



## Building course team capacity to enhance graduate employability

Final Report 2011

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<http://graduateemployability.curtin.edu.au/>

<http://tiny.cc/boliver/>



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## Glossary of terms

### List of acronyms and terms

|  |  |
|--|--|
| <b>ACER</b>                                    | Australian Council for Education Research  |
| <b>AGS</b>                                     | Australian Graduate Survey   |
| <b>AUSSE</b>                                   | Australasian Survey of Student Engagement  |
| <b>Capabilities</b>                            | Integration of knowledge, skills, personal qualities and understanding used appropriately and effectively ... in response to new and changing circumstances (Stephenson, 1998)   |
| <b>CEQ</b>                                     | Course Experience Questionnaire  |
| <b>CLA</b>                                     | Collegiate Learning Assessment   |
| <b>Course</b>                                  | A degree program   |
| <b>Course leader</b>                           | The person responsible for the quality and effectiveness of a course (degree) curriculum and delivery  |
| <b>Course team</b>                             | The full-time, part-time, sessional or casual staff who teach a course   |
| <b>DEEWR</b>                                   | Department of Education, Employment and Workplace Relations  |
| <b>Employer</b>                                | People who directly employ or work with graduates of courses   |
| <b>GDS</b>                                     | Graduate Destination Survey  |
| <b>GPS</b>                                     | Graduate Pathways Survey   |
| <b>Graduate Employability</b>                  | The achievement of skills, knowledge and personal attributes that make graduates more likely to secure and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy” (Yorke, 2006) |
| <b>Graduate Employability Indicators (GEI)</b> | Surveys gathering graduate, employer, and Course Team perceptions of the importance of fourteen capabilities to early professional success, and the extent to which they are generally demonstrated by graduates or developed in courses       |
| <b>LTAS</b>                                    | ALTC Learning and Teaching Academic Standards project  |
| <b>New graduate</b>                            | Someone who has graduated from the course in the last five years   |
| <b>NSSE</b>                                    | National Survey of Student Engagement (US)   |
| <b>QAA</b>                                     | Quality Assurance Agency (UK)  |
| <b>Unit</b>                                    | A semester-length learning experience, sometimes called a subject  |

# Executive Summary

*Building course team capacity for graduate employability* was a collaborative project between Curtin University, RMIT University, University of Southern Queensland and Victoria University. Outcomes include:

## **1. A review of the literature on building staff capacity for enhancing graduate employability**

Literature reviews have been incorporated into the Assuring Graduate Capabilities website <http://tiny.cc/boliver>

## **2. Development of a the Graduate Employability Indicators**

- The **Graduate Employability Indicators** (GEI) are online employability surveys designed to supplement data from national surveys (such as the Australian Graduate Survey). The Graduate Employability Indicators, administered at degree program level, capture the perceptions of graduates, employers and course teaching teams about the importance of key capabilities to new graduates' early professional success, and the extent to which those capabilities are demonstrated by new graduates. Results from the Graduate Employability Indicators can be used to inform course curriculum review, staff professional development and benchmarking. To date, 84 courses from 10 Australian higher education providers have used the Graduate Employability Indicators. Comprehensive information on the Graduate Employability Indicators is available at the *Assuring Graduate Capabilities* website (<http://tiny.cc/boliver/>).
- **An evaluation of the usefulness of the Graduate Employability Indicators:** Course teams were invited to provide feedback at the conclusion of benchmarking and in May 2011. Unfortunately only eight responses were received, and therefore results are unrepresentative. Nevertheless, qualitative comments from the course leaders provide some insight into their experiences. In general, those who responded were very positive about the Graduate Employability Indicators as a tool for curriculum reform.
- **Validation of the Graduate Employability Indicators and their scalability:** The Graduate Employability Indicators were evaluated for their validity and reliability in early 2011. The analysis involved factor analysis and the Rasch Rating Scale model. The evaluation found that the respondents were consistent and logical in their response choice, generally positive overall about the importance of capabilities and less positive about the demonstration and development of the capabilities. With regard to scalability, the Graduate Employability Indicators are housed at a Curtin University website, and Curtin can administer the surveys on behalf of requesting institutions (and display the logo of the requesting institution). Even so, it is unlikely that in a highly competitive sector, institutions will entrust data gathering mechanisms to a competitor institution. It also seems inadvisable to invest resources in a more arm's length self-administering web system, when the sector is currently focused on creating new indicators associated with mission-based compacts. For this reason, institutions may wish to use the Graduate Employability Indicators through their own in-house or open source web solutions (eg Survey Monkey) to create the surveys online, and use them to gather and report their own data.

## **3. Resources and processes to assist teaching teams to enhance curriculum for employability:**

- **An annotated catalogue of teaching resources** has been incorporated into the *Assuring Graduate Capabilities* website: see *How to teach for capability*.
- **An annotated catalogue of leadership resources** has been incorporated into the *Assuring Graduate Capabilities* website: see *How to lead for capability*
- **A guide to benchmarking with a focus on graduate employability:** In conjunction with the ALTC Fellowship *Benchmarking partnerships for graduate employability*, a method of benchmarking and documentation for sharing course-level employability information were developed and refined. The *Assuring Graduate Capabilities* website includes information on participating in benchmarking, see *Teaching & Learning Quality: Benchmarking*

## **4. Dissemination**

The outcomes of this project are available at the Assuring Graduate Capabilities website <http://tiny.cc/boliver>. They have been disseminated through:

- 8 peer-reviewed publications

- 3 posters
- 12 invited or keynote presentations (6 international: United States, Romania, England, Singapore, Jordan, Scotland)
- An ALTC supported national forum on graduate capability development in Melbourne, November 2010 with 111 colleagues in attendance
- ALTC Teaching Fellowship *Benchmarking partnerships for graduate employability* (completed 2010) The fellowship engaged over 3000 colleagues from 54 institutions within and beyond Australia
- ALTC National Teaching Fellowship *Assuring Graduate Capabilities* (completing 2012).

# 1. Introduction: Project aims and methodology

## Project aims

The aim of this project was to build the capacity of university teaching staff to enhance the employability of their graduates through

1. **Tools** to identify strengths and gaps in course effectiveness for graduate employability, and the capacity of course teams (full-time, part-time and sessional staff) to identify and assess skills and attributes which lead to graduate employability;
2. **Resources** to enhance identified strengths and address gaps; and
3. **A benchmarking process** for course leaders focusing on graduate employability.

The project has significant synergies with other ALTC initiatives, particularly the project leader's Teaching Fellowship: Benchmarking partnerships for graduate employability. The outcomes of both this project and that fellowship are disseminated through the Assuring Graduate Capabilities website <http://tiny.cc/boliver>, see Figure 1:



Figure 1 Header and tabs at the Assuring Graduate Capabilities website: <http://tiny.cc/boliver>

## Project methodology

In the first phase of the project, the project officer was appointed, an external evaluator was engaged, and a literature and resources review was initiated. Ethics approval was secured, the roles of the project team clarified and project reference group members and participating course teams were confirmed. Prior to the commencement of the project, Curtin had implemented employer and graduate surveys to inform course review processes. The surveys focused on achievement of Curtin's graduate attributes. The intention of the project was to build on these surveys, and move quite rapidly to focussing on creating staff development resources to help teaching staff improve student and graduate achievement, and participate in benchmarking. On commencement of the project, it was agreed by the project team comprised of members from four universities that the focus on only one university's graduate attributes would be a barrier to engagement by others. Therefore, the surveys were modified as follows based on research and advice from the international reference group:

- A third survey was added, gathering perceptions of course teaching teams, to facilitate triangulation with perceptions of graduates and employers
- All three surveys focus on fourteen generic capabilities applicable to a wider audience: after extensive exploration, it was decided that the most appropriate capabilities were those listed in one item of the Australasian Survey of Student Engagement (AUSSE) (Australian Council for Educational Research, 2008) and the Graduate Pathways Survey (Coates & Edwards, 2009). Both those surveys drew on the National Survey of Student Engagement (Kuh, 2001)
- All three surveys focus on perceptions of the importance of the capabilities, in addition to the original focus of the extent to which new graduates demonstrate capabilities.

The redesign and testing of these surveys extended phase one of the project by almost a year. The project team was confident that the stronger surveys warranted the investment.

The second and subsequent phases of the project involved:

- Data collection, analysis and preparation of data for pilot course teams
- Preparation of reflective questions and guidelines for benchmarking partnerships
- Refining the Graduate Employability Indicators and Reports based on pilot feedback and data collection for the project course teams
- Dissemination of the survey findings and benchmarking by course teams
- Evaluation and dissemination of project outcomes.

The course teams that participated in this project were from accounting and public relations/communications undergraduate programs at the four partner institutions. These courses were chosen as examples of (1) accredited courses with clear employability and industry links (Accounting) and (2) courses with less clear accreditation and employability links with industries

(Public Relations/Communications) (Whelan et al., 2010). Members of the project team mentored the academic teaching teams through the collection, interpretation and benchmarking of this data with other programs at a Benchmarking event held in November 2010.

### Relationship to other ALTC projects and fellowships

The project has significant synergies with, and become entwined with, subsequent initiatives, particularly the ALTC Fellowship 'Benchmarking partnerships for graduate employability' (completed December 2010), and the ALTC National Teaching Fellowship, 'Assuring Graduate Capabilities' (completing July 2012). For example, the 2010 teaching fellowship used the Graduate Employability Indicators, developed through this project, as a source of information for benchmarking on course-level employability. In return, this project's course leaders from accounting and public relations/communications joined a wider group in a benchmarking event organised as part of the teaching fellowship.

Other major ALTC projects have strong synergies with this project: they include the National GAP (Barrie, Hughes, & Smith, 2009), the BFactor Project (de la Harpe et al., 2009), Research Graduate Skills (Cumming et al., 2009) and the Learning and Teaching Academic Standards project (Australian Learning and Teaching Council, 2010). The project also has strong connections and synergies with the *Academic Leadership for Course Coordinators* (Jones, Ladyshevsky, Oliver, & Flavell, 2009a) project: the resources from that project are the basis for this project's production of updated online professional development resources. The project also synergises with other university based projects, such as the Griffith Graduate Project (Crebert, nd), and projects and initiatives undertaken in other countries, such as the *Skills plus* project (Knight & Yorke, 2000, 2000b) from the UK. Other recent projects have been concerned with discipline-based assessment of graduate attributes in accounting, public relations and communications. Accounting projects include:

- Assessing students unfamiliar with Australian assessment practices (Jackson, Watty, Yu, & Lowe, 2006)
- Enhancing assessment feedback (O'Connell, 2010)
- Determining the professional skill set required by accounting graduates (Hancock et al., 2010) and
- Embedding intercultural competence development (Freeman et al., 2009)

Projects related to public relations and communications include:

- Assessing group work in media and communications (Battye, Hart, McCormack, & Donnan, 2008) and
- Research Graduate Skills Project (Cumming et al., 2009).

Resources from these ongoing and completed projects have been disseminated through this project, as part of the How to teach for capability section of the Assuring Graduate Capabilities.

# 1. Literature Review

## What is graduate employability?

A widely-accepted definition of graduate employability, and the one promoted through this project, is the achievement of “the skills, understandings and personal attributes that make an individual more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy” (Yorke, 2006), (p.8). In Australian higher education, universities’ graduate attributes are generally considered to encompass employability skills (Precision Consulting, 2007; Radloff et al., 2009). Recent mapping of those attributes shows that, in the main, most universities tend to focus on seven clusters of attributes (Oliver, 2011), including

- Written and oral communication
- Critical and analytical (and sometimes creative and reflective) thinking
- Problem-solving (including generating ideas and innovative solutions)
- Information literacy, often associated with technology
- Learning and working independently
- Learning and working collaboratively
- Ethical and inclusive engagement with communities, cultures and nations.

