

University Graduate Qualities and Common University Rubrics

Office of the Deputy Vice Chancellor (Education)

Legend

Performance indicators	Level 0 No evidence available	Level 1 Able to demonstrate application of given concepts, procedures and knowledge in straightforward contexts	Level 2 In addition to level 1, able to demonstrate application of given concepts, procedures and knowledge in more complex contexts	Level 3 In addition to level 1 and 2, able to demonstrate application of new concepts, procedures and knowledge in new and complex contexts	Level 4 In addition to level 1, 2 and 3, able to demonstrate application, creation and integration of new concepts, procedures and knowledge at the highest level that could be envisaged.
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The nine University Graduate Qualities

Depth of disciplinary expertise

Critical thinking and problem solving

Communication (oral and written)

Information and digital literacy

Inventiveness

Cultural competence

Interdisciplinary effectiveness

An integrated professional, ethical and personal identity

Influence

Depth of Disciplinary Expertise	
Definition	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.
Components	<p>Understanding of conceptual space of recognised discipline</p> <p>Integration and rigorous application of disciplinary knowledge</p> <p>Awareness of the norms, culture and practice of the discipline</p> <p>Capabilities to participate in the evolving practice in the discipline</p>

	0	1	2	3	4
Understanding of the content and boundaries of the discipline	Describes in general terms what the discipline involves.	Identifies broad foundational ideas and concepts using formal terminology and nomenclature associated with the discipline.	Outlines ideas and concepts from a range of different topics and associated skills within the discipline in some depth.	Describes the concepts, instruments and skills within the contemporary context of the discipline and map into a framework, at times appreciating areas of inconsistency.	Analyses the concepts and methodologies within the historical perspective and the contemporary context of the discipline and synthesises these into a coherent intellectual framework with appreciation of disciplinary gaps and limitations.
Application and integration of disciplinary knowledge	Demonstrates general awareness of the kinds of activities an individual operating in the discipline undertakes.	Formulates broad ideas about the appropriate application of disciplinary knowledge. Identifies evidence or data which is germane and relevant to activities which characterise their discipline.	Utilises knowledge and skills drawing on basic, discipline-specific tools in activities that characterise their discipline and explains their choice of strategies using an integrated approach.	Integrates knowledge and skills using discipline-specific tools in applying their knowledge to the activities that characterise their discipline, justifying their decisions. Connects disciplinary knowledge into an overarching internal disciplinary framework.	Weights and integrates knowledge and skills using hands-on, instrumental or abstract tools in activities that characterise their discipline, including the justification and defence of their application of knowledge and skills. Connects disciplinary knowledge into an internal framework and is able to position that knowledge into the wider context within which their discipline sits.
Awareness of the norms, practices and culture of the discipline		Outlines in general terms the formal norms and informal practices which affect the way in which practitioners within a discipline operate.	Outlines the regulatory practices of the discipline demonstrating an understanding of the internal workings of its culture.	Exercises judgement within the regulatory practices of the discipline demonstrating understandings of the internal workings of the discipline; identifies actual and potential conflicts in the application and operation of cultural norms within the discipline.	Exercises nuanced judgement within the ethical and regulatory practices of the discipline demonstrating intricate understandings of the internal workings of the discipline in terms of the ways that it produces knowledge and artefacts, and how these are shared, assessed and accepted within the culture and practice of the discipline.
Capabilities to participate in the evolving practice in the discipline		Demonstrates awareness that disciplinary practice evolves, aware of broad historical changes which have occurred over time.	Analyses the ways in which disciplines evolve over time; supports analysis with relevant theoretical knowledge evidence and data.	Reviews knowledge that have led to differing perspectives and shares these while considering the interests and concerns of allied fields and disciplines.	Synthesises knowledge leading to expanded perspectives and insights, and negotiates the territories that the discipline shares with other fields. Advocates effectively to promote the evolution of disciplinary knowledge and practices in a range of contexts and situations.

