Graduate Skills: Standards of Achievement

Critical thinking

Critical thinking is an incremental process of cognitive and affective abilities and competencies. This process reaches a purposeful, self-regulatory judgement, which results in the application, analysis, evaluation, synthesis and conceptualisation of information. Critical thinking cannot be separated from the context in which cognition is applied and thus, is also considered an explanation of the "evidential, conceptual, methodological, criteriological or contextual considerations upon which that judgement is based" (Facione, 2006 p.22). Critical thinking is not only fundamental to a meaningful and life-long education, but also to being an active, engaged global citizen.

Teamwork

Teamwork is a process of collaborative learning in the pursuit of a common goal, which involves the minimisation and management of conflict. More specifically, in the context of higher education and formal learning, teamwork is conceptualised as a team-building process; of enabling a group of students to collaborate and learn while pursuing a set of known objectives. Teamwork is not merely placing students into groups for assessment purposes without scaffolding, facilitation and time. It is imperative that teamwork addresses the challenges, processes and performance of team-building through a number of formal and informal mechanisms either student- or instructor-led.

Ethical practice

Ethical practice is the foundation of behaviours and decision-making, which are informed by the nexus between ethics and moral values. This foundation is formed through the development of critical thinking skills for the purpose of modifying and informing behaviours and decision-making. The contentious nature of conceptualising ethics is well-known, being informed by a range of historical, philosophical, religious, political, social and personal moral considerations. Ethical practice is being critically reflexive and able to navigate and reconcile one's ideas and preconceptions of morality, moral codes and personal core values with ethical frameworks, social responsibility and other considerations in the decision-making process. It is understanding that there exists a range of beliefs about the nature, function and goals of ethics in personal, professional and social life. Ethical practice involves the ability to identify ethical issues in complex, multi-layered contexts and to adjust conduct in accordance with ethical frameworks, social responsibility and other considerations.

Sustainability

Sustainability encompasses a divisive and contradictory range of paradigms, ideas and practices. Conceptually, sustainability has moved beyond the original and popular Brundtland Commission's definition: as "a process of change in which the exploitation of resources, direction and investments, [and that] orientation of technological development and institutional change are made consistent with future as well as present needs" (WCED, 1987 p.9). Although it is useful to maintain sustainability as occupying three broad domains – social, economic and environmental – such a reduction is limiting. Sustainability, as a "sensitising disposition" (Reid & Petocz, 2006), is to be predisposed to understanding sustainability as a process of adaptive management and systems thinking, requiring creativity, flexibility, ethical practice and critical thinking. It is also very much about generational needs and responsibility. However, in the context of higher education and learning, sustainability needs to be critically positioned and oriented to promote students' understanding, engagement and response to sustainability issues in the curricula, as well as in their own personal, professional and social lives.

Critical Thinking Standards of Achievement

	Conceptual	Procedural	Professional
Level 4 **HD**	As the theorising and assessment of information, ideas, materials using various modes of thinking for effective interpretation. As the articulation of an argument to support a particular perspective and its justification of one or more conclusions drawn.	Thinks open-mindedly about a situation, recognizing and assessing their assumptions, implications, and practical consequences in coming up with alternative solutions. Gathers and assesses relevant information, using abstract ideas to interpret the given materials effectively.	Is able to synthesise, analyse and evaluate a variety of viewpoints of a complex situation and articulate clearly well-reasoned solutions and conclusions.
Level 3 **D**	Conceptualises critical thinking as a self-monitoring and self-correcting process; discernment which can also be applied to work produced by their peers. As the consideration of various perspectives to formulate clear, concise arguments.	Can synthesise, analyse and evaluate the quality of information and connections in an applied situation, recognising inconsistencies, gaps in logic and unexplored ideas, including their own and others. Can form good, clear arguments that include various perspectives.	Comes to well-reasoned conclusions and solutions about a professional situation, testing them against relevant criteria and standards.
Level 2 **C**	Comprehends critical thinking as the ability to discern patterns and relationships between concepts. Understands as the application of basic critical thinking concepts such as a reasoned argument. Understands critical thinking as the selection, collection, analysis, interpretation and evaluation of source materials.	Can use different critical thinking skills appropriately in a variety of contexts, such as making a reasoned argument or describe patterns and relationships between concepts.	Able to investigate a professional situation and determine facts and fallacies appropriate to the situation.
Level 1 **P**	Defines thinking as one or more of its basic manifestations like logic, types of argument, bias and laws.	Can apply logical thinking (inference and deduction) to simple logic exercises. Is able to take simple arguments and deconstruct them determining cause and effect.	Demonstrates a basic understanding of logic and analysis of argument but has little understanding of how to apply these in professional situations.
Level 0 **F**	Defines critical thinking as memorisation and/or the acceptance of information without filtering.	Unable to express themselves in a logical manner. Unable to analyse an argument or make a valid argument; accepting information at face value.	Unable to apply critical thinking tools to professional situations.