As reported elsewhere (Oliver, 2010), higher education institutions have generally attempted to focus on employability by embedding attribute development into courses, career services, work experience opportunities, and reflection on and recording of experience through eportfolios, progress files and career management programs (Harvey, 2005). It is generally agreed that embedding employability as part of the graduate skill set (or learning outcomes) through curriculum design, course content and delivery is a promising start: curriculum mapping offers a way of testing how and where employability-related learning is incorporated into a course curriculum (Oliver, Ferns, Whelan, & Lilly, 2010a; Sumsion & Goodfellow, 2004). Curriculum mapping of attributes, and similar input measures, have become more prevalent in recent years in Australian higher education (Oliver, 2011). This project focused less on input measures, and more on

- **evidence** of outcomes: what graduates can do in readiness for employability, and
- in response to such evidence, provide teaching staff with **resources and processes** such as benchmarking to improve curriculum with a view to enhanced graduate employability.

A key premise of this project is that if national priorities and community expectations around graduate employability are to be met, academic teaching staff must be properly prepared to identify, model and assess key attributes and skills in a curriculum specifically designed to ensure graduates achieve the ‘required mix’ of knowledge and skills. Two questions follow: what is the ‘required mix’, and who determines what it might be? If employability is one of the key aspirations of university education, it would seem that employers should have a major voice, as should graduates and those who prepare them: academic staff.

## Evidencing achievement of capabilities for graduate employability

Quality assurance processes in teaching and learning generally draw on evidence provided by quantitative and qualitative indicators (Chalmers, 2008; Chalmers, Lee, & Walker, 2008). At the moment, there is only limited stakeholder feedback on the importance and demonstration of graduate capabilities captured by national indicators (Whelan et al., 2010). The major sources of employability data at course level are the Graduate Destination Survey (new graduates’ full-time and part-time work status, employer and salary) and self-reported data gathered in the Generic Skills Scale of the Course Experience Questionnaire (CEQ) (Oliver, 2011, in press). CEQ qualitative comments may provide evidence of graduate satisfaction in terms of employability, but this information is not specifically sought from respondents (Oliver et al., 2010b). The mooted introduction of an Australian version of the Collegiate Learning Assessment will provide measures of a limited range of students’, not graduates’, generic skills, including written communication, problem-solving and analytic reasoning (Council for Aid to Education, n.d.-a, n.d.-b; Tertiary Education Quality and Standards Agency, 2011) The AUSSE provides limited data from students, not graduates, on their perceptions of generic skills achievement (Australian Council for Educational Research, 2008), and graduates from selected cohorts were asked to report on similar items in the Graduate Pathways Survey (Coates & Edwards, 2009). In recent years, specific institutions devised indicators to gather evidence of their graduates’ employability (Oliver, Jones, Tucker, & Ferns, 2007; Walker, 2009). These surveys generally focus on the extent to

which graduate capabilities are demonstrated. However, Scott suggests that is equally important to ascertain how important particular capabilities are in various disciplines and professions (Scott, 2005).

Nevertheless, there is no routine and systemic collection of evidence of other stakeholders' views of graduates' achievement of employability skills in Australian higher education, even though reports suggest that employers are often less than satisfied with graduate skills (Business Council of Australia, 2011; Precision Consulting, 2007). Employers are an independent voice who can provide highly valuable feedback on graduate outcomes (Coates, 2009b). The increasing focus on the employer perspective in the UK is based on a belief that employer engagement helps universities develop and embed the skills and knowledge required by employers (Bennett & Kane, 2009). The International Employer Barometer (IEB) is a UK study that reports on needs and perceptions of graduate recruiters (Archer & Davison, 2008). The IEB surveys employers on which skills (both hard and soft) are valued by employers, and measures their satisfaction with graduates' capabilities. It has been argued that education institutions might be more inclined to focus on employability skills if they can demonstrably be assessed and reported effectively (Curtis & McKenzie, 2001). There are four main assessment approaches for evaluating student employability (Curtis & McKenzie, 2001), namely judgements by teachers, student portfolios, assessment based on work experience and assessment using purpose-driven instruments. The authors note that these approaches are complementary rather than competing, and may require professional development in assessment. This project sought to address current data gaps through the development of the Graduate Employability Indicators (GEI), a suite of three online surveys which focus on fourteen capabilities and gather the perceptions of graduates of up to five years, employers, and the course team.

## Building course teaching team capacity to enhance graduate employability

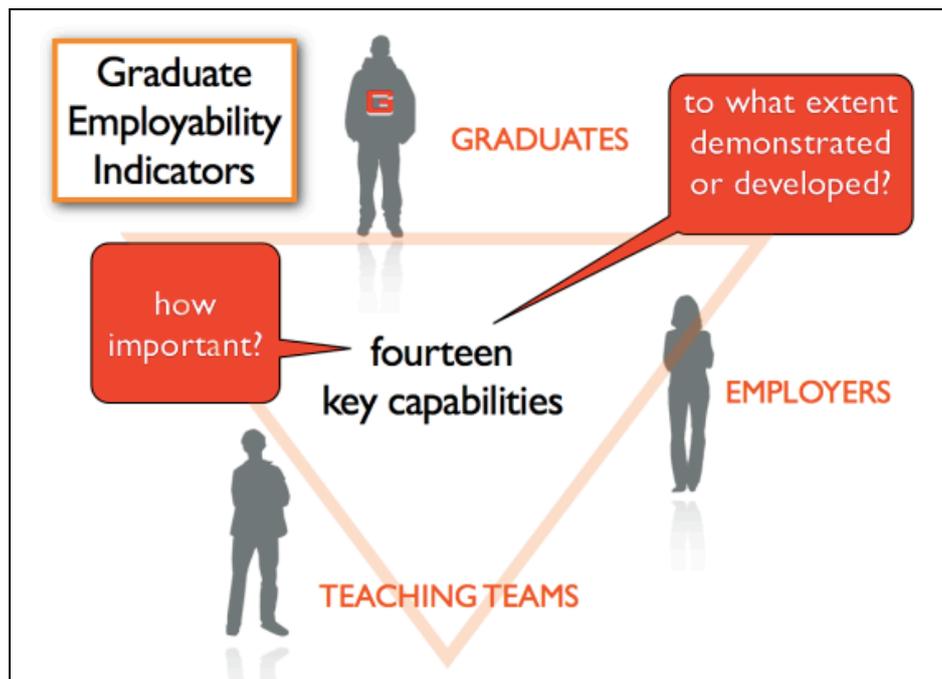
Academic staff development in teaching has been around in Australia since the 1960s (Ling, 2009). In the 1990s teaching and learning development (encompassing teaching advice, theories of teaching practice, teaching portfolios and online teaching) was amongst the best represented academic areas in terms of online staff development resources (Litchfield & Spear, 1999). Since then, national and international drivers have changed the organisational arrangements associated with academic staff development (Ling, 2009). Some AUQA audits have made reference to the need for better induction procedures for local tutors and Australian university staff teaching abroad, a finding supported by the academic union (Dunn & Wallace, 2006). In 2002, an investigation into the provision of professional development for university teaching found that academic staff preparation programs and ongoing support for teaching was uneven and not systematic in Australian universities (Dearn, Fraser, & Ryan, 2002). Systematic training of sessional staff was carried out by few institutions, and enrolments in teaching in higher education award courses were low across the sector. Professional development related to graduate attributes was noted as an enabler for effective teaching and assessment of graduate attributes in the B Factor project (de la Harpe et al., 2009): teaching staff identified professional development as important in helping to integrate and contextualise graduate attributes, and a lack of knowledge or skill in a particular graduate attribute was seen as an obstacle in teaching and assessing graduate attributes. Academic staff generally were seen to lack confidence in the teaching and assessing of graduate attributes, except for those seen to be traditional academic areas (such as written communication). As those staff with a formal teaching qualification were seen to be more confident in teaching and assessing attributes, this suggests that teacher professional development may play a vital role in enhancing academic confidence.

The Quality Assurance Agency for Higher Education suggested that, with the right support and encouragement, academic staff could be a valuable training resource for other academics in embedding employability skills into the curriculum (The Quality Assurance Agency for Higher Education, 2006). Generally, there is little transference of teaching expertise between colleagues, a situation that is compounded by the increasing number of sessional and part-time teaching staff (Oliver & Herrington, 2002). Some staff may feel reluctant to participate in staff development activities, as they feel this will be seen as a demonstration that they are lacking particular skills (Salter & Hansen, 1999). Web-based staff development can overcome some problems associated with other forms of staff development, in that it is self-paced learning, where the learner can take a constructivist perspective to their own learning (Salter & Hansen, 2000). Previous studies have shown difficulties in getting feedback from academic staff about their professional development needs (Dunn & Wallace, 2006).

### 3. The Graduate Employability Indicators

The Graduate Employability Indicators (GEI) are online employability surveys designed to supplement data from national surveys (such as the Australian Graduate Survey). The Graduate Employability Indicators, administered at course (degree program) level, capture the perceptions of graduates, employers and course teaching teams about the importance of key capabilities to new graduates' early professional success, and the extent to which those capabilities are demonstrated by new graduates. Results from the Graduate Employability Indicators can be used to enhance curriculum for better graduate employability outcomes, and specifically as part of:

- Course curriculum review;
- Teaching staff professional development; and
- Benchmarking.



**Figure 2 The Graduate Employability Indicators capture perceptions of graduates, employers and the course teaching team about the importance and demonstration of fourteen key capabilities**

The Graduate Employability Indicators (GEI) are designed to gather and triangulate the perceptions of three stakeholder groups in relation to the graduates of a particular course.<sup>1</sup>

1. **Graduates'** perceptions of:
  - the **extent** to which their experience during the degree contributed to the development of the fourteen capabilities and their overall work-readiness; and the **importance** of the fourteen capabilities to the early professional success of new graduates of the degree (quantitative items);
  - the best aspects of the degree in helping develop capabilities for employment and suggestions as to how the degree could be changed to improve skills for employment (qualitative items).
2. **Employers'** perceptions of
  - the **extent** to which new graduates demonstrate fourteen capabilities, and their overall work-readiness; and the **importance** of the fourteen capabilities to the early professional success of new graduates (quantitative items);

<sup>1</sup> Full text of the surveys appear as Appendices A, B and C.

- other skills, attributes and personal qualities that are most useful for new graduates in this field, and which skills, attributes and personal qualities could be prioritised for improvement (qualitative items).
3. The **Course Team's** perceptions of:
- the **extent** to which new graduates demonstrate fourteen capabilities, and their overall work-readiness; the **importance** of the fourteen capabilities to the early professional success of new graduates; and their **confidence** in their own ability to teach and assess the fourteen capabilities (quantitative items); and
  - their role in assisting students to develop the capabilities, and the main incentives and disincentives for doing so; and the staff development opportunities they think would increase their confidence to teach and assess work-related skills, attributes and personal qualities (qualitative items).

