Graduate Employability as a Standard of Success in Teaching and Learning

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Abstract
Students, graduates and employers generally concur that in addition to an academic qualifications, the attributes for success in commencing and advancing in a career and being an effective ‘global citizen’ are communication, teamwork, problem solving, self-management, planning and organising, technology, life-long learning, initiative, enterprise and the raft of skills generally called “emotional intelligence”. To deliver on this expectation, and be successful in teaching and learning, universities can use an ADRI approach to undertake a gap analysis in graduate employability. This paper applies such a framework to Curtin University of Technology. With limited resources and strong community expectation on this issue, universities need low-cost, high impact levers for change. Some of these are suggested here: for example, aligning graduate attributes to employability skills then hardwiring them into the curriculum as assessable outcomes; asking recent graduates and their employers their perceptions of graduates’ work-readiness; and building teaching staff capacity to model employability skills, maintain industry currency, and know the employment destinations and success of their graduates.

Keywords: Graduate employability, Employability skills, Emotional intelligence, ADRI model