

# Assuring graduate capabilities: evidencing levels of achievement for graduate employability

2011 ALTC National Teaching Fellowship  
Final report, July 2015

Professor Beverley Oliver  
Deakin University



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[assuringgraduatecapabilities.com](http://assuringgraduatecapabilities.com)

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Office for Learning and Teaching  
Department of Education and Training

GPO Box 9880,  
Location code N255EL10  
Sydney NSW 2001

<[learningandteaching@education.gov.au](mailto:learningandteaching@education.gov.au)>

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- The scholars and experts, both Australian and international, who gave so generously of their time and talents at the fellowship symposia, and through video resources
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- Numerous outstanding colleagues at Curtin University, particularly Associate Professor Sue Jones, Associate Professor Jon Yorke, Beatrice Tucker, Sonia Ferns, Linda Lilly and Barbara Whelan.
- Emeritus Professor Mairéad Browne.

## Executive summary

This fellowship set out to work with curriculum leaders to find new ways to assure student achievement of graduate capabilities, with a particular focus on evidencing learning and standards for employability – meaning that students acquire “the skills, understandings and personal attributes that make [them] more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy” (Yorke, 2006). In 2015, the challenges include embracing increasing disruption within higher education, and in the wider world where graduates seek, gain and create employment.

The (proposed) revised Higher Education Standards Framework requires all higher education providers to show how all Course Learning Outcomes (discipline knowledge and skills, generic skills, skills required for employment and further study, and skills in independent and critical thinking suitable for life-long learning) are demonstrated by all students who successfully complete the course. There is no one validated way of assuring standards, and institutions are likely to use a range of approaches. Judging standards primarily on collated summative marks and grades presents challenges: such codes do not always signal achievement of those capabilities that professional employment requires.

### *Assuring graduate capabilities*

This fellowship set out to explore a supplementary approach to assuring specified standards in the more generic graduate learning outcomes, with a distinct focus on employability: specifically, to work with colleagues to

1. Define course-wide levels of achievement in key capabilities, articulated in clear statements (originally called standards rubrics, now called Course Learning Outcomes and Standards);
2. Implement strategies to evidence student achievement of those standards through student portfolios and course review processes;
3. Share the validity, challenges and opportunities of such approaches; and
4. Build capacity through a community of practice.

The activities in this fellowship have had deep and sustainable impact at Deakin University where

- A refreshed [curriculum framework](#) enabled through course enhancement assures that graduate capabilities expressed as Course Learning Outcomes and Standards are specified, assessed, evidenced and credentialed in every course;
- [DeakinConnect](#), Deakin's MOOC platform, demonstrated portfolio approaches to assessment and evidence;
- Every student, through the [DeakinSync](#) portal, has access to a portfolio, a profile-building tool (with [Me in a Minute](#)) and acknowledgement of outstanding achievement of specified capabilities through Hallmarks using digital badging technologies
- The [Course Evidence Portfolio](#) provides an analysis of a course curriculum in relation to inputs, including compliance with the Australian Qualifications Framework (AQF), where Course Learning Outcomes and Standards are assessed and evidenced, and where assessments prompt the creation of artefacts that can be curated and shared with potential employers.

Broad impact across the sector through

- Engagement with numerous course leaders who have created and shared 270 Course Learning Outcomes and Standards statements (see [Assuring Graduate Capabilities](#));
- Several symposia in three states, using a variety of models, where national and international experts engaged with over 1000 participants;
- Ideas and resources disseminated and refined through 59 keynotes, invited presentations and workshops nationally and internationally, to a collective audience of about 6000 participants;
- An online community of practice of more than 1700 colleagues within and beyond Australia through the original Assuring Graduate Capabilities (Ning) website (since July 2011, there have been almost 20,000 sessions by more than 8,000 users)
- A new, refreshed [Assuring Graduate Capabilities](#) website references the requirements of the revised Higher Education Standards Framework, and provides access to tools, resources and further reading based on this underpinning framework:



Changing hearts, minds, and practice can be slow, iterative and repetitive. Institutions change one person at a time. It has been a delight and a privilege to undertake this fellowship, and impact is due to numerous brilliant, generous and hard-working colleagues throughout the sector who, like me, believe (building on Paul Ramsden's words) that 'the aim of teaching is simple – it is to make student [achievement of] learning [outcomes for employability] possible' (Ramsden, 2003).

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# Chapter 1 Introduction

This fellowship<sup>1</sup> set out to work with curriculum leaders to find new ways to assure student achievement of graduate capabilities, with a particular focus on evidencing learning for employability. According to a widely accepted definition, employability means that students acquire “the skills, understandings and personal attributes that make [them] more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy” (Yorke, 2006).

In 2011, the websites of Australian universities were investigated to capture approaches to graduate capabilities or attributes (Oliver, 2011). In addition to discipline knowledge, the most common generic skills appeared in these broad clusters:

- Written and oral communication
- Critical and analytical (and sometimes creative and reflective) thinking
- Problem-solving (including generating ideas and innovative solutions)
- Information literacy, often associated with technology
- Learning and working independently
- Learning and working collaboratively
- Ethical and inclusive engagement with communities, cultures and nations.

Smith, Ferns and Russell recently observed that the concept of employability *continues to evolve without necessarily having an underpinning framework* (Smith, Ferns, & Russell, 2014). They analysed the responses of over three thousand students: in summary, the view of employability that emerged was not markedly different from the clusters above:

## *Employable graduates*

- *Are competent for autonomous, responsible and ethical practice;*
- *Can work with other people effectively, fairly and cross-culturally;*
- *Use information in judicious ways for specific work-related purposes;*
- *Are willing to continue to learn to improve practice and are able to identify areas for self-development;*
- *Integrate theory and practice;*
- *Have confidence and self-awareness to seek and gain employment in a job market.* (p. 145)

## **Setting the scene: the Australian higher education policy landscape**

This subject of this fellowship was topical in 2011, particularly in relation to standards. At that time:

- The Tertiary Education Quality and Standards Agency (TEQSA) was newly established;
- The Higher Education Standards Panel was forming;
- The standards expressed in the original legislation were unclear;
- There were moves to strengthen the Australian Qualifications Framework;
- The ALTC Learning and Teaching Academic Standards (LTAS) project had defined minimum discipline knowledge, skills and professional attributes and capabilities in eight discipline areas;

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<sup>1</sup> This fellowship, the equivalent to a 2015 Office for Learning and Teaching National Senior Teaching Fellowship, was supported by funds of \$350,000, and commenced in 2011.



- There was talk of implementing an Australian version of the Collegiate Learning Assessment, as in the United States, which measures a limited range of communication and analytical skills
- The AHELO project was attempting to measure and benchmark generic and discipline-based outcomes.

By early 2015,

- TEQSA has had its role refined; there is legislation pending to deregulate the sector, including enabling non-university providers to access government funding;
- The Higher Education Standards Panel has provided advice to the minister and a final proposed version of the Higher Education Standards Framework following extensive national consultation;
- Many more disciplines have created and agreed threshold learning outcomes<sup>2</sup>;
- There has been a raft of standards projects related to assuring and assessing graduate learning outcomes and graduate employability.

And there are new concerns about changing employment conditions in a digitally disrupted economy. *GradStats 2014*, a summary of preliminary national data concerning the destinations and salaries of Australian resident bachelor degree graduates, reports deterioration in the short-term employment prospects of new graduates compared with 2013. Of those either in or seeking full-time employment:

- 68.1% were in full-time employment
- 20.3% had a part-time/casual position while continuing to seek full-time employment, and
- 11.6% were not working and still seeking full-time employment.

Interestingly, 13% of respondents were in or seeking part-time rather than full-time work, the highest proportions seen in the past decade (Graduate Careers Australia, 2014). Employment no longer necessarily means winning a traditional position in a company, organisation or institution. Increasingly, and particularly in some of the more dynamic and emerging industries, employment means graduates may gain employment or experience by

- creating companies, startups or businesses;
- freelancing
- connecting and collaborating to create employment for others, particularly in new and emerging roles
- engaging in social enterprises.