The Graduate Employability Indicators focus on fourteen attributes, skills and personal qualities (hereafter referred to as **capabilities**)

| <b>Abbreviated title</b>              | <i>Full text in the Graduate Employability Indicators</i>          |
|---------------------------------------|--|
| <b>1. Knowledge</b>                   | <i>Work related knowledge and skills</i>                           |
| <b>2. Writing</b>                     | <i>Writing clearly and effectively</i>                             |
| <b>3. Speaking</b>                    | <i>Speaking clearly and effectively</i>                            |
| <b>4. Thinking</b>                    | <i>Thinking critically and analytically</i>                        |
| <b>5. Quantitative</b>                | <i>Analysing quantitative problems</i>                             |
| <b>6. Using ICT</b>                   | <i>Using computing and information technology</i>                  |
| <b>7. Teamwork</b>                    | <i>Working effectively with others</i>                             |
| <b>8. Independent Learning</b>        | <i>Learning effectively on your own</i>                            |
| <b>9. Intercultural Understanding</b> | <i>Understanding people of other racial and ethnic backgrounds</i> |
| <b>10. Problem-solving</b>            | <i>Solving complex, real-world problems</i>                        |
| <b>11. Values &amp; Ethics</b>        | <i>Developing a personal code of values and ethics</i>             |
| <b>12. Community Engagement</b>       | <i>Contributing to the welfare of your community</i>               |
| <b>13. Industry awareness</b>         | <i>Developing general industry awareness</i>                       |
| <b>14. Social contexts</b>            | <i>Understanding different social contexts</i>                     |

The capabilities in the Graduate Employability Indicators are drawn from other surveys, namely

- Item 11 in the National Survey of Student Engagement (Kuh, 2001)
- Item 11 in the Australian Survey of Student Engagement (Coates, 2009a)
- Item 12 of section A in the Australian Council for Educational Research Graduate Pathways Surveys (Coates & Edwards, 2009).

Table 1 overleaf shows the similarities and differences between the Graduate Employability Indicators and quantitative items in these surveys. Unlike the other surveys, however, the GEI target graduates of up to five years, employers and course teams. All are asked about the **importance** of capabilities, and the **extent** they are developed or demonstrated. Course teaching teams are asked about their **confidence** in **teaching** and **assessing** the capabilities.

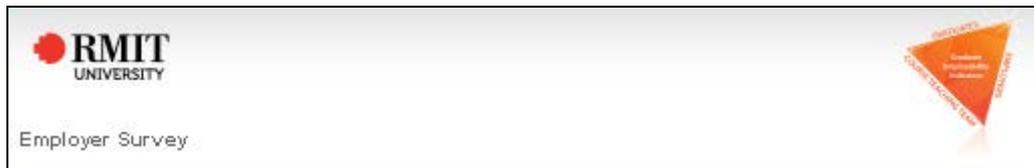
**Table 1: Comparison of Graduate Employability Indicators with NSSE, AUSSE and GPS**

| Instrument         | NSSE 2007  | AUSSE 2008  | GPS 2008  | Graduate Employability Indicators 2009   | Graduate Employability Indicators 2009   | Graduate Employability Indicators 2009   |
|--------------------|--|---|---|--|--|--|
| Population         | Students   | Students  | Graduates (2002)  | Graduates (2004-8)   | Employers  | Course teaching team   |
| Items              | To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? | To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? | To what extent did your experience during your bachelor degree(s) contribute to your knowledge, skills and personal development in the following areas? | To what extent did your experience during this degree contribute to your development in the following areas?   | To what extent do new graduates generally demonstrate each of the following?                                   | To what extent do new graduates generally demonstrate each of the following?                                   |
|                    |  |   |   | How important do you think each of the following is to the employment success of new graduates of this degree? | How important do you think each of the following is to the employment success of new graduates of this degree? | How important do you think each of the following is to the employment success of new graduates of this degree? |
|                    |  |   |   |  |  | How confident are you in teaching each of the following?   |
|                    |  |   |   |  |  | How confident are you in assessing each of the following?  |
| Capabilities       | Acquiring a broad general education  | Acquiring a broad general education   |   |  |  |  |
|                    | Acquiring job or work-related knowledge and skills   | Acquiring job-related or work-related knowledge and skills  | Acquiring job-related or work-related knowledge and skills  | Acquiring work-related knowledge and skills  | Acquiring work-related knowledge and skills  | Acquiring work-related knowledge and skills  |
|                    | Writing clearly and effectively  | Writing clearly and effectively   | Writing clearly and effectively   | Writing clearly and effectively  | Writing clearly and effectively  | Writing clearly and effectively  |
|                    | Speaking clearly and effectively   | Speaking clearly and effectively  | Speaking clearly and effectively  | Speaking clearly and effectively   | Speaking clearly and effectively   | Speaking clearly and effectively   |
|                    | Thinking critically and analytically   | Thinking critically and analytically  | Thinking critically and analytically  | Thinking critically and analytically   | Thinking critically and analytically   | Thinking critically and analytically   |
|                    | Analyzing quantitative problems  | Analyzing quantitative problems   | Analyzing quantitative problems   | Analyzing quantitative problems  | Analyzing quantitative problems  | Analyzing quantitative problems  |
|                    | Using computing and information technology   | Using computing and information technology  | Using computing and information technology  | Using computing and information technology   | Using computing and information technology   | Using computing and information technology   |
|                    | Working effectively with others  | Working effectively with others   | Working effectively with others   | Working effectively with others  | Working effectively with others  | Working effectively with others  |
|                    | Voting in local, state, or national elections  | Voting informedly in local, state or national elections   |   |  |  |  |
|                    | Learning effectively on your own   | Learning effectively on your own  | Learning effectively on your own  | Learning effectively on your own   | Learning effectively on your own   | Learning effectively on your own   |
|                    | Understanding yourself   | Understanding yourself  |   |  |  |  |
|                    | Understanding people of other racial and ethnic backgrounds  | Understanding people of other racial and ethnic backgrounds   | Understanding people of other racial and ethnic backgrounds   | Understanding people of other racial and ethnic backgrounds  | Understanding people of other racial and ethnic backgrounds  | Understanding people of other racial and ethnic backgrounds  |
|                    | Solving complex real-world problems  | Solving complex, real-world problems  | Solving complex, real-world problems  | Solving complex, real-world problems   | Solving complex, real-world problems   | Solving complex, real-world problems   |
|                    | Developing a personal code of values and ethics  | Developing a personal code of values and ethics   | Developing a personal code of values and ethics   | Developing a personal code of values and ethics  | Developing a personal code of values and ethics  | Developing a personal code of values and ethics  |
|                    | Contributing to the welfare of your community  | Contributing to the welfare of your community   | Contributing to the welfare of your community   | Contributing to the welfare of your community  | Contributing to the welfare of your community  | Contributing to the welfare of your community  |
|                    | Developing a deepened sense of spirituality  |   | Developing general industry awareness   | Developing general industry awareness  | Developing general industry awareness  | Developing general industry awareness  |
|                    |  |   | Understanding different social contexts   | Understanding different social contexts  | Understanding different social contexts  | Understanding different social contexts  |
| Possible responses | Very little; Some; Quite a bit; Very much  | Very little; Some; Quite a bit; Very much   | Very little; Some; Quite a bit; Very much   | Very little; Some; Quite a bit; Very much  | Very little; Some; Quite a bit; Very much  | Very little; Some; Quite a bit; Very much  |

## Administering the Graduate Employability Indicators

The Graduate Employability Indicators are available in two ways:

1. Institutions can use in-house or open source web solutions (eg Survey Monkey) to create the surveys online, and use them to gather and report their own data (full text of the three surveys are available in the Appendices)
2. Institutions can request that Curtin University administer the surveys on their behalf. The Curtin site is designed so that each survey can display the logo of the requesting institution, along with the name of the course and intended stakeholder group, as shown in the Figure 1.



**Figure 3 Screenshot of the Graduate Employability Indicators employer survey header for a course from RMIT University**

Institutions request the use of the Graduate Employability Indicators by emailing <graduate-employability@curtin.edu.au> with:

1. The name of the course (and major, if applicable eg Bachelor of Commerce—Accounting) as well as an identifying code (eg 999999);
2. The name of the contact person authorised to act on behalf of the Institution;
3. The group or groups to whom the surveys are to be administered. An institution may wish to survey all three stakeholder groups (graduates, employers or teaching team), or only one or two of these;
4. The opening and closing dates for each survey. The Indicators are generally administered over a period of two weeks; however, this can be extended or contracted as required; and
5. A copy of the university's logo for inclusion on the online survey.

Staff at Curtin University assist external institutions in the following ways:

1. Create the online surveys and send the links to the requesting institution's contact person;
2. Extract the data (in an Excel file) when the surveys have closed and send the file only to the contact person;
3. Add the requesting institution's de-identified results to a database with all other results to build up a bank of benchmarking results over time; and
4. Not use or share identifiable Graduate Employability Indicators results belonging to Curtin or other requesting institutions under any circumstances.

The contact person from the requesting institution undertakes to engage employers, graduates and the course team to respond to the surveys; and communicate the results to their institution using the Graduate Employability Indicators Reporting template, if they wish.

## Reporting Graduate Employability Indicators results

The Graduate Employability Indicators provide evidence to answer the following five principal questions in relation to graduates of a specific course (degree program):

1. How important are the capabilities for early professional success?
2. To what extent do graduates generally demonstrate the capabilities (according to employers and teaching staff), or do courses contribute to their development (according to graduates)?
3. To what extent are graduates work-ready?
4. How confident are course teaching staff in teaching and assessing the capabilities?
5. Where might greatest improvement be effected: which are the capabilities that are most important yet demonstrated or developed to a lesser extent?

The Reporting template is designed to provide answers to those five questions as shown in Figure 4, excerpted from the Graduate Employability Indicators Example Report:

The Graduate Employability Indicators were administered online for the Bachelor of Example, University of Somewhere between 9 October 2009 and 25 October 2010.

**Who responded to the GEI for this course?**  
In total, 506 graduates, 99 employers and 51 members of the course team responded.

**Summary answers to the five principal questions**

*Question 1: How important are the fourteen capabilities for early professional success to graduates of this course?*

At least 75% of the three stakeholder groups (graduates, employers and course teams) indicated that the following capabilities are more important (that is, 'quite important' or 'very important'):

- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analysing quantitative problems
- Using computing and information technology
- Working effectively with others
- Learning effectively on your own

Figure 4 an excerpt from the Graduate Employability Indicators Example Report:

Quantitative results for the course are presented in tabular and graphic forms. A table of results shows percentage agreement for each response category for each quantitative item for each stakeholder group. Colour coding enables quick visual analysis to highlight where capabilities are perceived as

- "more" ('quite a bit' or 'very much') importance or extent or
- "less" ('very little' or 'some') importance or extent.

Shading indicates strengths and challenges, as follows

|   |                    |  |
|---|--------------------|--|
| Strengths: % agreement that capability is MORE ('quite a bit' or 'very much') important or demonstrated | At least 75%       |  |
|   | Between 60 and 74% |  |
| Challenges: % agreement that capability is LESS ('very little' or 'some') important or demonstrated     | At least 75%       |  |
|   | Between 60 and 74% |  |

Figure 5 shows an example of the tabular version of the quantitative results.

