



**EXCELSIA
COLLEGE**
Sydney - Australia

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ASSESSMENT STANDARDS ARTICULATED ACROSS AQF LEVELS

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	Level 6	Level 7	Level 8	Level 9		Level 10
	Associate Degree	Degree	Graduate Certificate/Diploma	Masters (Coursework)	Masters (Research)	Doctorate
Purpose of Assessment	The purpose of assessment at the Associate Degree level is to prepare students for paraprofessional work and further learning	The purpose of assessment at the Degree Level is to prepare students for professional work and further learning	The purpose of assessment at the Graduate Certificate/ Diploma level is to prepare students for professional practice and further learning	The purpose of assessment at the Masters (Coursework) level is to prepare students for advanced professional practice, and independent scholarship and research	The purpose of assessment at the Masters (Research) level is to prepare students for advanced independent scholarship and research	The purpose of assessment at the Doctoral level is to prepare students for professional leadership, advanced original research, and high-level independent scholarship
Requirements of Assessment	Assessment in the Associate Degree requires students to acquire, demonstrate and apply a broad body of technical and theoretical knowledge in a range of contexts in preparation for paraprofessional work and further learning	Assessment in the Bachelor Degree requires students to acquire, demonstrate and apply a broad and coherent body of technical and theoretical knowledge in a wide range of contexts in preparation for professional work and further learning	Assessment in the Graduate Certificate/ Diploma requires students to acquire, demonstrate and apply a specialised or refined body of technical and theoretical knowledge in a range of contexts in support of professional practice and further learning	Assessment in the Masters Degree (Coursework) requires students to acquire, demonstrate and apply an advanced body of technical and theoretical knowledge in a wide range of contexts in support of professional practice, scholarship and further learning	Assessment in the Masters Degree (Research) requires students to acquire, demonstrate and apply an advanced body of technical and theoretical knowledge in a wide range of contexts in support of research, scholarship and further learning	Assessment in the Doctoral Degree requires students to develop new knowledge and/or to develop new applications of existing knowledge , in one or more fields of investigation, scholarship or professional practice
Knowledge Threshold	Student assessment responses at the Associate Degree level are characterised, in one or more disciplines, by increasing breadth of technical and theoretical knowledge , with evidence of some depth in relevant underlying principles and concepts	Student assessment responses at the Degree level are characterised, in one or more disciplines, by increasing breadth and coherence of technical and theoretical knowledge , with evidence of depth in relevant underlying principles and concepts	Student assessment responses at the Graduate Certificate/ Diploma level are characterised by increasing command of a specialised body of technical and theoretical knowledge relevant to a specific discipline or professional area	Student assessment responses at the Masters Degree (Coursework) level are characterised by increasing command of an advanced body of knowledge that includes: (a) an understanding of recent developments in a discipline and/or area of professional practice, and (b) knowledge of research principles and methods applicable to a field of work and/or learning	Student assessment responses at the Masters Degree (Research) level are characterised by increasing command of an advanced body of knowledge that includes: (a) an understanding of recent developments in one or more disciplines, and (b) extended knowledge of research principles and methods applicable to a field of work and/or learning	Student assessment responses at the Doctoral Degree are characterised by: (a) command of highly advanced body knowledge at the frontier of a field of work or learning , including knowledge that constitutes an original contribution, and (b) extended and consolidated knowledge of research principles and methods applicable to the field of work or learning

