



## 5a. Independence\*

**University Graduate Profile Theme:** Graduates of the University are expected to be able to learn and work autonomously. They are expected to be lifelong learners, to show resilience and proactivity.

**Bachelor of Commerce Graduate Capability:** Graduates will be able to respond professionally and ethically, demonstrating a capacity for independent thought and learning.

**Progression statement:** Your self-management skills will develop through your level 100 courses as you learn to work independently and manage your time in order to balance commitments and meet competing deadlines. In your 200 level courses, you will take more responsibility for your own learning as you meet more challenging learning activities and become more resilient when dealing with ambiguous situations. By the end of the programme, you will be able to self-manage and demonstrate resilience in your interactions with others. You will be proactive and self-challenging. Your awareness of the importance of integrity will grow through reflective practice and your respect for team members. As you continue through the programme, you will be challenged to develop considered ethical standpoints on business issues. In your level 300 courses, you will exercise personal integrity and develop the courage and techniques to deal with unethical behaviour.

**Definition of independence:** *Learn and work independently. Reflect on and assess their own capabilities and performance, and make use of feedback as appropriate, to support personal and professional development.*

	Indicators	100	200	300	700
5a. 1	<b>Capacity for independent thought</b>	Identifies good thinking practices and recognises their role in study and business practice.	Challenges ideas by questioning the authorship and direction of disciplinary thinking and the thinking of peers.	<b>Monitors, critiques</b> and improves <b>own thinking practices</b> . Shows autonomy in the authorship, direction and control of his or her disciplinary thinking.	Shows evidence of independent thinking and autonomy. Line of reasoning shows a deep personal insight into the field.
5a. 2	<b>Self-management</b>	Understands self as a learner.	Reflects on and plans for own learning.	<b>Reflects on</b> own learning and demonstrates commitment to self-improvement. Plans and <b>manages own learning and time keeping</b> .	Shows deep reflection on previous learning or previously adopted strategies to identify possible improvements. Independently generates and pursues opportunities to expand knowledge, skills, and abilities.
5a. 3	<b>Resilience</b>	Knows how to use feedback and seek help when facing setbacks.	Uses feedback and stays on task when trying to improve performance or overcome setbacks.	<b>Responds to setbacks as positive learning experiences</b> to independently address problems and adversities.	Shows a high level of adaptability and proactivity in self-management and project management. Makes risk-calculated decisions and considers alternative plans.

\* The rubrics at each stage relate to B students and above.

**AoL\***

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Capacity for independent thought</b>	Does not take steps to improve thinking practices.	<b>Monitors and critiques own thinking practices.</b>	In addition to standard, shows autonomy in the authorship, direction and control of his or her disciplinary thinking.
<b>Self-management</b>	Does not manage own learning or take responsibility for others.	<b>Reflects on and manages own learning and time keeping.</b>	In addition to standard, commits to evidence-based decision making and may take some responsibility for the learning of others.
<b>Resilience</b>	Does not respond to setbacks as learning experiences.	<b>Responds to setbacks as positive learning experiences.</b>	In addition to the standard, independently addresses problems and adversities.

\* The 'meets standards' criteria have been written for a graduating student. It may need to be softened if you are assessing a 100 or 200 level course.

**Sources**

Main source: Association of American Colleges and Universities Foundations and Skills for Lifelong Learning Value Rubric.  
 Secondary sources: Deakin University, Self-management: Working and learning independently, and taking responsibility for personal actions Rubric.