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Australian Government
**Department of Education,
Skills and Employment**

Embedding employABILITY thinking across higher education

Final Report 2020

Curtin University

Professor Dawn Bennett



developing
Employability

www.developingemployability.edu.au

Support for the production of this report has been provided by the Australian Government Department of Education, Skills and Employment. The views expressed in this report do not necessarily reflect the views of the Australian Government Department of Education, Skills and Employment.



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2020

ISBN 978-1-76051-981-0 [PDF]

ISBN 978-1-76051-985-8 [DOCX]

ISBN 978-1-76051-982-7 [PRINT]

Acknowledgements

The fellowship is indebted to a great many people:

- first, to staff of the former Office for Learning and Teaching (OLT). Fellowships and grants funded by OLT and its predecessors have returned a significant amount to higher education and the economic health of Australia. I hope that their return on investment will be recognised and that this vital investment is reinstated
- second, to the many colleagues and students who engaged with workshops, trials of the self-assessment tool, expert guides, advice and encouragement
- third, to the fellowship team and the Australian Learning and Teaching Fellows (ALTF) advisory group whose interest fuelled two years of activities
- fourth, to Lynne Roberts of Curtin University who gave generously of her statistical expertise and experience
- fifth, to Mark Sanders and Kelvin Tamzil at [Cognitia](#), Ray Stone at [Finely Sliced](#) and Rosie Halsmith at [To & Fro Studio](#) for their patience and expertise in designing the site, resources and online profile tool
- sixth, to the Higher Education Research and Development Society of Australasia (HERDSA) for their support of workshops and the faculty development roadshow in both Hong Kong and Australia. Special thanks go to Anna Kwan and Liz Levin from HERDSA for their coordination
- seventh, to Martin, Emily and Billy, for your understanding of the long hours and many nights away from home
- finally, my thanks go to Pip Munckton. Pip was project manager, designer, problem-solver, coffee-bringer, tech-support and friend. I couldn't have done it without you!

List of acronyms used

AAEE	Australasian Association for Engineering Education
AARE	Australian Association for Research in Education
ACDICT	The Australian Council of Deans of Information and Communications Technology
ACEN	Australian Collaborative Education Network
CoP	Community of Practice
HERDSA	Higher Education Research and Development Society of Australasia
ICT	Information and Communications Technology
OLT	Australian Government Office for Learning and Teaching
WIL	Work Integrated Learning

Executive summary

University educated workers are critical to Australia's economic health, international standing and social wellbeing, but if graduates are to meet their full potential they need to have developed, as students, **the ability to find, create and sustain meaningful work across the career lifespan and in multiple contexts**. This is employability in the higher education context. The fellowship reported here sought to enable the sector to undertake this development.

The employability of 21st-century workers is developed and sustained only through explicit career- and life-long identity and employability work. Because of this, employability is inadequately described by terms such as skill, job and employment. This metacognitive challenge underpins the developmental role of higher education, which is to develop *employABILITY thinking: students' cognitive and social development as capable and informed individuals, professionals and social citizens*.

EmployABILITY thinking is a strength-based, metacognitive approach to employability development which is delivered within the existing curriculum without additional time, expertise or resources. The approach prompts students to understand why they think the way they think; how to critique and learn the unfamiliar; and how their values, beliefs and assumptions can inform and be informed by their learning, lives and careers. As suggested by its use of capitals, rather than focus on learners' potential to be employed and directed by others, the approach focusses on learners' ABILITY to create and sustain meaningful work. This ability is as relevant to workers in traditional, full-time employment with a single employer as it is to workers who combine multiple roles to create portfolios of work.

Higher education employability frameworks, policies and initiatives have little impact unless they connect with students, yet most employability development activities are co-curricular and attract the students who need them least. Initiatives within the curriculum tend to be program-wide streams or distinct modules that are separated from the discipline studies in which students want to engage. Only when employability development and career guidance are aligned with disciplinary knowledge, skills and practices will it become core business.

Employability development is not yet at the core of the curriculum because it has been poorly defined as the acquisition of generic skills that are developed separately from the core business of learning a discipline. In reality, employability development includes, but extends beyond, discipline skills, knowledge and practices.

Properly defined, students are interested in developing their employability because they are interested in developing their futures (see Bennett, 2019). Every student should engage in explicit employability development that creates cognitive links. This can be achieved within the curriculum by helping students to find the relevance between their learning and their expectations for the future.

The fellowship reported here extended a body of work with a validated socio-cognitive measure known as *Literacies for Life* (L4L), developed new student resources and educator guides, and delivered faculty and student workshops. A dedicated [educator site](#) features dedicated and plain language *employABILITY thinking* student resources, educator guides and expert guides. Educators can request aggregated cohort-wide data and they can engage with the research, which is ongoing. Activities, research and writing from the fellowship are regularly updated in the [EmployABILITY research lab](#) and the [Community of Practice](#).

EmployABILITY thinking data are generated through an online self-assessment tool that encompasses the measure. Students use the online tool to create personalised employability profiles, which they can review and revise at any time. The [29-page personalised profile report](#) is a prompt for analysis and action rather than a score card; its 50 embedded resources enable students to be more agentic in their development. Most students engage with the tool as a required reading. They are directed to employability resources at touchpoints such as industry placements, reflective tasks, when working in teams, or when giving and receiving feedback. Examples of touchpoints are included at Appendix N.

The fellowship confirmed the critical need for a systematic and inter-institutional approach to employability development. It is my hope that the work begun by the fellowship will help to shift the landscape of higher education policy and practice so that a metacognitive approach to employability development such as *employABILITY thinking* can become the vital link between the purpose of higher education, graduate outcomes and the future of work. Recommendations arising from the fellowship are summarised below.

Students

1. Every higher education student should engage in *employABILITY thinking* or its equivalent through scaffolded approaches which develop students' metacognition.
2. Students should make links between their learning and their futures in every unit.
3. Labels such as Career Development should be replaced with broader conceptions of student development and with integrated approaches such as Create your Future[®].
4. Students should be supported to collect, collate, critique and then articulate evidence of their personal and professional development throughout their studies.

Faculty and careers professionals

1. In-curriculum approaches such as *employABILITY thinking* should be employed to overcome the three ubiquitous challenges for educators: time, resources and expertise.
2. *EmployABILITY thinking* or its equivalent should be delivered into the core curriculum by faculty and careers professionals working in partnership.
3. The development of *employABILITY thinking* or its equivalent should form part of the initial professional learning undertaken by every educator.

Institutions

1. University leadership should adopt a whole-of-institution definition of employability and create an employability strategy across the curricular and co-curricular space.
2. Institutions should adopt an active approach to employability development that will develop students as agentic and critical thinkers. Universities should collaborate on the delivery and resourcing needs of good practice.
3. Universities should extend reward and recognition processes and modify academic progression to recognise the development of employABILITY within the curriculum.
4. Universities should replace language such as skills, employment and job with more inclusive and relevant language including capabilities and work. This language should be consistent across all communication with students.
5. The specific employability needs of students differ across disciplines, socio-economic background and cultural background. However, institutions are advised to adopt a generic approach and adapt this in line with learners' needs.
6. Work integrated learning (WIL) activities must be properly supported to ensure quality, reflexive and equitable experiences for learners, educators and hosts.
7. Institutions should seek to differentiate themselves through their students' cognitive and social development as capable and informed individuals, professionals and social citizens.
8. Employability development is a lifelong concern. Universities should create collaborative, whole-of-career professional learning opportunities for alumni. Alumni could 'pay for' these opportunities with money, service, mentorship, student placements and/or advisory board membership, creating reciprocal benefits.

Rankings and metrics

1. Given the economic and social benefits of higher education, consideration could be given to reducing the impact of research-based rankings exercises in favour of the sector's social and economic compacts.
2. Graduate metrics could be designed to create accurate and longitudinal accounts of graduates' work and social impact, drawing on multiple data sources, including taxation data and avoiding metrics that measure a single employment.

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Chapter 1: Introduction

Although employability has received significant international attention over recent years, much of this attention has focused on the crude measurement of economic (employment) outcomes. At the same time, the labour market has shifted such that the number of part-time, casual and multiple job-holding workers has never been higher. It is unsurprising that graduates from both generalist and professional programs take longer to become established. The ability of graduates to make economic and societal contributions depends largely on the extent to which they prepared themselves for this complexity during their studies.

Graduate employability in the 21st century, then, relates to the ability to find, create and sustain meaningful work across the career lifespan and in multiple contexts. Employability is developed and sustained through explicit, career-long and lifelong identity and employability work. The employability role of higher education is to foster students' development as capable and informed individuals, professionals and social citizens. This is defined as *employABILITY thinking*.

“Employability is the ability to find, create and sustain meaningful work across the career lifespan and in multiple contexts.”

The fellowship's definition of employability reflects a labour market in which the nature and drivers of work are transforming and workers are increasingly mobile, meaning that identity work and employability work are necessary across the career lifespan (Knight & Yorke, 2004). The educational goals of the fellowship related to developing graduates' abilities to traverse multiple transitions by developing personal epistemologies of practice: 'the means by which individuals exercise their agency in construing and constructing the knowledge afforded them' (Billett, 2011, p. 139).

The tools and strategies that underpinned the fellowship were developed over some 22 years of research and practice. Drawing on these, the fellowship community led a program of change by creating and enacting a process for embedding employability development across higher education. In collaboration with its community of experts, included careers practitioners, the fellowship extended the sector's capacity to prepare graduates who are active and intentional in their development.

1.1 Approach and aims

The overarching goal of the fellowship was to enable and embed *employABILITY thinking* in the curriculum. To do this, the team sought to overcome the challenges expressed by educators; these included outdated industry knowledge, overcrowded curricula, modularised models of delivery, research-focused key performance indicators and ranking systems, casualisation, and the focus on employment outcomes rather than the metacognitive and social development of students.

Identity is central to developing employability, yet it is rarely acknowledged as a core component of higher education. The fellowship employed an Identity Focused Learning (IFL) model (Bennett, 2013) to develop pedagogical strategies that recognise a positive and informed sense of self. This is pertinent because students who believe they have skills in a specific domain perform better, expect more, pay greater attention and stay on task. Educators recognise these as factors that underpin the extended learner effort needed to develop complex knowledge and skills (Billett, 2009) through a process of meaning making.

The work focused on a future-oriented epistemology of practice where possible future selves are internalised through effortful engagement with knowledge (including distributed learning) and action (experiential learning). Initiatives such as these establish habits and practices that support the ongoing development needed to sustain employability in the longer term.

Illustrated at **Figure 1**, the pedagogical approaches drew on the IFL model to innovate from a process of individual transformation (in black/grey lines, Vygotsky, 1978) to situating salient identity as a social construction. Highlighting Engeström’s (2000) addition of community, rules and the division of labour, the dotted lines in Figure 1 represent the construction of identity through interaction with others. Vigotsky’s ‘tools’ are redefined as the learning experience, the ‘object’ as a program of study, the ‘community’ as a community of practice, and the ‘rules’ as the conventions of learning and work. Consistent with the emphasis on explicit, career- and lifelong identity work and employability work, transition is not restricted to the path between object and outcome. The placement of identity at the core of the model emphasises the role of students as active agents in their learning.

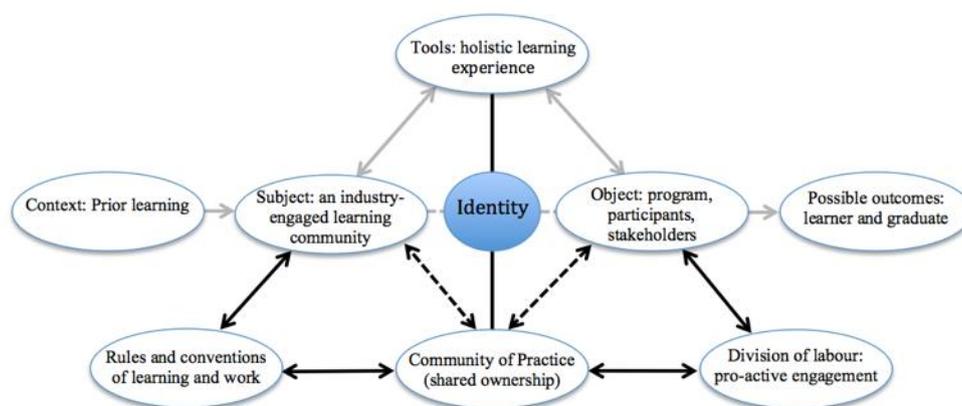


Figure 1: Model of Identity Focused Learning (IFL) (Bennett, 2013, revised 2015)

The fellowship’s teaching materials and processes were underpinned by an Employability Development Framework (Bennett, Richardson, & MacKinnon, 2016) that adopts the principle of action research—plan, act, observe, reflect—to help educators meet the needs of students and maximise opportunities for active and explicit engagement. Drawing on the expertise of the team and using the framework, extant and new materials were refined and extended, and new materials developed, to ensure a collaborative, open-access resource for the sector.

Given that the fellowship’s data collection and analysis were cyclical, action research likewise underpinned the fellowship’s scholarly activities including the development of the process framework and validated measure. This necessitated a constant comparative analytical scheme to enable iterative development of the theoretical and practical outcomes from each of the fellowship’s five phases.

Participating students received a [consent and information form](#) and chose whether or not to include their anonymised responses in the research database (see Section 2.8). The fellowship database is hosted securely and all personal details are removed prior to analysis.

The fellowship objectives were addressed through a staged program of change that explored and reported each aim independently. Each phase had distinct aims, activities and outcomes.

- *Phase 1* created a comprehensive account of approaches to developing employability. From this, we developed and trialled an initial set of principles and approaches.

- *Phase 2* completed and evaluated the music and engineering cases, activated the online community, engaged external stakeholders and commenced our engagement.
- *Phase 3* implemented, evaluated and refined the tools and materials with academics across disciplines, resulting in a draft framework and guidelines.
- *Phase 4* embedded employability across priority programs and refined the principles and approaches to support the development of employability across higher education.
- *Phase 5* (post-funding) will publish the findings and outline further research, reported in the ResearchGate [Research Laboratory](#) and on the LinkedIn [Community of Practice](#).

1.2 The Australian Government's priorities in higher education

Despite the increasing prevalence of complex careers across the labour market and their centrality to economic reform, there are major gaps in understanding how they operate, how they can be supported, and how students can be prepared for them. These gaps mean that the formation and implementation of effective employability development remains well behind its potential.

Taking into account policy and funding changes over the research period, our work was underpinned by Australia's *Transforming Australian Higher Education* agenda in ensuring 'high-quality institutions and a diverse, adaptable and highly skilled workforce' (Commonwealth of Australia, 2013, p. 31). The fellowship recognised the needs of the entrepreneurial and innovative knowledge economy and its associated human capital, which provide a unique and important perspective on how to prepare graduates for a rapidly changing world (Reid, Abrandt Dahlgren, Dahlgren, & Petocz, 2011). The team was mindful of student diversity and the precarious nature of the labour market. Both these factors have the potential to negatively impact the alignment of learner identity, career preview and goals, and the perceived relevance of learning to learners' future lives and work. Here, the fellowship had particular relevance to the 2015 Higher Education Standards Framework and specifically to the second, third and fifth Domains (learning environment, teaching, and institutional quality assurance).

1.3 The fellowship community

Between 1992 and 2016, Australian Fellowships Programs supported 116 leading educators to undertake strategic, high-level activities in areas of importance to the higher education sector. The Australian Learning and Teaching Fellowship (ALTF) national network was central to the fellowship reported here. Advisory group members and their contributions to the fellowship are as follows:

- Stephen Billett (Griffith): curricular and pedagogic practices that enable change
- Ruth Bridgstock (UniSA/Griffith): enabling and evidencing digital career capabilities
- Trevor Cullen (ECU): inter-institutional measurement of graduate capabilities
- Marina Harvey (UNSW): engaging sessional staff
- Amanda Henderson (Griffith): governance frameworks that support employability
- Romy Lawson (Murdoch): leading curricular change
- Margaret Lloyd (QUT): whole-of-course/program design
- Beverley Oliver (Deakin): program-wide change for employability

- Joe Shapter (Flinders): high-level engagement of staff and students
- Jessica Vanderlelie (La Trobe): evidencing the graduate experience
- Jason West (Bond): micro credentials and learning design

Phase I of the fellowship engaged with music and engineering clusters, paving the way for sector-wide engagement in phase II. The collaborators had previously completed studies with ~1500 students in music, for whom future work is often complex and undefined, and with ~4000 students in engineering for whom early, informed career study choices are vital. Despite these contrasting disciplines the research had revealed striking similarities in students' thinking about career, learning and practice; self-concept and self-efficacy; and identity development. The similarities confirmed the potential value of this research for informing future-oriented approaches across higher education.

The fellowship engaged scholars at the forefront of educational research, scholarship and innovation. Established networks provided substantial support, and residencies and workshops with collaborators were a feature of engagement at each phase. The residencies combined to form an international study program complemented by co-located conferences, workshops and other engagement. A crucial aspect of the fellowship was working in partnership with careers professionals. Careers professionals and academic staff are referred to as 'educators' throughout the report. Scholars who embedded *employABILITY thinking* during the fellowship period are listed at Table 1.

