

Graduate employability in the everyday university curriculum: Staff Worksheet Instructions

This worksheet has been designed to support students and educators to improve graduate employability in the everyday university curriculum. Graduate employability means that higher education alumni have developed the capacity to obtain and/or create work. It also means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce. This worksheet has been designed based on the data from 700+ surveys and interviews/focus groups, with 147 people. Support for the production of this worksheet has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this framework do not necessarily reflect their views. Suggested reference for this worksheet:

Kinash, S., Crane, L., Judd, M-M., Mitchell, K., McLean, M., Knight, C., & Dowling, D. (2015). Graduate Employability Worksheet. Supporting graduate employability from generalist disciplines through employer and private institution collaboration. Sydney, NSW: Australian Government Office for Learning and Teaching. <http://GraduateEmployability.com>

Instructions for worksheet completion

1. Fill-in the date, your name and other information at the top of the page.
2. In the centre circle, insert the titles of three careers commonly achieved by students from your program / discipline and something that makes your graduates distinctive in recruitment, or in other words, what might make them stand-out among other graduates and serve as a personal brand (My Career Identity).
3. Move outwards to the next circle; this circle is about knowledge, skills, attributes and extra-curricular in your graduates' intended career/s. In the pink section, write-in what they will need to know to be successful in those careers. In the yellow section, write-in the hard and soft skills that they will need to have mastered. In the blue section, write-in the attributes that you expect will serve them well (e.g. critical thinking, communications). In the green section, write-in the extra-curricular that employers will look-for in recruitment (e.g. volunteer work).
4. Move outwards to the next circle; this circle is about knowledge, skills, attributes and co-curricular your students are learning through your subject and/or program. In the pink section, write-in what key knowledge they will be learning; a good place to look for this information is in the learning outcomes. In the yellow section, write-in the hard and soft skills that they will be developing; a good place to look for this information is in your assessment guidelines. In the blue section, write-in the attributes that they will be developing through this subject / program (e.g. critical thinking, communications); good sources of this information are your program and/or university graduate attributes. In the green section, write-in the co-curricular activities that you and/or your university will be supporting your students to participate in and weave into their studies (e.g. will you be encouraging them to reflect on the skills they are gaining through sport or student society leadership as part of assessment?)
5. Reflect on the alignment between the career circle and the subject/program circle. Is there a good fit between the knowledge, skills, attributes and extra/co-curricular activities between the career and university studies? Are at least some of the types of tasks they are undertaking as assessment similar to the types of tasks they will be undertaking within their careers?
6. Move to the outermost circle. These are the other factors and people who are key to your students' employability. To the right or left of the word "family" and "friends" write-in your recommendations to your students about how to access the supports they will need. Next to "networks" and "employers" write-in any and all contacts you have that will support your students' employability efforts.

Engage with the other resources, ideas and videos throughout our website. <http://GraduateEmployability.com>

Final Recommended Activity:

Email us the contact information from the top of the worksheet, as well as three to six specific goals for improving your students' graduate employability. Remember to commit to completion dates for these goals. e.g. By the end of the semester, I will have invited three employers as a guest-panel to provide industry advice to my students. In six-months we will follow-up with you to see whether you have actioned your goals. Email: Madelaine-Marie Judd mjudd@bond.edu.au