Teamwork Standards of Achievement

	Conceptual	Procedural	Professional
Level 4 **HD**	Demonstrates an understanding that teamwork involves individuals co-operating and collaborating to maximise outcomes in achieving a shared goal. Conceives the notion of teamwork as involving monitoring, individual accountability and reporting. Understands that teamwork requires effectively managing and negotiating group dynamics inherent in teamwork.	Collaborative leader. Demonstrates the ability to facilitate and effectively synthesise team member's contributions Demonstrates ability to lead, and to develop relationships & procedures for working with others in novel ways. Demonstrates a deep commitment to the team's goals through substantive contributions both during and outside of team meetings.	Demonstrates the ability to take a strategic view to lead & work with others to enable innovative outcomes in complex situations. Demonstrates the ability to directly address destructive conflict, supporting the management and resolution of conflict in a professional manner that strengthens team cohesiveness and effectiveness.
Level 3 **D**	Demonstrates awareness that teamwork involves co-ordinating individual efforts to maximise outcomes to achieve a shared goal. Understands that teamwork and effective team-building requires communication, leadership, social and interpersonal skills. Demonstrates an awareness of the group dynamics that are inherent in the team-building process.	Unifying co-operator. Demonstrates ability to articulate a shared goal & to collaborate with others to maximise the outcomes from shared work. Demonstrates substantial individual contributions to team's goals outside of meetings/sessions.	Demonstrates capability to take the initiative in working cooperatively to maximise the outcomes of a shared goal. Demonstrates the ability to identify and acknowledge conflict, but engages and responds constructively to it. Resolutions are sought and the team is focused on shared goals and task.
Level 2 **C**	Demonstrates awareness that teamwork is a combination of individual effort designed to achieve a given goal. Conceptualises teamwork as a team-building process that requires cohesion.	Co-operative follower. Some guidance required. Demonstrates ability to work with others to achieve a given goal. Demonstrates satisfactory contributions.	Demonstrates capability to adapt to a given professional situation & people in order to work towards a given goal. Demonstrates the ability to identify conflict. However, does not constructively address it and focusing the team on the shared goal and task
Level 1 **P**	Conceptualises teamwork as a process that involves individual contributions to a shared task.	Dependant follower. Working alone with little or no interaction with others. Basic understanding of the shared nature of the task. Demonstrates basic contributions to team meetings/sessions.	Demonstrates basic capability to work cooperatively. Has basic understanding of the significance of the shared objectives to practice.
Level 0 **F**	Unable to demonstrate any understanding of teamwork principles and processes.	Unable to contribute constructively to group processes. May act as a dis-unifying or disruptive influence and retard process of reaching a shared goal.	Unable to demonstrate an understanding of the need to act co-operatively. Cannot recognise when this is appropriate or required in the work context.

GRADUATE SKILLS

AUSTRALIAN LEARNING &TEACHING COUNCIL

Ethical Practice Standards of Achievement

	Conceptual	Procedural	Professional
Level 4 **HD**	Demonstrates an in-depth and substantive knowledge of the theoretical frameworks, accurately explaining the details of each. Demonstrates critically reflective self-awareness, discussing and analysing core personal beliefs and their sources with clarity.	Demonstrates ability to identify ethical issues in complex, multilayered contexts and can identify cross-relationships between issues. Demonstrates the independent ability to apply the main frameworks to an ethical dilemma, find solution/s, and consider the implications of such.	Able to innovatively evaluate and adjust ethical conduct strategically to fit the organisational context and recognises the need to act with integrity and consideration of responsibility to society.
Level 3 **D**	Demonstrates substantial knowledge of the theoretical frameworks and their details that exist to resolve ethical dilemmas. Demonstrates critical self-awareness, discussing and analysing personal core beliefs and their sources.	Able to recognise ethical issues in complex, multilayered situations or identify cross-relationships between issues. Demonstrates ability to apply theoretical frameworks in identifying alternative solutions to ethical dilemmas without considering full implications.	Demonstrates an appreciation of the main ethical issues and the complexities, interrelationships and connection between them and professional practice.
Level 2 **C**	Demonstrates an understanding that ethical practice involves more than personal beliefs recognising the relevance of external authorities, societal rules, and organisational agendas. Demonstrates heightened self-awareness, stating both core personal beliefs and their sources.	Demonstrates the ability to recognise and analyse basic/obvious ethical situations and has a basic understanding of how ethical frameworks might be applied to decision making.	Can identify the key issues involved and demonstrates a basic knowledge of their complexities, interrelationships and impact on professional practice.
Level 1 **P**	Demonstrates a basic understanding of ethical practice as something to do with the notion of right and wrong. Able to state either core personal beliefs or their sources, but not both.	Can identify the main ethical frameworks. Demonstrates the ability to recognise basic/obvious ethical issues of given situation.	Demonstrates a basic understanding of the issues but does not demonstrate an understanding of their complexities and significance for professional practice.
Level 0 **F**	Unable to identify a major ethical framework. Unable to demonstrate ethical self-awareness.	Unable to demonstrate the application of the main ethical frameworks in any given situation.	Unable to demonstrate a basic understanding of the issues or significance for professional practice.