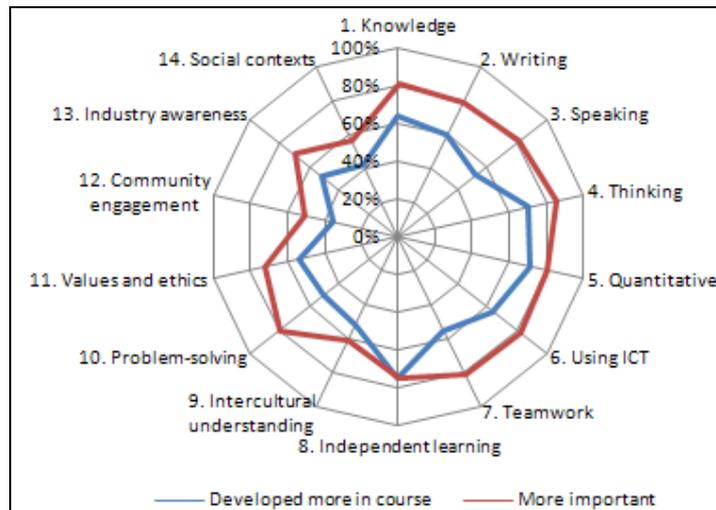
Table 5: Bachelor of Example at University of Somewhere: Graduate, employer and course team perceptions (percentage agreement: 'more' or 'less') of (1) the extent capabilities are developed or demonstrated; (2) their importance to early professional success; and (3) course team confidence in teaching and assessing the capabilities. Colour coding highlights strengths, challenges and opportunities for improvement.

| Capability               | Graduate perceptions (n= 506) |      |                       |      | Employer perceptions (n= 99) |      |                       |      | Course team perceptions (n= 51) |      |                       |      |                     |      |                      |      |
|--------------------------|-------------------------------|------|-----------------------|------|------------------------------|------|-----------------------|------|---------------------------------|------|-----------------------|------|---------------------|------|----------------------|------|
|                          | Extent degree contributed     |      | Importance to success |      | Extent demonstrated          |      | Importance to success |      | Extent demonstrate              |      | Importance to success |      | Confidence teaching |      | Confidence Assessing |      |
|                          | Less                          | More | Less                  | More | Less                         | More | Less                  | More | Less                            | More | Less                  | More | Less                | More | Less                 | More |
| 1. Knowledge             | 37%                           | 64%  | 14%                   | 81%  | 71%                          | 29%  | 26%                   | 71%  | 69%                             | 25%  | 10%                   | 88%  | 12%                 | 86%  | 14%                  | 86%  |
| 2. Writing               | 37%                           | 60%  | 16%                   | 79%  | 73%                          | 27%  | 9%                    | 88%  | 65%                             | 29%  | 2%                    | 96%  | 18%                 | 80%  | 14%                  | 84%  |
| 3. Speaking              | 45%                           | 52%  | 13%                   | 81%  | 58%                          | 42%  | 2%                    | 94%  | 45%                             | 47%  | 0%                    | 96%  | 16%                 | 82%  | 14%                  | 84%  |
| 4. Thinking              | 25%                           | 71%  | 9%                    | 85%  | 67%                          | 33%  | 8%                    | 88%  | 65%                             | 29%  | 2%                    | 94%  | 6%                  | 92%  | 10%                  | 88%  |
| 5. Quantitative          | 25%                           | 72%  | 14%                   | 80%  | 65%                          | 35%  | 12%                   | 85%  | 39%                             | 55%  | 6%                    | 92%  | 6%                  | 92%  | 10%                  | 88%  |
| 6. Using ICT             | 33%                           | 64%  | 12%                   | 82%  | 9%                           | 90%  | 8%                    | 88%  | 14%                             | 80%  | 6%                    | 92%  | 18%                 | 80%  | 16%                  | 82%  |
| 7. Team work             | 41%                           | 56%  | 13%                   | 81%  | 49%                          | 49%  | 5%                    | 91%  | 51%                             | 43%  | 4%                    | 94%  | 14%                 | 84%  | 27%                  | 71%  |
| 8. Independent Learning  | 22%                           | 75%  | 16%                   | 75%  | 58%                          | 42%  | 14%                   | 82%  | 45%                             | 49%  | 10%                   | 88%  | 14%                 | 84%  | 25%                  | 71%  |
| 9. Intercultural         | 45%                           | 52%  | 33%                   | 61%  | 58%                          | 42%  | 33%                   | 64%  | 47%                             | 47%  | 20%                   | 78%  | 22%                 | 75%  | 29%                  | 69%  |
| 10. Problem-solving      | 47%                           | 50%  | 13%                   | 80%  | 88%                          | 12%  | 27%                   | 70%  | 69%                             | 25%  | 14%                   | 84%  | 14%                 | 84%  | 18%                  | 80%  |
| 11. Values & ethics      | 43%                           | 53%  | 21%                   | 72%  | 57%                          | 42%  | 9%                    | 88%  | 49%                             | 43%  | 14%                   | 84%  | 16%                 | 82%  | 27%                  | 71%  |
| 12. Community engagement | 61%                           | 35%  | 42%                   | 51%  | 82%                          | 17%  | 46%                   | 49%  | 78%                             | 14%  | 37%                   | 59%  | 39%                 | 59%  | 45%                  | 53%  |
| 13. Industry awareness   | 44%                           | 52%  | 23%                   | 70%  | 80%                          | 20%  | 30%                   | 67%  | 73%                             | 22%  | 22%                   | 78%  | 14%                 | 82%  | 20%                  | 78%  |
| 14. Social contexts      | 53%                           | 42%  | 36%                   | 56%  | 77%                          | 22%  | 36%                   | 61%  | 67%                             | 25%  | 35%                   | 63%  | 25%                 | 73%  | 35%                  | 63%  |

Figure 5 Table showing colour coded quantitative results from stakeholder groups

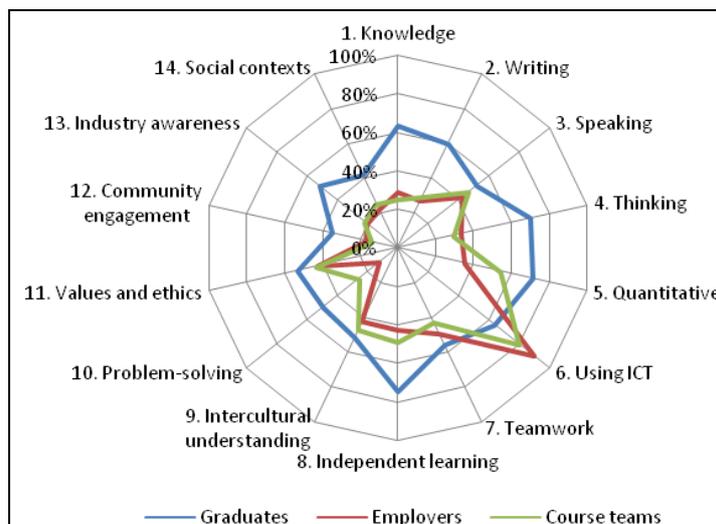
Figure 6 is an example of the graphical display of the quantitative results. It shows, by way of example, a comparison of graduates' perceptions of the extent the degree experience contributed to

capability development (percentage agreement “quite a bit” or “very much”) with the **importance** of the capabilities (percentage agreement “quite” or “very important”).



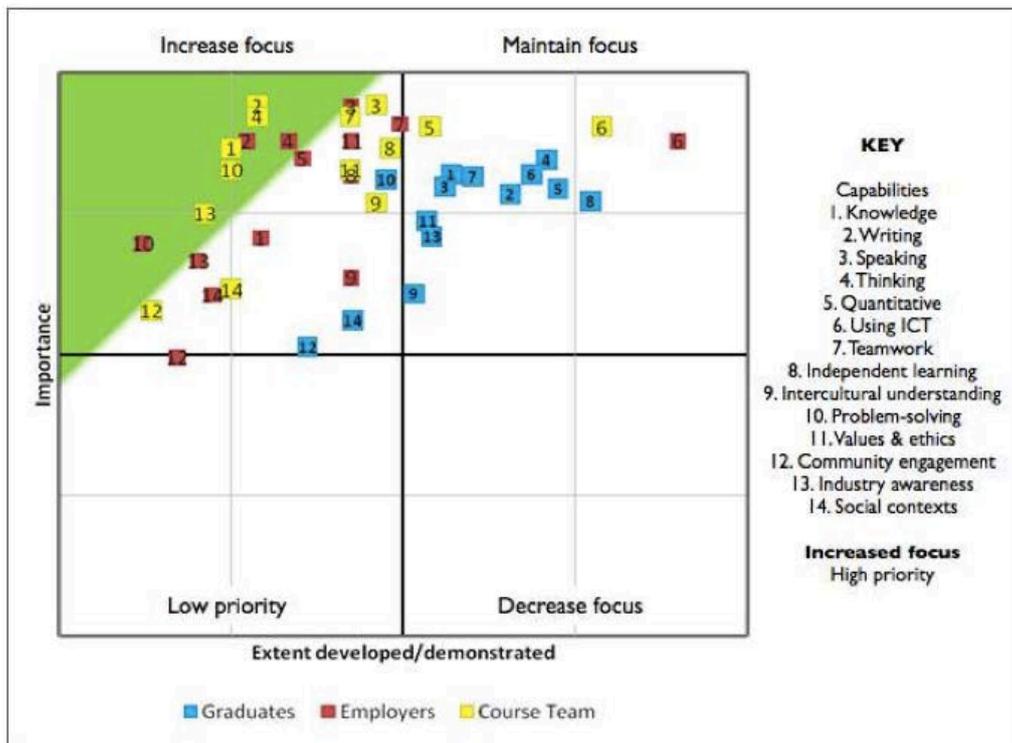
**Figure 6 An example of the graphical display of the quantitative Graduate Employability Indicators results**

Similarly, Figure 7 shows an example of a triangulation of the perspectives of the stakeholder groups about the extent that new graduates demonstrate the capabilities (employers and course teaching team) or the extent graduates perceive they are developed in their course (percentage agreement = ‘quite a bit’ or ‘very much’).



**Figure 7 An example of a triangulation of the perspectives of the stakeholder groups about the extent that new graduates demonstrate the capabilities**

Figure 8 shows an importance-performance analysis: the top-left quadrant shows clearly that the capabilities seen as **most important and developed or demonstrated least**.



**Figure 8 An importance-performance analysis enables course teams to see capabilities requiring urgent action**

A suite of downloadable reporting tools and templates is available at the Assuring Graduate Capabilities website <http://tiny.cc/boliver>:

- **Graduate Employability Indicators Surveys Text** (a Word document containing the full text of the survey instruments)
- **Graduate Employability Indicators Example Report**
- Results can be pasted into the **Graduate Employability Indicators Report Excel file** which generates the reporting graphs which can be pasted into the **Graduate Employability Indicators Reporting template** (Word document).

## Engaging respondents

As with all surveys, engaging respondents is a challenge. Here are some strategies to find potential respondents. Suggested text for emailing each stakeholder group appears as Appendix D.

- Emailing potential respondents is the best way to provide direct access to the Graduate Employability Indicators survey link
- The email invitation is best sent by someone who has strong ties and a high profile with the potential respondents eg head of school, capstone coordinator, head of a professional body, and so on.
- The invitation should
  - Clarify why the information is needed and how it will be used (for suggested text for stakeholder invitations, see below).
  - Be succinct and avoid jargon.
  - Be sent at a time when stakeholders are most likely to be able to participate (not, for example, when professionals in the target industry are known to under pressure or on vacation).
  - Be followed in about a week by at least one reminder email
- Inform graduate and employer respondents, perhaps through a professional network newsletter, of the changes made in response to their Graduate Employability Indicators feedback.
- Find potential respondents through professional networks and newsletters, accrediting bodies, advisory boards, alumni, external relations departments, school and faculty graduate mailing

lists or databases, colleagues' personal networks, preceptors and industry partnerships, student guilds and unions, discipline networks such as Councils of Deans, Careers centre databases of existing and potential employers.

- To engage course teams
  - Include high-level endorsement by the head of school, associate dean of teaching and learning, pro-vice chancellor or similar
  - Repeat the invitation to participate at school, department or committee meetings
  - Update colleagues on the number of responses to date
  - Offer colleagues co-authorship of any publications arising from the use of the survey data for curriculum quality enhancement.
  - Remunerate sessional/casual staff for their participation.