Social enterprises are businesses that address social or environmental needs: rather than maximising profit for shareholders or owners, profits are reinvested into the community or back into the business. Benefits include impact, engagement, alternative income generation, social conscience, innovation, reputation and employability. The UnLtd initiative, involving 56 institutions in the UK (McDowall & Cullinan, 2014), highlighted social entrepreneurship as a viable future career for students with nearly half (47%) saying they were likely to start another social venture in the future. The programme enhanced student experience and employability in a 'learning by doing' approach.

Most importantly, the revised Higher Education Standards Framework requires that (emphasis added):

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<sup>2</sup> Many of the discipline threshold outcomes are available at: <http://disciplinestandards.pbworks.com>

1.4.1: The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.

1.4.2: The specified learning outcomes for each course of study **encompass discipline-related and generic outcomes**, including:

- a. **Specific knowledge and skills** and their application that characterise the field(s) of education or disciplines involved;
- b. **Generic skills** and their application in the context of the field(s) of education or disciplines involved;
- c. **Knowledge and skills required for employment** and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
- d. **Skills in independent and critical thinking suitable for life-long learning.**

1.4.4: On completion of a course of study, students have **demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination** (Higher Education Standards Panel, 2014).

This sets a clear requirement for providers to show how all Course Learning Outcomes (discipline **knowledge and skills**, **generic skills**, skills required for **employment and further study**, and skills in **independent and critical thinking** suitable for life-long learning) are demonstrated by all students who successfully complete the course.

There is no one validated way of assuring standards, and institutions are likely to use a range of approaches. While discipline bodies tend to define standards – for example, through the Learning and Teaching Academic Standards project – other approaches focus on measuring, verifying or calibrating them. For example: the Quality Verification System, a Group of Eight Universities initiative; Learning and Teaching Standards Project (Krause and Scott); Achievement Matters (Hancock and Freeman); and the National Peer Review of Assessment Network (Booth). Judging standards on summative marks and grades presents challenges:

- Marks achieved in unit assessment tasks are usually summed to produce a collated unit mark indicating overall success (often 50%, or half the marks available, is the ‘pass mark’)
- It is often assumed that a student who achieves a pass in a unit has achieved all the unit learning outcomes
- By extension, it is often assumed that all the course learning outcomes are achieved when sufficient units are completed
- Standards are sometimes judged according to the proportion of students achieving a certain collated mark or grade, though how those marks and grades were achieved is not always clear.

#### *Assuring graduate capabilities*

This fellowship set out to explore a supplementary approach to assuring specified standards in the more generic graduate learning outcomes, with a distinct focus on employability. While it is well established that Australian universities have specified and somewhat similar published lists of graduate learning outcomes, the following are less clear:

- How course teams (university and non-university providers<sup>3</sup>) specify the outcomes

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<sup>3</sup> In January 2015, a [My University](#) website search for bachelor degrees available from “other (non-university)

for each course, aligned with institutional graduate outcomes as standards created by discipline and professional bodies;

- How performance in those outcomes is described and judged;
- How artefacts created by students in assessment tasks and curated in portfolios of evidence can be used to judge standards.

More specifically, the fellowship proposed to engage curriculum leaders of undergraduate courses from any discipline to work with their colleagues, industry partners, students and graduates to:

1. Define course-wide levels of achievement in key capabilities, articulated in course learning outcomes and standards (originally called standards rubrics, now called Course Learning Outcomes and Standards);
2. Implement strategies to evidence student achievement of those standards (through student portfolios and course review processes, for example);
3. Share the validity, challenges and opportunities of such approaches; and
4. Build capacity through a community of practice (see <<http://tiny.cc/boliver>>).

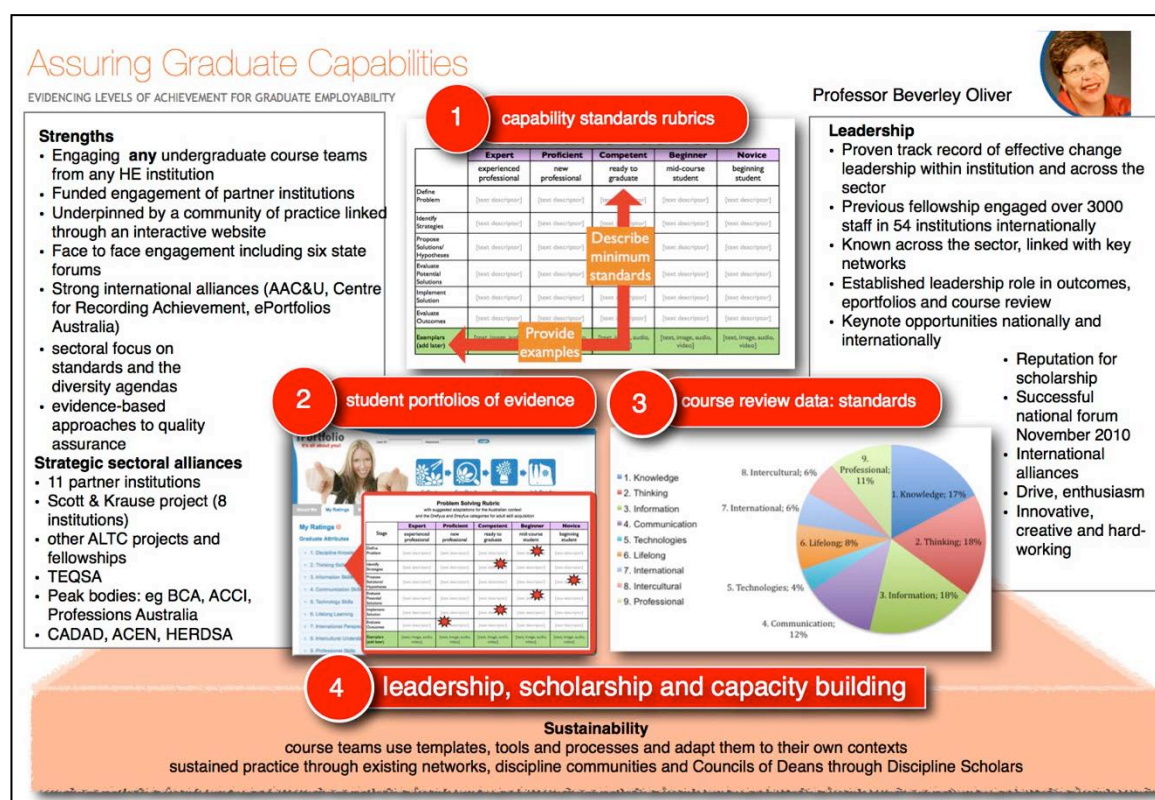


Figure 1 A 2011 overview of the intended activities in this fellowship

providers” found that 776 bachelor degrees were available.

## Chapter 2: Fellowship program of activities

### Activity 1: Specifying Course Learning Outcomes and Standards

#### *The plan for this activity*

The original intention was to develop standards rubrics to communicate criteria for assessment of performance. Acknowledging that analytic rubrics can lead to grade discrepancy (Sadler, 2009), these were to be holistic rubrics designed primarily to guide judgement (rather than measurement) of overall achievement. The rubrics were intended as descriptors of performance at key stages on the path to employability, encouraging self-monitoring so students develop the ability to make judgements about their own achievements. The intention to focus on course-level statements about performance was deliberate: evidence suggests that designing unit assessments first, then (perhaps) aggregating them at course level, is common practice,<sup>4</sup> and this mitigates against an overall view of the extent to which a student has developed a capability (Yorke, 1998). The idea of creating course-wide rubrics was not new: the Association of American Colleges and Universities (AAC&U), to counter the effects of national standardised testing, embarked on a national project to determine a shared set of expectations for learning that staff could use in the classroom, and that students could use to understand and make judgments about their own learning strengths and weaknesses. These shared expectations are expressed through the AAC&U VALUE Rubrics (Rhodes, 2010) which describe levels of achievement in 15 capabilities (similar to common Australian graduate attributes).

A first fellowship activity was to engage with curriculum leaders to create standards rubrics (later called Course Learning Outcomes and Standards) based on templates derived from the AAC&U VALUE Rubrics, and provide exemplars to clarify the required or expected levels of performance. Teaching staff for any undergraduate course (degree), professionally accredited and non-accredited, were welcome to participate in this activity as part of the fellowship.