Higher education scholars

- Pamela Burnard, Cambridge University, England
- Gemma Carey, Queensland Conservatorium, Griffith University
- Jo Coldwell, Deakin University
- Carol Evans, Southampton University
- Sonia Ferns, Dr Julie Howell and Professor Marian Tye, Curtin University
- Helena Gaunt, Guildhall School of Music and Drama, England
- Amanda Henderson, Griffith University
- Sophie Hennekam, ESC La Rochelle School of Business, France
- Margaret Jollands, RMIT
- Elizabeth Knight, Monash University
- Romy Lawson, Murdoch University
- David Lowe and Keith Willey, The University of Sydney
- Sally Male, The University of Western Australia
- Gary McPherson, Melbourne Conservatorium of Music
- Anna Reid and Jennifer Rowley, Sydney Conservatorium of Music
- Heidi Westerlund, Sibelius Academy, University of the Arts, Finland

Scholars who have embedded employABILITY thinking

Table 1: Scholars who have embedded employability thinking

Discipline	Scholars	Institution
Architecture and planning	Robyn Creagh Isaac Middle	Curtin University
Arts	Andrew Johnson	Monash University
Business	Colin Jevons and Sophie Lindsay	Monash University
Common core	Wayne Errington	The University of Adelaide
Engineering	Candace Lang	Macquarie University
	Nicoleta Maynard	Curtin University
	PJ Radcliffe and Lisa Williams	RMIT
ICT	Sophie McKenzie	Deakin University
Music	Sally Macarthur	Western Sydney University
	Veera Hiltunen	Sibelius Academy
	Karen Burland	Leeds University
	Christopher Coady, Jennifer Rowley and Ian Whitney	Sydney Conservatorium of Music, The University of Sydney
Pharmacy	Brooke Sanderson	Curtin University
Psychology	Simon Bedford, Kenton Bell and Steven Roodenrys	University of Wollongong
Speech pathology	Denise Robinson	Curtin University
Teacher education	Rachel Sheffield	Curtin University
Writing	Rachel Robertson	Curtin University

1.4 Glossary of key terms

Developing EmployABILITY Initiative: The Developing EmployABILITY Initiative is a program of research and scholarship led by Professor Dawn Bennett from Curtin University, Australia.

EmployABILITY: The ability to find, create and sustain meaningful work across the career lifespan and in multiple contexts.

EmployABILITY thinking: Students' cognitive and social development as capable and informed individuals, professionals and social citizens.

Literacies for Life model: The Literacies for Life (L4L) model is a validated measure of the social cognitive dimensions of career and identity development. The model was developed by Dawn Bennett. The six literacies combine to help people make informed life and career decisions that align with their personal and societal values and goals.

Metacognition is literally 'thinking about thinking'. Metacognition is crucial to successful learning because it involves critical awareness self-regulation and self-reflection: the processes needed to design, monitor and evaluate personal understanding and performance (see Flavell, 1976).

Chapter 2: Developing EmployABILITY thinking

2.1 Overview of the Developing EmployABILITY Initiative

The Developing EmployABILITY Initiative is a program of research and scholarship led by Professor Dawn Bennett from Curtin University in Perth, Western Australia. The initiative involves 28 higher education institutions and over 1200 scholars internationally; the self-reflection tool, profile reports, educator guides, expert guides and student resources are available without charge to all educators and students using a Creative Commons license. The initiative's focus is the development of *employABILITY thinking* within higher education. EmployABILITY is defined as a metacognitive capability: *the ability to find, create and sustain meaningful work and learning across the career lifespan and in multiple contexts*. Students need to learn how to learn and practise this ability independently before they graduate.

As a metacognitive approach, *employABILITY thinking* aligns employability with both the purpose of higher education and the future of work. EmployABILITY thinking engages students in their cognitive and social development as capable and informed individuals, professionals and social citizens. It prompts students to understand why they think the way they think, how to critique and learn the unfamiliar, and how their values, beliefs and assumptions can inform and be informed by their learning, lives and careers. *EmployABILITY thinking* engages students as partners in their development. The student resources and profile tool are formative. In contrast to the multiple student surveys from which students derive no meaningful learning gain, the profile tool provides students a 'net gain' in the form of a comprehensive, personalised report and self-directed resources (see Figure 4).

Engagement occurs largely through a student website, educator website and online community of practice. The educator website and LinkedIn community provide support for educators who embed employABILITY thinking into the curriculum. Through the website, educators access student resources and corresponding educator guides. The EmployABILITY student website and student starter kit afford students the agency to develop their *employABILITY thinking* at their own pace. The student site also houses the resources to which educators direct students within the curriculum.

2.2 Why is ABILITY capitalised?

The derivation of *career* comes from the Latin term *carraria via*, meaning 'carriage road'. The word career was first used in a job-related context by Arthur Wellesley, the Duke of Wellington, in 1803. Wellington is best remembered for Wellington boots and defeating Napoleon at the Battle of Waterloo. After that, he became the British Prime Minister; he is a great example of a protean careerist!

In employABILITY thinking, career is positioned as the carriage: the vehicle from which one directs a life journey. Career is not limited to a job, money, prestige, appearance or a destination. Rather than plan a career, students are encouraged to use employABILITY thinking to direct their future lives, work and learning. As such, the composite word is split into its component parts as shown at **Error! Reference source not found.**

employ [ɪm'plɔɪ, ɛm'plɔɪ] *verb*

1. To pay someone in exchange for work.
 “The firm announced it would employ more university graduates.”
 Synonyms: commission, engage, enlist, hire

2. To make use of.
 “The man employed the strategy to ensure his success.”
 Synonyms: apply, engage, operate, use, utilise

ability [ə-'bi-lə-tē] *noun*

1. The means or skill to accomplish a task.
 “Sarah used her ability to create a brand new design that resolved her problem.”
 Synonyms: capability, capacity, competence, facility, faculty

2. A natural or acquired proficiency in a certain field of endeavour.
 “Graduate work tends to go to the people who can articulate and demonstrate their abilities.”
 Synonyms: aptitude, capability, expertise, genius, proficiency, prowess, skill, talent

Figure 2: The two sides of employability

2.3 The Literacies for Life (L4L) model

The Literacies for Life (L4L) model is a validated measure developed during the fellowship and validated in 2018. By developing metacognitive knowledge, regulation and experiences, the six literacies present a framework through which learners can begin to make informed life and career decisions that align with their personal and societal values and goals.

EmployABILITY thinking engages students as partners in their development. The measure underpinning the self-assessment tool, resources and profile reports is grounded in social cognitive theory and incorporates the following broad aspects of employability:

- self-management and decision-making relative to self and career (Lent, Ezeofor, Morrison, Penn, & Ireland, 2017)
- self-efficacy and academic self-efficacy (Bandura, 1993; Byrne et al., 2014)
- self-esteem (Rosenberg, 1965)
- identity construction relating to academic and future work (Mancini et al., 2015)
- person-centred self and employability, citizen-self (Coetzee, 2014)
- emotional intelligence (Brackett & Mayer, 2003)
- the self-assessment of learner and graduate skills and attributes (Coetzee, 2014; Smith, Ferns & Russell, 2014).

Students view the model as [six, inter-related jigsaw pieces](#) summarised at Figure 3.



Figure 3: Literacies for Life model as presented within the student profile reports

2.4 The developing EmployABILITY student starter kit

The starter kit, so-named by students involved in its design and trial, was designed to give students more agency in their development of employability and *employABILITY thinking*. The resources are appropriate for just-in-time learning, educator-led engagement and targeted development. Students first create an employABILITY profile using the online self-assessment tool. This produces a 29-page individualised report with embedded resources.

Each student resource and educator guide has been reviewed, theorised, trialled and refined before upload; this process typically takes between six and 12 months.

2.5 The employABILITY profile tool

Students begin by creating a personalised EmployABILITY profile using the online [EmployABILITY self-assessment tool](#). On completion, they download their PDF profile report to their email. An important aspect of *employABILITY thinking* is its fluidity. Students learn that their report is a 'snapshot' of their thinking and confidence. They are advised to use the report as a prompt for analysis and action, rather than as a score card. As a formative device, students are encouraged to review, create and retrieve reports whenever they feel it will be useful to their thinking and development. Many resources are included in the profile report as embedded links. Each resource has an associated guide for educators on the educator website.

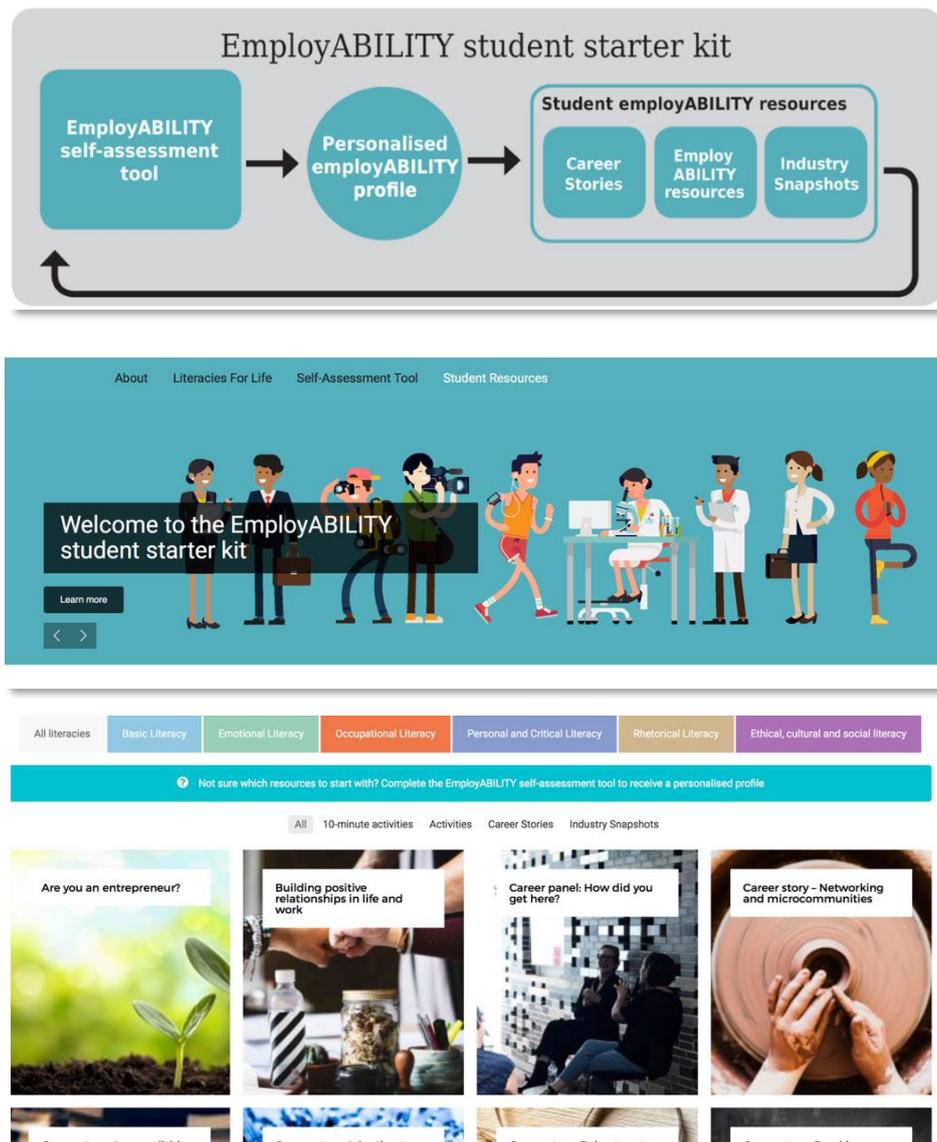


Figure 4: Cyclical process and screenshots for the EmployABILITY student starter kit

EmployABILITY thinking uses a six-step process (Figure 5) and the student-facing L4L model to engage students in the development of their future lives and work. The measure underpinning the self-assessment tool is grounded in social cognitive theory.

Figure 5: The educator flyer

2.6 EmployABILITY personalised profile report

The personalised profile guides students through their responses to the six Literacies for Life, which combine to enhance employability. The profile report features reflective activities and links to multiple student resources via question-mark  hyperlinks. A PDF sample of the full report can be found [here](#).

2.7 The employABILITY process for educators

EmployABILITY thinking is active and explicit, and it needs to create cognitive links. The approach is delivered in partnership by academics and careers professionals. *EmployABILITY thinking* demands the explicit engagement of faculty and students within the existing curriculum. To achieve this, a key fellowship challenge was to overcome three ubiquitous challenges for educators.

First, educators cite a *lack of time* due to overcrowded curricula, content-heavy programs and the perception that embedding employability requires them to do more. *EmployABILITY thinking* overcomes this challenge by doing things differently rather than doing more. Second, educators refer to a *lack of resources* in that to embed employability they need to develop appropriate teaching resources and understand the theoretical basis of that work. The third and related challenge is *lack of expertise*. Few educators are career coaches or careers professionals. Here, careers professionals engage as partners in an integrated approach. These challenges highlight the need for a systematic and inter-institutional approach to realising sustainable change in both higher education thinking and practice.

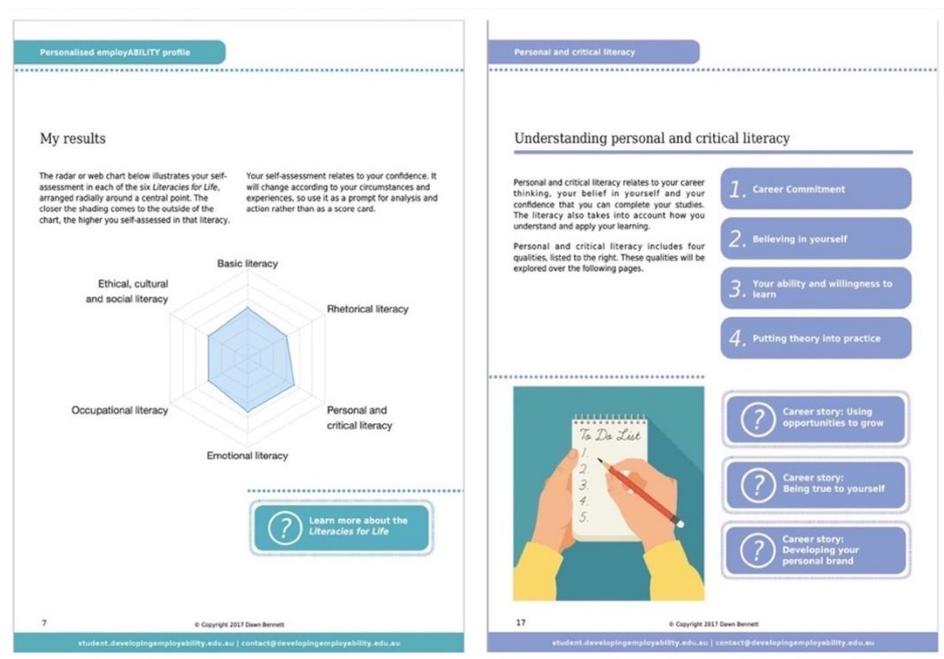


Figure 6: Pages from the personalised profile report

A crucial aspect of *employABILITY thinking* in higher education is the partnership with careers professionals, who have welcomed opportunities to apply more of their expertise within curriculum. Throughout the fellowship, careers professionals lamented the extensive time spent with final-semester students in ‘panic mode’ and with the students who need them least: students who are already proactive in their career development learning. The online student starter kit, featuring the employability profile tool and developmental resources, was a significant attempt to create a greater partnership between career development learning and the core curriculum.

The resources were adapted for use in all disciplines and the process, outlined at Figure 4, was trialled in 2017 and launched in conjunction with a LinkedIn CoP in 2018. Developed by educators, for educators, the resources are uploaded to a learning management system or downloaded for printing. Students begin by creating a personalised profile report using the self-assessment tool, which is compatible with mobile devices. The report includes numerous resources with which students can bolster their development. The tool and resources can be integrated in multiple ways, for example:

- include them as a required reading. In the case of the profile tool, ask students to upload the front page to show that they have completed the task
- integrate them into an assessment task: for example, use a critical reflection resource to scaffold reflection before and after a work placement
- integrate them into class activities: for example, use a teamwork or feedback resource to help students manage their team-based assignment
- set aside up to 20 minutes for students to create their career profiles in class and follow this with a discussion about their aspirations for the future
- align the tool and resources with activities run by the Careers Centre.

The engagement of faculty begins with a challenge to consider three questions:

1. How might you engage students in *employABILITY thinking* 'next week', without additional time and effort?
2. At what point might *employABILITY thinking* be embedded program-wide?
3. How might the data be utilised to enhance teaching and learning, SoTL and research opportunities, and curricular development?

This staged approach has been effective in engaging academics and building capacity. It has also demonstrated the marked difference in learner engagement once learners begin to exercise their agency and take responsibility for their development. Critically, the focus on metacognition has bridged the divide between a skills-based approach to employability development, which many educators consider to be beyond their discipline role, and a cognitive approach to learner development that sits at the centre of a student's learning journey.

2.8 Ethical and research considerations

The fellowship was approved by the Curtin University Human Research Ethics Committee (HREC) (number HRE2017-0125). Students choose whether or not to include their anonymised responses in a research database. The database is hosted securely and all institutional, program and personal details are removed prior to analysis. The consent and information form can be accessed via the website.

Educators who embed *employABILITY thinking* can request a cohort-wide profile report together with visual summaries. These are powerful tools for use in student discussions and workshops. Educators who are interested in the research are encouraged to make contact as this will be a focus of participating scholars for many years to come. To facilitate further engagement post-fellowship, three faculty development workshops were recorded. An example from Swinburne University is included [here](#).

2.9 Expert guides

To enhance the sustainability of the fellowship work, eight participating scholars developed expert guides relating to their expertise. The expert guides are short reference documents which include 'top tips', 'things to avoid', and links to further reading. The guides are written for educators and institutional leaders and they are featured on the Developing EmployABILITY educator website. The expert guide written by Jessica Vanderlelie is included as Appendix H.

1. **Jo Coldwell-Neilson** Embedding digital literacy to enhance employABILITY thinking
2. **Trevor Cullen**: Capstone units facilitating the transition from university to employability
3. **Marina Harvey**: Sessional staff and embedding employABILITY thinking
4. **Amanda Henderson**: Engaging students to optimise practice-based learning
5. **Romy Lawson**: Curriculum design and employability thinking
6. **Nicolette lee**: Capstones and employABILITY thinking
7. **Margaret Lloyd**: Embedding and sustaining employABILITY through whole-of-program change
8. **Jessica Vanderlelie**: Engaging alumni for student employability.