## Piloting and refining the Graduate Employability Indicators

The Graduate Employability Indicators were piloted and refined in several stages: for full details, see: Oliver, B., Hunt, L., Jones, S., Pearce, A., Hammer, S., Jones, S., et al. (2010, 2-3 July). *The Graduate Employability Indicators: capturing broader stakeholder perspectives on the achievement and importance of employability attributes*. Paper presented at the Australian Universities Quality Forum 2010, Gold Coast, Queensland.see <http://www.auqa.edu.au/auqf/pastfora/2010/proceedings/>

For details of the use of the Graduate Employability Indicators in the disciplines and in courses, see: Henderson, F., Jackling, B., Naidoo, M., Oliver, B., Paguio, R., Prokofieva, M., et al. (2011, 2-5 July). *Identifying employment expectation-performance gaps of accounting graduates using Graduate Employability Indicators* Paper presented at the Accounting and Finance Association of Australia and New Zealand (AFAANZ), Darwin.see <http://www.afaanz.org/openconf/2011/openconf.php>

Oliver, B., Bethel, P., Fernandez, J. M., Harrison, J., & Breit, R. (2011). *Benchmarking Journalism Courses with a Focus on Graduate Employability: Case Studies from Three Australian Universities*. Paper presented at the Australian Universities Quality Forum, Melbourne.see [http://www.auqa.edu.au/files/auqf/paper/paper\\_d10.pdf](http://www.auqa.edu.au/files/auqf/paper/paper_d10.pdf)

Oliver, B., Whelan, B., Hunt, L., & Hammer, S. (2011). Accounting graduates and the capabilities that count: Perceptions of graduates, employers and Accounting academics in four Australian Universities. *Journal of Teaching and Learning for Graduate Employability*, 2(1), 2 - 27. see <http://jtlge.curtin.edu.au/index.php/jtlge/article/view/25>

## Evaluating and validating the Graduate Employability Indicators

To date, 77 courses from 10 Australian higher education providers have used the Graduate Employability Indicators. The leaders of those courses were invited by email to provide feedback (through an online survey) on the usefulness of the GEI in May 2011. Unfortunately only eight responses were received, and therefore results are unrepresentative. Nevertheless, qualitative comments from the course leaders provide some insight into their experiences.

With regard to the open-ended item, "Your results were provided to you in the Graduate Employability Indicators Report. Please comment on the useability and usefulness of this report", course leaders responded as follows:

- This report was fantastic. Our course was under University five year major course review process and the report was directly included within that process. The presentation of the report makes it easy to explain GEI to reviewers and stakeholders. The report itself was impressive in terms of the information produced.
- The response rate was too small to make any firm moves.
- They were insightful, but only as a starting point, as the response rate was rather low - particularly in regards to teaching staff
- The results were quite useful, but the poor responses or small sample (employers, staff) make it difficult to see trends or consensus in the data. The graduate output was more useful, and consistent with CEQ data and other anecdotal feedback from stakeholders.
- The report was clear, and provided data in a form that we could use.
- Very useful, good reference point.

Respondents were asked: How have you used anything arising from the GEI (the experience of engaging with stakeholders, the results provided to you, your subsequent reflections) to effect improvements to graduate employability? For example, have you: reviewed the curriculum, made enhancements to your networks, and so on. Their open-ended responses included:

- Yes, reviewed curriculum. Has reinforced views in regard to team work as a key area of development and development of literacy as an important area.
- Yes, this project was the catalyst by which we embarked on a review of the entire curriculum. The GEI project equipped the Curriculum Review Team with the information it needed to start the process of in depth curriculum review, resulting in recommendations for change and in some case substantive change to the curriculum already. The use of GEI also highlighted to us the need to further engage with our professional contacts and Alumni as an important indicator for feedback.
- Curriculum review is ongoing and the GEI provides an additional impetus for reform. New collaborative links have also been developed with another institution but serious staffing impediments at this institution prevent a more active engagement in this area.
- For me personally there were some very fascinating insights, particularly relating to my colleagues' perceptions and priorities. Unfortunately, this has not been discussed with the team, however, I am keen to look further into this - and would be interested in rolling this out on a larger scale. Benchmarking with colleagues across Australia was definitely interesting in terms of positioning our course and students' employability
- Data reinforced themes arising from other surveys and research and was useful for that reason.
- Yes - we have used it in changes made to our curriculum, and in discussions with our Disciplinary Advisory Committee.
- Reviewing courses and looking at industry needs

The Graduate Employability Indicators were subject to statistical validation in early 2011 by consulting statisticians from Curtin University. The findings of this evaluation will be reported in a peer-reviewed paper in due course. In summary, the Graduate Employability Indicators were analysed based on basic summary statistics, factor analysis and the Rasch Rating Scale model. The findings of the Rasch Rating Scale evaluation suggest that the questionnaire measures multivariate traits, a finding supported by the outcomes of the factor analysis. Other findings of the evaluation suggest that the items relating to graduate capability development and demonstration showed a reasonably good match between the item distribution and the person distribution. Such a match was not seen for other items relating to course team confidence or the importance of the capabilities. Responses were generally positive to the quantitative questions concerned with course team confidence in teaching and assessing capabilities, and in the importance of the capabilities. Responses were less positive to the quantitative questions concerned with graduate capability demonstration and development.

### Scalability

As previously indicated, the Graduate Employability Indicators are housed at a Curtin University website, and Curtin can administer the surveys on behalf of requesting institutions (and display the logo of the requesting institution). Curtin staff undertake to maintain confidentiality in relation to all survey data. Even so, it is unlikely that in a highly competitive sector, institutions will entrust data gathering mechanisms to a competitor institution. It also seems inadvisable to invest resources in a more arm's length self-administering web system, when the sector is currently focused on creating new indicators associated with mission-based compacts. For this reason, institutions may wish to use the Graduate Employability Indicators through their own in-house or open source web solutions (eg Survey Monkey) to create the surveys online, and use them to gather and report their own data (the full text of the three surveys is available in the Appendices)

### 3. Resources to assist teaching teams to enhance curriculum for employability

This project aimed to provide access to online resources and processes for easy access by teaching staff. A gap analysis of existing online resources identified resources for each of the fourteen Graduate Employability Indicators capabilities in the following categories

- Professional Development
- General information
- Teaching and Assessment Strategies
- In-class resources (ideas/case studies etc).
- Marking guides
- Case studies
- Student handouts and information

#### An annotated catalogue of teaching resources

While the initial focus of this analysis was accounting and public relations/communications, this was later broadened to include all discipline areas in an effort to improve the usability and cross-sectoral relevance of the project. Resources were collated from previous ALTC projects and online resources provided by national and international higher education institutions and professional bodies. Where gaps were found to exist, special effort was made to include resources related to particular capabilities in the above categories.

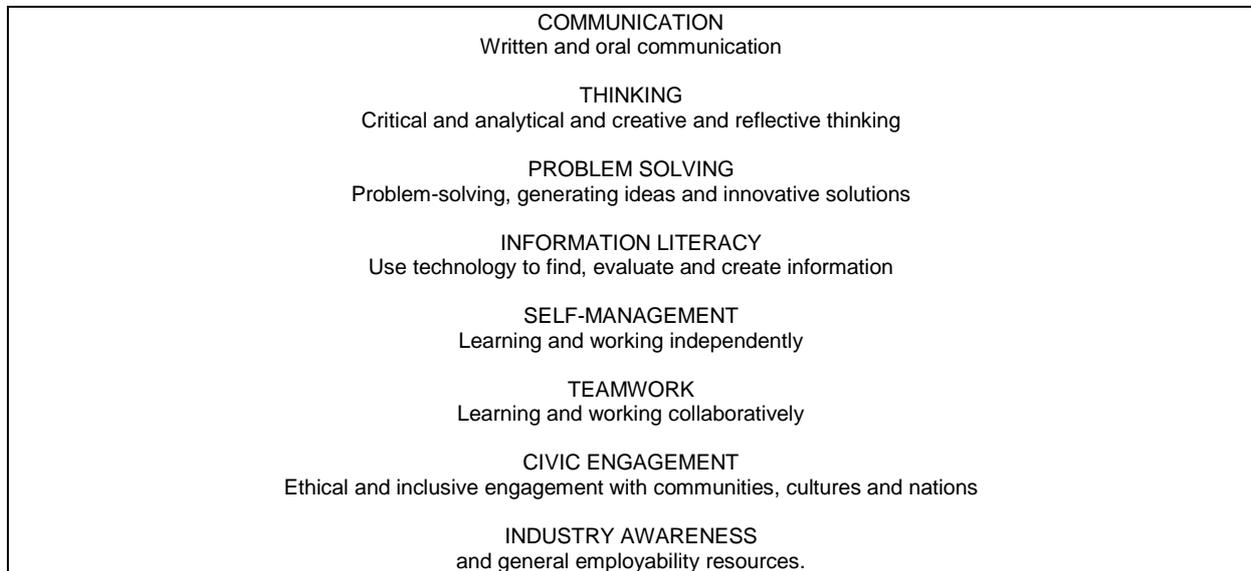
**Table 2 Capability resources by discipline and category (numbers refer to the capabilities included in the Graduate Employability Indicators Survey, Appendix A).**

|   | Science and engineering | Humanities        | Business and Law           | Health   | All                                      |
|---|-------------------------|-------------------|----------------------------|----------|--|
| Online staff development resources        |                         | 6, 7,             | 1, 6, 9                    | 2, 3, 9  | 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, |
| Background information                    | 1, 5,                   | 2, 6, 11          | 1, 7, 11                   | 5,       | 2, 5, 6, 7, 9, 13                        |
| Teaching and Assessment Strategies        |                         |                   | 1, 7,                      | 2, 3, 4, | 2, 3, 6, 7, 9, 11, 12, 13, 14,           |
| Ideas and case studies for the class room | 9,                      | 10, 11, 13        | 9, 11, 13, 14              |          | 2, 3, 4, 6, 7, 11                        |
| Marking guides/ rubrics                   | 1, 4,                   | 4,                |                            |          | 3, 4, 7, 9, 11, 14                       |
| Case studies from other institutions      | 1, 5,                   |                   | 1, 5, 6, 7, 10, 11, 12, 13 |          | 5, 6, 8, 10,                             |
| Student handouts/ links                   | 2, 5,                   | 6, 9, 11, 12, 13, | 1, 13                      |          | 2, 3, 5, 7, 11, 13,                      |

The resources review focussed on skill development for each of the capabilities, but was not restricted to those that had an *employability* focus as the initial focus was on discipline specific resources. In this context, cross-disciplinary online professional development resources were available for all of the capabilities except “work related knowledge and skills” (as this is discipline specific) and “learning effectively on your own”. Teaching and assessment strategies existed for all capabilities, except for “using computing and information technology”, “learning effectively on your own” and “solving complex, real world problems”, however these did not always have a specific graduate employability focus. Marking guides or rubrics could be found for only half of the capabilities and their quality was unclear. The resources review made clear that although online staff development resources exist for the various capabilities, resources that focus on *employability* skills are far less common.

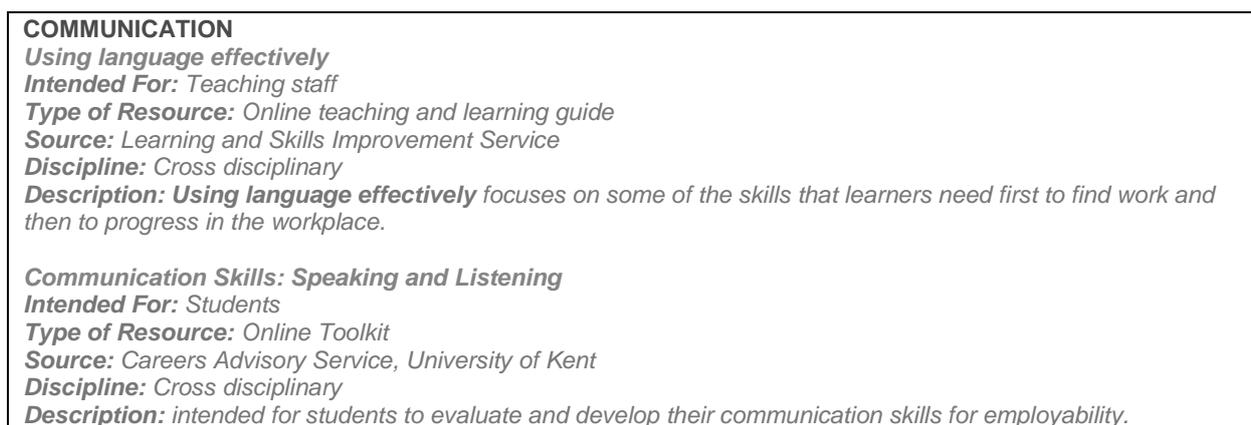
The **How to teach for capability** section at the Assuring Graduate Capabilities website <http://tiny.cc/boliver> site contains a collection of resources from the resources review, along with new resources. Links are provided to these resources along with a brief description of the resource, who it is intended for, what it should be used for and the original source. The resources are constantly updated, and each web page provides a space for readers to report issues or suggest new resources.