#### *How the activity unfolded across the sector*

I began by reflecting on the background and analysis which I had undertaken to produce the *Good Practice Report: Assuring Graduate Outcomes* (Oliver, 2011). It included an extensive literature review of the idea and practice of graduate attributes, and a scan of the sectoral practice at that time. I engaged with scholars who were experts in graduate outcomes and performance standards, specifically holistic rubrics; collaborated with other leaders of similar projects; attended HERDSA 2011 to launch the fellowship; and begin engaging with potential participants. I then set about adapting the 15 AAC&U VALUE Rubrics as a useful *starting point* for Australian Course Learning Outcomes and Standards. Adaptions and additions included: adding lifelong learning and employability, and incorporating the Dreyfus and Dreyfus categories for adult skill acquisition from novice to expert (Dreyfus, 2004). The templates adapted in this way were downloadable at the Assuring Graduate Capabilities website.

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<sup>4</sup> See AAGLO [Summary 9: Whole-of-program approaches to assessment planning](#)

Next, I prepared to engage course leaders. First, I created a plan and documentation, templates, funding agreements and a site where the outputs would be housed. Then I visited the 11 institutions that provided support for the fellowship: Curtin University (my institution at that time), Southern Cross University, CQUniversity, Deakin University, University of South Australia, Monash University, University of Notre Dame Australia (Sydney and Fremantle), James Cook University, University of Wollongong, Victoria University and Charles Darwin University. Engaged course leaders were encouraged to choose those templates most appropriate for their context, to rework and adapt them to suit their needs, and refine and validate them in consultation with graduates and industry. This involved meeting, explaining and recruiting course leaders from many institutions from most states, as well as more broadly across the sector. Once recruited, I used email and phone contact to liaise, advise and coach the course leaders to produce the outputs in collaboration with their colleagues, students, and advisory boards, as relevant. By December 2011, 51 course leaders from the 11 supporting universities were recruited, provided with funding, and well on the way to creating the standards rubrics, as well as a reflective piece on the challenges and benefits of the process. As agreed with the participating course leaders, all these artefacts (rubrics and reflections) were posted in discipline clusters at the website. By early 2012, 143 Course Learning Outcomes and Standards were published.

#### *How the activity unfolded at Deakin University from 2012*

My change of institution in December 2011, and taking on an executive leadership role in a different (and interstate) university, meant a shift in focus in this activity, and more importantly, an opportunity to implement this approach in a deep and systemic way in one institution. At Deakin, I had the opportunity to contribute to the University's new strategic plan, *LIVE the Future: Agenda 2020*, which sought to, among other things, reimagine courses ensuring graduates could demonstrate achievement of Course Learning Outcomes for employability through learning experiences that were personal, engaging and relevant in the cloud (online) and on campus. My specific roles in 2012 and 2013 were to

- Provide leadership in the consultative process of revising, agreeing and ratifying the refreshed **Deakin Graduate Learning Outcomes**;
- Devise communication strategies to ensure that the **Deakin Graduate Learning Outcomes** were known and understood by staff and students, employers and professional bodies, and beyond the institution. Strategies included creating posters for each School and Faculty, and bookmarks, incorporating clear and consistent language and icons, were widely distributed.
- Devise, test and implement a refreshed **Deakin Curriculum Framework**, incorporating a 360-degree systemic process for contextualising, embedding, assessing and evidencing the new Graduate Learning Outcomes in units and courses.



Figure 2 Deakin University's refreshed Graduate Learning Outcomes




- Devise, finesse and lead the implementation of the **Deakin Course Enhancement Process**, a major university-wide strategic initiative. **Guiding Principles** have been agreed through extensive consultation and adopted by all faculties;
- Drawing on experience with course leaders across the sector, ensure useable **Deakin Course Learning Outcomes and Standards Templates** integrated the Deakin Graduate Learning Outcomes and the Australian Qualifications Framework, and incorporated performance descriptors at key stages;
- Encourage Deakin course leaders to share their work internally, and publicly at the Assuring Graduate Capabilities website;
- Devise and pilot strategies to ensure that **students** are systematically informed of their Course Learning Outcomes and Standards using consistent language and icons. For example:
  - Unit Guides include links to Course Learning Outcomes (implemented in all units, and in the learning management system);
  - Course Sites display student-friendly versions of Course Learning Outcomes (this initiative is still in progress);
  - **DeakinSync**, the University's student portal, provides students with access to information, services, unit and course resources, profiling and employability tools, with clear and consistent reference to the Graduate Learning Outcomes.
- Devise and pilot strategies to ensure that **employers and professional bodies** have access to appropriate versions of the Course Learning Outcomes and Standards (these are as yet in the early stages).

*How the activity unfolded at the Assuring Graduate Capabilities site*

In relation to how to SPECIFY Course Learning Outcomes and Standards the site includes:

- The requirements of the Higher Education Standards Framework
- Challenges and strategies
- Expert views (video clips) from national and international leaders
- Templates for creating Course Learning Outcomes and Standards
- Over 270 examples of Course Learning Outcomes and Standards in four discipline clusters
- An adaptable guide: *How to create Course Learning Outcomes and Standards*
- Further reading.

DEAKIN GRADUATE LEARNING OUTCOME	AQF LEVEL 7 (BACHELOR DEGREE) CRITERIA	DISCIPLINE/PROFESSIONAL STANDARDS	COURSE LEARNING OUTCOMES	MINIMUM STANDARDS
 <b>2. Communication:</b> using oral, written and interpersonal communication to inform, motivate and effect change.	<u>Knowledge</u> <u>Skills</u> <u>Application of knowledge and skills</u>	Insert text	Insert text	Insert text

**Figure 3 A sample from the template for creating Course Learning Outcomes and Standards**

*Reflections on what has been learnt*

Working across the sector and at my previous and current institutions, I have learnt that:

- Teaching staff, including course leaders, are at very different stages in their capacity to create Course Learning Outcomes and Standards – increasingly, many staff are very skilled at this, but many are still new to the process, and do not find it straightforward, so professional development, and clear direction in plain language are essential.
- If engaging with Course Learning Outcomes is new for many, asking staff to create performance descriptors (and for three stages in the course) is ambitious – again, course leaders and teaching colleagues are increasingly adept at this (through LTAS initiatives), but much support is needed.
- Using terms such as rubrics is confusing. Many staff now use this term to denote unit assessment marking guides, and to use the same term for a holistic description of performance levels – intended as a general guide and not a marking tool – is too confusing. For this reason, I stopped using the term standards rubrics early in the fellowship. The sector knows and understands Course Learning Outcomes and Standards, so I use this term consistently.
- Creating, finessing and implementing Course Learning Outcomes and Standards is a slow, iterative and never-ending process, subject to many influences including the government and regulatory policy, professional bodies and discipline standards, institutional strategic agendas and processes, and faculty and school operations.
- Encouraging staff to teach and coach each other through the process enables more rapid uptake, and better practice in the context of the discipline.
- Tasks such as creating Course Learning Outcomes and Standards spark course team conversations that bring about a change in culture from *my unit*, to *our course*. Likewise, they aid the journey from *What shall we teach?* to *What do our students need to demonstrate in order to be employable and engaged graduates?*
- Employability is used increasingly in higher education discourse, but it is not as yet universally accepted by teaching staff.
- Involving other staff (specifically those from the careers service, library, and student support), students, graduates and industry representatives in course team conversations about Course Learning Outcomes and Standards brings broader perspectives, and sometimes a clearer focus on work-integrated learning and employability. Even so, staff leading and teaching courses that are less clearly defined in terms of graduate employment (general arts, business, sciences) still face challenges in making a clear link with employability.
- Notwithstanding the challenges, creating, finessing and implementing Course Learning Outcomes and Standards at the course level engages teaching staff, because they know and love their disciplines, and they care deeply about student achievement of standards.