Chapter 3: Impact and dissemination

Findings were disseminated throughout the fellowship through newsletters, reviews and stakeholder communication. The fellowship developed two websites and an online community, educator guides, student resources, newsletters, aggregated data for collaborators, and expert guides. Some events were digitised for enhanced engagement (see Table 2). A table of articles in associated newsletters and blogs written can be found at Appendix C.

Table 2: Fellowship deliverables for each phase

Deliverables
Phase 1
<ul style="list-style-type: none"> • Initial set of workshop instruments and teaching materials • Employability development stream at the HERDSA conference • Draft measure for employability development • Institutional ‘champions’ at each participating institution • Educator website including initial materials for trial discussion • Developing employABILITY: Whose responsibility is it? Keynote address presented at <i>Defining Teaching Excellence within the Disciplines. First World Summit of the International Federation of national Teaching Fellows</i>. Birmingham, UK • Breaking open WIL: Preparing students for 2020 and beyond. Keynote address for <i>WIL 2020: Pushing the boundaries. 2016 National Conference of the Australian Collaborative Education Network</i>. Macquarie University, Sydney
Phase 2
<ul style="list-style-type: none"> • Newsletters established • Website and online community established and active • Student website including initial materials for trial discussion • Revised workshop tools and teaching materials • Residency 1 with Associate Professor Karen Burland at Leeds University • Community of music and engineering academics • Teaching students to think: Embedding employability across the curriculum. <i>41st Western Australian Teaching and Learning Forum</i>. Curtin University, Perth • Employability upside-down. Plenary speaker at <i>Preparing students for the global workplace. ASET Annual Conference 2017</i>. Kent University • Global Perspectives Panel member, <i>Preparing students for the global workplace. ASET Annual Conference 2017</i>. Coventry, Kent University • The science of performance careers: A lifespan view of employability in music. International symposium convened for the <i>International Symposium on Performance Science</i>. Iceland: Reykjavík • EmployABILITY. Guest lecture for final-year business students, Monash University, Melbourne

Deliverables

- Expert stream on employability, co-convened for the 2017 *Research and Development in Higher Education* national conference, Sydney
- Cross-cultural stories of impact: International panel member. *Network of Music Career Development Officers* National Conference. Los Angeles: The Colburn School of Music
- Engaging reluctant teachers and students in career thinking. Teaching demonstration given at the *Network of Music Career Development Officers* National Conference. Los Angeles: The Colburn School of Music.
- *Life, career and music*. Invited lecture for students and faculty at the School of Music, Leeds University. Leeds, UK
- Residency and visiting professorship with University of the Arts, Helsinki (with Professor Heidi Westerlund)
- [Studia Generalia Lecture](#), *Center for Educational Research and Academic Development in the Arts*. Helsinki, University of the Arts
- Plenary address for the Australian Deans of ICT national forum. *What is employability in ICT, and how can it be developed?* Melbourne University

Phase 3

- Online self-assessment tool developed and trialled with engineering students and academics
- Initial factor analysis (255 cases)
- The protean musician: Concept, research, consequences. Keynote address at *The protean musician: Joint Research Centres Conference*. Norwegian Academy of Music, Oslo
- ALTF [Student Success blog article](#) on embedding employABILITY
- Article and presentation for the Australasian Association for Engineering Education (AAEE) conference, Sydney
- Revised set of student resources and educator guides
- Initial framework and guidelines for embedding employability development
- Developing workforce capacity in pre-service teachers: Examining present and possible future selves. Presented with Dr Susan Blackley and Dr Rachel Sheffield at the 2017 *Higher Education Research and Development in Higher Education* national conference, Sydney
- Employability in a global context: Learnings for Australian practice. Presented with K. Bell at the 2017 *Higher Education Research and Development in Higher Education* national conference, Sydney
- Using a makerspace approach: An opportunity for developing undergraduate students' reflective practice and professional identity. With S. Blackley & R. Sheffield at 2017 *Higher Education Research and Development in Higher Education* national conference, Sydney

Deliverables
<p>Phase 4</p> <ul style="list-style-type: none"> • Residency 2 with Karen Burland at Leeds University • Residency with Carol Evans at Southampton University • Employability development extended to multiple disciplines • Residency and symposium at Sydney Conservatorium of Music • <i>Embedding employability as metacognition</i>. Workshops delivered for the Curtin University 2017 Festival of Learning and for the Curtin Business School. Perth, Curtin University • Second round of factor analysis (618 cases) • Developing employability as metacognition from semester 1: A workshop on how! Workshop for the <i>WA Learning and Teaching Forum</i> (Fremantle, Notre Dame University)
<p>Phase 5</p> <ul style="list-style-type: none"> • Final factor analysis (2500 cases) • Final educator and student toolkits, guides and resources • Website and materials revised according to user feedback • Framework and guidelines for embedding employability development • Expert guides from fellowship team and advisory group members • Hong Kong roadshow on developing EmployABILITY • <i>Developing employABILITY thinking as metacognition: Opportunities for learning, teaching and research</i>. National roadshow hosted by the Higher Education Research and Development Society of Australasia (HERDSA): Perth (Curtin, ECU, WAAPA); Adelaide (UniSA); Launceston (UTAS); Melbourne (Monash); Sydney (Macquarie, USyd; UNSW); Brisbane (QUT); Sunshine Coast (USC); Townsville (JCU) • <i>Create your Future</i> student workshops delivered to students and faculty at Monash University, Western Sydney University, Curtin University and The Sydney Conservatorium of Music

3.1 Online engagement

The fellowship developed branding, marketing, communication and social media strategies. Online engagement is included as Appendix M and discussed in the following section. Marketing material for the initiative was developed to communicate to both educators (see Appendix F and Appendix G) and students (See Appendix I).

3.2 The developing EmployABILITY educator community

The EmployABILITY educator website enables educators to access resources and publications. The site was launched in April, 2017 and had attracted 5579 visitors by July 20, 2018 (Figure). Many educators engage in a LinkedIn CoP (Figure), which had 743 group members in July, 2018.

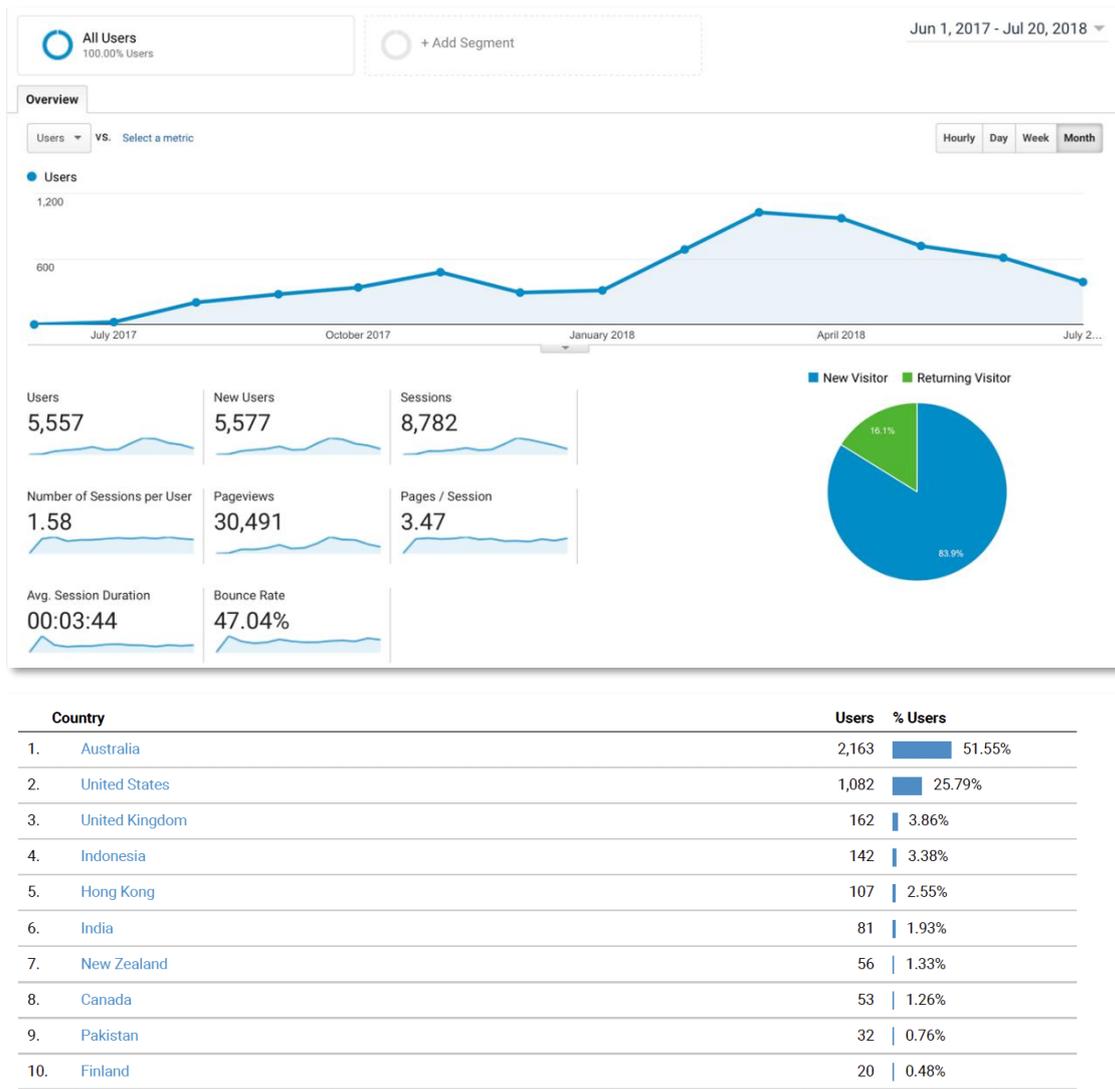


Figure 7: Educator site website lifetime statistics (Google Analytics July 2018)

The LinkedIn CoP was developed in consultation with expert and fellowship team member Dr Jacquie McDonald. The CoP features weekly posts on *employABILITY thinking*, which in semester 1 2018 guided members through the process of implementing the approach. Members pose and resolve questions, share ideas and resources, and present feedback on their experiences with employABILITY thinking. In July 2018 the community was averaging one new member each day.

3.3 Student website

The student website was launched in June 2017. On July 20, 2018, the site had 8566 users (Figure) and 4106 students had created employability profiles using the online self-assessment tool. The analytics reveal considerable engagement in just-in-time learning, with practical resources such as writing a cover letter gaining in popularity towards the end of the academic year. The analytics also reveal the engagement of many postgraduate students and graduate professionals, signalling the need for a modified tool and resources for these cohorts. Images of the student website can be found at Appendix K.

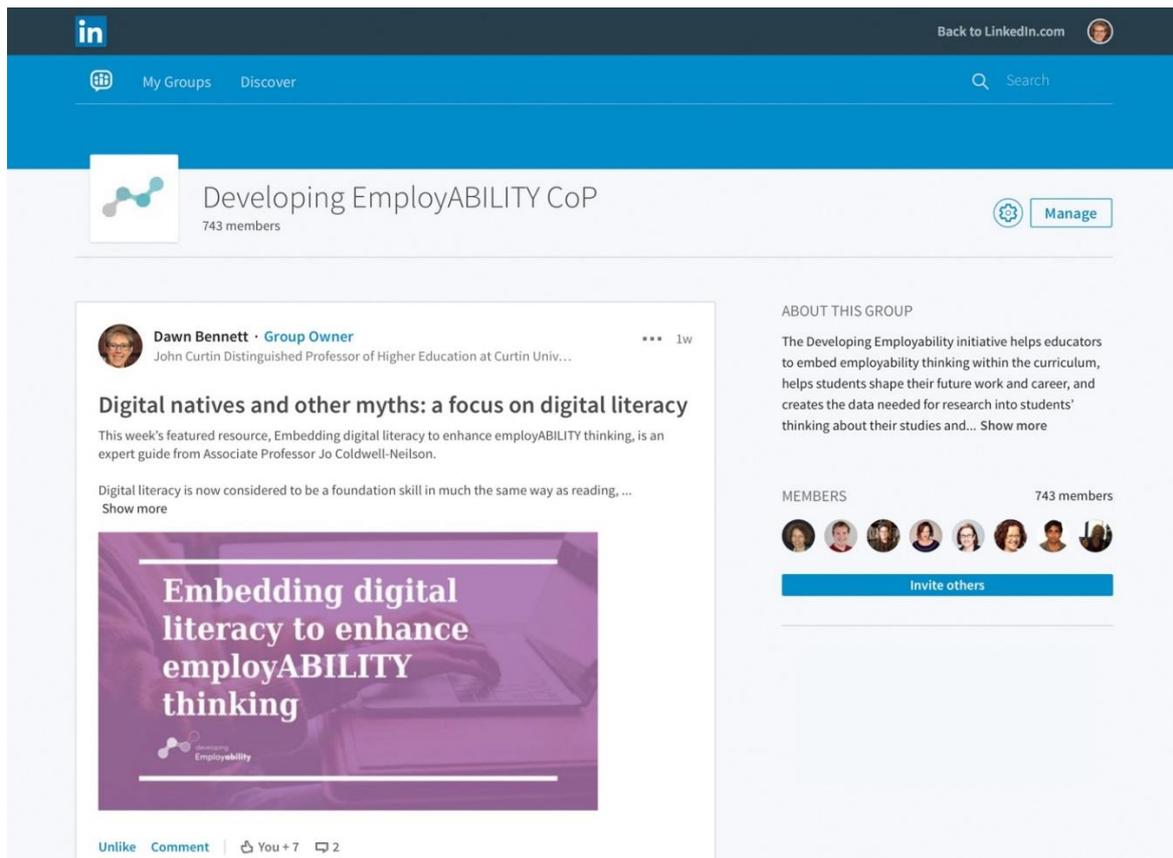


Figure 8: LinkedIn screenshot of Developing EmployABILITY CoP, July 2018

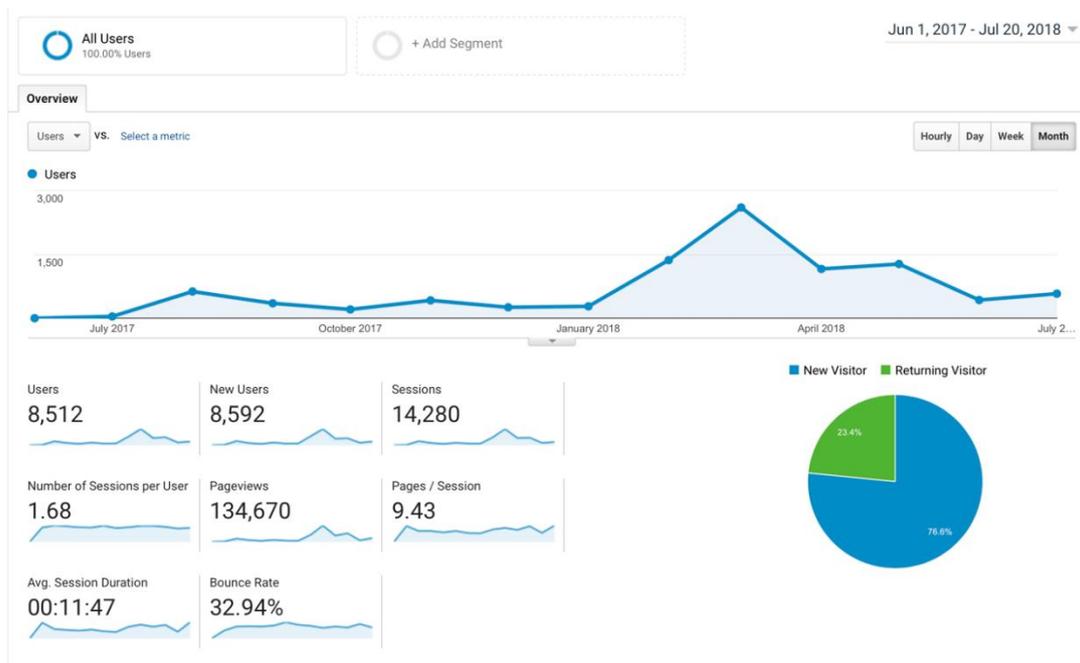


Figure 9: Student site website lifetime statistics (Google Analytics July 2018)

3.4 Impact from workshops, residencies and events

The fellowship included 11 institutional meetings, 26 educator workshops, nine student workshops and 15 lectures/conference presentations. These were attended by 1443 academic and professional staff and 464 students. Many thousands of students are now engaging with the student resources and a number of programs have embedded the approach (see Appendix E). Reports and articles from these programs will appear from 2019. A table detailing events and attendees can be found at Appendix B.

Student workshops

Nine student workshops were delivered during the course of the fellowship. Student workshops were attended by the students' lecturers, tutors, careers professionals and course coordinators, ensuring that faculty development and engagement was developed alongside that of students. The student feedback was very positive, as seen in the example below.

Dear Dawn,

I just wanted to thank you for coming in today to run that workshop with us on becoming more employable. I found it genuine helpful and learnt a lot from it/ It's also taught me that I've got a lot more to go when it comes down to preparing myself for work next year, but you've given me tips and the confidence to face that mountain!

Email from student at Curtin University (Speech Pathology)

National HERDSA Roadshow

The fellowship featured a partnership with HERDSA to present a roadshow of employABILITY thinking workshops. Colleagues in Hong Kong and around Australia engaged in the two-hour workshops and one-hour drop-in sessions. Participants experienced employABILITY thinking for themselves, trialed some of the resources, learned about the theoretical and policy drivers and then mapped unit (course/module) outlines to identify employABILITY thinking touchpoints. Combined, the workshops engaged some 369 academic and professional staff.

