

*Accountancy / Advertising / Aconomics / Finance / Human Resource Management
International Business / Management / Marketing / Public Relations*

Developing graduate attributes: The first steps towards work- readiness

Andrea Reid
Teaching and learning consultant
Qut business school

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Teaching skills in first year core units

- Beginning development of skills – embedded in core units:
 - Giving recommendations for a virtual business on a contemporary issue – instruction on how to write recommendations
 - Team work task on an issue of professionalism in the workplace – students learn team work skills, assess themselves and their team mates and reflect on team work processes

4S program

study skills+support=success

- Program of voluntary workshops for all core unit assessment tasks
- Designed in consultation with unit coordinators, delivered by experience academic skills tutor
- Graduate attributes taught within the context of the assessment tasks

Evaluating student success

- Mapping programs to ensure Assurance of Learning goals are taught, practised and assessed
- Assessing goals using criterion-referenced assessment – criteria mapped to AoL goals
- Data collection of student performance – analysis of data for gaps – strategies in place to deal with these

Drivers:

- Employers
- Accreditation (AACSB, EQUIS, AMBA)
- Tertiary Education Quality Standards Agency (TEQSA)
- Australian Qualifications Framework (AQF)

Andrea Reid
Teaching and Learning Consultant
QUT Business School
Queensland University of Technology
andrea.reid@qut.edu.au

Developing graduate attributes

The first steps towards work readiness





Australian Government
Tertiary Education Quality and Standards Agency



Evaluation of student development of graduate attributes

Assurance of Learning goals (AACSB accreditation):

QUT Business School interpretation of the goals:

- Discipline knowledge and application
- Critical thinking and problem solving
- Written and oral communication in professional settings
- Team work
- Social, ethical and intercultural understanding

Goals are taught, practised and assessment across all programs. Students are assessed using criterion-referenced assessment using criteria mapped to the designated goals. Performance descriptors are determined for each level of achievement.

Data is collected of student performance against the goals which is analysed each semester and strategies are employed where a need for further development is identified. These strategies include curriculum change to provide more in depth teaching of identified goals and extracurricular skills workshops.

QUT Business School strategies

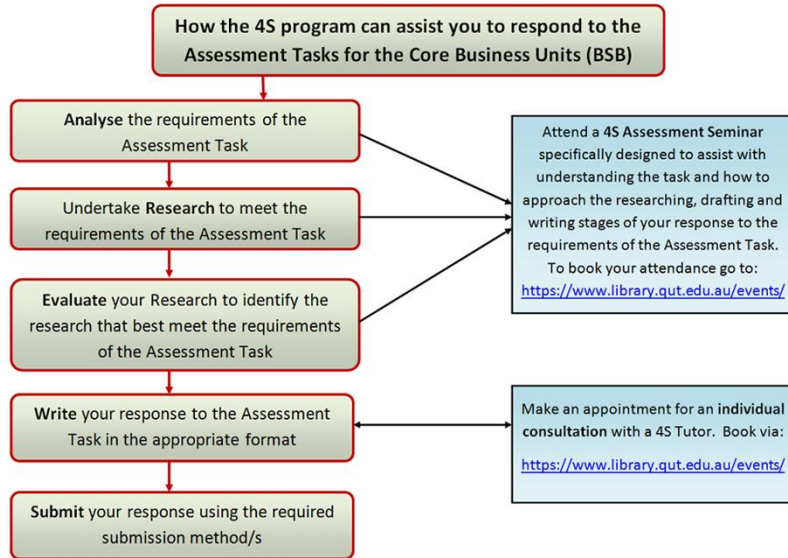
Beginning development of graduate attributes in first year core units – explicit teaching and assessment. For example:

- Instruction is given on how to write recommendations for the recommendations that are required for the business report in BSB115 *Management*
- BSB124 *Working in Business* includes a team presentation assignment (on an issue of professionalism in the workplace). Students learn team work skills, they assess themselves and their team mates and reflect on team work processes for a portfolio.

4S program (study skills+ support = success)

- Program of voluntary workshops for all core unit assessment tasks
- Designed in consultation with unit coordinators and delivered by an experienced academic skills tutor
- Graduate attributes are taught to students within the context of their assessment tasks
- Individual consultations with academic skills tutors available for additional support

4S program – study+skills+support=success



- Community Blackboard site:
 - Calendar of events for core units (seminar for each assessment task)
 - Resources from seminars
 - Link to booking system for individual consultations
- Example assessment seminars:
 - Completing your Accounting practice set and report
 - Preparing your Business brief
 - Your group presentation
 - Writing your feasibility study