Critical Thinking and Problem Solving	
Definition	Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
Components	Definition of problem or issue in context Critical questioning of ideas, evidence and assumptions Creation and evaluation of hypotheses or alternative arguments Formulation of defensible conclusions and best possible solutions.

	0	1	2	3	4
Definition of problem or issue in context		Describes the problem or issue.	Provides a basic definition of the problem or issue, and shows that the problem or issue is situated in a context.	Provides an informative definition of the problem or issue, shows that the problem or issue is situated in a context, shows understanding of the main features of that context and explains why these matter, defines key terms, identifies desirable features of possible solutions.	Insightful and articulate. Analyses a context by consulting a suitably broad range of informational sources, identifies and appropriately frames a problem or issue within that context, gives a detailed and clear definition of the problem or issue, explains why this problem or issue matters, sets out criteria against which to measure possible solutions.
Critical questioning of ideas, evidence and assumptions		Listens to and understands the ideas of others.	Recognises that ideas, evidence and assumptions need to be examined, shows awareness of differences in perspective, shows sensitivity to possible bias and error, seeks out those who have knowledge and expertise.	Questions received ideas, evidence and assumptions, engages with the work of genuine experts, critiques fallacious rhetoric, engages in rational argument, assesses currently available evidence, provides evidence to justify conclusions.	Open-minded and intellectually rigorous. Critically examines received ideas, evaluates the credibility and the methodology of experts, engages with competing views from various historical, intercultural and interdisciplinary perspectives, locates and assesses new evidence.
Creation and evaluation of hypotheses or alternative arguments		Identifies and understand hypotheses put forward by others.	Recognises that current hypotheses and arguments may be suboptimal, assesses the existing hypotheses and arguments.	Generates new hypotheses and arguments, shows awareness of how they could be compared and tested, carries out these tests.	Creative and judicious. Generates original hypotheses and arguments, tests relevant hypotheses and arguments via reasoning, observation, or experiment, evaluates the results.
Formulation of defensible conclusions and best possible solutions		Recognises conclusions and solutions offered by others.	Formulates basic solutions or conclusions.	Offers a solution or conclusion based on engagement with the relevant evidence, defends this solution or conclusion in light of relevant evaluative criteria.	Wise and decisive. Decides on the balance of the evidence, formulates conclusion or solution clearly in their own words, identifies the proper scope and significance of the conclusion commensurate with methods used, explains why this conclusion or solution is best when measured against relevant evaluative criteria.

Communication (oral and written)	
Definition	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
Components	Clear conveyance of meanings in terms original to the student Adjustment according to audience and context Use of media and modes appropriate to each communication Clarity of structure and organization of ideas

	0	1	2	3	4
Communicates meaning in own words or 'voice'		Communicates meaning which for the most part clearly and accurately distinguishes own voice from that of external sources.	Accurately paraphrases and summarises meaning using own voice.	Communicates meaning unambiguously in their own voice, while integrating information from multiple sources to present alternative cases.	Communicates meaning skillfully and unambiguously in their own voice while synthesising and integrating information from multiple and conflicting sources
Adjusts communication according to context (situation, audience, purpose and genre)		Adjusts communication in a manner that demonstrates awareness of given context.	Adjusts communication in a manner that demonstrates awareness of different contexts.	Adjusts communication in a manner that demonstrates sensitivity to a given context	Adjusts communication in a nuanced manner, demonstrating sensitivity to given context demonstrated in communicative style
Uses different modes, media and technology according to context		Uses different modes, media and technology in communication appropriately.	Uses a variety of appropriate modes, media and technology in communication to promote understanding and engagement.	Distinguishes between different modes, media and technology to enhance communication and to promote understanding and engagement.	Distinguishes between and uses different and appropriate modes, media and technology inventively to enhance communication and to enrich understanding and engagement
Structures and organises ideas and information according to context		Structures and organises ideas and information logically	Structures and organises ideas, and information logically and clearly	Structures and organises ideas, and logically, clearly and cohesively	Structures and organises ideas persuasively, and information consistently with clarity, cohesion and logic