## **Activity 2: Evidencing standards in student portfolios**

### *The plan for this activity*

The fellowship set out to determine how Course Learning Outcomes and Standards could usefully be implemented within portfolio approaches to student learning where students take responsibility for gathering and synthesising evidence of achievement. Yorke describes ‘doing assessment differently’ in a ‘top down’ approach which focuses more on evidence to demonstrate achievement, rather than marks and grades earned:

*The key question that such an approach would pose [to students] is something like 'How have you satisfied, through your work, the aims stated for your particular program of study?' ...A question of this sort opens up the possibility of the student making a case that they merit the award in question, a case that can be made by stressing the profile of achievement particular to the individual ...The question asks for evidence of achievements which could be a mixture of marks or grades for modules of study...qualitative assessments of performance in naturalistic settings (such as work placements), and claims of achievements that are not formally assessable by the higher education institution but are nevertheless supported by evidence. The making of claims of this sort implies that the student has the relevant information to hand, which would require the collation of a portfolio of achievements (Yorke, 2008) (Kindle edition, 6305).*

Previous research on the usefulness of student self-rating of graduate attributes in a university-wide portfolio system suggested that students found university level attributes too generic and abstract (von Konsky & Oliver, 2012). Course Learning Outcomes and Standards, contextualised to include levels of achievement in disciplines as described here, would present students with a more compelling incentive for self- and peer-assessment of capability achievement.

Implementing Course Learning Outcomes and Standards within student self-managing learning spaces such as portfolios builds on several principles of good feedback practice, including:

- Clarifying what good performance is (goals, criteria, expected standards);
- Facilitating the development of self-assessment (reflection) in learning;
- Delivering high quality information to students about their learning; and
- Providing opportunities to close the gap between current and desired performance (Nicol & Macfarlane-Dick, 2006).

Portfolio approaches are one way of implementing Boud's assessment proposition that 'students and teachers become responsible partners in learning and assessment ...students progressively take responsibility for assessment and feedback processes ...students develop and demonstrate the ability to judge the quality of their own work and the work of others against agreed standards' (Boud, 2010). On this basis, I set out to work with course teams across the sector encouraging them to incorporate their Course Learning Outcomes and Standards into student portfolios for formative self-, peer- or teacher assessment.

#### *How the activity unfolded across the sector*

My major activity in this area was raising awareness through three symposia in 2011, 2013 and 2014, inviting numerous international scholars. The topics specifically focused on

- How to specify Course Learning Outcomes and Standards
- The potential of eportfolios and portfolio approaches to assessment and evidence of learning, particularly in the digital economy
- Judging and credentialing student achievement through portfolios, standards, graduation statements
- Formative and summative assessment, and the challenges of grading practices

Comprehensive [video resources](#) from the symposia have been incorporated throughout the Assuring Graduate Capabilities website as 'Expert Views'.



**Forums 2011:** Three one-day state-based forums in Perth, Melbourne and Brisbane.

Keynotes included:

- Assuring graduate capabilities: Setting the scene for employability, engagement and quality assurance *Beverley Oliver, Curtin University*
- The AAC&U VALUE Rubrics: What, how, why, and are they working in practice? *Dr Terrel Rhodes, Association of American Colleges and Universities*
- Thinking outside the (course) box: The potential of ePortfolios to see (and value) our practices *Prof Kathleen Blake Yancey, Florida State University*
- The foundation for graduate attributes: Students as evaluators of their own work *Professor David Nicol, University of Strathclyde*
- Judging achievement: what sources of evidence do we have, and how can they be used? *Jon Yorke, Curtin University*



**Figure 4 International speakers – Dr Terrel Rhodes, Professor Kathleen Blake Yancey and Professor David Nicol – at the 2011 state-based symposia**

It was advantageous to have state forums enabling local attendance, but there was also the challenge of engaging international speakers to come for an extended period and sustain arrangements over a long period, and in three different venues. For attendance, see Appendix B.

### **Forum 2013: Assessing and accrediting graduate capabilities in 21C: People, practices, places and public accountability**

I decided to try a different format in 2013, with a view to asking international visitors to come for a shorter but more concentrated time, and to invite local participants who could hopefully engage in more depth. I also captured re-useable video artefacts from this symposium – not filmed presentations, but ‘On the Couch’ sessions where one or two speakers interacted around key questions. The 2013 symposium was advertised as a six-week event in Melbourne, Australia (19 August - 27 September 2013): Key questions explored at this symposium included:

1. **Practices:** *How do we assess and accredit evidence of learning, particularly in generic skills and capabilities, for graduate success? What works well now, and how can we sustain and scale up such practices? What works less well, and how can we improve through sustainable new practices?*
2. **Places:** *How might we authenticate, warrant and accredit learning evidence in the digital economy? What are the challenges emerging from the wide-scale adoption of digital technologies in higher education, and how might these be addressed? What are the opportunities emerging from the wide-scale adoption of digital technologies in higher education, and how might innovations be trialled, evaluated and implemented in sustainable ways? In the wake of such innovations, what might be the best use of time for accreditation on campus and in the workplace?*

3. **People:** *What might be the role(s) of industry (including experts, professional bodies and alumni) in such processes? What is the potential for self and peer assessment and accreditation? What are the implications and possibilities for academic roles, industry partnerships and workloads?*
4. **Public accountability:** *How might we judge, measure, record and report authenticated and accredited learning—to students, the community, and regulatory authorities—drawing on emerging technologies, adaptive environments, massive open online courses, and open educational resources?*

The symposium was an opportunity to engage with international and national experts including:

- *Professor Mantz Yorke, University of Lancashire, UK*
- *Dr Gary Brown, Portland State University, US*
- *Professor Joy Higgs, Charles Sturt University*
- *Dr Helen Chen, Stanford University, US*
- *Rob Ward, Centre for Recording Achievement, UK*
- *Professor David Boud, University of Technology, Sydney*
- *Mary Catherine Lennon, Leader AHELO, Canada*
- *Professor Sally Kift, James Cook University*
- *Ms Suzi Hewlett, Office for Learning and Teaching*
- *Jon Yorke, Curtin University*
- *Professor Richard James, Melbourne University*
- *Dr Lisa Schmidt, Flinders University*
- *Carla Casilli, Mozilla Open Badges*
- *Associate Professor David Gibson, Curtin University*



**Figure 5** Professor Mantz Yorke and Jon Yorke with symposium participants in 2013

Experts were accessible to participants in a range of events:

- Public presentations
- Critical conversations, small groups free ranging conversation in the lounge
- Workshops on defined topics, up to 25 participants
- Book a scholar: Up to three participants in close conversation with the expert.

Course leaders from the 11 supporting universities were invited and funded to attend for a minimum of three days.

All participation was booked through the event facility at the fellowship website. attendance, see Appendix B.

## Forum 2014: In the digital economy, how do we assess and accredit evidence of learning for graduate success?

A follow-up symposium was conducted in June, 2014, focusing more on portfolios. For this symposium, venues were Deakin campuses, and participation was open to all institutions.

Invited speakers included:

- Dr Helen Chen, Stanford University, USA
- Christian Wernert, Deakin University student, Bachelor of Information Technology
- Associate Professor Tracy Penny Light, University of Waterloo, Canada
- Nancy Wozniak, SUNY Stony Brook, USA



Figure 6 Dr Helen Chen, Christian Wernert, Associate Professor Tracy Penny Light and Nancy Wozniak at the 2014 symposium

For attendance, see Appendix B.

### How the activity unfolded at Deakin University

#### 1. Course enhancement

Deakin's Curriculum Framework and Course Enhancement Process include systemic institutional focus on reimagining assessment as an impetus to have students create and curate artefacts that demonstrate their achievement of the Course Learning Outcomes and Standards.