Additional workshops were provided for student cohorts who had already created employABILITY profiles with fellowship partners. The workshops gave students opportunities to consider their cohort-wide responses and created an additional professional learning experience for faculty. They also created opportunities for student and educator feedback. Again, the reception was very positive. The most surprising aspect of the process voiced by educators was that it is achievable within their existing classes and does not add to existing workloads (see example below).

Dear Dawn,

Thank you so much for sharing your passion, wisdom and experiences with us today. It was a brilliant presentation that engaged and motivated our staff to apply your work in their educational practice. Your research is making such a difference to the landscape of higher education and it was a pleasure to host you in Townsville.

Cheers,

Kerry Russo, Associate Dean, Learning and Teaching

Hong Kong HERDSA Roadshow

Workshops on Enhancing EmployABILITY and a session on critical reflection were presented at The Chinese University of Hong Kong, The Hong Kong University of Science and Technology, The University of Hong Kong, Hong Kong Baptist University and The Hong Kong Polytechnic University. The flyer for these workshops can be found at Appendix J.

“Colleagues reported that the Roadshow has inspired them to think more about linking their work to equipping students’ employability. They appreciated the explicit examples of different disciplines and actual examples of how “small things” can be done to arouse student awareness within the curriculum. The rich resources developed for students and instructors were particularly admirable”

Dr Anna Kwan

Approximately 200 colleagues from the eight universities and other higher education institutions attended the Hong Kong (HK) *EmployABILITY* thinking roadshow in March 2018. The roadshow was described by HERDSA HK executives as ‘a huge success’. According to HERDSA’s Hong Kong president, Dr Anna Kwan:

Dear Dawn,

We are so grateful to you for bringing us an extremely enlightening HERDSA 2018 Roadshow. We have learned a great deal from your workshop, sharing and conversations. EmployABILITY is a very important topic which calls for concerted efforts from colleagues of different departments/universities to work with students. Your workshops and sharing have certainly made us think more seriously about how to overcome the existing barriers.

Dawn, it has been my great pleasure to travel around with you. I felt very lucky since I had the opportunity to join the workshop with colleagues in different universities and was able to interact with them in the discussion.

We really treasure your Roadshow to Hong Kong. We look forward to working with you again in the future.

Have a very safe and happy journey!

Anna Kwan

Following the Hong Kong roadshow, a Hong Kong consortium on employability thinking across the common core was proposed by Professor Gray Lindgren. It is hoped that this will engage students at eight Hong Kong universities from 2019. Thanks go to the HERDSA executive and hosting colleagues for making the roadshow possible.

3.5 Project impact

Table 3: Revised fellowship impact plan

	Impact at completion	Anticipated changes at 6, 12- and 24-months post-completion		
	Completion	6 months post-completion	12 months post-completion	24 months post-completion
Team members	<p>Clear strategies to embed employability thinking (ET)</p> <p>Networks enable new face-to-face and online collaboration</p> <p>Greater experience in engaging staff</p> <p>Extension of partnerships in institutions and disciplines</p>	<p>Recognition of learning through invitations and awards</p> <p>Greater international reputation</p> <p>Publications</p>	<p>ET embedded in double the programs</p> <p>New opportunities for team members</p> <p>Expertise leads to new projects, particularly for equity groups</p> <p>ET integrated into core learning for new academics</p> <p>Discipline peak bodies adopt the framework</p>	<p>ET embedded in four times the number of programs</p> <p>More new academics research their ET practices</p>
Immediate students	<p>Students better able to relate their learning to their developing identities</p> <p>More students engage with ET thinking about self and career</p>	<p>Students share their ET experiences;</p> <p>Students become involved as participant researchers in longitudinal research</p>	<p>Students mentor peers while developing ET through industry experience, on-campus learning and reflexive practice</p>	<p>Graduates mentor students</p> <p>Students in multiple disciplines develop and evidence employability</p>
Spreading the word	<p>Online resources support robust ET curriculum planning</p> <p>Industry/academic colleagues engage</p> <p>ET expanded through mentors, workshops, papers, resources and reputation</p> <p>Resources/process promoted internationally</p> <p>Broader awareness from conferences and workshops</p>	<p>Articles report from multiple sites and disciplines;</p> <p>PD delivered through industry and pre-conference workshops</p> <p>Institutional interest leads to whole-of-program reforms</p> <p>Advocates increase as impact is realised</p>	<p>Student, academic, discipline networks advocate for ET</p> <p>Resources promote and inform quality ET</p> <p>Resources adopted and refined by multiple disciplines</p> <p>Other teams extend the work, building capacity through new initiatives</p>	<p>Cascading influence leads multiple institutions to embed ET</p> <p>Nationwide capacity building program</p> <p>ET becomes core business for all providers and educators</p> <p>Special issue journal on ET</p>
Narrow opportunistic adoption	<p>Students explore careers through ET</p> <p>Educators seek new opportunities to engage in ET including in industry placements</p>	<p>Students and educators share their experiences</p> <p>Educators apply for local funds to further their work</p> <p>Students begin to champion local initiatives</p>	<p>Students create opportunities to liaise with alumni as ET graduates grow</p> <p>Alumni networks increase work-based learning opportunities</p>	<p>Adoption becomes systemic: Students anticipate and engage in ET as a core component of their studies</p>

	Impact at completion	Anticipated changes at 6, 12- and 24-months post-completion		
	Completion	6 months post-completion	12 months post-completion	24 months post-completion
Narrow-systemic adoption	ET embedded across participating programs Evidence of efficacy is amassed	Results are trialled in at least six further disciplines, each with a discipline champion More academics engage in industry placements	Process embedded across all Australian programs in music and engineering Industry partnerships enable more quality internships	Sufficient champions that further action occurs independent of the team
Broad opportunistic adoption	Participants, community members and workshop attendees adopt ET Network members host professional development (PD) sessions Mentorship and workshops delivered at every opportunity Effective resources lead more people to engage PD widely available via the network	Workshops enabled in all programs that express interest	Enhanced reputation and pressure from students prompts more academics to engage Opportunities for PD and funding grow as the benefits are realised	Adoption becomes systemic: All Australian higher education institutions adopt the process and begin to implement ET across their programs
Broad systemic adoption	National employABILITY position statement with the Australian Council of Engineering Deans Process and findings key evidence for ET to become a core component of higher education	Accreditation bodies adopt the process and resources. This fosters more informed industry–education partnerships including academic internships.	Accreditation bodies champion the process Program leaders showcase outcomes of opportunistic projects Quality ET recognised for promotions and awards	ET becomes core business Accreditation bodies review internship/ accreditation in line with ET Academics undertake regular industry placements

Chapter 4 Recommendations

The fellowship confirms the critical need for a systematic and inter-institutional approach to employability development. Employability is not something that is 'done' to students; it needs to be active and explicit and it needs to create cognitive links. This is where employability "thinking" comes in. The fellowship work informed a number of recommendations. Much of the underpinning theoretical thinking is reported in the articles listed at Appendix D; these will be updated within the EmployABILITY research lab hosted on [ResearchGate](#) and on the LinkedIn [Community of Practice](#).

Students

1. Every higher education student should engage in employABILITY thinking or its equivalent. This can be achieved through careful scaffolding of existing experiential learning opportunities, reflective and assessment tasks which include a future-oriented dimension, and pedagogical approaches which develop students' metacognition.
2. EmployABILITY thinking requires the explicit engagement of students. For this to occur, students should make links between their learning and their future development in every semester-long unit and throughout their studies.
3. The language of employability needs to change. For students it is recommended that labels such as Career Development be replaced with broader conceptions of student development such as Create your Future[®].
4. Students should be supported to collect, collate, critique and then articulate evidence of their personal and professional development throughout their studies.

Faculty and careers professionals

5. The three ubiquitous challenges for educators — time, resources and expertise — must be overcome if employability is to be embedded across programs. This requires the adoption of an approach such as employABILITY thinking, which works at the meta and micro levels and enables students and faculty to work across and beyond the curriculum.
6. EmployABILITY thinking involves discipline knowledge, skills and practices within the context of society and the labour market. As such, it should be delivered into the core curriculum by faculty and careers professionals working in partnership.
7. The development of employABILITY thinking should form part of the initial professional learning undertaken by every educator.

Institutions

8. Research intensive universities in particular tend to have a "hands-off" approach to employability which privileges reputational capital. This approach is insufficient to meet the needs of the 21st century graduate. All institutions need to adopt an active and institution-wide approach to employABILITY which will serve to develop students as agentic and critical thinkers.
9. Universities should extend reward and recognition processes and modify academic progression to recognise the development of employability within the curriculum.

10. Universities should replace language such as skills, employment and job with more inclusive and relevant language including capabilities and work. This language should be consistent across all communication with students.
11. The specific employABILITY needs of students differ across disciplines, equity cohorts and cultural background. However, it is strongly recommended that a generic approach be adopted and then adapted in line with learners' needs.
12. Work integrated learning (WIL) activities must be properly supported to ensure quality and equitable experiences for learners, educators and hosts. Critical reflection should be a core element of WIL prior to, during and after each experience.
13. University leadership should develop a whole-of-institution definition of employability and use this to underpin an employability strategy which extends across the curricular and co-curricular space.
14. Institutions should seek to differentiate themselves through their students' cognitive and social development as capable and informed individuals, professionals and social citizens: employABILITY thinkers. In this sense, universities should strive to collaborate on the delivery and resourcing needs of good practice.
15. University rankings exercises place status competition and self-interest ahead of institutional goals. The sector should work closely with Governments to lessen the impact of rankings in favour of the sector's social and economic compacts.
16. Employability development is a lifelong concern. Universities should create collaborative, whole-of-career professional learning opportunities for alumni. These opportunities might be "paid for" with money, service, mentorship, industry placement opportunities and/or advisory board membership, creating reciprocal benefits.

Rankings and metrics

17. Given the economic and social benefits of higher education, consideration could be given to reducing the impact of research-based rankings exercises in favour of the sector's social and economic compacts.
18. Graduate metrics could be designed to create accurate and longitudinal accounts of graduates' work and social impact, drawing on multiple data sources, including taxation data and avoiding metrics that measure a single employment.

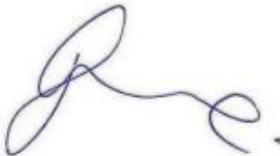
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Appendix A: Certification by Deputy Vice-Chancellor

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT senior national fellowship provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.



Name:Jill Downie...

.....Date: 14/05/2019...

Appendix B: Fellowship workshops and presentations

Table 4: Fellowship workshops and presentations from January 2017 to April 2018

Date	Title	Location/event	Brief description/ purpose	Educator attendees	Student attendees	Institutions represented
2 February 2017	Teaching students to think: Embedding employability across the curriculum	26th Annual Teaching and Learning Forum, Curtin University, Perth	Workshop for faculty	30		5
8 February 2017	Life, career and music	Residency 1 at Leeds University; invited lectures for students and faculty	1.5-hour workshop and one-hour lecture for students and faculty	3	42	2
16-18 February 2017	Developing employABILITY: Whose responsibility is it?	World summit of the International Federation for national Teaching Fellows, England	Keynote address	80		30
31 March 2017	Meetings and presentation	The University of Sydney	Meetings and presentations with music and engineering faculty	12		1
5 April 2017	Meetings and workshop	Flinders University	Meetings with the educational research group, engineering and science faculty and senior leaders	17		1

6 April 2017	Equipping and enabling Australia's educators to embed employability across higher education	Flinders University	3-hour interactive ACEN Workshop with academic and professional staff, including leadership	22		3
8 May 2017	Is employability at the core of higher education or is it someone else's job?	AAPI seminar presentation, Curtin University.	One-hour seminar for faculty	12		3
12 May 2017	EmployABILITY in engineering	UWA	Workshop for students, recruiters, faculty and industry	10	50	3
19 May 2017	EmployABILITY as a partnership	QUT	Meetings with the QUT careers service professionals and engineering faculty	20		1
24 May 2017	Engaging reluctant teachers and students in career thinking	The Colburn School of Music, Los Angeles	Teaching demonstration and international panel member	50		30
28-30 June 2017	Expert stream on Employability Development	<i>2017 Research and Development in Higher Education (HERDSA) national conference, Sydney Convention Centre</i>	Co-chair of expert stream	30		12
28-30 June 2017	Developing workforce capacity in pre-service teachers: Examining present and possible future selves.	<i>2017 HERDSA national conference, Sydney Convention Centre</i>	Presentation with Susan Blackley and Rachael Sheffield	30		10

28-30 June 2017	Using a makerspace approach: An opportunity for developing undergraduate students' reflective practice and professional identity	2017 <i>Research and Development in Higher Education</i> national conference, Sydney Convention Centre	Presentation with Susan Blackley and Rachael Sheffield	26		10
28-30 June 2017	Employability in a global context: Learnings for Australian practice	2017 <i>HERDSA national conference</i> , Sydney Convention Centre	Presentation with Kenton Bell	40		12
10 August 2017	What is employABILITY in ICT and how do we develop it?	Melbourne University	Plenary address for the Australian Deans of ICT (ACDICT) national forum	15		15
11 August 2017	EmployABILITY thinking discussions	RMIT	Meetings with careers service professionals, engineering faculty and Director of Learning and Teaching	4		1
10 August 2017	EmployABILITY thinking discussions	Melbourne Conservatorium, University of Melbourne	Meetings with the Dean, Associate Dean and entrepreneurship lecturer	3		1
10 August 2017	EmployABILITY thinking discussions	Deakin University, Melbourne	Meetings with ICT and music faculty members	2	0	1
11 August 2017	EmployABILITY thinking workshop	Monash University, Melbourne	Three-hour guest lecture for final-year business students and faculty	3	85	1

18 August 2017	EmployABILITY thinking workshop	Curtin University	One-hour workshop for the professional writing and publishing students	1	20	1
23 August 2017	EmployABILITY thinking workshop	Careers Service Curtin University	Two-hour workshop	16	0	1
29 August 2017	Studia Generalia Lecture	<i>Center for Educational Research and Academic Development in the Arts, University of the Arts, Helsinki</i>	Two-hour lecture: https://youtu.be/3lxOiZzAxvs	10	44 + 66 YouTube views	2
29 August 2017	The science of performance careers: A lifespan view of employability in music.	Reykjavik, Iceland	International symposium convened for the <i>International Symposium on Performance Science</i> .	80		52
11-30 September 2017	Resident and visiting professor	University of the Arts, Helsinki, Finland	Resident and visiting professor with the Sibelius Academy, working with academics and professional staff across all five Academies.	25	14	1
5-7 September 2017	Preparing students for the global workplace	ASET Conference, Coventry, Kent University	Global Perspectives Panel member	80		40
5-7 September 2017	Employability upside-down.	ASET Annual Conference, Coventry, Kent University	Keynote presentation.	80		40

9 November 2017	Embedding employability as metacognition	Festival of Learning, Curtin University	1.5-hour workshop for faculty	8		1
9 November 2017	Whose responsibility is it to make students employable?		Two-hour workshop for the Curtin Business School.	43		1
14 November 2017	Employ your abilities! Rethinking and enabling employability development within curriculum	Online (ACEN webinar)	One-hour webinar with Sonia Ferns, Sophie Lindsay, Julia Richardson and Rachel Sheffield	120		12
1-3 November 2017	The protean musician: Concept, research, consequences	<i>Joint Research Centres Conference.</i> Norwegian Academy of Music, Oslo	Keynote address	45		20
10-13 December 2017	AAEE conference 2017	Sydney	Presentation	40		15
18-22 December 2017 3-5 January 2018	Residency 2 at Leeds University	Leeds University	Residency and meetings; intensive work on musician identity measure and curriculum mapping	5		1
8-12 January 2018	Residency and workshop at University of Southampton	University of Southampton	Intensive research on feedback and critical reflection; meetings with careers staff and faculty; lecture for staff	38	2	2
1 February 2018	Developing employability as metacognition from Semester 1: A workshop on how!	<i>WA Learning and Teaching Forum,</i> Notre Dame University (Fremantle)	Workshop	30		6

6 March 2018	How to strengthen students' EmployABILITY through a Flipped Classroom Approach	The Chinese University of Hong Kong	3.5-hour interactive employABILITY thinking workshop / talk	41		3
6 March 2018	Reflections On and In Critical service-Learning	The Hong Kong Polytechnic University	1.5-hour Sharing Session	40		3
7 March 2018	Developing Students' Ability to Succeed as Graduates: Embedding Employability as Metacognition	The Hong Kong University of Science and Technology	1.5-hour employABILITY thinking workshop	28		3
8 March 2018	Developing Students' Ability to Succeed as Graduates: Embedding Employability as Metacognition	The University of Hong Kong	1.5-hour employABILITY thinking workshop	42		3
9 March 2018	Developing Students' Ability to Succeed as Graduates: Embedding Employability as Metacognition	Hong Kong Baptist University	1.5-hour employABILITY thinking workshop	28		3
15 March 2018	Do I have to be a soloist? Developing career skills and awareness in the music classroom	<i>26th Conference of the European Association for Music in Schools.</i> Latvia.	Workshop	3		2

18 March 2018	EmployABILITY thinking workshop	Sibelius Academy, Helsinki	Workshop for undergraduate music students; meetings with faculty	5	20	1
26 March 2018	<i>Create your Future</i> workshop	Curtin University, Perth	Three-hour employABILITY thinking workshop for final-year speech pathology students and faculty	5	67	1
6 April 2018	Developing employABILITY as metacognition: Opportunities for learning, teaching and research	Curtin University, Perth	Two-hour employABILITY thinking workshop and one-hour drop-in clinic as part of HERDSA national roadshow	33		5
9 April 2018	Developing employABILITY as metacognition: Opportunities for learning, teaching and research	University of South Australia, Adelaide	Two-hour employABILITY thinking workshop and one-hour drop-in clinic as part of HERDSA national roadshow	27		3
11 April 2018	Developing employABILITY as metacognition: Opportunities for learning, teaching and research	Swinburne University, Melbourne	Two-hour employABILITY thinking workshop and one-hour drop-in clinic as part of HERDSA national roadshow	64		13
11 April 2018	Swinburne University Meetings	Swinburne University, Melbourne	Meeting with Swinburne University Careers & Employability staff	5		1
11 April 2018	<i>Create your Future</i> masterclass	Monash University, Melbourne	One-hour masterclass with students and faculty	10	4	1

11 April 2018	EmployABILITY thinking strategy for 2019	Monash University, Melbourne	Business and Arts academics	5		1
13 April 2018	Developing employABILITY as metacognition: Opportunities for learning, teaching and research	University of Tasmania, Launceston	Two-hour workshop and one-hour drop-in clinic, HERDSA national roadshow	23		1
16 April 2018	Developing employABILITY as metacognition: Opportunities for learning, teaching and research	Macquarie University, Sydney	Two-hour workshop and one-hour drop-in clinic as part of HERDSA national roadshow	45		6
16 April 2018	Macquarie University meetings	Macquarie University	Meetings with educational researchers	3		1
17 April 2018	<i>Create your Future</i> workshops	Western Sydney University	Two-hour workshops for final-year masters of engineering students and for first-year undergraduate music students.	5	120	1
18 April 2018	<i>Create your Future</i> workshops	Sydney Conservatorium of Music	Student and Staff workshops followed by a faculty discussion	5	40	1
19 April 2018	Developing employABILITY as metacognition: Opportunities for learning, teaching and research	Queensland University of Technology, Brisbane	Two-hour workshop and one-hour drop-in clinic as part of HERDSA national roadshow	61		8

23 April 2018	Developing employABILITY as metacognition: Opportunities for learning, teaching and research	University of Sunshine Coast, Sunshine Coast	Two-hour workshop and one-hour drop-in clinic as part of HERDSA national roadshow	32		1
24 April 2018	Developing employABILITY as metacognition: Opportunities for learning, teaching and research	JCU, Townsville	2 hour workshop and one-hour drop-in clinic as part of HERDSA national roadshow	27		3
27 April 2018	Helping student create their futures: EmployABILITY thinking without more content!	Edith Cowan University	One-hour lecture for the <i>Centre for Research in Entertainment, Arts, Technology, Education and Communications</i>	28		1
19 July 2018	Developing employABILITY as metacognition: Opportunities for learning, teaching and research	Western Australian Academy of Performing Arts	Two- hour faculty development workshop	48		1
TOTAL WORKSHOPS, MEETINGS AND LECTURES: 58				1563	464	402*

* Some people attended more than one event, hence they will be included more than once.