Information and Digital Literacy	
Definition	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
Components	Location, interpretation and evaluation of data and information Management of data and information Adaptation, integration and conveyance of data and information Creation of data and information Effective use of digital resources, tools and strategies

	0	1	2	3	4
Scope of an information need		Identifies main concepts when researching a straightforward question or problem, with minimal reference to context.	Uses the context of an information need to inform its scope	Adapts approaches from multiple disciplines and uses them in more complex/specialised contexts	Produces novel insights and approaches.
Location of data and information		Applies commonly used search tools and strategies provided to access and select data and information	Evaluates a variety of search strategies and sources and selects an appropriate set of these to use	Makes sophisticated use of search strategies and sources appropriate to a disciplinary context	Critiques and creates well-designed search strategies and makes innovative choices of sources
Interpretation and evaluation of sources		Applies basic criteria provided to judge the appropriateness of data and information and gives meaning within a defined context	Independently applies basic criteria to judge the value of information in a disciplinary context	Adapts criteria recognised within disciplines to judge the appropriateness of data and information and extracts multiple meanings.	Creates and justifies innovative criteria to judge the appropriateness of data and information and systematically constructs insightful meanings from multiple perspectives.
Adaptation, integration and synthesis		Uses basic techniques to extract and organise information and data	Selects and applies basic extraction and synthesis techniques to organise more complex information	Extracts information from multiple sources, and, organises and synthesises it coherently to satisfy a clear purpose	Extracts information in innovative ways, and, organises and synthesises data to create new knowledge.
Use of digital resources, tools, and strategies		Uses basic digital tools and strategies in simple ways under close supervision and guidance	Uses basic and intermediate digital tools and strategies in simple ways with minimal supervision and guidance	Applies best practice approaches when using digital tools and strategies and shows evidence of independently learning to use new and more sophisticated techniques	Evaluates and uses advanced features of digital tools in sophisticated ways and shows evidence of independently learning to use a diverse range of new tools and strategies in innovative ways.
Ethical and legal access and use of data and information		Follows ethical, legal and disciplinary standards under close guidance and supervision in sourcing data and information at a basic level to cite sources and indicate direct reuse	Independently follows ethical, legal and disciplinary standards in sourcing data or information at a basic level to cite sources and indicate direct reuse	Identifies and resolves ethical dilemmas in sourcing and interpreting data or information	Identifies ethical dilemmas in sourcing data or information and evaluates them using multiple frameworks in order to comply with ethical, legal and disciplinary standards.

Inventiveness	
Definition	Inventiveness is generating novel ideas and solutions.
Components	Reimagines and reframes disparate ideas, observations or resources Creates novel, ideas, solutions or actions.

	0	1	2	3	4
Creative thinking: coming up with ideas and using resources		Generates one-dimensional ideas and/or adopts resources within disciplinary norms and conventions.	Generates and connects similar ideas, and adopts resources within disciplinary norms and conventions.	Generates, connects and synthesises multiple ideas, and uses resources outside disciplinary norms and conventions.	Generates, connects and synthesises disparate ideas, and draws on resources in a way that demonstrates the ability to transcend and move between disciplinary norms and conventions.
Process and strategy: implementing a plan* <i>* Might not apply to all disciplines</i>		Follows a strategy that is identical with previously documented processes, and/or executes a plan that follows pre-set steps.	Follows an organised strategy that uses a combination of previously documented processes, and/or executes a plan that allows for flexibility and adaptation.	Follows an organised strategy that draws on previously documented processes, and a reflective execution of a plan that allows for flexibility and adaptation.	Follows an organised strategy that goes beyond previously documented processes, and reflective execution and evaluation of a plan that allows for flexibility and adaptation.
Outputs: developing concepts, solutions, processes or actions		Creates outputs that are a copy to something existing, incomplete, not feasible and/or poorly contextualised.	Creates outputs that show original aspects, and/or that are mostly resolved, practical and/or contextualised.	Creates outputs that are original, and/or that are resolved, feasible and appropriately contextualised.	Creates outputs that are original, resolved, feasible and contextualised in unique and novel ways.

