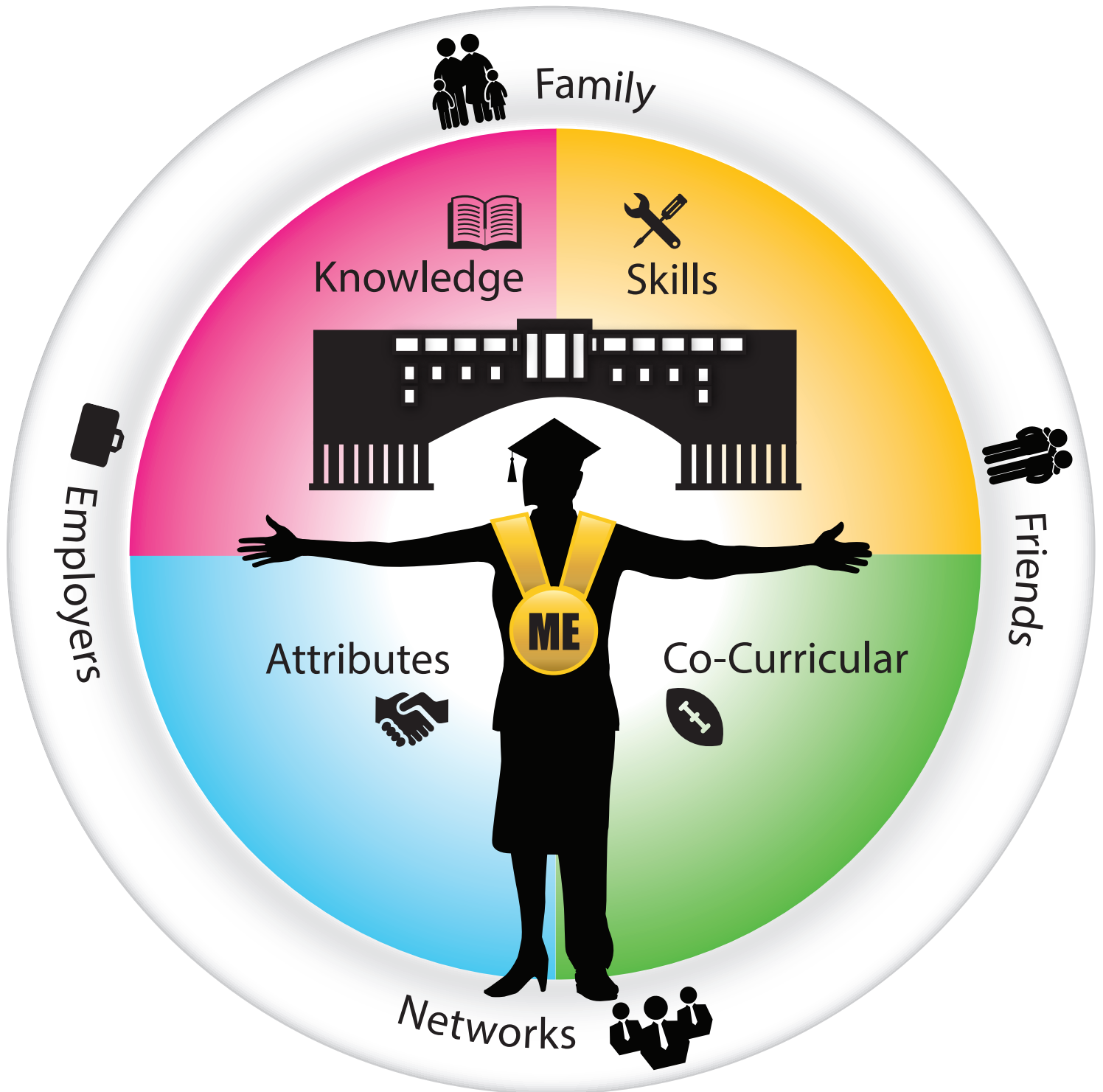


# Graduate Employability Framework

This framework is designed for students, graduates, employers, higher education academics and career development professionals based on the data from over 700 surveys and 85 interviews/focus groups. Support for the production of this framework has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this framework do not necessarily reflect their views.



**Graduate Employability** means that higher education alumni have the developed capacity to obtain and/or create work.

# Graduate Employability Framework



**Graduate Employability**  
Graduates – Students – Employers – Educators  
[GraduateEmployability.com](http://GraduateEmployability.com)

Graduate employability means that higher education alumni have the developed capacity to obtain and/or create work. Graduate employability has ten elements.



1) **A higher education degree** – the figure in the image is standing in the shape of a T. The body represents the specialisation of the degree. In order to be employable, the student/graduate extends oneself, reaching out for a broad-based and full experience.



2) **Respectable grades or levels of achievement in the degree** – grades are a factor in employability but study should not be pursued to the exclusion of other student experience.

3) **Knowledge** – employable graduates have a broad knowledge spectrum and the ability to apply that knowledge, including emotional intelligence.



4) **Career focus and goals** – whereas students are encouraged to be open-minded and widely pursue their options, focus and an intentional career pathway often advance employability.

5) **Identity** – the figure in the image is wearing a 'Me' medallion. This represents the central importance of identity. Successful graduates have confidence, defined career goals, explicit self-awareness and are able to communicate their employability profile to future employers.



6) **Match between industry employment vacancies and type of degree** – long-term hiring patterns should be considered when selecting a discipline.

7) **Internships/Work Experience** – students have pursued opportunities to experience the desired industry and network with employers and professional associates.



8) **Skills** – employable graduates are able to apply their knowledge and skills to work within their chosen industry and identify strategies to facilitate transferability to other workplaces.



9) **Attributes** – employability behaviours such as teamwork, resilience and flexibility are nurtured in the broader context of family, friends and community and reinforced in higher education.



10) **Co-curricular** – students have actively engaged in a broad-based variety of experiences (relative to the needs and resources of diverse students) such as sport, volunteer work and student leadership positions. Higher education has supported, embedded and acknowledged these relevant activities in the program of studies. This also gives students contact with a wide range of contacts, such as Career Development Professionals and Professional Bodies (represented by “Other Networks” on the diagram.)



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Kinash, S., Crane, L., Judd, M.-M., Mitchell, K., McLean, M., Knight, C., & Dowling, D. (2015). Graduate Employability Framework. Supporting graduate employability from generalist disciplines through employer and private institution collaboration. [www.graduateemployability.com](http://www.graduateemployability.com)

Funded and supported by the Australian Government Office for Learning and Teaching.

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