Appendix C: Articles in associated newsletters and blogs

Table 5: Articles in associated newsletters and blogs

Date	Title	Publication / newsletter	Brief description
21 March 2017	<i>ACEN SA/NT event - embedding employability in higher ed</i>	Flinders in Touch (The weekly newsletter of Flinders University)	Article to promote ACEN interactive workshop.
January 2018	<i>A practical approach to Literacies for Life: EmployABILITY rethought</i>	HERDSA News Volume 40 No 1 Summer 2018	Article to promote fellowship research to higher education community (See Appendix L).
14 March 2018	<i>Why higher education and employABILITY thinking go hand in hand</i>	ALTF Student Success Blog	Blog post to promote EmployABILITY thinking six step process to higher education community.

Appendix D: Publications and presentations during the Fellowship period

Publications during the Fellowship period: 2016 - 2018. For copies, please email [Dawn Bennett](mailto:Dawn.Bennett@utoronto.ca) or visit the [Educator Site](http://www.utoronto.ca/~dawnbennett/) or Researchgate.

Edited books

- Bennett, D., Rowley, J., & Schmidt, P. (Eds.). (In press). *Leadership and the development of musicians in higher music education*. New York: Routledge. Contract issued December, 2017.
- Rowley, J., Bennett, D., & Schmidt, P. (Eds.). (In press). *Leadership of pedagogy and curriculum in higher music education*. New York: Routledge. Contract issued December, 2017.
- Bennett, D., & Kubota, K. (Eds.) (In press). *Genjitsu sekai no seikatsu: Ongaku sotsugyō-sha o koyō kanō ni suru hōhō* [Life in the real world: How to make music graduates employable] (K. Kubota, Trans.). Tokyo: Shun-ju-sha. Contract issued March, 2018.

Book chapters

- Bennett, D. (In press). Meeting society's expectations of graduates: Education for the public good. In J. Higgs, G. Crisp., & Letts, W. (Eds.). *Education for employability: Learning for future possibilities*. Rotterdam: Sense Publishers. Accepted July, 2018.
- Reid, A., Rowley, J., & Bennett, D. (In press). Higher education and sense of self in the creative and performing arts. In R. Lawson & E. Leinonen (Eds.), *Developing undergraduate curriculum*. London: Routledge. Accepted November, 2017.
- Bennett, D., Rowley, J., & Schmidt, P. (In press). How is leadership developed in higher music education? In D. Bennett, J. Rowley, & P. Schmidt. (Eds.). *Leadership and musician development in higher music education*. New York: Routledge. Contract issued December, 2017.
- Bennett, D., Rowley, J., & Schmidt, P. (In press). Institutional leadership and the development of musicians in higher music education. In D. Bennett, J. Rowley, & P. Schmidt. (Eds.). *Leadership and musician development in higher music education*. New York: Routledge. Contract issued December, 2017.
- Rowley, J., & Bennett, D. (In press). How is leadership practised in higher music education? In Rowley, J., Bennett, D., & Schmidt, P. (Eds.). (In press). *Leadership of pedagogy and curriculum in higher music education*. New York: Routledge. Contract issued December, 2017.
- Rowley, J., & Bennett, D. (In press). Leading change in higher music education pedagogy and curriculum. In Rowley, J., Bennett, D., & Schmidt, P. (Eds.). (In press). *Leadership of pedagogy and curriculum in higher music education*. New York: Routledge. Contract issued December, 2017.

- Bennett, D., & Hennekam, S. (2018). Lifespan perspective theory and (classical) musicians' careers. In Dromey, C., & Haferkorn, J. (Eds.), *The classical music industry*. London: Routledge.
- Mason, B., Thomson, C., Bennett, D., & Johnston, M. (2018). Reshaping the field from the outside in: Aboriginal people and student journalists working together. In Albright, J., Hartman, D., & Widin, J. *Bourdieu's field theory and the social sciences* (pp. 133-147). Basingstoke: Palgrave Macmillan. http://dx.doi.org/10.1007/978-981-10-5385-6_9.
- Bartleet, B., Bennett, D., Power, A., & Sunderland, N. (2018). Community service learning with first peoples. In Bartleet, B., & Higgins, L. (Eds.), *The Oxford handbook of community music* (pp. 653-672) Oxford: Oxford University Press.
- Israel, M., & Bennett, D. (2018). National teaching awards and the pursuit of teaching excellence. In Broughan, C. Clouder, L., & Steventon, G. (Eds.), *Global perspectives on teaching excellence: A new era for higher education*, (pp. 106-117). London: Routledge.
- Power, A., Bennett, D., & Bartleet, B. (2018). Transforming lives: Exploring eight ways of learning in arts-based service learning with Australian Aboriginal communities. In Tolmie, D., Cain, M., Power, A., & Bartleet, B. (Eds.). *Community music of the Asia-Pacific: Many voices, one horizon* (pp. 153-176). University of Hawai'i Press, Hawaii.
- Bennett, D., & Ferns, S. (2017). Functional and cognitive aspects of employability: Implications for international students. In Barton, G., & Hartwig, K. *Professional learning in the work place for international students* (pp. 203-223). New York: Springer.
- Hartwig, K., Barton, G., Bennett, D., Cain, M., Campbell, M ... Westerveld, M. (2017). What does internationalisation or interculturalisation look like in the future in the higher education sector? In Barton, G., & Hartwig, K. *Professional learning in the work place for international students* (pp. 313-322). New York: Springer.
- Barton, G., Hartwig, K., Bennett, D., Cain, M., Campbell, M., Ferns, S. ... Jones, L. (2007). Work placement for international student programmes (WISP): A model of effective practice. In Barton, G., & Hartwig, K. *Professional learning in the work place for international students* (pp. 13-34). New York: Springer.
- Bennett, D., & Male, S. A. (2017). A Student-staff community of practice within an inter-university final-year project. In McDonald, J., & A. Cater-Steel (Eds.). *Implementing communities of practice in higher education: Dreamers and schemers* (pp. 325-346). New York: Springer.
- Bennett, D., & Robertson, R. (2016). ePortfolios and the development of student career identity within a Community of Practice: Academics as facilitators and guides. In Rowley, J. (Ed.). *ePortfolios in Australian universities* (pp. 65-82). New York: Springer. doi: 10.1007/978-981-10-1732-2_5
- Bennett, D., & Burnard, P. (2016). Human capital career creativities for creative industries work: Lessons underpinned by Bourdieu's tools for thinking. In Comunian, R., & Gilmore, A. (Eds.). *Higher Education and the Creative Economy* (pp. 123-142). London: Routledge, London.

Refereed journal articles

- Hennekam, S., Bennett, D., Macarthur, S., Goh, T., & Hope, C. An international perspective on managing career as a woman composer. *International Journal of Arts Management*. Accepted with minor revisions, April 2018. Revisions submitted May 2018.
- Bartleet, B., Bennett, D., Power, A., & Sunderland, N. (In press). Arts-based service learning with First Peoples: A framework to support respectful and mutually beneficial learning partnerships. *Intercultural Education*. Accepted October 2017.
- Bennett, D., Hennekam, S., Macarthur, S., Hope, C., & Goh, T. [Gender identity and the strategies of female composers](#). *Journal of Vocational Behavior*. Published Online First July 11, 2018. <https://www-sciencedirect-com.dbgw.lis.curtin.edu.au/science/article/pii/S0001879118300794>.
- Bennett, D., Macarthur, S., Hope C., Goh, T., & Hennekam, S. (2018). Creating a career as a woman composer: Implications for higher education. *British Journal of Music Education*. Published online first June 14 2018. doi: 10.1017/S0265051718000104.
- Kelly, A., Bennett, D., Giridharan, B., & Rosenwax, L. (2018). [Study experiences and the post-study intentions of female international undergraduate students](#). *Asia Pacific Journal of Education*, 38(2), 202-213. doi: 10.1080/02188791.2018.1460256.
- Bennett, D., & Hennekam, S. (2018). Self-authorship and creative workers' decision making. *Human Relations*. Published online first March 2018. doi: 10.1177/0018726717747369.
- Male, S., Bennett, D., Gardner, A., & Figueroa, E. (2018). [Investigation of students' experiences of gendered cultures in engineering workplaces](#). *European Journal of Engineering Education*, 43(3), 360-377. doi: 10.1080/03043797.2017.1397604.
- Bennett, D., & Chong, E. K. M (2018). [A Singaporean study of pre-service music teachers' career intentions and self-beliefs](#). *International Journal of Music Education*, 36(1), 108-123.
- Bennett, D., Roberts, L., Ananthram, S., & Broughton, M. (2018). [What is required to develop career pathways for teaching academics?](#) *Higher Education*, 75(2), 271-286.
- Bennett, D., & Male, S. (2017). [An Australian study of possible selves perceived by undergraduate engineering students](#). *European Journal of Engineering Education*, 42(6), 603-617.
- Burwell, K., Bennett, D., & Carey, G. (2017). [Isolation in studio music teaching: The secret garden](#). *Arts and Humanities in Higher Education*. Published online first October 2017. doi: 10.1177/1474022217736581.
- Bennett, D., Knight, E., Kuchel, L., Divan, A., Horn, J., van Reyk, D., & Burke da Silva, K. (2017). [How do research-intensive research universities portray employability strategies? A review of their websites](#). *Australian Journal of Career Development*, 26(2), 52-61. doi: 10.1177/1038416217714475.
- Bennett, D., Reid, A., & Rowley, J. (2017). [Student musicians' experiences of reflexivity during internships: Personal narratives and complex modalities](#). *International Journal of Music Education*, 35(3), 460-475.
- Pitman, T., Roberts, L., Bennett, D., & Richardson, S. (2017). [An Australian study of graduate outcomes for disadvantaged students](#). *Journal of Further and Higher Education*. Published online first July, 2017. doi: 10.1080/0309877X.2017.1349895.
- Blackley, S., Bennett, D., & Sheffield, R. (2017). [Purpose-built, web-based professional portfolios: Reflective, developmental and showcase](#). *Australian Journal of Teacher Education*, 42(5), 1-17.

- Hennekam, S., & Bennett, D. (2017). Sexual harassment in the creative industries: Tolerance, culture and the need for change. *Gender, Work and Organization*, 24(4), 417-434.
- Ghaziah, G., & Bennett, D. (2017). Employability for music graduates: Malaysian educational reform and the focus on generic skills. *International Journal of Music Education*, 35(4), 588-600. doi: 10.1177/0255761416689844.
- Hennekam, S., & Bennett, D. (2017). Creative industries work across multiple contexts: Common themes and challenges. *Personnel Review*, 46(1), 68-85.
- Rowley, J., & Bennett, D. (2016). ePortfolios in Australian higher education arts: Differences and differentiations. *International Journal of Education and the Arts*, 17(19). *Open access*.
- Hennekam, S., & Bennett, D. (2016). Self-management of work in the creative industries. *International Journal of Arts Management*, 19(1), 31-41.
- Bennett, D. (2016). https://www.researchgate.net/publication/308110623_Developing_employability_and_professional_identity_through_visual_narratives *Australian Art Education*, 37(2), 100-115.
- Reid, A., Bennett, D., & Petocz, P. (2016). Creative workers' perceptions of worth: Understanding identity and motivation in a complex workforce. *Australian Journal of Career Development*, 25(1), 33-41.
- Hennekam, S., & Bennett, D. (2016). Involuntary career transition and identity within the artist population. *Personnel Review*, 45(6), 1114-1131.
- Thomson, C., Mason, B., Bennett, D., & Johnston, M. (2016). Closing the arm's-length gap: Critical reflexivity in student Indigenous affairs journalism. *Australian Journalism Review*, 38(1), 59-71.
- Bennett, D. (2016). Developing employability in higher education music. *Arts and Humanities in Higher Education*, 15(3-4), 386-395.
- Mason, B., Thomson, C., Bennett, D., & Johnston, M. (2016). Putting the "love back in" to journalism: Transforming habitus in Aboriginal Affairs student reporting. *Journal of Alternative and Community Media*, 1, 56-69.
- Bennett, D., Power, A., Thomson, C., Mason, B., & Bartleet, B-L. (2016). Reflection for learning, learning for reflection: Developing Indigenous competencies in higher education. *Journal of University Teaching and Learning Practice*, 13(2), n. p.
- Bennett, D., Roberts, L., & Creagh, C. (2016). Exploring possible selves in a first-year physics education class: Engaging students by establishing relevance. *Physical Review Physics Education Research*, 12.
- Bennett, D., Sunderland, N., Bartleet, B., & Power, A. (2016). Implementing and sustaining higher education service-learning initiatives: Revisiting Young et al's organizational tactics. *Journal of Experiential Education*, 39(2), 145-163.
- Bennett, D., Rowley, J., Dunbar-Hall, P., Hitchcock, M., & Blom, D. (2016). Electronic portfolios and learner identity: An ePortfolio case study in music and writing. *Journal of Further and Higher Education*, 40(1), 107-124.

Refereed conference articles

- Lindsay, S., Bennett, D., Jevons, C., & Benati, K. (In review). Exploring student futures as business graduates. Accepted for the *Australian Collaborative Education Network* national conference, April 2018.
- Bennett, D. (In press, 2018, July). Higher music education and the need to educate the whole musician: Musicians' work in early-, mid- and late-career. Paper presented at *The Commission for the Education of the Professional Musician (CEPROM) International Seminar*. Almaty, Kazakhstan.
- Bennett, D. (2017, December). Metacognition as a graduate attribute: Employability through the lens of self and career literacy. In Huda, N., Inglis, D., Tse, N., & Town, G. (Eds.), *Proceedings of the 28th Annual Conference of the Australasian Association for Engineering Education* (pp. 214-221). Sydney.
- Rowley, J., Bennett, D., & Reid, A. (2017, July). Leadership as a core creativity for musician identity. In E. Chong (Ed.), *Proceedings of the 21st international seminar of the ISME Commission for the Education of the Professional Musician* (pp. 43-51). St Andrew's University, Scotland.
- Bennett, D. (2017, July). Understanding the career intentions of pre-service teachers. In D. Forrest & L. Godwin (Eds.), *32nd International Society for Music Education World Conference* (pp. 27-32). Royal Conservatoire Scotland, Glasgow.
- Blackley, S., Bennett, D., & Sheffield, R. (2016, July). Enhancing work readiness and developing professional identity through personalised, standards-based digital portfolios. In Davis, M., & Goody, A. (Eds.), *Research and Development in Higher Education: The Shape of Higher Education Vol. 39* (pp. 300-306). Fremantle: *Higher Education Research and Development Society of Australasia*.

Scholarly research reports

- Smith, M., Bennett, D., Bell, K., & McAlpine, A. (2018, July). [*Employability in a global context: Evolving policy and practice in employability, work integrated learning, and career development learning*](#). Melbourne: Graduate careers Australia.
- Barton, G., Hartwig, K., Cain M., Bennett, D., Ferns, S., ... Joseph, D. (2017, April). [*Improving work placement for international students, their supervisors and other stakeholders*](#). Canberra: Australian Government Department of Education and Training.
- Richardson, S., Bennett, D., & Roberts, L. (2016, August). [*Investigating the relationship between equity and graduate outcomes in Australia*](#). Perth: National Centre for Student Equity in Higher Education.
- Bennett, D., Richardson, S., & MacKinnon, P. (2016, March). [*Enacting strategies for graduate employability: How universities can best support students to develop generic skills*](#). Sydney: Australian Government Office for Learning and Teaching.
- Rowley, J., Dunbar-Hall, P., Blom, D., Bennett, D., & Hitchcock, M. (2016, February). [*ePortfolios for creative arts, music and arts students in Australian universities*](#). Sydney: Australian Government Office for Learning and Teaching.