Cultural Competence	
Definition	Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.
Components	Awareness of one's own cultural values and worldview Actively seeking to understand norms and values of other cultures

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Awareness of one's own cultural values and worldview		Growing understanding of one's own cultural values, worldviews and practices: which may include emerging understanding of one's own culture through disciplinary or theoretical knowledge.	Recognises the importance of understanding one's own cultural norms and values	Supports cultural difference on a personal, group/institutional and society level.	Possesses deep and broad understanding of one's own, group, institutional and societal cultures, and promotes that understanding among others.
Understanding norms and values of other cultures: and ability to engage interculturally and cross culturally.		Seeks knowledge and understanding of the norms and values of different cultures, which may be through engagement with disciplinary knowledge or theory.	Identifies the advantages gained and barriers overcome through inter- and cross-cultural understanding and collaboration.	Adopts a position of critical cultural reflection, and investigates cultural change with humility and sensitivity, whether independently or through active listening or active sharing, as appropriate.	Applies extensive understanding of other cultures and the ability to collaborate within and across cultural boundaries to promote ethically just outcomes, as appropriate.
Ability to communicate across and between cultures		Recognises the need to listen and communicate sensitively in culturally diverse settings (i.e.listening, speaking, writing, presenting)	Demonstrates sensitive listening and communication in culturally diverse settings	Initiates thoughtful, accurate and respectful listening and communication with others in culturally diverse settings	Implements high-level communication skills and complex understandings of cultural differences through a range of techniques to interact with a variety of stakeholders

Interdisciplinary effectiveness	
Definition	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
Components	Understanding of multiple viewpoints and practices Working effectively across discipline and professional boundaries Integrating and synthesising different ways of thinking Production of distinctive outcomes.

	0	1	2	3	4
Understanding of multiple viewpoints and practices		Recognises and acknowledges different roles and viewpoints within an interdisciplinary team.	Considers likely boundaries, biases, ideas, criticisms and amendments contributed by other disciplines when addressing complex problems.	Articulates problem solving approaches by incorporating knowledge and perspectives within and across disciplines.	Enacts ones' discipline-based academic and/or professional responsibilities while appreciating the diversity of knowledge from the wider community and disciplines.
Integrating and synthesising different ways of thinking		Demonstrates receptivity, flexibility, and willingness to integrate new knowledge, skills, and behaviours as contributed by several disciplines.	Displays sensitivity, empathy, trust and commitment towards other's roles/ positions in collective problem-solving.	Critically analyses and displays insights on one's own as well as team's strengths and limitations when contributing to the team's collaborative practice to achieve solutions to complex outcomes.	Creatively adapts in their contribution to the team's collaborative practice in order to achieve shared solutions to complex outcomes.
Working effectively across discipline and professional boundaries		Respectfully conducts oneself when identifying potential sources of conflict when working with other disciplines	Seeks opinions, and provides timely, sensitive and constructive feedback to colleagues in the context of team culture.	Engages with a willingness to find a compromise between and within disciplines; including respectful conflict resolution where appropriate.	Displays situational leadership: Understands, interacts, manages and adjusts behaviour of self and others to achieve common goals.
Production of distinctive outcomes.		Contributes towards developing a shared goal, and in negotiating the achievement of unified plan and distinctive outcomes.	Actively applies principles of collaboration in negotiating goals, plans and outcomes.	Engages in planning a collaborative solution whilst accommodating team's strengths, limitations, and opportunities.	Evaluates critical success factors in proposing solutions to the defined complex problem.