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	Student assessment responses at the Associate Degree level evidence:	Student assessment responses at the Degree level evidence:	Student assessment responses at the Graduate Certificate/ Diploma level evidence:	Student assessment responses at the Masters (Coursework) level evidence:	Student assessment responses at the Masters (Research) level evidence:	Student assessment responses at the Doctoral Degree level evidence:
	cognitive skills sufficient to identify, analyse and evaluate information and concepts from a range of sources	cognitive skills sufficient to identify, review, critically analyse and evaluate information and concepts from a wide range of sources	cognitive skills sufficient to investigate, consolidate, analyse, synthesise and apply specialised knowledge and information in order to identify and provide solutions to complex professional problems	cognitive skills sufficient to investigate, consolidate, analyse, synthesise and apply advanced knowledge and information in order to identify and provide solutions to complex theoretical and professional problems	cognitive skills sufficient to investigate, consolidate, analyse, synthesise and apply advanced knowledge and information in order to identify and provide solutions to complex theoretical and research problems	cognitive skills sufficient to independently investigate, consolidate, analyse, synthesise and apply highly advanced knowledge and information in order to identify and provide original solutions to complex theoretical, professional and research problems
Skills Threshold	technical and creative thinking skills sufficient to demonstrate with some depth in a discipline a broad understanding of knowledge and ideas	technical and creative thinking skills sufficient to demonstrate with depth in at least one discipline a broad and coherent understanding of knowledge and ideas	technical and creative thinking skills sufficient to demonstrate an applied understanding of specialised knowledge and ideas applicable to a specific discipline or professional area	technical and creative thinking skills sufficient to generate, evaluate and apply complex ideas, processes and concepts at an abstract level in the context of specific disciplines or professional areas	technical and creative thinking skills sufficient to generate, evaluate and apply complex ideas, processes and concepts at an abstract level in the context of specific disciplines or research areas	expert technical and creative thinking skills sufficient to generate, critique and apply original ideas, processes and concepts at an abstract level in the context of specific disciplines, theoretical frameworks or research areas
	communication skills sufficient to interpret and transmit responses to sometimes complex problems ; and to make a clear and coherent presentation of knowledge and ideas with some intellectual independence	communication skills sufficient to interpret and transmit responses to complex problems ; and to present a clear, coherent and independent exposition of knowledge and ideas	communication skills sufficient to conceptualise, analyse and transfer knowledge and ideas relating to complex theoretical, professional and practical problems to a variety of audiences	communication skills sufficient to theorise, conceptualise, analyse and transfer knowledge and ideas , to a variety of specialist and non-specialist audiences, relating to existing and emerging issues, problems and developments of professional, theoretical and/or practical interest	communication skills sufficient to theorise, conceptualise, analyse and transfer knowledge and ideas , to a variety of specialist and non-specialist audiences, relating to research-based issues, problems and developments of professional, theoretical and/or practical interest	communication skills sufficient to cogently present a complex description, analysis and evaluation of original research for external examination against international standards, and to communicate the results of this research to peers and the community

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Application of Knowledge and Skills Threshold	Student assessment responses at the Associate Degree level demonstrate:	Student assessment responses at the Degree level demonstrate:	Student assessment responses at the Graduate Certificate/ Diploma level demonstrate:	Student assessment responses at the Masters (Coursework) level demonstrate:	Student assessment responses at the Masters (Research) level demonstrate:	Student assessment responses at the Doctoral level demonstrate:
	emerging initiative and judgement in planning, problem solving and decision making with respect to paraprofessional practice	initiative and judgement in planning, problem solving and decision making with respect to professional practice and/or scholarship	independent judgements with respect to specialised problems a range of technical or managerial contexts	high level, independent judgements with respect to varied theoretical, practical and professional problems, in a range of contexts, roles and functions	high level, independent judgements with respect to varied theoretical, practical and professional problems, in a range of contexts, roles and functions	expert judgements with respect to diverse, complex and/or competing problems, in varied and sometimes conflicted theoretical, practical and professional contexts, roles and functions
	adaptation of knowledge and skills in a range of paraprofessional contexts and/or in pursuit of further studies in one or more disciplines	adaptation of knowledge and skills in a diverse range of professional contexts and/or in pursuit of further studies in one or more disciplines	adaptation of knowledge and skills in order to initiate, plan, implement and evaluate functions within varied specialised technical and/or creative contexts	with creativity and initiative, adaptation of knowledge and skills to emerging and existing contexts and situations in professional practice and/or for further learning	with creativity and initiative, adaptation of knowledge and skills to emerging and existing contexts and situations in professional practice and/or for further learning and research	with creativity, initiative, and intellectual independence, and with reference to original research; adapt knowledge and skills to emerging and existing theoretical issues, professional contexts, and problematic situations
	application of fundamental principles, concepts and techniques to known and unknown contexts and situations	application of fundamental and advanced principles, concepts and techniques to known and unknown contexts and situations	independent application of specialised principles, concepts and techniques to known and unknown contexts and situations	independent and innovative application of theories, principles, concepts and techniques to a range of known and unknown contexts and situations	independent and innovative application of theories principles, concepts and techniques to a range of known and unknown contexts and situations	independent and innovative application of complex theories principles, concepts and techniques to a wide range of known and unknown contexts and situations
	responsibility and accountability for their own learning and for work in collaboration with others within broad parameters	responsibility and accountability for own learning and for professional practice in collaboration with others within broad parameters	responsibility and accountability for varied personal outputs and for aspects of the work or function of others within broad parameters	with high level personal autonomy and collegial accountability, take responsibility for the planning and execution of a substantial professional project , piece of scholarship, or capstone experience	with high level personal autonomy and collegial accountability, take responsibility for the planning and execution of a substantial research-based project , piece of scholarship, or capstone experience	with high level personal autonomy and collegial accountability, take responsibility for generating, evaluating and applying new knowledge , including in the context of emerging theoretical and empirical developments and ongoing professional practice