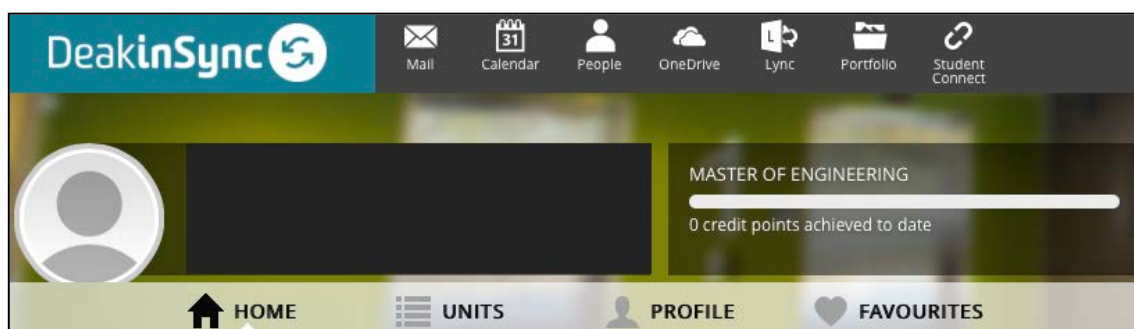
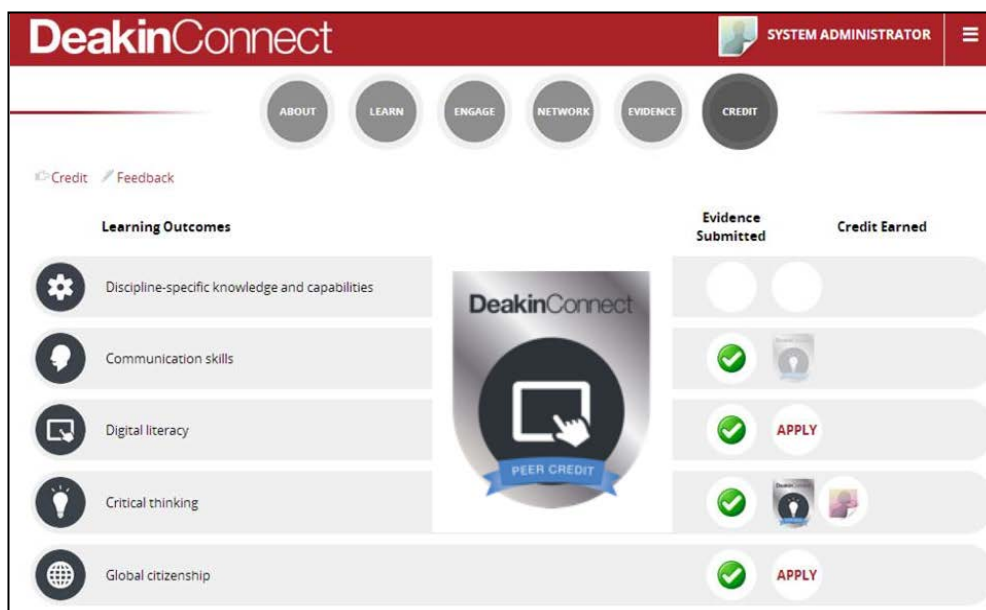


Figure 7 Screenshot of DeakinSync showing Portfolio (in header) available to every student

Deakin course leaders have implemented a portfolio approach to assessment, and have opted to use the institutional portfolio tool (Desire2Learn), or more generic digital platforms and spaces such as OneDrive, Dropbox, Evernote or LinkedIn. Students are encouraged to curate assessment artefacts as evidence and build their employability profiles safely and professionally through networking and social media. This is underway – to various degrees – in the vast majority of Deakin courses. Every student at Deakin has access to a portfolio tool, and to OneDrive, in DeakinSync, the student portal.

#### 2. DeakinConnect, 2013

To model and demonstrate portfolio approaches to assessment and evidence, I led the design and implementation of [DeakinConnect](#), Deakin's MOOC platform, in which participants could be awarded peer credit using badges.



**Figure 8 Screenshot of DeakinConnect showing the use of digital badging technologies to warrant achievement of Course Learning Outcomes and Standards**

Rather than complete assessments, students were given a learning outcome and standard as a challenge and invited to create an exhibit that demonstrated their achievement of that standard. The exhibits were kept in a portfolio of evidence (using PathBrite), and this was possibly the first MOOC to incorporate a portfolio. When participants shared their learning exhibits, peers could award credit (using Credly badges) signifying that the exhibit showed mastery of learning outcomes at or beyond the published standards. DeakinConnect Peer Credit badges could be shared on Facebook or LinkedIn. On the basis of the success of DeakinConnect – participants responded well to the design – the University’s unit sites (in the learning management system) were refreshed to make them more engaging, and more outcomes-focused.

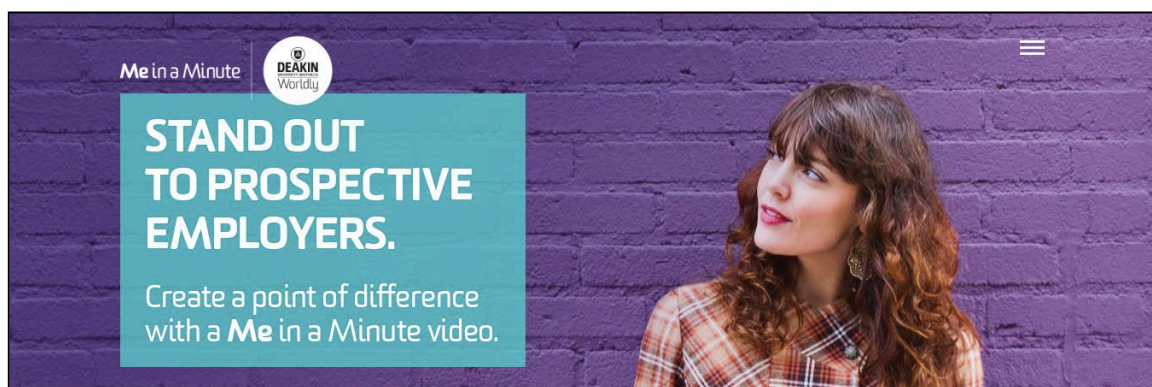
### 3. *Me in a Minute*, 2014

Course leaders have responsibility for graduates – to some extent. One of those responsibilities is to ensure graduates can take responsibility for themselves, and articulate evidence of their capabilities to potential employers, or to create their own employment. *GradStats 2014* (Graduate Careers Australia) reports that just over half of domestic bachelor graduates first found out about their job in one of these three ways:

- advertisement on the internet (25.7%)
- family or friends (13.9%)
- university or college careers service (12.4%).

Clearly, students use digital channels – as well as personal networks – to seek employment. A high proportion are likely to have a 'personal' digital presence at Facebook, Instagram, Pinterest or on Twitter. Courses can educate students to present themselves safely through professional channels.