The links were originally obtained in the resources review, with only those that had a specific “employability” focus included in the how to teach for capability page. Many of the resources included in the How to teach for capability page were originally developed through ALTC funded projects and fellowships. This was part of a deliberate attempt to further disseminate and build upon the work carried out in other ALTC projects to help foster a collaborative, rather than competitive approach. Teaching resources for the Graduate Employability Indicators capabilities are listed in seven clusters of common graduate capabilities, as well as Industry awareness and general employability resources, as shown in Figure 9:



**Figure 9 Teaching resources listed in seven clusters of common graduate capabilities, as well as Industry awareness and general employability resources**

Links to resources in these capability groupings and had a specific *employability* focus were uploaded to the site, along with a brief description of the resource. Resources range from complete resource toolkits through case studies of other institutions, to specific learning activities or student support materials. At the request of the project team, course leaders at the University of Southern Queensland produced new resources for the “How to teach for capability” page that outlined their experiences in teaching and assessing graduate employability. Figure 10 shows an example of the resources assembled for the capability cluster of Communication:



**Figure 10 An example of the resources assembled for the capability cluster of Communication**

This project built directly on the outcomes of the ALTC Academic Leadership for Course Coordinators (ALCCP) Project (Jones, Ladyshevsky, Oliver, & Flavell, 2009b; Jones, Ladyshevsky, Oliver, Flavell, & Geoghegan, 2008). That project was designed to assist busy course (degree program) leaders to develop knowledge and skills in academic leadership, and build teams which foster a culture that supports and delivers excellent courses. One of its principal products was a face to face course for curriculum leaders, supported by online resources. Those online resources have been enhanced to include a focus on graduate employability, and incorporated into the *Assuring Graduate Capabilities* website, in the tab called *How to lead for capability* as shown in Figure 11. The resources include Teach for capability enhancement, building on evidence from the Graduate Employability Indicators. These are intended as self-directed learning resources for curriculum leaders.

## LEAD FOR CAPABILITY



This section of the website connects with and adds to the **Academic Leadership for Course Coordinators Program (ALCCP)**, the outcome of a [previous ALTC Competitive Grant](#). The ALCCP, best conducted face to face and with peer coaching, is designed to assist busy course (degree program) leaders to develop knowledge and skills in academic leadership, to create a vision of what a course might be, and to foster a culture that supports and delivers excellent courses. You can run the program at your institution drawing on the comprehensive materials at [Learning Leaders](#) (including pre- and post program materials).

Alternatively, if you prefer to access the materials *for self-directed learning*, they have been tailored and replicated here (more resources are available, including iLectures, Powerpoint slides and extra readings):

- [Course coordinator as academic leader](#) (more resources [here](#))
- [Academic leadership for excellent curriculum](#) (more resources [here](#))
- [Leading a course review](#) (more resources [here](#))
- [Teach for capability enhancement](#), building on evidence from the [Graduate Employability Indicators](#)
- [Developing academic leadership capability 1](#) (more resources [here](#))
- [Building the course team](#) (more resources [here](#))
- [Developing academic leadership capability 2](#) (more resources [here](#))
- [Communicating with emotional intelligence](#) (more resources [here](#))
- [Building performance](#) (more resources [here](#))
- [Leading change and managing resistance](#) (more resources [here](#))

Figure 11 The How to Lead for Capability tab at the Assuring Graduate Capabilities website

## A guide to benchmarking with a focus on graduate employability

In conjunction with the ALTC Fellowship *Benchmarking partnerships for graduate employability*, a process of benchmarking at course level with a focus on employability was developed and refined. The partnerships were designed as collaborative learning experiences, undertaken with mutual respect and within agreed confidentiality boundaries, within which course leaders agreed to share reflection and evidence as a starting point for ongoing and mutually beneficial planning, implementing and monitoring of enhancements to effect enhanced graduate employability.

The benchmarking process has eight proposed steps, designed to draw on lessons from the literature, and based on a reflective approach to curriculum enhancement. The focal participants in the process are the benchmarking partners: each partnership consists of a course team represented by at least one course leader, ideally the person responsible for the quality and delivery and curriculum enhancement of the course. Each course leader was required to:

- Express interest in participating
- Complete the Benchmarking Information Checklist which includes preliminary details, contact information, and 'in principle' agreement from the appropriate executive staff member(s) and signed confidentiality agreements from all.
- Engage their colleagues as appropriate, especially the head of school; advisory board or professional body if appropriate; the course team (full-time, part-time and casual staff); students, graduates and other appropriate stakeholders (this engagement with peers is likely to lead to more sustainable outcomes).
- Initiate the Graduate Employability Indicators.
- Prepare the Benchmarking Portfolio – reflecting with the course team and others where appropriate – then decide which parts of the portfolio should be shared with selected benchmarking partners.
- Confirm the benchmarking partners and benchmarking event (time, place and mode) and confirm executive support for the evidence that will be shared.
- Engage with partners at the benchmarking event, sharing summary material from the Benchmarking Portfolio (consider the reasons for current successes, and how to maintain them, as well as strategies to address weaknesses and enhance outcomes).
- Share the outcomes of the benchmarking event with internal and external stakeholders, including executive. Secure strategies: funding, timelines and indicators to provide evidence of future success and maintain 'critical friendships' with the benchmarking partners. Document the outcomes in preparation for the next benchmarking event.

To emphasise the collaborative and reflective aspects of this style of benchmarking, the Benchmarking Portfolio included reflective and qualitative evidence and quantitative evidence of the course inputs (eg where key capabilities are developed and assessed in the curriculum) as well as the course outcomes (evidence that graduates of this course have the "capabilities that count").

Course leaders were mentored and supported at their institution by the project team member in preparation for the benchmarking event in November 2010. The benchmarking event involved course leaders and/or teaching and learning representatives from 19 courses, including 6 from this project. Course leaders were provided with an interim Graduate Employability Indicators Report mid-way through 2010. Project team members at each of the partner institutions offered support to the course leaders in their use and interpretation of these reports, and gathered feedback about their usefulness and useability. Some project course teams were prevented from attending the benchmarking event due to their heavy involvement in other initiatives such as the ALTC Learning and Teaching Academics Standards project.

On the day of the benchmarking event, all course leaders were invited to evaluate the process. As reported elsewhere (Oliver, 2010), course leaders, overall, were very positive and enthusiastic about the event, its format and focus. The majority had some form of assistance in the preparation for the benchmarking. Course leaders commented that the preparation for the event could have been improved by having more time, a pre-meeting earlier in the process to better orient themselves with the task, a clearer framework with less overlapping documentation, and ensuring that all course

leaders had thought about the issues prior to the event. The number of partners course leaders engaged with on the day ranged from one to six and many commented that engagement was beneficial. When asked how much time should be allocated to engage with a benchmarking partner for an exercise such as this, the views of the course leaders varied: most suggested from a half-day to a full day. The majority of course leaders felt that the Benchmarking Portfolio was a helpful guide, and served as a useful prompt. Some of the course leaders commented that they would continue to study and use the benchmarking data after the event. Few course leaders commented on material to be added or deleted. Those who did mentioned the need for more clarity in assessment of capabilities, benchmarking of assessment profiles against related disciplines/courses, the desire for better response rates to the Graduate Employability Indicators (GEI), and more detail about the course.

All resources associated with this process of Benchmarking with a focus on graduate employability are available at the Assuring Graduate Capabilities website <http://tiny.cc/boliver> in Teaching and learning quality: Benchmarking.

## 4. Project Dissemination and Evaluation

### National forum

The *National forum on graduate capability development: mapping, assessing and evaluating achievement for graduate employability* was held on 5 November 2010 in Melbourne. It was intended to facilitate learning and teaching leadership, national networks and conversations about the nature, meaning, and standards of graduate capability development in discipline contexts; staff development and strategies for developing graduate capability; strategies to enhance practice in the development of graduate capabilities; and evaluation of graduate capability development and benchmarking with a graduate employability focus. The program included two keynotes: *A 360-degree evidence-based approach: capability development for graduate employability*, Professor Beverley Oliver, Curtin University, ALTC Fellow; and *The national agenda on standards of capability development and the link to graduate employability*, Dr Carol Nicoll, Chief Executive Officer, ALTC. Professor Jane den Hollander, Vice-Chancellor of Deakin University, chaired the panel under the broad heading of *What can higher education providers do to meet the challenges of Graduate Capability Development?* Panel members included students and staff from universities and industry bodies. In the afternoon, participants elected to attend one of three symposia:

- mapping and assessing graduate capabilities
- leadership and capacity-building for graduate capability development
- evaluating and benchmarking graduate capabilities.

### Publications and presentations

Dissemination occurred through the following publications and presentations, and three peer-reviewed publications are in train:

#### 8 peer-reviewed papers, many co-authored with course leaders:

- Henderson, F., Jackling, B., Naidoo, M., Oliver, B., Paguio, R., Prokofieva, M., et al. (2011, 2-5 July). *Identifying employment expectation-performance gaps of accounting graduates using Graduate Employability Indicators* Paper presented at the Accounting and Finance Association of Australia and New Zealand (AFAANZ), Darwin. see <http://www.afaanz.org/openconf/2011/openconf.php>
- Oliver, B. (2010b, September 27 - October 1). *Benchmarking with a focus on Graduate Employability: Why, how and with what?* Paper presented at the Australian Collaborative Education Network (ACEN) Conference, Perth. see [www.acen.com.au](http://www.acen.com.au)
- Oliver, B. (2010c). *Engaging graduates, employers and faculty in employability in the Web 2.0 world.* Paper presented at the The Second International Residential Seminar 'Researching and Evaluating Personal Development Planning and e-Portfolio.'. Retrieved from <http://www.recordingachievement.org/>
- Oliver, B., Bethel, P., Fernandez, J. M., Harrison, J., & Breit, R. (2011). *Benchmarking Journalism Courses with a Focus on Graduate Employability: Case Studies from Three Australian Universities.* Paper presented at the Australian Universities Quality Forum, Melbourne. see [http://www.auqa.edu.au/files/auqf/paper/paper\\_d10.pdf](http://www.auqa.edu.au/files/auqf/paper/paper_d10.pdf)
- Oliver, B., Hunt, L., Jones, S., Pearce, A., Hammer, S., Jones, S., et al. (2010, 2-3 July). *The Graduate Employability Indicators: capturing broader stakeholder perspectives on the achievement and importance of employability attributes.* Paper presented at the Australian Universities Quality Forum 2010, Gold Coast, Queensland. see <http://www.auqa.edu.au/auqf/pastfora/2010/proceedings/>
- Oliver, B., & Whelan, B. (2010). *Facilitating National Benchmarking of Achievement of Graduate Attributes and Employability Skills at Course Level.* Paper presented at the Teaching and Learning Forum 2010. Retrieved from <http://www.ecu.edu.au/CLT/tlf/program/abstracts.html>
- Oliver, B., Whelan, B., Hunt, L., & Hammer, S. (2011). Accounting graduates and the capabilities that count: Perceptions of graduates, employers and Accounting academics in four Australian Universities. *Journal of Teaching and Learning for Graduate Employability*, 2(1), 2 - 27. see <http://jtlge.curtin.edu.au/index.php/jtlge/article/view/25>
- Whelan, B., Oliver, B., Hunt, L., Hammer, S., Jones, S., & Pearce, A. (2010, September 27 - October 1). *Capturing stakeholder perceptions of graduate capability development: Challenges*

associated with Graduate Employability Indicators. Paper presented at the Australian Collaborative Education Network (ACEN) Conference, Perth.see [www.acen.edu.au](http://www.acen.edu.au)