Publications in the public domain

- Bennett, D. (2018, March 12). Why higher education and employABILITY thinking go hand in hand. *Student Success* blog for the *Australian Learning and Teaching Fellows*. Available at: <https://altf.org/student-success-blog/why-higher-education-and-employability-thinking-go-hand-in-hand/>.
- Blom, D., & Bennett, D. (2017, August 18). [The Artistic Research Teaching Employability nexus: Extending the nexus to students.](#) *Australian Council of Deans and Directors in Creative Arts*.
- Bennett, D., Roberts, L., & Ananthram, S. (2017, March 27). [Teaching-only roles could mark the end of your academic career.](#) *The Conversation*.
- Bennett, D., & Hennekam, S. (2017, March 27). [Is sexual harassment rife in the creative industries?](#) *Music Journal*, Music Australia.
- Bennett, D. (2016, October). How does authorship work? *Research Review*. Australia Asia Pacific Institute, Perth.
- Macarthur, S., Hope, S., & Bennett, D. (2016, May 30). [The sound of silence: Why aren't Australia's female composers being heard?](#) *The Conversation*.
- Pitman, T., & Bennett, D. (2016, May 23). [Explainer: What is the Office for Learning and Teaching – and why does it matter?](#) *The Conversation*.
- Bennett, D., & Richardson, S. (2016, May 10). [What do we know about the work of performing arts graduates?](#) *Loud Mouth: The Music Trust E-zine*.

Plenary and keynote addresses

- Bennett, D. (2017, November). *Why teaching awards matter*. Keynote address for the Curtin Awards for Excellence and Innovation in Teaching ceremony. Perth, Curtin University.
- Bennett, D. (2017, November). The protean musician: Concept, research, consequences. Keynote address for the *Joint Research Centres Conference*. Oslo, Norwegian Academy of Music.
- Bennett, D. (2017, September). [Whose responsibility is it to make arts students employable? Critiquing the role of Arts and Music Schools in the career preparation of students.](#) Studia Generalia Lecture, *Center for Educational Research and Academic Development in the Arts*. Helsinki, University of the Arts.
- Bennett, D. (2017, September). *Employability upside-down*. Plenary speaker at *Preparing students for the global workplace. ASET Annual Conference 2017*. Coventry, Kent University.
- Bennett, D. (2017, August). *What is employability in ICT, and how can it be developed?* Plenary address for the Australian Deans of ICT (ACDICT) national forum. Melbourne University.
- Bennett, D. (2017, February). Developing employABILITY: Whose responsibility is it? Keynote address presented at *Defining Teaching Excellence within the Disciplines*. First World Summit of the International Federation of national Teaching Fellows. Birmingham, UK.
- Bennett, D. (2016, September). Breaking open WIL: Preparing students for 2020 and beyond. Keynote address for *WIL 2020: Pushing the boundaries*. 2016 National Conference of the Australian Collaborative Education Network. Macquarie University, Sydney, September 28-30. <http://acen.edu.au/2016Conference>.
- Bennett, D. (2016, June). Increasing our capacity to innovate: Producing graduates for an evolving workforce. Keynote address for *Embedding employability into teaching and learning: Developing broad graduate skills to enhance employability*. Victoria University, Melbourne.

Invited lectures, workshops and symposia

- Bennett, D. (2018, April). Helping student create their futures: EmployABILITY thinking without more content! Lecture for the *Centre for Research in Entertainment, Arts, Technology, Education and Communications*. Perth, Edith Cowan University.
- Bennett, D. (2018, April). Developing employABILITY thinking as metacognition: Opportunities for learning, teaching and research. National roadshow hosted by the *Higher Education Research and Development Society of Australasia (HERDSA)*: Perth (Curtin, ECU); Adelaide (UniSA); Launceston (UTAS); Melbourne (Monash); Sydney (Macquarie, USyd; UNSW); Brisbane (QUT); Sunshine Coast (USC); and Townsville (JCU).
- Bennett, D. (2018, March). *How to strengthen students' employability with a flipped classroom approach*. Invited lecture for the City University of Hong Kong.
- Bennett, D. (2018, March). *Reflections on and in critical service learning*. Invited lecture for the Hong Kong Polytechnic University *Centre for Service Learning*, Hong Kong.
- Bennett, D. (2018, March). *Developing students' ability to succeed as graduates: Embedding employability as metacognition*. Invited lecture for Hong Kong University of Science and Technology, Hong Kong.
- Bennett, D. (2018, March). *Rethinking employability as metacognition*. Invited lecture for Hong Kong University, Hong Kong.
- Bennett, D. (2018, March). *Developing students' ability to succeed as graduates: Embedding employability as metacognition*. Invited lecture for Hong Kong Baptist University, Hong Kong.
- Bennett, D. (2017, November). *Embedding employ ability as metacognition*. Workshops delivered for the Curtin University *2017 Festival of Learning* and for the Curtin Business School. Perth, Curtin University.
- Bennett, D. (2017, September). Global Perspectives Panel member, *Preparing students for the global workplace. ASET Annual Conference 2017*. Coventry, Kent University.
- Bennett, D. (2017, August). The science of performance careers: A lifespan view of employability in music. International symposium convened for the *International Symposium on Performance Science*. Iceland: Reykjavík.
- Bennett, D. (2017, August). EmployABILITY. Guest lecture for final-year business students. Monash University, Melbourne.
- Bennett, D., & Froud, L. (2017, July). Expert stream on employability, convened for the *2017 Research and Development in Higher Education* national conference, Sydney.
- Bennett, D. (2017, May). Cross-cultural stories of impact: International panel member. *Network of Music Career Development Officers* National Conference. Los Angeles: The Colburn School of Music.
- Bennett, D. (2017, February). Life, career and music. Invited lecture for the School of Music, Leeds University. Leeds, UK.

Conference presentations and workshops

- Bennett, D., & Rowley, J. (2018, October). Building graduate futures through embedded EmployABILITY thinking. Showcase accepted for the 2018 *Australian Collaborative Education Network* national conference. Brisbane, October 3-5.
- Bennett, D., Carruthers, G., Brown, J., Burnard, P., Rowley, J., Mitchell, A., & Weller, J. (2018, July). Leadership in and through higher education: Pathways from current practice to future action. Panel presentation for the *33rd World Conference of International Society for Music Education*. Baku, Azerbaijan, July 15-20.
- Bennett, D. (2018, March). Do I have to be a soloist? Developing career competences in the music classroom. Workshop presented for the *26th Conference of the European Association for Music in Schools*. Jalgava, Latvia, March 14-17.
- Bennett, D. (2018, January). Developing employability as metacognition from Semester 1: A workshop on how! Workshop presented at the *Western Australian Teaching and Learning Forum*, Fremantle, February 1-2.
- Macarthur, S., Bennett, D., Hennekam, S., Hope, C., & Goh, T. (2017, August). An international perspective on managing career as a woman composer. Presented at the *Women in the Creative Arts* conference. Australian National University, Canberra, August 10-12.
- Thomson, C., Johnston, M., Mason, B., Forrest, S., & Bennett, D. (2017, July). Disrupting negative portrayals of Noongar people in the Western Australian news media. Presented at the *World Indigenous Peoples Conference on Education*. Toronto Convention Centre, August.
- Blackley, S., Bennett, D., & Sheffield, R. (2017, July). Developing workforce capacity in pre-service teachers: Examining present and possible future selves. Presented at the 2017 *Higher Education Research and Development in Higher Education* national conference, Sydney.
- Bell, K., Bennett, D., Smith, M., & McAlpine, A. (2017, July). Employability in a global context: Learnings for Australian practice. Presented at the 2017 *Higher Education Research and Development in Higher Education* national conference, Sydney.
- Blackley, S., Bennett, D., & Sheffield, R. (2017, July). Using a makerspace approach: An opportunity for developing undergraduate students' reflective practice and professional identity. Presented at the 2017 *Higher Education Research and Development in Higher Education* national conference, Sydney.
- Blom, D., Withnall, P., Bennett, D., Hanrahan, K. (2017, July). What students can learn about performing live and performing in the recording studio. Presented at the *Asia Pacific Music Education Research* conference. UiTM, Malaysia.
- Bennett, D. (2017, May). Engaging reluctant teachers and students in career thinking. Teaching demo given at the *Network of Music Career Development Officers National Conference*. Los Angeles: The Colburn School of Music.
- Burwell, K., Carey, G., & Bennett, D. (2017, April). Isolation of studio teaching in higher education music. Presented at the *Research in Music Education* conference. Bath Spa University, England.
- Bennett, D. (2017, February). Teaching students to think: Embedding employability across the curriculum. Presented at the *41st Western Australian Teaching and Learning Forum*. Curtin University, Perth.

- Maynard, N., Tee, L., et al. (2017, February). What can an academy do for teaching and learning? Insights from the Curtin Academy fellows. Presented at the *41st Western Australian Teaching and Learning Forum*. Curtin University, Perth.
- Bennett, D., Blackley, S., & Sheffield, R. (2016, August). Assembling identity: Digital portfolios, photographs, drawings and textual narratives in pre-service teacher development. Presented at *BIBAC 2016 International Conference: 'Building Interdisciplinary Bridges Across Cultures'*. Cambridge University.
- Knight, E., Bennett, D., Divan, A., Kuchel, L., Van Reyk, D., Burke da Silva, K., & Horn, J. A. (2016, November). Review of how top universities portray employability strategies on their websites. (2016,). *National Association of Graduate Careers Advisory Services*. Adelaide.
- Bennett, D., Johnson, M., Mason, B., & Thomson, C. (2016, July). Working with Australia's first people: The role of service learning in exposing intercultural voices. Presented at *BIBAC 2016 International Conference: 'Building Interdisciplinary Bridges Across Cultures'*. Cambridge University.
- Bartleet, B., Bennett, D., & Power, A. (2016, July). A. Arts-based service learning as creative practice and teaching method: Six years of reciprocal learning in Australian higher music education. Presented at the symposium *Community Music: Emerging Contexts, Practices, and Pedagogies*, with Higgins, L., Henley, J., Howell, G., & Deane, K. *32nd International Society for Music Education World Conference*, Glasgow, Scotland.
- Bennett, D. (2016, July). Involuntary career change: dealing with the unintended. Presented as part of the international symposium *The labour market for music workers in the new millennium*, with Schmidt, P., Johansen, G., & Wright, R. *32nd International Society for Music Education World Conference*, Glasgow, Scotland.
- Bennett, D. (2016, July). Why we haven't finished with employability. Panel convened for the 2016 *Research and Development in Higher Education* national conference, Fremantle. Speakers: Dawn Bennett (Curtin), Trevor Cullen (Murdoch), Jessica Vanderlelie (Griffith) and Joe Shapter (Flinders).
- Blackley, S., Sheffield, R., & Bennett, D. (2016, July). Expanding student experience: Improving pre-service teachers' work readiness by challenging their developing professional identities. Presented at the 2016 *Research and Development in Higher Education* national conference, Fremantle.
- Maynard, N., & Bennett, D. (2016, June). First year engineering students' perceptions of professional skills development. *2016 International Conference of CDIO (Conceive, Design, Implement, Operate)*. Turku University of Applied Sciences, Finland.
- Ferns, S., & Bennett, D. (2016, June). Success stories. Presented at the *Work placement for international student programs* Forum, Griffith, Brisbane.
- Smith, M., Bennett, D., & Crookes, P., Hooley, T., & Bell, K. (2016, June). Transnational study on employability in higher education. Presented at the *WACE International Research Symposium*, Vancouver Island.
- Hartwig, K., Barton, G., Bennett, D., Ferns, S., Jones, L., & Podorova, A. (2016, March). The international student experience: challenges and opportunities of work placements. *Asia-Pacific Association for International Education 2016 conference*, Melbourne, 2016.
- Ferns, S., & Bennett, D. (2016, January). International students and the challenges of work placement: A workshop for academic staff. Workshop delivered at the *40th Western Australian Teaching and Learning Forum*. Perth.

Appendix E: Participating institutions and organisations

Table 6: Participating institutions and organisations (roadshow only)

Australian Institutions and organisations	Network (website +/-or LinkedIn CoP)	Hosted event	Attended event	Embedded process in one or more programs
ASET	✓			
Australian Catholic University	✓		✓	
Australian Centre for Philanthropy and NonProfit Studies	✓			
Australian Council for Educational Research	✓			
Australian Graduate School of Management	✓			
Australian Institute of Higher Education	✓			
Australian Institute of Music	✓			
Australian Maritime College			✓	
Australian National University	✓		✓	✓
Autism Australia	✓			
Barker College (Sydney)	✓			
Bendigo Senior Secondary College	✓			
Bond University	✓			
Brisbane Girls Grammar School	✓			
Cambridge International College			✓	
Career Development Association of Australia	✓			
Career Genie (Melbourne)	✓			
Career Ideas Hobart	✓			
Careers Matters (Melbourne)	✓			
Ccentric Group (Sydney)	✓			
Central Queensland University	✓		✓	
Centrecare North Queensland	✓			

Australian Institutions and organisations	Network (website +/- LinkedIn CoP)	Hosted event	Attended event	Embedded process in one or more programs
CenturyLink, Australia	✓			
Chamber of Commerce and Industry, Western Australia	✓			
Charles Darwin University	✓			
Charles Sturt University	✓			
City of Gold Coast	✓			
College of Law (Queensland)	✓			
Committee for Perth	✓			
Commonwealth Scholarships Program for South Australia	✓			
CSIRO	✓			
Curtin University	✓	✓	✓	✓
Deakin University	✓		✓	✓
Department of Education and Training (Queensland)	✓			
Eastern College Australia	✓		✓	
Edith Cowan College	✓			
Edith Cowan University	✓	✓	✓	
Education Services (Melbourne)	✓			
Educational Services Australia	✓			
Federation University	✓		✓	
Flinders University	✓	✓	✓	
Future Years Consulting	✓			
Goodwin College	✓			
GradConnection	✓			
Grattan Institute	✓			
Griffith University	✓		✓	
Grow Careers (Tasmania)	✓			
Holmesglen Institute	✓			
Innovative Research Universities group	✓		✓	
James Cook University	✓	✓	✓	
Kaplan Business School			✓	

Australian Institutions and organisations	Network (website +/- LinkedIn CoP)	Hosted event	Attended event	Embedded process in one or more programs
Kawana Waters State College (Queensland)	✓			
La Trobe University	✓		✓	
Life Be In It	✓		✓	
Lipson Co-operative Academy (Australia)	✓			
Macquarie University	✓	✓	✓	✓
Melbourne Conservatorium of Music	✓			
Melbourne Law School			✓	
Melbourne Polytechnic	✓		✓	
Monash College	✓		✓	
Monash University	✓		✓	✓
Mt Eliza Secondary College	✓			
Mums who Study (Australia)	✓			
Murdoch University	✓		✓	
MyCareer Groove (Brisbane)	✓			
Mylestones employment	✓		✓	
NAGCAS	✓			
NSW Department of Education	✓			
Pacific Lutheran College	✓			
PebblePad	✓		✓	
Peter Underwood Centre			✓	
Phoenix Academy	✓		✓	
Phoenix Academy, Perth	✓			
Power careers and Consulting (Brisbane)	✓			
Queensland Conservatorium, Griffith University	✓			
Queensland University of Technology	✓	✓	✓	
Raine Medical; Research Foundation	✓			
Red Careers (Melbourne)	✓			
Rhema Bible College	✓			
RMIT	✓	✓	✓	✓

Australian Institutions and organisations	Network (website +/- LinkedIn CoP)	Hosted event	Attended event	Embedded process in one or more programs
SAE Institute (Melbourne)	✓			
Southern Cross University	✓		✓	
St Anthony's Catholic College			✓	
St Kevin's College	✓			
St Norbert College, Perth	✓			
Stay True Stay You (Victoria)	✓			
STEPS Group Australia	✓		✓	
Student Edge	✓			
Swinburne University of Technology	✓	✓	✓	
Sydney Conservatorium of Music	✓			
Sydney Conservatorium of Music, Sydney University	✓	✓	✓	✓
Tasmanian Institute of Learning and Teaching	✓			
Tasmanian School of Business and Economics			✓	
The Australian Industry Group	✓			
The Gordon Skills and Jobs Centre	✓			
The Group of Eight	✓			
The University of Adelaide	✓		✓	✓
The University of Notre Dame (Australia)	✓			
Torrens University	✓			
University of Canberra	✓			✓
University of Melbourne	✓		✓	
University of New England	✓			
University of New South Wales	✓	✓	✓	
University of Newcastle	✓			✓
University of Queensland	✓		✓	
University of South Australia	✓	✓	✓	
University of Southern Queensland	✓			
University of Sydney	✓	✓	✓	✓
University of Tasmania	✓	✓	✓	

Australian Institutions and organisations	Network (website +/- LinkedIn CoP)	Hosted event	Attended event	Embedded process in one or more programs
University of Technology, Sydney	✓		✓	
University of the Sunshine Coast	✓	✓	✓	
University of Western Australia	✓		✓	
University of Wollongong	✓	✓	✓	✓
Victoria University	✓		✓	
Victorian Public Sector Commission	✓			
Western Australian Academy of Performing Arts	✓	✓	✓	
Western Power	✓			
Western Sydney University	✓	✓	✓	✓
Whittlesea Secondary College (Melbourne)	✓			
William Angliss Institute	✓			

International Institutions and organisations	Network (website +/- LinkedIn CoP)	Hosted event	Attended event	Embedded process
American College of Healthcare Sciences	✓			
Anglia Ruskin University	✓			
Ashland University, Ohio	✓			
Ashworth College	✓			
Asia Pacific International College	✓			
Aston Business School	✓			
Auckland University of Technology	✓			
Beyond Talent Consulting	✓			
Birmingham City University	✓			
Blackpool and The Fylde College	✓			
Bob Jones University	✓			
Bournemouth University	✓			
Bradford School Pittsburgh	✓			
Brenau University, Atlanta	✓			

