul style="list-style-type: none"> • Identify problems in simple case studies • Use basic theory that offers possible recommendations to solve problems • Identify possible solutions for the identified problem. • Identify and address problems in basic creative, production or experimentation processes 	<ul style="list-style-type: none"> • Identify problems in complex case studies • Conduct research to find possible solutions to the problem • Compare and contrast different solutions to decide, on balance, which is better • Identify and address problems in complex creative, production or experimentation processes 	<ul style="list-style-type: none"> • Identify problems in complex cases, in class or at work • Conduct research to find possible solutions to the problem • Critically evaluate different solutions to find optimal solution or choice. • Use problem solving skills to increase the effectiveness of creative, production or experimentation processes.
Academic and professional literacy	<ul style="list-style-type: none"> • Comprehend and apply basic disciplinary theory, concepts, processes; comprehend existence of different positions on theory and concepts. • Comprehend the purpose of disciplinary texts • Comprehend and apply appropriate referencing system with some errors • Comprehend research process with some limited application relating to the library catalogue and databases • Apply set texts for a specific purpose. • Apply basic computer and technology skills required for academic work. • Demonstrate basic numeracy skills required for academic work (arithmetic, graphing, formulae , statistics in context) 	<ul style="list-style-type: none"> • Comprehend and apply complex disciplinary theories, concepts and processes; critique basic theory and concepts • Comprehend the purpose and structure of disciplinary texts and synthesise for a broadly defined purpose. • Comprehend and apply appropriate referencing system with few errors • Comprehend and apply research processes, using the internet, library catalogue, and a range of databases • Research and synthesise a number of texts for a broad purpose • Apply relevant computer and technology skills for academic and professional work • Demonstrate competence in the use of numeracy skills required for academic work (arithmetic, graphing, formulae, statistics in context) 	<ul style="list-style-type: none"> • Critique more complex theory, concepts, and processes • Critically evaluate the subject, purpose and methodology of disciplinary texts • Apply appropriate referencing systems to enhance written presentation • Understand and apply research processes, including internet, library catalogue, and a range of databases • Strategically use a number of texts to persuasively support specific purpose • Apply relevant computing and technology skills to enhance academic and professional work. • Demonstrate mastery of numeracy skills to critique academic work (arithmetic, graphing, formulae, statistics in context)

Skills	Level 1: foundational – students can	Level 2: Intermediate – students can	Level 3: Advanced – students can
Written and oral communication	<ul style="list-style-type: none"> • Compose a piece of writing that broadly adheres to disciplinary or professional conventions. • Deliver an oral presentation that demonstrates a general structure and purpose. 	<ul style="list-style-type: none"> • Compose a piece of writing that precisely adheres to disciplinary or professional conventions • Deliver a presentation that demonstrates satisfactory delivery, as well as evidence of structure and purpose. 	<ul style="list-style-type: none"> • Compose a piece of writing that adheres precisely to disciplinary or professional conventions, and is specifically tailored for the set purpose and audience. • Deliver an oral presentation that demonstrates an understanding of the intended audience, as well as appropriate delivery, structure and purpose.
Teamwork	<ul style="list-style-type: none"> • Work successfully as part of a team on a smaller assessment task or in-class activity. • Follow an explicit group process that is provided, in its entirety, by the lecturer. • Reflect on their experience as part of a team. • Complete allocated individual tasks set by lecturer or designated group leader. 	<ul style="list-style-type: none"> • Work successfully as part of a team on a significant group project. • Follow lecturer provided teamwork processes, as well as those that they plan with the group. • Reflect on their individual responsibility towards the group. • Collaborate with team to set and complete specific tasks. 	<ul style="list-style-type: none"> • Work successfully as part of a team on a large problem-based learning project. • Collaborate with team members to establish required processes for completion of project. • Critically reflect on their own and others' teamwork performance, including fulfilment of assigned roles, as part of the set task or project • Demonstrate the capacity for interpersonal collaboration and leadership as part of working in a group
Cultural literacy	<ul style="list-style-type: none"> • Demonstrate broad comprehension of their current global context as it applies to their discipline or profession. • Comprehend and compare broad cultural differences (Indigenous Australians incl.) • Comprehend implications of cultural literacy for their discipline or professions. 	<ul style="list-style-type: none"> • Apply an understanding of specific global issues to their profession or discipline. • Interact constructively with individuals from different cultures (Indigenous Australians, incl.) in a classroom setting • Understand how cultural differences impact on practices within their discipline or profession. 	<ul style="list-style-type: none"> • Critically evaluate the impact of specific global issues on their profession or discipline. • Work constructively with individuals from different cultures (Indigenous Australian incl.) on group projects • Evaluate and predict the impact of different cultural perspectives on norms and practices within their discipline.
Interpersonal skills	<ul style="list-style-type: none"> • Describe and comprehend the significance of interpersonal skills for personal and professional contexts • Comprehend foundational theory and concepts relating to interpersonal communication • Demonstrate the capacity for interpersonal communication in classroom or discussion board activities. 	<ul style="list-style-type: none"> • Comprehend and apply understanding of interpersonal communication issues to professional issues and contexts. • Comprehend complex theories and apply foundational theory and concepts relating to interpersonal communication • Demonstrate the capacity for interpersonal communication as just one component of assessment tasks. 	<ul style="list-style-type: none"> • Apply and analyse the impact of interpersonal communication on particular professional plans, processes and outcomes • Critically evaluate theory and concepts relating to interpersonal communication • Demonstrate the capacity for interpersonal communication as a key component of assessment tasks.

Skills	Level 1: foundational – students can	Level 2: Intermediate – students can	Level 3: Advanced – students can
Management, planning and organisation skills	<ul style="list-style-type: none"> • Comprehend and apply basic learning preferences. • Plan and prioritise their assignment tasks • Improve their performance based on feedback 	<ul style="list-style-type: none"> • Reflect on their learning, and apply this reflection to different contexts. • Judge their own performance based on assessment or task criteria • Successfully carry out a set goal 	<ul style="list-style-type: none"> • Enhance their learning through reflection, and apply transferable aspects of their learning to different academic and professional contexts. • Judge the performance of themselves and their peers based on assessment or task criteria • Describe, plan and achieve their own goals
Creativity, initiative and enterprise	<ul style="list-style-type: none"> • Successfully adopt creative skills and processes • Demonstrate the capacity to complete a task purposefully and ask for help if required. 	<ul style="list-style-type: none"> • Successfully adapt creative skills and processes. • Demonstrate the capacity to make choices or suggestions in relation to a task and follow them through 	<ul style="list-style-type: none"> • Demonstrate innovative application of creative skills and processes • Approach tasks in novel or innovative ways.

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