### 3 posters:

- Oliver, B., Le Clus, M., Hunt, L., Hammer, S., Jones, S., & Pearce, A. (2009). Building Course Team Capacity for Graduate Employability. Poster presented at the National GAP Symposium, Perth.
- Oliver, B. (2009). Benchmarking student achievement of graduate attributes and employability skills. Poster presentation at the ALTC West Australian Networking and Dissemination Forum. see [http://otl.curtin.edu.au/scholarship\\_teaching\\_learning/altc\\_wand/](http://otl.curtin.edu.au/scholarship_teaching_learning/altc_wand/)
- Oliver, B. (2010a). *Benchmarking partnerships as communities of learning*. Poster presented at the SEDA Spring Teaching Learning and Assessment Conference 2010: Communities of Learning Retrieved from <http://www.seda.ac.uk>

### 12 keynote or invited presentations, including 6 international

- Oliver, B., Keynote, World ePortfolio Summit, The Portfolio-Supported, Self-Directed Learner in a Global Knowledge Economy, July 25-28, Boston, MA
- Oliver, B., Invited presentation, International UNESCO-CEPES Conference *Life after graduation: The Role of Graduate Employment and Tracking Systems for Continuous Curricula Development and Quality Enhancement in Higher Education*, May 2011, Sibiu, Romania
- Oliver, B., Invited presentation, 'Professional, Enterprising, Creative' workshop on professional experience and enterprise learning in Creative Industries undergraduate courses, The Creative Industries Innovation Centre, 8 July 2011, Sydney
- Oliver, B., Invited presentation, Australian Collaborative Education Network Forum "Work Integrated Learning and Graduate Attributes", 2 May 2011, Sydney
- Oliver, B., Keynote, From Good to Great 2011 "The global challenge: preparing our students for the 21<sup>st</sup> century" Nanyang Technological University, Singapore, March 15-17
- Oliver, B., Invited Plenary address, Assurance of learning for capable graduates: the potential role of e-Portfolios in program curriculum enhancement' 'PDP - in a leaner meaner world', Tenth Annual Residential Seminar of the Centre for Recording Achievement, 22-23 November, 2010, University of Birmingham, United Kingdom (virtual presentation).
- Oliver, B., Keynote, National Forum on Graduate Capability Development: Mapping, Assessing and Evaluating Achievement for Graduate Employability, 5 November 2010, Melbourne
- Oliver, B., Keynote, Engaging ePortfolios for graduate employability, ePortfolios Australia Conference, 3-4 November 2010, Melbourne
- Oliver, B., Keynote, The Changing Face of Quality in Higher Education: Assurance of learning for capable graduates, Educational Research Group of Adelaide Annual Conference, September 23-24, 2010.
- Oliver, B., Keynote, Outcomes-based curriculum design and implementation, Philadelphia University, Jordan, May 17-18, 2010
- Oliver, B., Invited presentation: Closing the loop: Mapping, Assessing and Evaluating Graduate Attributes, Steering Committee for the Enhancement Theme Graduates for the 21st Century, Quality Assurance Agency, Scotland, 29 April 2010
- Oliver, B., Visiting Scholar presentation: What is important about graduate attributes from a student's perspective? University of Southern Queensland Visiting Scholar Programme 2010

### Operationalising the outcomes

At Curtin University, the Graduate Employability Indicators have been embedded into course review: the Graduate Employability Indicators are administered for every five-yearly course review where there is a sizeable number of graduates. A few institutions have availed of the offer to administer the Graduate Employability Indicators.

## Evaluation

Evaluation has been ongoing throughout the project by Professor Denise Chalmers, The University of Western Australia. Evaluation has taken the form of regular monthly meetings, and Professor Chalmers has elected on several occasions to attend project team meetings. She has acted as a critical friend and sounding board for the project, and has made helpful suggestions that have been built in along the journey. Professor Chalmers also volunteered to act as an observer at the benchmarking event in Melbourne, as well as the national forum. She has continuously suggested strategies, literature resources, and facilitated critical personal and institutional contacts and connections that have provided enhancements to the project.

The reference group were involved through teleconferences early in the project, and through individual consultation. Professor Mantz Yorke has visited Curtin University on several occasions and has been generous in providing advice. Professor Sue Thompson, Liverpool John Moores University, visited three project partner universities (RMIT, VU and Curtin) in 2009, as a member of the international external reference group. As part of her visit, Sue Thompson made a presentation to staff at RMIT on employer views on the psychological skills that they value in graduates, particularly organisational and self-awareness. Sue also met with teaching and learning staff at Curtin University, including members of the course review team, the Health Sciences Dean of Teaching and Learning and the Deputy Vice Chancellor (Education), along with the project leader and project manager. Professor Lesley Parker visited Curtin University in April, 2010 and provided a report to the ALTC on the progress of the project. This report was very positive, taking note of the progress to date and challenges faced during the project.

## 5. Conclusion

### What has been achieved?

In conjunction with other initiatives, a comprehensive website Assuring Graduate Capabilities has been developed and includes resources developed through this project. The website includes synopses of literature reviews as well as bibliographies of topics in the field of graduate employability. The *Assuring Graduate Capabilities* website will be maintained and further developed after the conclusion of the project and will be used for future work on graduate employability. It is a social networking site with in excess of 500 academic colleagues.

The Graduate Employability Indicators, online employability surveys that supplement data from national surveys, have been designed, tested and refined and subjected to statistical validation. The Graduate Employability Indicators, administered at degree program level, capture the perceptions of graduates, employers and course teaching teams about the importance of key capabilities to new graduates' early professional success, and the extent to which those capabilities are demonstrated by new graduates. Results from the Graduate Employability Indicators can be used to inform course curriculum review, staff professional development and benchmarking. To date, 84 courses from 10 Australian higher education providers have used the Graduate Employability Indicators. The Graduate Employability Indicators are fully implemented and operationalised at Curtin University.

Outcomes include resources and processes to assist teaching teams to enhance curriculum for employability: teaching resources, leadership resources and a guide to benchmarking with a focus on graduate employability. The outcomes have been disseminated through peer-reviewed publications, posters and presentations within and beyond Australia, at an ALTC supported national forum on graduate capability development in Melbourne, November 2010, and through an ALTC Fellowship and a National Teaching Fellowship.

### What is still to be done?

Dissemination of outcomes continues through the website, the National Teaching Fellowship, and peer-reviewed publications.

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# Appendix A: Graduate Employability Indicators Graduate Survey



Dear Graduate

We are contacting you because you are a graduate of the **Bachelor of Example**.

We would like to know your views on:

- the capabilities that count for early professional success in professions related to your degree and
- the extent to which you think your degree helped you develop those capabilities.

Your feedback will be used to help us better prepare our graduates to meet industry and professional needs. You will not be identified in any way in any publications or data arising from this survey. Your participation in the survey indicates your consent for your anonymous feedback being used in this way.

| Item   | Potential responses  |
|--|--|
| 1. What is your gender?  | Male<br>Female   |
| 2. What is your age group?   | 25 or younger<br>26-35<br>36-45<br>More than 45  |
| 3. How many years ago did you graduate from this degree?   | 1<br>2<br>3<br>4<br>5  |
| 4. Were you enrolled mainly as   | An Australian domestic student<br>An International student                             |
| 5. Were you enrolled mainly to study   | On campus<br>By Distance Education   |
| 6. Were you enrolled mainly through  | A campus in Australia<br>A campus or institution outside Australia<br>Please specify:  |
| 7. Are you currently employed?   | Yes, full-time<br>Yes, part-time<br>No   |
| 8. If you answered yes to question 7, is your current employment specifically linked to your degree? For example, if you are a graduate of the Bachelor of Pharmacy, are you currently employed in a pharmacy-related field? | Yes<br>No  |
| 9. If you answered yes to question 7, where are you currently employed?  | Australia or New Zealand<br>Asia<br>Africa<br>North America<br>South America<br>Europe |
| 10. If you answered no to question 7, since graduation, have you worked in an area related to this degree?   | Yes<br>No  |
| 11. If you did a major or double major as part of  | [Insert Comment]   |

|   |  |
|---|--|
| this degree, what is the name of the major or majors? |  |
|---|--|

12. For each of the following, please register one answer in section A and one answer in section B.

|   | A. To what extent did your experience during this degree contribute to your development in the following? |                |             |           | B. How important do you think each of the following is to the employment success of new graduates of this degree? |                 |                 |                |
|---|---|----------------|-------------|-----------|---|-----------------|-----------------|----------------|
|   | Very little   | To some extent | Quite a bit | Very much | Very little importance  | Some importance | Quite important | Very important |
| Work-related knowledge and skills                           |   |                |             |           |   |                 |                 |                |
| Writing clearly and effectively                             |   |                |             |           |   |                 |                 |                |
| Speaking clearly and effectively                            |   |                |             |           |   |                 |                 |                |
| Thinking critically and analytically                        |   |                |             |           |   |                 |                 |                |
| Analysing quantitative problems                             |   |                |             |           |   |                 |                 |                |
| Using computers and information technology                  |   |                |             |           |   |                 |                 |                |
| Working effectively with others                             |   |                |             |           |   |                 |                 |                |
| Learning effectively on your own                            |   |                |             |           |   |                 |                 |                |
| Understanding people of other racial and ethnic backgrounds |   |                |             |           |   |                 |                 |                |
| Solving complex, real-world problems                        |   |                |             |           |   |                 |                 |                |
| Developing a personal code of values and ethics             |   |                |             |           |   |                 |                 |                |
| Contributing to the welfare of your community               |   |                |             |           |   |                 |                 |                |
| Developing general industry awareness                       |   |                |             |           |   |                 |                 |                |
| Understanding different social contexts                     |   |                |             |           |   |                 |                 |                |
| Overall work-readiness                                      |   |                |             |           |   |                 |                 |                |

Qualitative items (free text responses):

13. What were the best aspects of this degree in developing your skills for employment?

14. How could the degree be changed to improve your skills for employment?

**Thank you for participating in this survey.**

# Appendix B: Graduate Employability Indicators Employer Survey



Dear Employer

We are contacting you because our records indicate you employ graduates of the **Bachelor of Example**.

We would like to know your views on:

- the capabilities that count for new graduates' early professional success in professions related to this degree and
- the extent to which you think new graduates generally demonstrate achievement of these capabilities.