Sustainability Standards of Achievement

	Conceptual	Procedural	Professional
Level 4 **HD**	Demonstrates a critically reflective theorisation of the concept, recognising it's evolution in the public discourse, controversial nature and location within certain theoretical and disciplinary paradigms. Defines sustainability as a complex process of adaptive management and systems thinking across disciplines and sub-discipline areas.	Identifies & critically examines the full range of sustainability aspects in any given situation, recommending and justifying an appropriate response. Demonstrates the ability to make connections with other attributes, such as critical thinking, ethical practice and teamwork.	Demonstrates the ability to innovatively evaluate and adjust sustainable conduct strategically to fit the organisational context and consider competing demands.
Level 3 **D**	Demonstrates an understanding that the concept is constitutive of more than personal views and the three domains, critically recognising the relevance of external authorities, societal rules & organisational agendas. Demonstrates knowledge of certain aspects of the process of sustainability such as lifecycles, stakeholder interpretation and systemic thinking.	Demonstrates the ability to analyse the sustainability aspects of given situations and identify and support a range of recommendations for action using certain processes and frameworks.	Demonstrates an appreciation of the main sustainability issues, taking account of legislative and organisational requirements.
Level 2 **C**	Discerns sustainability across three broad domains of economic, social and environmental, acknowledging the notion of generational responsibility	Demonstrates a knowledge of the existence of sustainability frameworks and a basic understanding of how those frameworks might be applied to decision making.	Can identify the key issues involved and demonstrates a basic knowledge of their impact on professional practice.
Level 1 **P**	Demonstrates a basic understanding of the environmental domain of sustainability.	Demonstrates knowledge of the ways of dealing with environmental aspects of sustainability, such as recycling.	Demonstrates a basic but limited understanding of the resource issues of sustainability in the workplace.
Level 0 **F**	Understanding of sustainability limited to the idea of "keeping self or business going". Unable to define sustainability in any of the three broad domains.	Unable to use any aspect of sustainability beyond the definition. Unable to apply even basic notions of sustainability to practice.	Only focus as keeping their business or employment going. Unable to apply legislative requirements to a professional situation.

Generic Model Standards of Achievement

	Conceptual Domain-specific and/or skill-specific conceptual knowledge – 'knowing that' (i.e. concepts, facts, propositions – surface to deep) (e.g. Glaser 1989)	Procedural Domain-specific and/or skills specific procedural knowledge – 'knowing how' (i.e. specific to strategic procedures) (e.g. Anderson 1993)	Professional Professional knowledge - 'knowing for' (i.e. values, attitudes) related to practice (e.g. Perkins et al 1993), includes graduate capabilities
Level 4 **HD**	The concept is linked and integrated with other concepts, resulting in a new pattern of understanding. The depth and breadth of the concept is understood in such a way that the individual is inspired to re-organise other concepts, and motivated to make creative and innovative applications	Demonstrate the capacity to create/develop new valid procedures. Rules are applied in novel ways, or new rules are derived from deep understanding.	Demonstrates a strategic view to enable innovative outcomes in complex situations.
Level 3 **D**	The understanding of concept is broadened, appreciated from different angles, and this elaboration reflects in the ability to consider the concept in other contexts and from different perspectives.	Demonstrates the ability to select appropriate procedures in a given context. Procedures no longer need to be given.	Demonstrates the ability to adapt to new environments.
Level 2 **C**	Some personal meaning has been extracted and their understanding reflects this internalised view. The concept has become a part of their knowledge. Nevertheless, the concept remains narrow and shallow and relatively disconnected from other concepts.	Demonstrates the ability to apply given rules and procedures in a variety of contexts and to novel problems.	Can evaluate a professional situation and identify key issues.
Level 1 **P**	Demonstrates the ability to describe and define the basic concepts of the skill, subject-matter, and/or knowledge domain, but has not demonstrated an ability to be able to elaborate or reflect on the meaning of the concept(s).	Demonstrates knowledge of the rules and can practice the rules of a given procedure and/or skill.	Demonstrates a basic understanding of processes and functions but basic understanding of the significance of these in professional practice.
Level 0 **F**	Demonstrates inability to describe and define the basic concepts of the skill, subject-matter, and/or knowledge domain.	Demonstrates no knowledge of the rules and is not able to practice the rules of a given procedure and/or skill.	Demonstrates no understanding of processes and functions or the significance of these in professional practice.