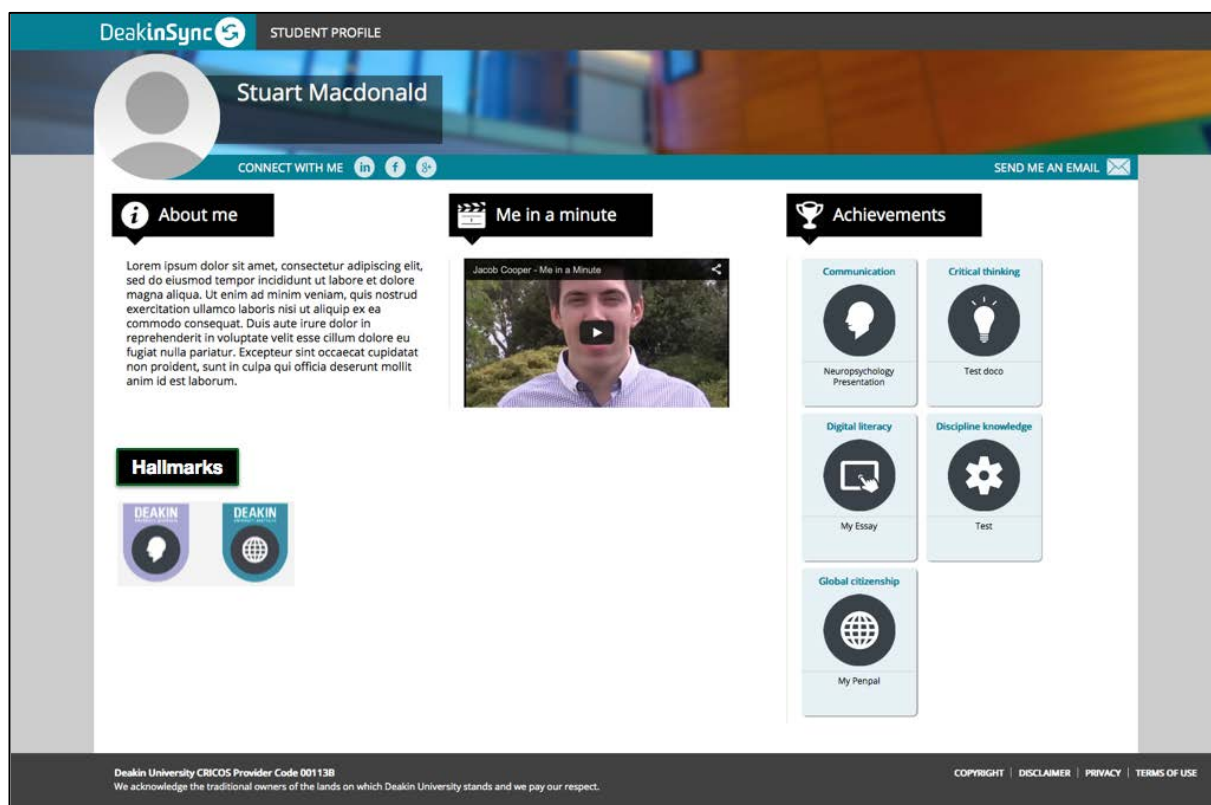


**Figure 9 Me in a Minute provides students with free support to produce a one-minute video in which they evidence achievement of Course Learning Outcomes and Standards for potential employers**

The Me in a Minute strategy has been developed as part of this fellowship to explore a low-cost and sustainable solution enabling students to showcase their achievement of capabilities and make their one minute pitch to prospective employers. Students (particularly from creative and digital arts) are employed to assist peers produce a one minute video during which they reference up to three Graduate Learning Outcomes to articulate their achievements and employability. The video closes with a screen that says 'Connect with [name of student] on LinkedIn.' The video is then uploaded to the Me in a Minute site, as well as the Me in a Minute YouTube channel, and owning students are urged to share and disseminate the video on social media, also by using the profile tool in DeakinSync. To date, Me in a Minute videos shared on YouTube have had in excess of 41,000 views. In 2015, the fellowship will support further Me in a Minute videos to be created by students.

#### *4. Deakin Hallmarks, piloting 2015*

Deakin's Graduate Learning Outcomes are contextualised to the discipline, embedded, assessed and evidenced in courses. Assessment throughout the course is designed to provide students with the opportunity to evidence achievement of all Graduate Learning Outcomes. However, few assessment tasks are related solely to one Graduate Learning Outcome. For this reason assessment artefacts rarely highlight outstanding achievement in communication, digital literacy, teamwork, critical thinking, problem solving, self-management, teamwork and global citizenship. In 2015, Deakin course leaders will pilot digital credentialing to warrant outstanding achievement in Graduate Learning Outcomes such as communication, digital literacy, teamwork, critical thinking, problem solving, self-management, teamwork and global citizenship. These credentials, to be called Deakin Hallmarks, are awarded at course level using a technology known as digital badging. Course leaders will collaborate with industry to design extra, optional course-level assessment where students can apply to present their evidence for outstanding achievement. Course leaders will highlight Hallmarks associated with skills that employers and industry see as crucial but scarce in new graduates. Deakin Hallmarks will be issued and displayed in the DeakinSync profiling tool (see four coloured crests, top right, in the Figure below), which can be shared publicly through social media. As seen below, students can also voluntarily display other artefacts that they believe evidence their achievement of the Graduate Learning Outcomes (see Achievements).



**Figure 10 Screenshot of DeakinSync profiling tool displaying Hallmarks and Achievements related to Course Learning Outcomes and Standards**

### *How the activity unfolded at the Assuring Graduate Capabilities site*

In relation to how to ASSESS, EVIDENCE and CREDENTIAL Course Learning Outcomes and Standards, the site includes:

- The requirements of the Higher Education Standards Framework
- Challenges and strategies
- Expert views (video clips) from national and international leaders
- Resources
- Further reading.

### *Reflections on what has been learnt*

I worked with many individuals and small groups across the sector, particularly through the symposia, trying new formats to optimise attendance and engagement. However, it is impossible to know the impact in the weeks and months and years that follow the event. They are also as much networking opportunities as dissemination events. I have also been reminded that change takes time, and impact is greater if you have the influence to change institutional systems – but even then, change happens one person at a time. Mandating change, or designing lockstep processes, meets with resistance – change is better accepted if preceded by consultation, pilots, examples and encouragement.

### **Activity 3: Evidencing standards in course reviews**

#### *The plan for this activity*

Evidence-based course reviews draw on all available evidence to answer key questions, such as: *Is this course curriculum enabling capable graduates?* and *How might the curriculum of this course be improved and its strengths maintained?* Typically review evidence is based on analyses of quantitative and (sometimes) qualitative indicators, many of which are proxy measures (Coates, 2010; Jones & Oliver, 2008; Towers, Alderman, Nielsen, & McLean, 2010). Evidence of precise standards of achievement in specific capabilities is scant: curriculum maps usually capture where broad attributes are developed and assessed in a course rather than the levels of achievement in those attributes (Oliver, Ferns, Whelan, & Lilly, 2010). Few indicators gather perceptions of graduate achievement of capabilities from employer and others (Oliver, Hunt, et al., 2010; Oliver, Whelan, Hunt, & Hammer, 2011). This fellowship set out to explore how Course Learning Outcomes and Standards can be used to generate such evidence and incorporate it into existing and emerging systems. My plan was to work with course teams to evidence achievement of the standards (as expressed in the Course Learning Outcomes and Standards) in course review documentation (such as curriculum maps and/or analyses of student assessment performance and quality indicators).

#### *How this activity unfolded*

My work in this area of activity has been mainly focused at Deakin. More broadly, I raised awareness through numerous national and international events and keynotes on the opportunities and challenges of mapping capabilities for employability in the curriculum.

As part of the Course Enhancement process at Deakin, I created a curriculum mapping tool (using Excel) and a process whereby all Course Enhancements commenced with an evidence-based consideration of the strengths of the course, and areas for enhancement, with a particular focus on achievement of Course Learning Outcomes and Standards for employability, and how they are embedded, assessed and evidenced. The output from the mapping tool produces **Deakin's Course Evidence Portfolio**.

Part 1 of the Course Evidence Portfolio provides an analysis of a course curriculum in relation to inputs, including:

- Compliance with the Australian Qualifications Framework (AQF): Key questions include: *Does the course comply with the AQF requirements?*
- Outcomes and standards: Key questions include: *How are Deakin's Graduate Outcomes aligned with discipline or professional standards, contextualised and embedded in this course, and where and how often are they assessed and evidenced? How challenging are the unit learning outcomes, and are they all assessed, and if so, where and when and how?*
- Assessment: Key questions include: *How closely do assessment tasks resemble the sort of work the graduate will be doing in their intended professional field and what proportion takes place in proximity to industry? Do assessment tasks enable evidence of student achievement that could be shared with prospective employers, and is the student prompted to reflect on and curate evidence of learning in a portfolio?*
- Personal, engaged and relevant learning--on campus and in the cloud: Key questions include: *What types and variety of learning experiences and resources are offered? Do they encourage active learning? Can assessments, experiences and resources be accessed in the cloud and if so, are they engaging? When and where do we require students to be physically present, and are those experiences personal, engaging and relevant?*

Part 2 of the Course Evidence Portfolio provides an analysis of indicators that relate to curriculum effectiveness standards, such as student demand and success, and so on.

#### *How the activity unfolded at the Assuring Graduate Capabilities site*

In relation to how to ENHANCE courses, the site includes comprehensive information and resources related to reviewing, mapping, benchmarking and leading courses:

- The requirements of the Higher Education Standards Framework
- Challenges and strategies
- Expert views (video clips) from national and international leaders
- Resources
- Further reading.

#### *Reflections on what has been learnt*

Employability is a clear and unequivocal goal, but there are challenges: indicators to measure it at course or institutional level are almost impossible to create – because the factors that lead to employment are multivariate. Is success dependent on

- Demand for graduates?
- The way the graduate engaged during recruitment?
- Personal, social or professional connections with the employer?
- Previous work experience?
- A combination of all or some of the above?

