The common definitions of employability must be expanded to acknowledge the importance of identity and to include making as well as taking careers.

**Problem**

Graduates have heightened employability when their student experiences represent both a strong disciplinary knowledge and skills, attributes, reflective disposition and broad-based experiences such as through extracurricular activities including student societies, volunteer work and sport.

**Aims**

Universities CAN improve graduate employability but there are strong discrepancies between students, graduates, employers and educators as to which strategies are the most important and effective.

**Research Activities**

- Eleven case studies each providing strategies, suggestions and directly quoted perspectives from across the four stakeholder groups.
- A literature review of twelve higher education employability strategies. Only strategies for which there was published empirical evidence of improvements to employment outcomes were included.
- Identification of the discrepancy in stakeholder perspectives about the relative value of various employability strategies.
- Acceptance of invitation to attend the G20 Leaders Summit and present a report used by the Business 20 Human Capital Taskforce.
- A national graduate employability symposium attended by 150 delegates from 21 universities.
- Five published papers, 18 presentations and workshops (national and international).

**Outcomes + Impact**

- The most compelling discrepancies were that students, graduates and employers all indicated the importance of student work experience and internships whereas higher education stakeholders do not believe that they have sufficient resources to provide/support them. Students and graduates indicated a belief that part-time work outside university is an effective employability strategy whereas extracurricular activity is not. Employers and higher education stakeholders indicated the reverse. Follow up discussion indicated that this result establishes a need for strategic awareness raising among students.
- In the four versions of the surveys, the twelve employability strategies identified through literature review were listed. Respondents were asked to tick strategies in response to stakeholder prompts.
- Students - Which of these employability strategies are you using or do you plan to use?
- Graduates - Which of these strategies did you use to improve your employability?
- Educators - Which of these employability strategies are you able to provide/support for students?
- Employers - Which of these strategies influence recruitment? The checkmarks on the figure below were inserted where 50% or more of the stakeholder group ticked the strategy.

**Employability Mapping Worksheet**

This tool allows students and educators to depict the knowledge, skills, attributes and activities in the contexts of university and the workplace and then see the gaps between these contexts.

<table>
<thead>
<tr>
<th>Students</th>
<th>Graduates</th>
<th>Educators</th>
<th>Employers</th>
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**Graduate Employability Framework**

As compared to previous frameworks, this one is distinctive because it displays the student / graduate at the centre of the process and illustrates the interactive nature of multiple factors and supports.

**New Definition** - Graduate employability means that higher education alumni have developed the capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce.

**Survey**

Survey students, graduates, employers, higher education personnel and career development professionals. n = 705

Greater clarity on the issues, challenges and contexts of graduate employability.

Low graduate employability.

Create opportunities for the diverse stakeholder groups to share their perspectives.

Graduate Careers Australia reports that less than 70% of undergraduates are employed full-time four months after graduation.

Promote strategies that may be used by the various stakeholders to collaborate on improving graduate outcomes.

Identify and review the strategies that have been successfully used to address these challenges.

Analyze published literature to report which employability strategies work.

**Ongoing activities**

- Interviews and Focus Groups in all 8 States/ Territories. n = 147

**Shortlist**

- Reimagine Education Awards, 2015 Wharton QS Stars
- Entries to the International Shortlist from over 500 universities.

** Morrow Awards**

- 18 presentations and workshops (national and international).

**Identification of the employability category.**

- The common definitions of employability must be expanded to acknowledge the importance of identity and to include making as well as taking careers.

**Careers.**

- Making must be expanded to acknowledge the employability strategies.

**Perspectives from across the four stakeholder perspectives about the relative value of various employability strategies.**

**A literature review of twelve higher education employability strategies. Only strategies for which there was published empirical evidence of improvements to employment outcomes were included.**

**Acceptance of invitation to attend the G20 Leaders Summit and present a report used by the Business 20 Human Capital Taskforce.**

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