International Institutions and organisations	Network (website +/-or LinkedIn CoP)	Hosted event	Attended event	Embedded process
Brigham Young University, Idaho	✓			
Butler County Community College	✓			
California State University-San Bernardino	✓			
Canterbury Christ Church University	✓			
Cape Peninsula University of Technology	✓			
Caraval Autism Health	✓			
Chhatrapati shivaji Institute of Technology, India	✓			
Chimo Youth Retreat Centre (Canada)	✓			
Chinese University of Hong Kong	✓		✓	
Chongqing University of Arts and Sciences	✓			
CIT Cork School of Music	✓			
City University of Hong Kong	✓		✓	
Colburn School of Music, Los Angeles	✓		✓	
Colegio Stella Maris (Spain)	✓			
College of Charleston	✓			
De Montfort University	✓			
Defense Language Institute (US)	✓			
Dream Catcher (NZ)	✓			
Drexel University College of Medicine	✓			
Dun Laoghaire Further Education Institute, Dublin	✓			
Durham College	✓			
East Kent College (England)	✓			
Edge Hill University	✓			
Education University of Hong Kong	✓		✓	
Ensino Universitario (Brazil)	✓			
Erasmus Mundus Association	✓			
Exeter University	✓			
Foundation for Shared Impact	✓			
Galgotias Educational Institutions (India)	✓			

International Institutions and organisations	Network (website +/-or LinkedIn CoP)	Hosted event	Attended event	Embedded process
Graduate School of Management, London	✓			
Helsinki Metropolia University of Applied Sciences	✓			
Higher Education Academy	✓			
Hong Kong Baptist University	✓	✓	✓	
Hotel Institute of Montreux	✓			
Initech Institute of Technology	✓			
International Youth Development Initiative	✓			
Keele University	✓			
Kwantlen Polytechnic University	✓			
Lapland University of Applied Sciences	✓			
Leeds University	✓	✓	✓	✓
Liverpool Hope University	✓			
London School of Business and Management	✓			
Management Center Innsbruck	✓			
McNally Smith College of Music	✓			
Miami University	✓			
Michigan State University	✓			
Middlesex County College	✓			
Nelson Mandela University	✓			
New College Lanarkshire	✓			
New Jersey City University	✓			
New Leaf Enterprises (England)	✓			
Nigerian Youth Chamber of Commerce	✓			
North Central University, California	✓			
Nottingham Trent University	✓			
Otago Polytechnic	✓			
Pennsylvania College	✓			
Preston's College, England	✓			
Randolph Community College	✓			

International Institutions and organisations	Network (website +/- LinkedIn CoP)	Hosted event	Attended event	Embedded process
Republic Polytechnic, Singapore	✓			
Robert Gordon University	✓			
Sheffield Hallam University	✓			
Simon Fraser University	✓			
Singapore Institute of Technology	✓			
Southampton University	✓	✓	✓	
St John's University, New York	✓			
Stillman College, Florida	✓			
Sunway University	✓			
Swansea University	✓			
Taylor's University, Malaysia	✓			
Technische Hochschule Ingolstadt	✓			
Temple University, Japan	✓			
The Association of Graduate Careers Advisory Services (UK)	✓			
The Chinese University of Hong Kong	✓	✓	✓	
The George Washington University	✓			
The Hong Kong Polytechnic University	✓	✓	✓	
The Hong Kong University of Science and Technology	✓	✓	✓	
The Quality Assurance Commons for Higher & Postsecondary Education (US)	✓			
The Thriving Creative	✓			
The University of Auckland	✓			
The University of Hong Kong	✓	✓	✓	
Three Flames Education and Training (UK)	✓			
Tokyo Gakugei University	✓			
Transforming Learning Together (Canada)	✓			
Ucandoit Enterprises	✓			
Universidade Fdo Estado de Minas Gerais	✓			
Universite Paris Descartes	✓			

International Institutions and organisations	Network (website +/- LinkedIn CoP)	Hosted event	Attended event	Embedded process
Universiteit Maastricht	✓			
Universiti Tun Hussein Onn Malaysia	✓			
University Campus Oldham	✓			
University College, London	✓			
University of Alaska Fairbanks	✓			
University of Alberta	✓			
University of Calgary	✓			
University of Cape Town	✓			
University of Central Lancashire	✓			
University of Cincinnati	✓			
University of Cologne	✓			
University of East Anglia	✓			
University of Florida	✓			
University of Greenwich	✓			
University of Idaho	✓			
University of Liverpool	✓			
University of Maryland	✓			

Appendix F: Flyer for educators

Flyer for educators on EmployABILITY thinking



Engage your students in employABILITY thinking

What is employABILITY thinking?

EmployABILITY thinking engages students as partners in their development. As a cognitive approach, employABILITY thinking aligns employability with both the purpose of higher education and the future of work.

EmployABILITY thinking:

- engages students in their cognitive and social development as capable and informed individuals, professionals and social citizens;
- and prompts students to understand why they think the way they think, how to critique and learn the unfamiliar, and how their values, beliefs and assumptions can inform and be informed by their learning, lives and careers.

EmployABILITY thinking uses a 10-step process to engage students in the development of their future lives and work. See overleaf to begin!



developing
Employability

www.developingemployability.edu.au

Getting started: the 6-step employABILITY process

- 1. Register** with the employABILITY website;
- 2. Incorporate the self-assessment tool** as a required reading, activity or assessment task and connect with the careers service;
- 3. Identify and then embed** a touchpoint in your unit/module/course where employABILITY thinking can be made explicit;
- 4. Upload the self-assessment tool** and selected resources to the learning management system (LMS);
- 5. Pass on the process** to a colleague who will teach at least some of the students next semester;
- 6. Encourage students** to review and revisit their profiles each semester, and engage with the research data if this is of interest.



Developing employABILITY is led by Professor Dawn Bennett, Curtin University, Australia. The work is supported by the Australian Government Department of Education and Training.

Appendix G: Workshop flyer for educators

2018 Developing EmployABILITY workshop roadshow flyer



Developing employABILITY as metacognition: Opportunities for learning, teaching and research



The **Developing EmployABILITY** Initiative supports educators to develop independent, critically aware and career capable graduates.

EmployABILITY thinking works within existing classes by

- Engaging students in their cognitive and social development as capable and informed individuals, professionals and social citizens; and
- Prompting students to understand why they think the way they think, how to critique and learn the unfamiliar, and how their values, beliefs and assumptions can inform and be informed by their learning, lives and careers.

These practical HERDSA workshops will suit teachers, program leaders, curricular designers, senior managers and careers professionals. No prior expertise or experience is required. Participants will:

- Create personalised meployABILITY profiles;
- Trial resources ready to embed into an LMS or unit outline;
- Access career stories to share with students; and
- Learn about SoTL and educational research that flow from student engagement.

Each session comprises a two-hour workshop followed by a one-hour drop-in session for one-on-one or small group support.

For more information, please visit <http://developingemployability.edu.au/> or join the Community of Practive (CoP) at <https://www.linkedin.com/groups/13553226>

Professor Dawn Bennett Curtin University

Dawn Bennett is John Curtin Distinguished Professor of Higher Education and Director of the Creative Workforce Initiative with Curtin University in Australia. Dawn is a leading expert on the development of employability. Her research focuses on the development of employability, including identity and graduate work. Dawn is a National Senior Australian Learning and Teaching Fellow and Principal Fellow with the Higher Education Academy in the UK. She is currently leading research to embed a metacognitive model for employability with faculty and students in Australia, the UK, Europe and the US. Dawn is Vice-Chair Australia for the International Federation of National Teaching Fellows. Dawn has a discipline background in music and retains an active interest in arts-based research. Publications appear at Researchgate.



CITY	DATE	TIME	VENUE
PERTH	Friday 6th April	9:30am - 11:30am Workshop 11:30am - 12:30pm Drop-in session	Curtin University
ADELAIDE	Monday 9th April	9:00am - 11:00am Workshop 11:00am-12:00pm Drop-in session	University of South Australia
MELBOURNE	Wednesday 11th April	9:00am - 11:00am Workshop 11:00am-12:00pm Drop-in session	Swinburne University
LAUNCESTON	Friday 13th April	10:00am - 12:00pm Workshop 12:00pm-1:00pm Drop-in session	UTAS Launceston
SYDNEY	Monday 16th April	10:00am - 12:00pm Workshop 12:00pm-1:00pm Drop-in session	Macquarie University
BRISBANE	Thursday 19th April	2:00pm - 4:00pm Workshop 4:00pm-5:00pm Drop-in session	QUT
SUNSHINE COAST	Monday 23rd April	9:00am - 11:00am Workshop 11:00am-12:00pm Drop-in session	USC
TOWNSVILLE	Tuesday 24th April	9:00am - 11:00am Workshop 11:00am-12:00pm Drop-in session	JCU

ADELAIDE WORKSHOP | Monday 9th April

Workshop: 9:00-11:00am **Drop-in session:** 11:00am-12:00pm

University of South Australia, C7-08

Register by April 5th at:

<https://www.surveymonkey.com/r/DawnBennettHERDSA-SA>

Developing employABILITY is led by Professor Dawn Bennett, Curtin University, Australia. The work is supported by the Australian Government Department of Education and Training.

Appendix H: Expert Guide

Expert guide by Professor Jess Vanderlelie



EDUCATOR GUIDE

Expert guide: Engaging alumni for student employABILITY

Professor Jess Vanderlelie

Our alumni hold a wealth of information about the quality of the student experience, the challenges of graduate transitions to the workforce and the long term outcomes of their education. Despite this potential value, alumni are still largely considered donors of time, money and brand capital and remain an under-utilised resource in the process of curriculum renewal and the support of student employability.

For schools, faculty and universities interested in improving undergraduate retention, ongoing student success and graduate outcomes, it is imperative that our connection to alumni is facilitated beyond our requests of their time and money. To this end, the task of engaging alumni is not only a matter of maintaining a list of contacts as time from graduation extends and neither is it the sole responsibility of the central alumni office. To reshape our connection with alumni we need to consider the 'world' of a new graduate and challenge our notions of having 'done our job' once a graduate has successfully completed their studies.

By building strong connection with alumni we have the power to enrich curriculum in a manner that is not only informed by industry experience but takes it further, to facilitate the co-creation of programs and activities through the continued investment of alumni in the teaching and learning community. To facilitate this kind of authentic connection, we must consider graduates as continuing members of the university community long after graduation, and acknowledge our role in supporting the journey of our alumni as their careers unfold, through times of success, challenge and transition.

How does this relate to employability?

The world of work is undergoing profound change with few questioning that emerging technology and globalisation have disrupted industries and changed the definition of a career-ready graduate. Supporting students in the development of their professional identity and career development skills is fundamentally important for ensuring graduate success. To support this end, universities are drawing upon their alumni networks more frequently to provide mentoring, support work integrated learning, contribute to industry advisory boards and deliver guest lectures. Despite the important contributions alumni are making to our universities, only approximately 20% of alumni continue to engage with their university.

www.developingemployability.edu.au | contact@developingemployability.edu.au

Appendix I: Workshop flyer for students

Promotional flyer for student workshop for music students at partner institution.



developing
Employability



Create your Future!

*Get a head start on your music career
with an employABILITY Student Masterclass*

From building a business to creating networks and knowing what orchestras and principals really look for, this is a masterclass not to miss!

Visiting professor Dawn Bennett
Wednesday April 18th - seminar room 1109
Student seminar 2:00 - 4:00pm
Staff workshop 4:30-5:30pm

Email Kate Drain kate.drain@sydney.edu.au to register your place

For more information on developing EmployABILITY, please visit the student website at www.student.developingemployability.edu.au or email contact@developingemployability.edu.au

Appendix J: HERDSA ROADSHOW HK Flyer

Promotional flyer for the Hong Kong leg of the HERDSA roadshow.



HERDSA Roadshow 2018
Professor Dawn Bennett's Roadshow in Hong Kong

6 Mar @ CUHK & PolyU | 7 Mar @ HKUST | 8 Mar @ HKU | 9 Mar @ HKBU

Dawn Bennett is John Curtin Distinguished Professor of Higher Education and Director of the Creative Workforce Initiative with Curtin University in Australia. Dawn is a leading expert on the development of employability. Her research focuses on the development of employability, including identity and graduate work. Dawn is a National Senior Australian Learning and Teaching Fellow and Principal Fellow with the Higher Education Academy in the UK. She is currently leading research to embed a metacognitive model for employability with faculty and students in Australia, the UK, Europe and the US. Dawn is Vice-Chair Australia for the International Federation of National Teaching Fellows. Dawn has a discipline background in music and retains an active interest in arts-based research. Publications appear at Researchgate.



All higher education colleagues are invited to the Roadshow activities.

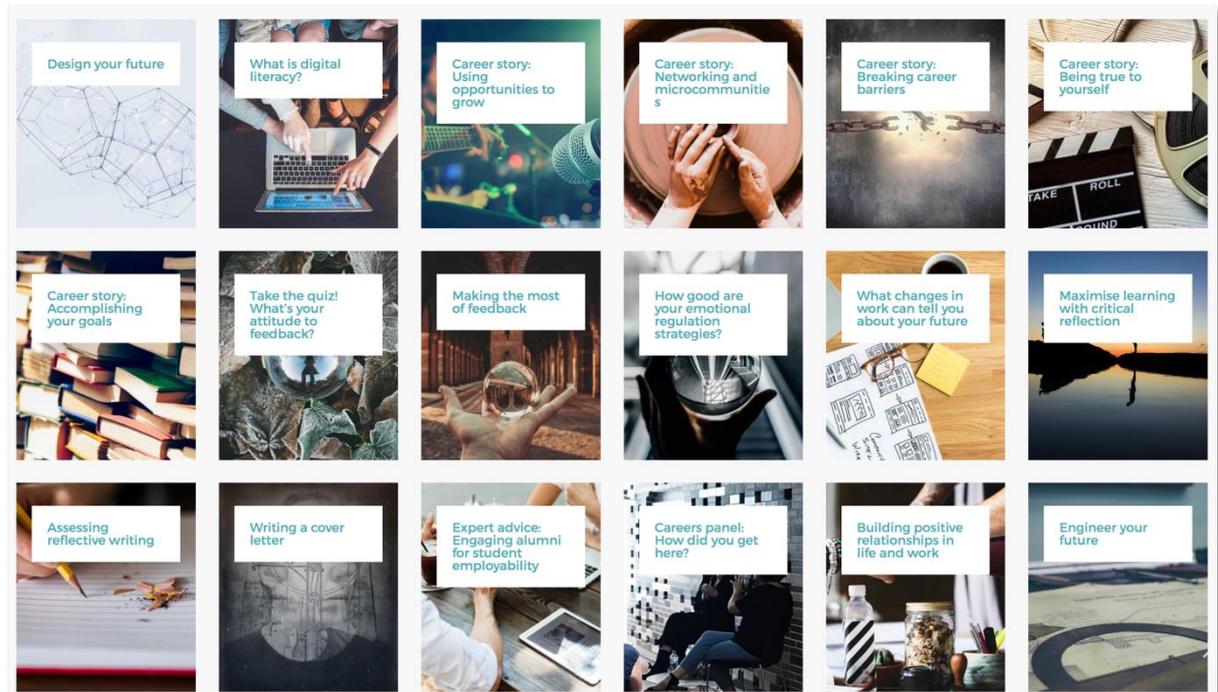
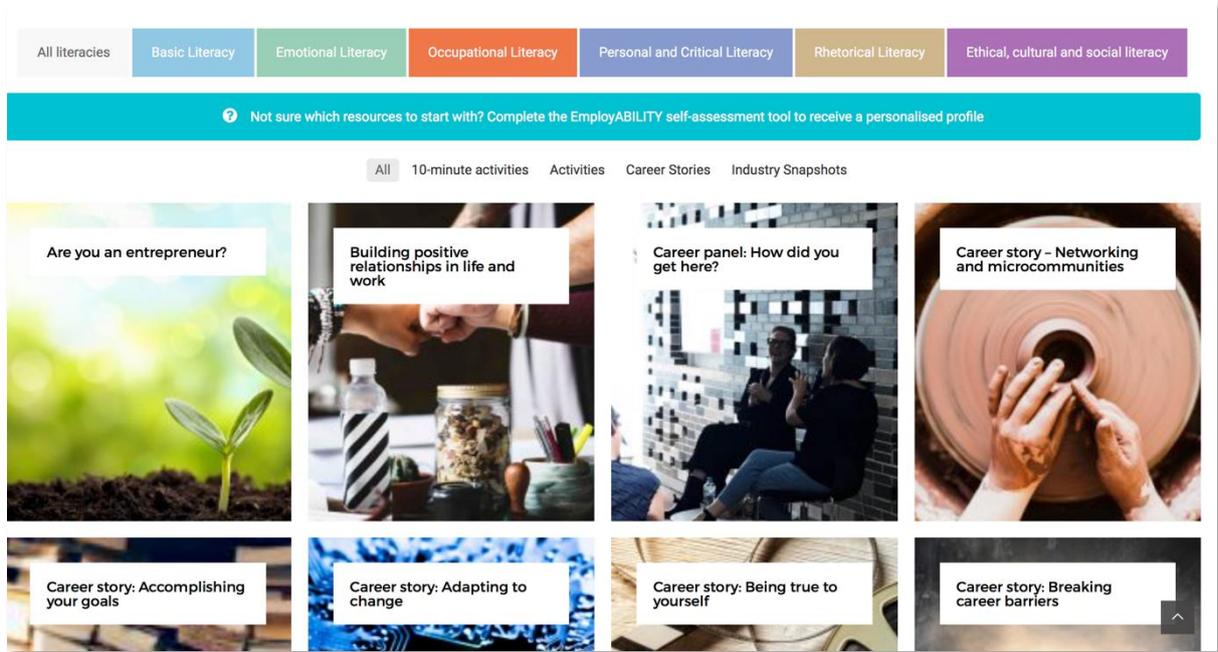
Roadshow details

6 Mar (Tue) 09:30-13:00 CUHK	How to Strengthen Students' EmployABILITY through a Flipped Classroom Approach MMW707, Mong Man Wai Building, The Chinese University of Hong Kong https://cloud.tisc.cuhk.edu.hk/mycuform/view.php?id=115310	
6 Mar (Tue) 15:30-17:00 PolyU	Reflections On and In Critical Service-Learning TU411, The Hong Kong Polytechnic University http://eldss.edc.polyu.edu.hk/ams/activitydetail.aspx?activity_id=686	
7 Mar (Wed) 12:30-14:00 HKUST	Developing Students' Ability to Succeed as Graduates: Embedding Employability as Metacognition ROOM 6558 (Lift 27-30), The Hong Kong University of Science and Technology https://pco.g/nkyxH	
8 Mar (Thur) 12:30-14:00 HKU	Developing Students' Ability to Succeed as Graduates: Embedding Employability as Metacognition CPD-LG-59, The University of Hong Kong https://www.ced.hku.hk/scm/888888	
9 Mar (Fri) 12:30-14:00 HKBU	Developing Students' Ability to Succeed as Graduates: Embedding Employability as Metacognition ACC209, Hong Kong Baptist University http://chti.hkbu.edu.hk/regworkshop/login.php	



Appendix K: Website screenshots

Screenshots of resources on the developing employABILITY student website. Available at <https://student.developingemployability.edu.au>.