To a large extent, employability depends on the candidate – and adult learners must take responsibility for their own employability. For these reasons, course and institutional leaders can never be sure which is the best strategy – or whether strategies are effective at all. The best way forward is to implement a range of sustainable activities, in the curriculum, with students, employers and the community – and look for evidence from mapped inputs and outcomes for indicators of course strengths and gaps as guiding points for enhancements.

### **Activity 4: Leadership and scholarship**

#### *The plan for this activity*

Based on these issues, and underpinned by the literature, the activities of this fellowship include leadership in:

- Academic staff capacity-building in assuring graduate capabilities
- Scholarship testing the validity of the activities developed to assure graduate capabilities.

#### *How this activity unfolded*

##### *1. Academic staff capacity-building*

As already documented, I have worked with multiple national and international experts, and brought them to share their work at events attended by a total of 1073 participants in three Australian capital cities (see Appendix B). Filmed resources from the experts are available at Assuring Graduate Capabilities.

I have travelled extensively, within and beyond Australia, to share ideas, strategies and challenges related to aspects of assuring graduate capabilities with a focus on employability. I have presented 59 keynotes, invited presentations and workshops nationally and



internationally, to a collective audience of about 6000 participants from multiple institutions (see Appendix C).

I have built an online community of practice of more than 1700 colleagues from within and beyond Australia through the original Assuring Graduate Capabilities Ning website. I have changed the design and updated the resources on multiple occasions to keep it engaging. Members have joined consistently, and many return. Table 1 shows the countries represented in the website membership:

**Table 1 Countries represented in the original Ning website membership**

Country	Number of members*	Percentage of overall
Australia	1362	78%
UK	84	5%
USA	44	2.5%
NZ	28	1.5%
Singapore	24	1.5%
Canada	20	1%
Malaysia	12	0.7%
South Africa	10	0.6%
India and Bahrain	6	0.3%
Hong Kong	5	0.28%
Other**	34	2%
Unspecified	116	6.5%

\*Total number of members – 1753 (from 45 specified countries)

\*\*Armenia (1), Cameroon (1), Egypt (1), Estonia (1), Finland (1), Ghana (1), Greece (2), Indonesia (2), Ireland (2), Japan (3), Jordan (1), Kazakhstan (1), Kenya (1), Macao (1), Nigeria (1), Oman (2), Pakistan (1), Philippines (1), Qatar (1), Spain (1), Sweden (3), Switzerland (1), Taiwan (1), United Arab Emirates (1), Vanuatu (1), Vietnam (2).

Many have signed up to register to attend an event, and this has been a deliberate strategy to attract members. It also means that I can email all members occasionally with updates and announcements. Since July 2011, analytics (see Figure 12) show that there have been 19,548 sessions and 8,362 users (suggesting members return to the site). The table below, extracted from Google Analytics, shows the most visited pages (except member signup and administration – these have been removed) apart from the Home page, are the main pages associated with setting standards, making standards rubrics – and accessing examples, mapping standards, digital credentialing and student portfolios. The table shows that examples of Course Learning Outcomes and Standards have been popular.

Table 2 Google analytics data showing highest page views at the Assuring Graduate Capabilities Ning site

Name of page	Page views	Unique Page views
Assuring Graduate Capabilities (Home page)	17,430	9,336
Standards rubrics - Assuring Graduate Capabilities	1,223	776
Set standards - Assuring Graduate Capabilities	704	450
Mapping Standards	612	424
Digital credentialing	597	392
Standards rubrics: Arts and education	596	379
Standards rubrics: Business and Law	528	341
Example standards rubrics	519	321
Map standards	507	372
Standards rubrics: Health sciences	507	330
Student portfolios	498	340
Standards rubrics: Engineering and Science	448	292

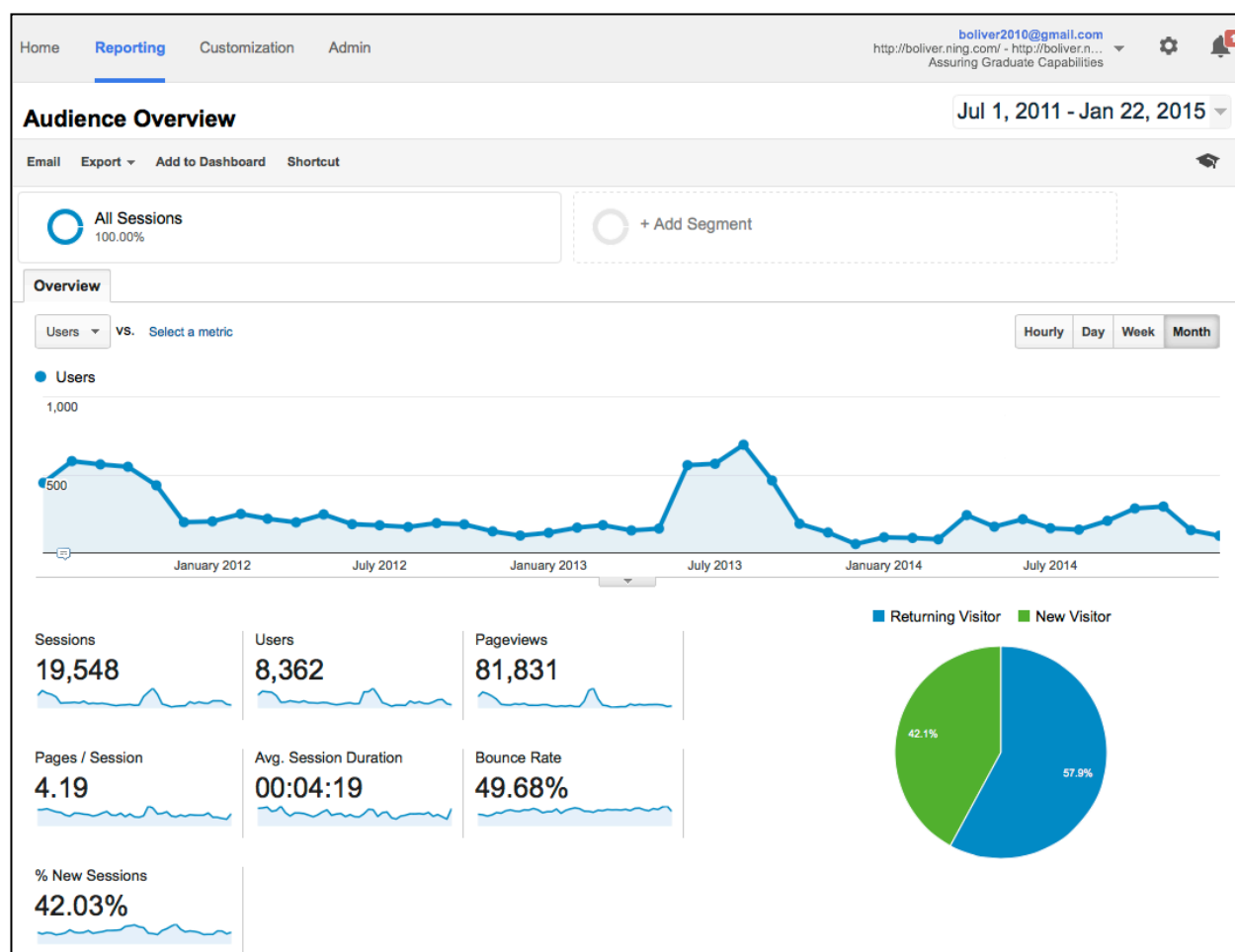


Figure 11 Google analytics data for the original Assuring Graduate Capabilities website (boliver.ning.com)

The website materials have recently been refreshed and enhanced and will continue to grow at [assuringgraduatecapabilities.com](http://assuringgraduatecapabilities.com) based on the underpinning framework shown in Figure 12.