BSB124 ASSESSMENT ITEM 3 – CRITERIA FOR PORTFOLIO (60%) – Semester 1, 2013

Criteria	High Distinction (7)(85%+)	Distinction (6) (75-84%)	Credit (5) (65-74%)	Pass (4) (50-64%)	Fail (less than 4) (0-49%)
Assurance of Learning Goal: Knowledge and Skills (Integrate and apply discipline knowledge) 35%					
Ability to identify, explain & apply principles of intrapersonal, interpersonal and organisational effectiveness	<p>Comprehensive and scholarly use of theory which is skilfully and consistently integrated into practice.</p> <p>There is clear and consistent evidence of in-depth understanding of theory based on additional research and readings of the relevant theory.</p> <p>Thorough explanations of the links between theory and practice.</p>	<p>Overall scholarly use of theory which is well integrated into practice most of the time.</p> <p>There is mostly clear and consistent evidence of in-depth understanding of theory based on additional research and readings of the relevant theory</p> <p>Explanations of the link between theory and practice are given.</p>	<p>Theory is applied although its scholarly use could have been further developed. Theory is integrated into practice with some lapses.</p> <p>There is some evidence of in-depth understanding of theory based on additional research and readings of the relevant theory</p> <p>Some explanations of the link between theory and practice are given.</p>	<p>A beginning use of theory is evident with its integration into practice not fully realised in all areas.</p> <p>There is some evidence of understanding of theory based on additional research and readings of the relevant theory although it lacks depth.</p> <p>Only basic explanations of the link between theory and practice are given.</p>	<p>Little/no evidence of use of theory which is not integrated into practice.</p> <p>Little or no evidence of any understanding of theory based on additional research and readings of the relevant theory.</p> <p>Little or no explanations of the link between theory and practice are given.</p>
Assurance of Learning Goal: Critical Thinking and Problem Solving (Identify, research and critically analyse information relevant to a business problem or issue, be able to synthesise that information in order to evaluate potential solutions, make recommendations or otherwise effectively address the problem or issue) 35%					
Personal insight and self awareness in identifying areas for development in your reflection	<p>Overall portfolio demonstrates extensive personal insight & self-awareness including areas for development.</p> <p>Theories and test scores, process observations and personal examples are well integrated to elaborately explain the personal insight and self-awareness.</p>	<p>Overall portfolio demonstrates substantial personal insight and self-awareness including areas for development</p> <p>Theories and test scores and personal examples are well integrated to clearly explain the personal insight and self-awareness.</p>	<p>Overall portfolio explicitly demonstrates personal insight and self-awareness including areas for development</p> <p>Both theory and test scores are used to justify the personal insight and self-awareness</p>	<p>Overall portfolio demonstrates a basic attempt at personal insight and self-awareness including areas for development.</p> <p>Test scores are used to justify the personal insight and self-awareness.</p>	<p>Portfolio lacks personal insight and self-awareness with little or no areas for development.</p> <p>Little or no evidence of use of theory or test scores to justify personal insight and self-awareness.</p>

Professional Development Strategy	Highly creative design of practical and executable strategies, clearly supported by research. Clear articulation of measures and methods for monitoring progress.	Creative design of practical and executable strategies, supported by research. Measures and methods for monitoring progress are articulated.	Design of practical and executable strategies show some creativity and there is some support by research. An attempt has been made to articulate measures and methods for monitoring progress but this could have been further developed.	Practical and executable strategies are given with a basic attempt to support by research and show progress would be monitored.	Little or no practical and executable strategies given with little or no support from research AND/OR articulation of how progress would be monitored.
Assurance of Learning Goal: Social and Ethical and Intercultural Understanding (Make decisions informed by social, ethical and cultural understanding) 15%					
Ability to identify social and cultural considerations when reflecting on areas for professional development	Comprehensive identification of key social and cultural considerations. Taking an in-depth focus in one section. Appropriate strategies of development reflecting on an in depth understanding of the diversity issues.	Identification of key social and cultural considerations. Appropriate strategies of development reflecting on a good understanding of the diversity issues.	Identification of key social and cultural considerations. Appropriate strategies of development reflecting on some understanding of the diversity issues.	Limited identification and application of some of the social and cultural considerations in reflecting on areas for development.	Little or no identification or application of social or cultural considerations in reflecting on areas for development.
Assurance of Learning Goal: Professional Communication (Communicate effectively through written tasks appropriate to varied contexts and audiences) 15%					
Structure and Format of the Portfolio	Portfolio is coherently organised with correct format closely followed. Highly reflective writing style adopted throughout. Scholarly use of language, grammar, spelling and sentence construction throughout.	Portfolio is well organised and correct format is followed. Good reflective writing style adopted. Correct use of language, grammar, spelling and sentence construction throughout.	Portfolio is organised and correct format is mostly followed. Reflective writing style is adopted with some minor limitations. Correct use of language, grammar, spelling and sentence construction throughout with minor errors	Portfolio is mostly organised and the correct format is followed with some errors or omissions. The use of the reflective writing style is limited. Mostly correct use of language, grammar, spelling and sentence construction.	Portfolio is not clearly organised, and there is little regard given to adhering to the correct format. There is little or no use of the reflective writing style. Major errors in language, grammar, spelling and sentence construction unclear.
Use of Sources and APA Referencing Style	Relevant & high quality research identified from books & journals that is critically integrated. Referencing consistently accurate.	Mostly relevant, good quality sources identified from books & journals that is mostly critically integrated. High level of accuracy in referencing.	Some relevant, good quality sources identified from books & journals with an attempt at critical integration. Only minor inaccuracies in referencing	Minimal relevant quality sources identified from books & journals that are not always critically integrated. Some inaccuracies in referencing.	Little or no relevant, good quality sources identified with little or no critical integration. References missing or significant errors.