Appendix L: Article in HERDSA news

HERDSA News Volume 40 No 1 SUMMER 2018



A practical approach to Literacies for Life: EmployABILITY rethought

OLT Senior National Teaching Fellow Dawn Bennett has developed a self-assessment tool with which students can create a personalised employABILITY profile. This forms part of a brand new Student Employability Starter Kit. Dawn's Literacies for Life model, grounded in social cognitive theory, underpins the kit.

The self-assessment tool and other resources at the website are free on the basis that employABILITY, as Dawn calls it, needs to be formative and accessible to all students.

Educators can request an anonymised, cohort-wide profile summary as well as assistance with the workshop and reflection processes.

The educator site hosts multiple employability development resources for use with students, and the tool is research-enabled for colleagues who wish to analyse the aggregated findings.

For more information, please contact Dawn at: developingemployability@curtin.edu.au

Appendix M: Online fellowship engagement

Table 7: Online fellowship engagement

Stakeholder	Engagement
Advisory Group	Initial meeting seeking expertise
	Project update sent out via quarterly newsletter
	Moderating and contributing to monthly feature topic on website / LinkedIn COP
Higher education scholars	Initial meeting seeking expertise
	Project update sent out via newsletter
	Moderating and contributing to monthly feature topic on website
	Emails as required
Institutional leads (Music and Engineering)	Initial Face to face meeting
	Week long residencies as required
	LinkedIn Community of Practice (CoP)
	Project update sent out via quarterly newsletter
External (AC) - Leaders / networks	Project update sent out via quarterly newsletter
	Publications and presentations (academic)
	Presentations / workshops (HERDSA Roadshow 2018)
	LinkedIn company page and Community of Practice (CoP) group

External other - e.g. Industry, Media	Project update sent out via quarterly newsletter
	Articles and features in external newsletters
	Publications (Non-academic)
CoP online (from TILE + new members) Website and LinkedIn group	Project update sent out via quarterly newsletter
	Webinars – hosted
	Sharing outputs
	Discussions / featured forum topics
	Seeking feedback
	Study site project updates
	Semester one 2018 weekly step by step educator guide and Q&A

Appendix N: EmployABILITY touchpoints

The following pages illustrate just four of the employABILITY thinking touchpoints activated during the Fellowship. Touchpoints are places in the existing curriculum where educators can focus students' thinking on professional learning and relevance.

Touchpoints require no additional time or expertise and they do not create additional workload. To embed the employABILITY thinking approach, we embed a single touchpoint into every semester- or tri-mester long unit (module/class). In this way, full-time students encounter an explicit link between their studies and their future lives and work on average every three weeks.

Common touchpoints include teamwork assignments, guest lectures or careers panels, in-class presentations, accreditation portfolios, reflective tasks, written assignments such as essays, and engaging with feedback. There is always a touchpoint to be found!

Students also complete the profile tool once each year of study, ensuring that they spend 15 to 20 minutes each year reflecting on their futures and that they have access to the full range of student resources.

Example 1

This first-year unit included an in-class reflective task. We used this as a touchpoint, asking students to use one of six critical reflection templates for their task.

The critical reflection templates challenge students to consider the relevance of their task to their personal and professional. This exposes students' perceptions of task relevance and explicitly links the unit with students' employABILITY thinking. Students have already created an online profile which had been incorporated as a required reading or required task.

Assessment

Assessment schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed
1	Reflection	0 percent	Week: 2 Day: Wednesday 7 March Time: Noon.	1,2
2	Investigation	50 percent	Week: 10 Day: Monday 30 April Time: 4 pm	1,2,3
3	Presentation	50 percent	Week: 14 Day: Monday 28 May Time: 4 pm	3

We provided the educator guide for lecturers and tutors.

We then uploaded the student resource to the Learning Management System (LMS). Typical of the student resources and consistent with the explicit nature of employABILITY thinking, this one begins by explaining why it is a good idea to engage with it!

We chose one of the four critical reflection templates in the resource and directed students to this template when they undertook their reflection task. More advanced students might be permitted to choose their critical reflection approach and explain their choice.

Using critical reflection to get the most out of your learning

What is critical reflection?

Critical reflection will help students get the most from their learning experiences, from a teamwork assignment through to a formal work placement or an activity that didn't work out.

Students need to learn how to challenge their conscious and unconscious values, beliefs and assumptions. Fisher (2010, p. 321) defines these as follows:

- Values constitute principles to live by, i.e. what is important to the individual (e.g. living in harmony with nature);
- Beliefs indicate a particular understanding of the way the world works, i.e. what the individual thinks is "true" (e.g. human beings depend on the environment);
- Assumptions reflect premises or understandings that underpin values and beliefs, i.e. what the individual takes for granted (e.g. I can think rationally about my relationship with nature).

Why engage students in critical reflection?

The purpose of reflection is to learn from an experience. Critical reflection enables all aspects of an experience to be taken into account so that opportunities for learning are maximised. By reflecting critically, we can better understand how our thinking and behaviour enables or constrains our own practice, and the practice of others.

STUDENT RESOURCE

Learn from your experiences with critical reflection

Should I use this resource?

Yes! Critical reflection will help you get the most from your learning experiences, from a teamwork assignment through to a formal work placement or an activity that didn't work out. Critical reflection strategies can be the key to better results and more confidence. They can save you lots of time by focusing your energies on what matters. The ability to reflect critically is also often tested in interviews by recruiting firms and employers, so pay this some attention!

What is critical reflection?

Example 2

In this example, a 2nd-year pharmacy unit has multiple possible touchpoints including a portfolio, a class on ethics and some role-plays. We challenged students to reflect on the difficulties shared by peers who had already been on placement. We asked students to incorporate some of these difficulties in their role-plays. To give them a start, we uploaded a resource which has placement stories from four international students. The result is that the role-plays incorporate both the technical aspects of being a pharmacist and the need to communicate with diverse clients.



Example 2: second year pharmacy students

5	26-Mar-18	5	Medicines & Poisons Act 2014 (SA)	5. OTC counselling role-plays Portfolio assessment 1 Dispensing with dose calculation & medication safety check
6	2-Apr-18			
7	9-Apr-18	6	Medicines & Poisons Regulations (SA)	6. OTC counselling role-plays, dispensing authority prescriptions and safety net scenarios
8	16-Apr-18	7	Medicines & Poisons Regulations (SA)	7. Free dispensing practice, OTC counselling
9	23-Apr-18			
10	30-Apr-18	8	Pharmacy Act & Regulations (SA)	8. OTC counselling role-plays Portfolio Assessment 2 Practical dispensing checks for legalities and PBS compliance, 1 dispensing activity
11	7-May-18 S2/S3 course due	9	Code of Conduct & Code of Ethics (SA)	9. OTC counselling role-plays and wound care
12	14-May-18	10	Privacy & Confidentiality (SA)	10. Mock Part A of exam – OTC case scenarios, 6 ethics case Portfolio Assessment 3 Counselling assessment 10 mins



Example 2: second year pharmacy students

Finding other cultures at home

Scenario 1

Below, an international male student refers to the supervisor in a GP-based pathology lab where he is a 1st year nursing intern. The student describes how the practice sessions at university differed from those in the workplace. In particular, he found it difficult to work with older clients.

This student perceived older generations with great respect; however, he found that clients were easily annoyed when he asked lots of questions. The student reflected on the difference an approachable supervisor would have on his ability to manage client liaison.

... when you're practising with each other [in class], you kind of know the person... [but] on the placement you usually handle all the generations. You have different beliefs and values in the younger generation, so it's kind of difficult really because what they're saying might not

Example 3

Example 3 comes from a third-year music class, which featured a visit to the CEO of a recital hall. We wanted students to think about what they really wanted to ask this industry CEO, and to have questions ready in advance. We uploaded a “careers panel” resource which challenges students to write three questions and use these as their ticket to an industry events such as a guest lecture, careers fair, industry careers panel or site visit. Students are told that they need a ticket to get in!

STUDENT RESOURCE

Developing employABILITY
Career panel - How did you get here?

2. 13 March	Beginning to understand the project and analyzing the project brief.	Live performance
3. 20 March	SITE VISIT- CITY RECITAL HALL Today's class will be at City Recital Hall to meet with the CEO.	Further and to ask questions
4. 27 March	Introduction to project management fundamentals, with emphasis on scoping and defining the project.	Productive feedback & communication styles
2 April		Er

Sample questions

1. What do you wish you had learned when you were an undergraduate?
2. Where do you want to be in five years' time?
3. What do you want to be doing in five years' time?
4. What was your first paid job?
5. Since you started in your career, what has your most recent experience?
6. If you won the lottery this week, what would you change about your work?
7. What did you do in the year after you graduated?
8. What skills do you think all people in your profession need?
9. What attributes do you think all people in your profession need?
10. What graduate study do you recommend, and why?
11. What do you most love about what you do? Why?
12. What are the negatives of being employed full-time?
13. If you could go back in time to when you were 20, what would you do?
14. What do you do to relax?
15. What do you recommend we do whilst we are studying to get ahead?
16. What is your dream job?
17. What in your profession do you hate doing, and how do you avoid it?
18. Do you have any regrets about your career so far?
19. If you had the keys to Dr Who's TARDIS, whom would you go and visit?
20. Who are your heroes? And, who is the most useful person you've met in your career, and why?

Careers Panel Ticket: What do you really want to know?
To gain entry, write your three panel questions here & add them to your phone:

1. _____
2. _____
3. _____

ADMIT ONE

developing employABILITY

STUDENT RESOURCE

Careers panel: How did you get here?

An excellent way to learn about interesting careers of professionals is to attend or host a careers panel. If you plan to host a panel, invite three to five people and ask them to be prepared to tell their story to answer the question, “How did you get here?”.

Careers panels generally take between 60 and 90 minutes and they work best if the room is small enough not to need microphones. The sample questions on the following page provide some examples, but challenge attendees to supplement these with at least three of their own. You can use the ticket at the end to ensure they do this. Ask everyone to think about what they really want to know!

Figure 1 Photo by Rosie Holmsmith

Example 4

The final example included here concerns second-year engineering students whose class included a team-based assignment. We uploaded a resource which positions teamwork as a professional capability and prompts students to understand their strengths and their areas for development. They used this when forming their groups and they were referred back to it when problems arose.



The screenshot shows the top portion of a document. At the top left is the logo for 'developing Employability', which consists of three blue circles of varying sizes connected by lines. To the right of the logo is the text 'developing Employability'. Below this is a teal horizontal bar with the text 'STUDENT RESOURCES' in white. The main title 'Creating a high-achieving group' is centered below the bar. To the right of the text is a green graphic of several stylized human figures standing on their feet, with some standing on the shoulders of others, forming a human pyramid. Below the title is a thin teal horizontal line. At the bottom of the page, there is a short paragraph of text.

developing
Employability

STUDENT RESOURCES

Creating a high-achieving group

'Creating a high-achieving group' is a simple activity that will help you to pinpoint strengths, identify possible future directions, and perhaps learn a bit more about yourself. The activities listed in each



The screenshot shows the top portion of a document. At the top left is the logo for 'developing Employability', which consists of three blue circles of varying sizes connected by lines. To the right of the logo is the text 'developing Employability'. Below this is a teal horizontal bar with the text 'EDUCATOR GUIDE' in white. The main title 'Creating a high-achieving group' is centered below the bar. To the right of the text is a green graphic of several stylized human figures standing on their feet, with some standing on the shoulders of others, forming a human pyramid. Below the title is a thin teal horizontal line. The rest of the page contains several paragraphs of text providing detailed instructions and context for the activity.

developing
Employability

EDUCATOR GUIDE

Creating a high-achieving group

'Creating a high-achieving group' is a simple activity that helps students to pinpoint strengths, identify possible future directions, and perhaps learn a bit more about themselves. The activities listed in each square may be related to their field of study or they may be more general in nature. This resource works well in helping students form effective groups.

This resource aligns with another resource, '[How to form an effective group or team](#)'.

There are two student handouts for this activity. On the first, for the lower right square titled 'Things I struggle to do and don't like', ask students to consider things they must do, even if these are not an especially good fit for them (not just things they could avoid entirely).

Start by asking students to call out something they would include in the bottom right quadrant, and ask who else might take those things on. Public speaking generally finds its way into all four quadrants for different students, and is a fairly safe bet to get the ball rolling.

Have students work with the people who will be in their project teams, starting with an individual attempt to place three things in each quadrant before comparing responses with their teammates.

Ask students to think about the task set for their team and to think about some of the things they may need to know and do. Who will devise the timeline? Present for the group? Schedule the meetings? Edit or write a report? Take the lead on the stats?

The second handout enables students to analyse their responses. This may be something students take away as a personal reflection. I often ask students to target one or two things in the lower quadrants as personal development challenges they will tackle over the next semester. Some students have taken a copy to a work placement, adding text as they experience new things. Keywords in the top quadrants have later been built into their capacity statements.

This resource is a version of the resource '[Plot your preferences and strengths](#)'. It was adapted specifically for use with students who need to form teams or undertake group assignments. Here, increased self-awareness is a consequence of forming effective groups rather than being the explicit objective!

Appendix O: Evaluation

Evaluation Report for Fellowship:

Embedding employABILITY thinking across higher education

Background

The aim of this fellowship was to build upon a 2013 Strategic Commissioned Project and earlier 2010 ALTF Fellowship on developing graduate employability outcomes. The Fellowship attempted to identify strategies to overcome three key challenges for educators in improving outcomes for students by embedding curriculum specifically targeted to make explicit engagement of staff and students in this critical area. The three challenges included lack of time, lack of resources and lack of expertise.

Evidence

This project is a prime example of the successful and broad ranging impact that can arise from a federally funded initiative. I was fortunate to not only be involved with this project as an independent evaluator, but also was involved with Professor Bennett from the original 2013 strategic commissioned project.

Throughout this Fellowship, the Evaluator received all the LinkedIn updates, Advisory Group Updates and participated in the national and international workshops. The Evaluator found several key factors that contributed to the successful achievement of the aim and goals.

These factors include:

- Regular meetings of the project team with the Evaluator from the beginning of the project, which were well supported by project plan updates and reports on activities. This ensured that the team were provided formative feedback to further enhance the proposed project outcomes.
- Project Manager allotted during the project lifecycle which assisted with project documentation and prioritising of team activities.
- Active and sustained communications.
- Strong project management, as demonstrated in appropriate documentation.
- Individual check-ins meetings with the Project Lead and External Evaluator on regular touch points during the project.

The final report clearly outlines the short and long term impact from this Fellowship in addition to articulating the research methodology and processes.

Project Management

It has been documented that effective project management has the following elements:

- Identifying requirements,
- Establishing clear and achievable outcomes,
- Balancing the competing demands for quality, scope, time and cost,
- Managing the expectations of various stakeholders, and
- Adapting plans to overcome challenges.

The strong leadership from Professor Dawn Bennett along with Pip Munckton as Project Manager were key factors in the success of this project. They both demonstrated strong professional and positive commitment and kept everything and everyone on track and followed a strong management methodology. There were a wide variety of activities and interactions with staff and students not only in Australia, but overseas as well that required strong project management and guidance.

Achievement of Outcomes

The key outputs were:

- New resources located on Educator website including: 46 guides for staff and 52 resources for students
- Over 8500 student users for the online tool and resources
- Profile tool developed; data collected from over 4100 students
- Engagement with 18 different higher education programs
- Community of practice via LinkedIn with almost 750 members
- 464 students and 849 staff participated in workshops
- 3 edited books, 17 book chapters, 19 journal articles, 32 conference presentations/ workshops and 8 keynote addresses during the timeframe of the Fellowship

Summary

The development of definitions of a range of terms for employability – known as employABILITY highlights the research and efforts of Professor Bennett. Dawn has invested years in improving outcomes for students and staff and should be considered highly successful in this domain. The brevity of this evaluation report is actually further evidence of the high quality and successful nature of this project. There is really nothing further to add except for commendations.

The Fellowship activities ensured that a large and varied number of stakeholders were not only consulted in developing the findings, but were also engaged with the critical questions.

On the whole it was a pleasure to work with this well led team that achieved not only its project outcomes but also extended impact in a number of areas. The relationships formed during this project will continue in the future as several have been in place since 2010.

Independent Evaluator
Professor Grace Lynch