An integrated professional, ethical and personal identity	
Definition	An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context.
Components	Articulates a coherent ethical framework Reflects on the self in personal and professional contexts

	0	1	2	3	4
Articulation of ethical values and practices		<p>Ability to identify core values of ethical conduct including, for example, justice, beneficence, integrity and respect for all human and non-human beings and the environment, and to describe where they may be relevant.</p> <p>Awareness of what it is to be ethical or not ethical and demonstrates capacity to contrast the ethical with the not ethical in specific contexts.</p>	<p>Ability to engage with core values of ethical conduct and identify the relevant issues that require consideration in a specific context/decision e.g. relevance of, and need for consent, confidentiality, disclosure, inter-cultural and intra-cultural agreement.</p> <p>Demonstrates ability to reflect on values, value-conflicts, and different views/positions that others may hold.</p>	<p>Demonstrates ability to think critically and can provide reasons for choices and actions with reference to core values of ethical conduct.</p> <p>Shows evidence that alternative views have been considered in own reasoning and decisions.</p>	<p>Ability to identify, articulate and respond with regard to all the relevant ethical considerations in any given context – providing clear reasons for decisions and actions.</p> <p>Demonstrates appreciation of different perspectives, and roles, and the need to consider the value of alternative views/perspectives and how understanding the views of others allows us to develop and formulate our own ethical identity.</p>
Responsibilities		Awareness of the need to take responsibility for actions. Can give examples of specific actions that might/should/would be taken.	Takes responsibility for decisions and actions.	Takes responsibility for decisions and actions – taking into account the impact on other individuals.	Takes responsibility for decisions and actions – taking into account the impact on other individuals, society and the environment.
Articulation of ethical values and practices in professional contexts		Awareness of role-specific/professional ethical responsibilities	Awareness of role-specific/professional ethical responsibilities and is aware of the sources of these.	Awareness of role-specific/professional ethical responsibilities and demonstrates capacity to describe the source/s of these.	Ability to articulate role-specific/professional ethical responsibilities and demonstrates capacity to critique the source/s of these.

Influence	
Definition	Influence is engaging others in a process, idea or vision.
Components	Responsibility for improvement through involvement and leadership Confidence, self-awareness and a willingness to learn from others Persuasiveness

	0	1	2	3	4
Confidence and self-efficacy in leading others		Understands themselves and their own abilities. Expresses own opinions when prompted.	Expresses own opinions without prompting. Shows capacity to understand others and how their actions may impact them.	Confidently attempts to influence others with an understanding of how their actions may impact others. Responds to new challenges. Able to reflect on their own leadership.	Leads with confidence and seeks out opportunities to lead others Initiates reflection on leadership skills and puts in place strategies for self-development and successfully responding to challenges.
Willingness to engage with, learn from and understand others		Engages with others. Listens to others.	Will initiate tasks, engage with or learn from others in their own discipline.	Completes tasks and engages with and guides others within their discipline when directed. Attempts to identify the skills and needs of others and recognise their potential to contribute to shared learning. Considers a range of viewpoints.	Initiates and accepts accountability for tasks. Understands clearly what distinct knowledge may be learned from others and negotiates with others to take on relevant tasks. Mentors or empowers others to reach their potential. Actively seeks out opportunities to engage with others on a range of issues both within and external to their expertise. Seeks out new and diverse viewpoints and resources.
Contextually relevant persuasion.		Understands ethical persuasion.	Interprets the social context in which persuasion is required.	Persuades ethically, with knowledge of the social context, the beliefs, attitudes, motivations and/or behaviours of others.	Persuades with a clear understanding of their own ethical perspective, the relevant ethical framework for the situation and the perspectives of others. Reflects on the impact that persuasive actions have on those around them and the wider society.
Effective techniques of persuasion.		Uses their own opinion in attempting to persuade. Uses structured arguments for persuasion.	When persuading, uses opinions of from themselves and others without providing reference or context. Can identify an appropriate audience. Arguments exhibit logic.	Persuasion supported by reference to evidence and/or the opinions of experts. Understands their audience and can identify an appropriate communication channel. Persuades with arguments that are coherent and have logical flow.	Persuades using high quality evidence including the opinions of experts and people with lived experience. Persuades using, where relevant, a range of appropriate communication channels. Persuades using arguments that are coherent, flow logically and synthesise relevant evidence.