

A2 - Graduate qualities and skills

Informing principles

1. Internal environment in USQ: existing and future policies on Graduate Qualities, Program Revitalisation Project (PRP) and LTSU Support for Faculties framework
2. Forces operating externally:
 - Stakeholder interest in the desirable qualities, Qualities and skills required for by graduates in the 'knowledge society'(Candy 2003)
 - The development of graduate Qualities and employability skills is now an important evaluative criterion for both the Learning and Teaching Performance Fund (LTPF) and the Australian Universities Quality Agency (AUQA)
3. Guided by the current consensus in the higher education literature that graduate Qualities are the qualities, Qualities and skills, which students develop as part of their disciplinary learning journey (Kirpatrick & Mulligan 2002; Schapper & Mayson 2004; Barrie 2004; Moore 2004; James et al 2004; Philips & Bond 2004; Bath, Smith, Stein & Swann 2004) to prepare them as able graduates and citizens for an unknown future.

Goals

To develop resources, recommended professional development support and implementation processes which:

1. Support academic staff and program teams to customise, map and embed graduate Qualities at both the program and course level
2. Identify and implement the most effective and efficient professional development model(s) for faculties, in-line with both PRP and LTSU Support for Faculties frameworks
3. Identify and communicate implementation processes for customisation, mapping and embedding of graduate Qualities systematically as part of designated Realising our Potential (ROP) and PRP processes.

Strategic alignment

USQ Learning and Teaching Operational Plan

- Curriculum project
 - Program Revitalisation Project
- Course and Program Mapping
 - Graduate Qualities Project

Tasks, timelines & budgets

Tasks	Timeline	Resource
1. Communicate new policy and any related changes to key faculty staff	February - July 2008	
2. Develop Graduate Qualities resource package (online and hardcopy): Embedding graduate Qualities at course level Embedding graduate Qualities at program level Bank of assessment exemplars for development of USQ employability skills drawn from Assessment Project exemplars where possible	February - Dec 2008	IT support for development of on-line resource
3. Identify and implement most effective and efficient professional development model Develop professional development sessions for LTSU staff Develop conceptual framework for professional development of key faculty learning and teaching staff based on PRP evaluation processes Develop conceptual, policy and procedural framework for incorporation of professional development processes into PRP course review processes Develop conceptual and procedural framework for incorporation of professional development processes into course accreditation and re-accreditation processes.	January – Dec 2008	
4. Identify and communicate implementation processes for interpretation, mapping and embedding of graduate Qualities systematically as part of designated Realising our Potential (ROP) and PRP processes.	July 2008 – July 2009	
5. Evaluate impact of graduate Qualities resources and professional development processes	January – July 2009	
6. Report by July 2009	1 staff, Jan 2009 – July 2009/ an evaluator	

Total resources/ budget required

1 staff/ academic - for items 1, 2, 3

1.00 staff/ IT - for item 2

1.00 staff/ - as evaluator item 7

Required documentation and policy rewriting

- Changes to graduate Qualities policy and recommended implementation processes
<http://www1.usq.edu.au/resources/425.pdf>
- Changes to graduate Qualities webpage on LTSU website to reflect new policy
<http://www1.usq.edu.au/ltsu/teach/keystrat/gradatt.htm>
- Changes to graduate Qualities flyer to reflect new policy
<http://www.usq.edu.au/resources/flygradatts.finaldoc.pdf>
- Rewriting, in consultation with Planning Quality Office (PQO), of any existing documents relating to course or program review processes associated with Program Revitalisation Project (PRP).

Professional development requirements

- Professional development for LTSU faculty representatives
- Information sessions
- LTSU co-facilitation (with program co-ordinators) of graduate Qualities component in accreditation/re-accreditation processes
- Co-facilitated (with discipline or course leaders) faculty workshops for discipline and course teams
- On-line and hard copy resources for program/course teams
- In consultation with Planning and Quality Office (PQO), build quality assurance guidelines into University-wide course and program evaluation systems.

Scholarship opportunities

- Staff - Individual research and scholarship of learning and teaching in graduate Qualities and employability skills, networking, collaborative projects and exchange programs
- University as a whole – collaborative international projects, more research and grants, external reporting purposes, strategic marketing and decision making.

Communication plan

- designated monthly communiqués with faculty
- changes to USQ policy on graduate Qualities, and program accreditation/re-accreditation
- inclusion of graduate Qualities in course review documentation
- LTD and ALS staff to their faculty LTEC
- Internal information sessions, professional development packages
- Student Services, careers section materials
- external USQ marketing communications platform if necessary – printed, electronic, web.

Evaluation strategies

- Industry - AUQA review feedback in 2009; Indicator – USQ graduate Qualities policy, processes and resources receive a commendation and be asked to contribute to Good Practice Database – from AUQA cycle 2 2009
- Academic staff – seek feedback on professional development processes and resources
- Students - track performance on graduate Qualities based on CEQ data; include graduate Qualities question in University evaluation question banks
- Quality assurance
 - Course review processes as part of PRP
 - Program accreditation/re-accreditation processes as part of PRP
 - Three-yearly benchmarking against sector ‘best practice’ institutions.

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