Your feedback will be used to help us better prepare our graduates to meet industry and professional needs. You will not be identified in any way in any publications or data arising from this survey. Your participation in the survey indicates your consent for your anonymous feedback being used in this way.

| Item   | Potential responses  |
|--|--|
| 1. What is your position within your organisation?   | Executive Manager<br>Middle Manager<br>Owner of a small to medium enterprise<br>Human Resources Officer<br>Other (please specify)  |
| 2. What type of organisation do you work in?   | Small to medium enterprise<br>Public sector<br>Large private sector enterprise   |
| 3. Is your organisation located in   | Australia or New Zealand<br>Asia<br>Africa<br>North America<br>South America<br>Europe   |
| 4. What sector do you work in?   | Agriculture, Forestry and Fishing<br>Mining<br>Manufacturing<br>Electricity, Gas and Water supply<br>Construction<br>Wholesale Trade<br>Retail Trade<br>Accommodation, Cafes and Restaurants<br>Transport and Storage<br>Communication Services<br>Finance and Insurance<br>Property and Business Services<br>Government Administration and Defence<br>Education<br>Health and Community Services<br>Cultural and Recreational Services<br>Personal and Other Services |
| 5. What is your gender?  | Male<br>Female   |
| 6. What skills, attributes and personal qualities do you consider to be the most useful for new graduates in this field? | [Insert comment]   |

|  |                  |
|--|------------------|
| 7. Which (if any) skills, attributes and personal qualities of new graduates would you prioritise for improvement? | [Insert comment] |
|--|------------------|

8. For each of the following, please register one answer in section A and one answer in section B.

|   | A. To what extent do new graduates generally demonstrate each of the following? |                |             |           | B. How important do you think each of the following is to the employment success of new graduates of this degree? |                 |                 |                |
|---|---|----------------|-------------|-----------|---|-----------------|-----------------|----------------|
|   | Very little   | To some extent | Quite a bit | Very much | Very little importance  | Some importance | Quite important | Very important |
| Work-related knowledge and skills                           |   |                |             |           |   |                 |                 |                |
| Writing clearly and effectively                             |   |                |             |           |   |                 |                 |                |
| Speaking clearly and effectively                            |   |                |             |           |   |                 |                 |                |
| Thinking critically and analytically                        |   |                |             |           |   |                 |                 |                |
| Analysing quantitative problems                             |   |                |             |           |   |                 |                 |                |
| Using computers and information technology                  |   |                |             |           |   |                 |                 |                |
| Working effectively with others                             |   |                |             |           |   |                 |                 |                |
| Learning effectively on your own                            |   |                |             |           |   |                 |                 |                |
| Understanding people of other racial and ethnic backgrounds |   |                |             |           |   |                 |                 |                |
| Solving complex, real-world problems                        |   |                |             |           |   |                 |                 |                |
| Developing a personal code of values and ethics             |   |                |             |           |   |                 |                 |                |
| Contributing to the welfare of your community               |   |                |             |           |   |                 |                 |                |
| Developing general industry awareness                       |   |                |             |           |   |                 |                 |                |
| Understanding different social contexts                     |   |                |             |           |   |                 |                 |                |
| Overall work-readiness                                      |   |                |             |           |   |                 |                 |                |

**Thank you for participating in this survey.**

# Appendix C: Graduate Employability Indicators Course Team Survey



Dear Colleague

We are contacting you because you teach in the **Bachelor of Example**.

We would like to know your views on:

- the capabilities that count for new graduates' early professional success in professions related to this degree and
- the extent to which you think new graduates generally demonstrate achievement of these capabilities
- your confidence in teaching and assessing these capabilities.

Your feedback will be used to help us better prepare our graduates to meet industry and professional needs. You will not be identified in any way in any publications or data arising from this survey. Your participation in the survey indicates your consent for your anonymous feedback being used in this way.

| Item  | Potential responses  |   |   |  |                               |                           |
|---|--|---|---|--|-------------------------------|---------------------------|
| 1. Are you employed on a  | <table border="1"> <tr><td>Full-time continuing contract</td></tr> <tr><td>Full-time fixed term contract</td></tr> <tr><td>Part-time continuing contract</td></tr> <tr><td>Part-time fixed term contract</td></tr> <tr><td>Sessional/casual contract</td></tr> </table>  | Full-time continuing contract   | Full-time fixed term contract   | Part-time continuing contract  | Part-time fixed term contract | Sessional/casual contract |
| Full-time continuing contract   |  |   |   |  |                               |                           |
| Full-time fixed term contract   |  |   |   |  |                               |                           |
| Part-time continuing contract   |  |   |   |  |                               |                           |
| Part-time fixed term contract   |  |   |   |  |                               |                           |
| Sessional/casual contract   |  |   |   |  |                               |                           |
| 2. How many years have you been teaching at university level?   | <table border="1"> <tr><td>3 years or less</td></tr> <tr><td>Between 4 and 7 years</td></tr> <tr><td>More than 7 years</td></tr> </table>  | 3 years or less   | Between 4 and 7 years   | More than 7 years  |                               |                           |
| 3 years or less   |  |   |   |  |                               |                           |
| Between 4 and 7 years   |  |   |   |  |                               |                           |
| More than 7 years   |  |   |   |  |                               |                           |
| 3. How extensive is your experience in industries related to this degree?   | <table border="1"> <tr><td>More extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for more than 5 years)</td></tr> <tr><td>Moderately extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree between 1 and 5 years)</td></tr> <tr><td>Less extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for less than 1 year)</td></tr> </table> | More extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for more than 5 years) | Moderately extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree between 1 and 5 years) | Less extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for less than 1 year) |                               |                           |
| More extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for more than 5 years)       |  |   |   |  |                               |                           |
| Moderately extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree between 1 and 5 years) |  |   |   |  |                               |                           |
| Less extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for less than 1 year)        |  |   |   |  |                               |                           |
| 4. How recently have you been a full-time or part-time worker, researcher or consultant in industries related to this degree?   | <table border="1"> <tr><td>More recently (my most recent experience was in the past year)</td></tr> <tr><td>Moderately recently (my most recent experience was between 2 and 5 years ago)</td></tr> <tr><td>Less recently (my most recent experience was between 6 and 10 years ago)</td></tr> </table>  | More recently (my most recent experience was in the past year)  | Moderately recently (my most recent experience was between 2 and 5 years ago)   | Less recently (my most recent experience was between 6 and 10 years ago)   |                               |                           |
| More recently (my most recent experience was in the past year)  |  |   |   |  |                               |                           |
| Moderately recently (my most recent experience was between 2 and 5 years ago)   |  |   |   |  |                               |                           |
| Less recently (my most recent experience was between 6 and 10 years ago)  |  |   |   |  |                               |                           |
| 5. What do you see as the main incentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?                        | [Insert comment]   |   |   |  |                               |                           |
| 6. What do you see as the main disincentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?                     | [Insert comment]   |   |   |  |                               |                           |
| 7. What do you see as your role in assisting students to develop these attributes, skills and personal qualities?   | [Insert comment]   |   |   |  |                               |                           |
| 8. What is your gender?   | <table border="1"> <tr><td>Male</td></tr> <tr><td>Female</td></tr> </table>  | Male  | Female  |  |                               |                           |
| Male  |  |   |   |  |                               |                           |
| Female  |  |   |   |  |                               |                           |

9. For each of the following, please register one answer for section A and one answer for section B.

|   | A. To what extent do new graduates generally demonstrate each of the following? |                |             |           | B. How important do you think each of the following is to the employment success of new graduates of this degree? |                 |                 |                |
|---|---|----------------|-------------|-----------|---|-----------------|-----------------|----------------|
|   | Very little   | To some extent | Quite a bit | Very much | Very little importance  | Some importance | Quite important | Very important |
| Work-related knowledge and skills                           |   |                |             |           |   |                 |                 |                |
| Writing clearly and effectively                             |   |                |             |           |   |                 |                 |                |
| Speaking clearly and effectively                            |   |                |             |           |   |                 |                 |                |
| Thinking critically and analytically                        |   |                |             |           |   |                 |                 |                |
| Analysing quantitative problems                             |   |                |             |           |   |                 |                 |                |
| Using computers and information technology                  |   |                |             |           |   |                 |                 |                |
| Working effectively with others                             |   |                |             |           |   |                 |                 |                |
| Learning effectively on your own                            |   |                |             |           |   |                 |                 |                |
| Understanding people of other racial and ethnic backgrounds |   |                |             |           |   |                 |                 |                |
| Solving complex, real-world problems                        |   |                |             |           |   |                 |                 |                |
| Developing a personal code of values and ethics             |   |                |             |           |   |                 |                 |                |
| Contributing to the welfare of your community               |   |                |             |           |   |                 |                 |                |
| Developing general industry awareness                       |   |                |             |           |   |                 |                 |                |
| Understanding different social contexts                     |   |                |             |           |   |                 |                 |                |
| Overall work-readiness                                      |   |                |             |           |   |                 |                 |                |

10. For each of the following, please register one answer in Section A and one answer in Section B.

|   | A. How confident are you in teaching each of the following? |                 |                 |                | B. How confident are you in assessing each of the following? |                 |                 |                |
|---|---|-----------------|-----------------|----------------|--|-----------------|-----------------|----------------|
|   | Very little confidence                                      | Some confidence | Quite confident | Very confident | Very little confidence                                       | Some confidence | Quite confident | Very confident |
| Work-related knowledge and skills                           |   |                 |                 |                |  |                 |                 |                |
| Writing clearly and effectively                             |   |                 |                 |                |  |                 |                 |                |
| Speaking clearly and effectively                            |   |                 |                 |                |  |                 |                 |                |
| Thinking critically and analytically                        |   |                 |                 |                |  |                 |                 |                |
| Analysing quantitative problems                             |   |                 |                 |                |  |                 |                 |                |
| Using computers and information technology                  |   |                 |                 |                |  |                 |                 |                |
| Working effectively with others                             |   |                 |                 |                |  |                 |                 |                |
| Learning effectively on your own                            |   |                 |                 |                |  |                 |                 |                |
| Understanding people of other racial and ethnic backgrounds |   |                 |                 |                |  |                 |                 |                |
| Solving complex, real-world problems                        |   |                 |                 |                |  |                 |                 |                |
| Developing a personal code of values and ethics             |   |                 |                 |                |  |                 |                 |                |
| Contributing to the welfare of your community               |   |                 |                 |                |  |                 |                 |                |
| Developing general industry awareness                       |   |                 |                 |                |  |                 |                 |                |
| Understanding different social contexts                     |   |                 |                 |                |  |                 |                 |                |

11. What sort of staff development opportunities would increase your confidence to teach and assess work-related skills, attributes and personal qualities?

**Thank you for participating in this survey**

## Appendix D: Engaging stakeholders: Suggested text for email invitations

### Suggested text for email invitations to graduates:

Dear Graduate

We are contacting you because you are a graduate of the **Bachelor of Example**. We would like to know your views on:

- the capabilities that count for early professional success in professions related to the **Bachelor of Example** and
- the extent to which you think the **Bachelor of Example** helped you develop those capabilities.

We invite you to share your views with us by completing a brief online survey which usually takes about 5 minutes to complete. Your feedback will be used to help us to improve the **Bachelor of Example** and better prepare our graduates to meet industry and professional needs. You will not be identified in any way in any publications or data arising from this survey. Your participation in the survey indicates your consent for your anonymous feedback being used in this way.

Please complete the survey at: [insert survey link here]

### Suggested text for email invitations to employers:

Dear Employer

We are contacting you because our records indicate you employ graduates of the **Bachelor of Example**. We would like to know your views on:

- the capabilities that count for new graduates' early professional success in professions related to the **Bachelor of Example** and
- the extent to which you think new graduates of the **Bachelor of Example** generally demonstrate achievement of these capabilities.

We invite you to share your views with us by completing a brief online survey which usually takes about 5 minutes to complete. Your feedback will be used to help us to improve the **Bachelor of Example** and better prepare our graduates to meet industry and professional needs. You will not be identified in any way in any publications or data arising from this survey. Your participation in the survey indicates your consent for your anonymous feedback being used in this way.

Please complete the survey at: [insert survey link here]

### Suggested text for email invitations to course teams:

Dear Colleague

We are contacting you because you teach in the **Bachelor of Example**. We would like to know your views on:

- the capabilities that count for new graduates' early professional success in professions related to the **Bachelor of Example** and
- the extent to which you think new graduates of the **Bachelor of Example** generally demonstrate achievement of these capabilities
- your confidence in teaching and assessing these capabilities.

We invite you to share your views with us by completing a brief online survey which usually takes about 5 minutes to complete. Your feedback will be used to help us to improve the **Bachelor of Example** and better prepare our graduates to meet industry and professional needs. You will not be identified in any way in any publications or data arising from this survey. Your participation in the survey indicates your consent for your anonymous feedback being used in this way.

Please complete the survey at: [insert survey link here]