Figure 12 Framework underpinning the refreshed website at [assuringgraduatecapabilities.com](http://assuringgraduatecapabilities.com)

## 2. Scholarship

Research is in progress in several areas to be completed by December 2015. Scholarly publications in peer-reviewed publications will be based on the following research questions:

1. **Course team, student and employer perceptions** about Course Learning Outcomes and Standards. The findings of this research will be disseminated in (1) a conference presentation (peer-reviewed abstract) at the 12th annual conference of the International Society for the Scholarship of Teaching and Learning, Melbourne 2015 (accepted); (2) a peer-reviewed article submitted to a journal such as Higher Education Research and Development; and (3) the [Assuring Graduate Capabilities](http://AssuringGraduateCapabilities.com) website.
  - Course leaders: *What are the benefits and challenges of specifying Course Learning Outcomes? Is there an institutional process or guidance as to how to specify the Course Learning Outcomes, including how to integrate them with the institution's published graduate outcomes (capabilities or attributes), the Australian Qualifications Framework and professional accreditation requirements or standards (if relevant)? What would assist course teams to do this more effectively and efficiently? How are students, graduates and employers involved in the specification of the Course Learning Outcomes? How are the Course Learning Outcomes communicated to*

*students, employers and industry and how might this be done more effectively and efficiently?*

- *Students: Are students familiar with Course Learning Outcomes for their current course, and if so: how are they communicated, and how might this be improved? Are the Course Learning Outcomes informative, and if so, how, and how might they be more informative? Are students involved in, or aware of other students' involvement in, the specification of Course Learning Outcomes? Should students be involved, and if so, how?*
  - *Employers: Are employers (and industry representatives) familiar with Course Learning Outcomes of courses associated with their field, and if so how are they communicated, and how might this be improved? Are Course Learning Outcomes informative, and if so, how, and how might they be more informative? Are employers involved in, or aware of other employers' or industry involvement in, the specification of Course Learning Outcomes? Should employers be involved, and if so, how?*
2. Australian higher education graduate and threshold learning outcomes and standards – a view of the sector. The findings of this research will be published in (1) a peer-reviewed article submitted to a journal such as Higher Education Research and Development, and (2) the [Assuring Graduate Capabilities](#) website. This research reports on a refreshed scan of the higher education landscape to determine which Graduate Learning Outcomes, apart from knowledge,
- Australian higher education providers (university and non-university) say they expect of their graduates?
  - Discipline bodies expect of graduates, as expressed in the threshold learning outcomes?
  - And does this appear to have changed markedly since 2011?
3. Book: *Assuring Graduate Capabilities: Learning outcomes for employability amid disruption*. The framework and design underpinning the new Assuring Graduate Capabilities website is the subject of a current book proposal. The book will largely be authored by the fellow, with invited contributions from colleagues with appropriate experience including experts who participated in fellowship symposia will be invited to contribute. The book will focus on this subject in the context of disruptive forces – policy environments, technologies, and evolving employment patterns. With reference to the regulatory requirements such as the Australian Higher Education Standards Framework, the book will explore an approach to considering standards focused on graduate capabilities for employability – amid disruption. A book contract with a suitable company is currently under negotiation.

**Likely impact:** While practice is evolving in the field of graduate capabilities and employment, research investigating the perceptions and impact for stakeholders is less common. These activities, resulting in peer-reviewed conference presentations (at conferences that attract international visitors), scholarly journals and a book with global perspectives will reach audiences in diverse economies and sectors.

## Chapter 3: Overall reflection on the fellowship

I have been privileged to be entrusted simultaneously with an institutional leadership position, as well as a national fellowship. This was not planned. While this gave me the opportunity to implement deeply at the institutional level, progress in completing the fellowship was delayed. While this is perhaps challenging, it also became a benefit: fellowship activities – designed to change practice, minds, and even hearts – is slow, circular, and repetitive. Institutions change one person at a time. I believe I would never have completed the ambitious program of activity, or effected lasting change, except with a small cohort of early adopters, if the fellowship had been completed within the original twelve months fulltime. It might perhaps be advantageous to undertake a fellowship part-time for an extended period, to allow for change to occur.

While change is a slow burn, research outputs are even slower, particularly when the research seeks the views of those who are the subject of the change, or deeply involved at the frontline. That research outputs are still underway is unavoidable.

In my understanding, the role of a fellow is to work across the sector, so I saw the role of the 11 institutions which supported my nomination as more collaborators than partners. Therefore, while I invited participants from any university to engage in the activities, I restricted the funding to the 11 institutions (and many – including my own, first Curtin and then Deakin – provided enormous in-kind support). Predictably, this meant the 11 institutions were the only ones who engaged in the initial Course Learning Outcomes and Standards creation, and then several of those participants returned in 2013 to engage in the symposium, and interact closely with the speakers. In the first half of the fellowship, I worked closely with all the 11 institutions – in the second half, I have not worked as closely with all of them, but I have had ongoing contact with a broad range of teaching staff from both university and non-university providers, through events, visits, presentations and keynotes, as well as the website. I was fortunate to have deep engagement from both my own universities.

Because of various circumstances, I have not had consistent formative feedback from one evaluator, although I have of course interacted with a range of people who have been very helpful. I wish I had found Mairéad Browne earlier! That she did actually visit Deakin and take two snapshots, one mid 2013, the other late in 2014, of the course enhancement implementation, has been helpful to her understanding of the fellowship.

Likewise, I have not had regular interaction with a reference group although I have kept in contact, on a range of matters, with several of my institutional champions. I have had high quality interaction with the international contacts, because they were largely the speakers who came to the symposia. This has been very rich.

The fellowship website has been an excellent communication tool. I have opted to create both sites myself, because sites designed by others are often expensive, time-consuming, and difficult to update quickly. To keep it simple, I have selected sites that are web-based and very easy to build. The first site was on the Ning platform, but this has become increasingly limited in recent years. For this reason, I opted to refresh and enhance all materials at a new site at Weebly – a very elegant yet easy to learn system. Over the years I augmented the Ning site with third party apps that assisted with tracking and so on, but such facilities tend to deteriorate: for example, I had a ClusterMap working for some time, but it

defaulted and I no longer have geolocation tracking in that form. However, Google Analytics, which is free, is extremely sophisticated. Having one consolidated YouTube channel, with as consistent look and feel as the website is ideal. Even though the Ning version of the website became somewhat ragged, people kept joining, which continued to surprise me. That site is now completely closed, and the new site, at <assuringgraduatecapabilities.com>, is fully functional, and includes a blog facility, where I can post updates, resources, templates, videos, and so on. The site can be accessed via shortened URL, <tiny.cc/agc>, for convenience. The site is advertised through a paper bookmark that is easy to distribute at conferences and presentations:



**Figure 13 Bookmark with shortened URL for dissemination of [assuringgraduatecapabilities.com](http://assuringgraduatecapabilities.com)**

The fellowship has been a wonderful opportunity, but also a cause for anxiety – because it is a program of activities, rather than a project, it is difficult to know when one has done enough. Also, activities involving sector-wide capacity building like those in this fellowship can be hard to evidence in terms of impact. A paradox is, as seen around the sector, being a fellow is an opportunity to build networks, reputation and profile – and perhaps offers of leadership positions – but such positions makes it challenging to complete a fellowship. However, being enthralled by the subject of the fellowship adds impetus.

It has been a delight and a privilege to undertake this fellowship, and impact is due to numerous brilliant, generous and hard-working colleagues throughout the sector who, like me, believe (building on Paul Ramsden's words) that 'the aim of teaching is simple – it is to make student [achievement of] learning [outcomes for employability] possible' (Ramsden, 2003).



# Chapter 4: External Evaluation Report

Professor Mairéad Browne<sup>5</sup>

## Introduction

Professor Beverley Oliver was awarded an Australian Learning and Teaching Council (ALTC) National Teaching Fellowship in 2011 to lead national and international activities directed at finding new ways of assuring student capabilities and demonstrating both student learning and standards to potential employers. The work built on the fellow's research and scholarship in the area, including her *Good Practice* report for the ALTC. (Oliver, B. *Assuring Graduate Capabilities: Good Practice Report*, 2011)

## The Fellowship

The aim of the Fellowship was to provide '...leadership on an issue of national importance: determining, communicating and evidencing course-wide (degree program) levels of achievement in key capabilities for graduate employability' (National Teaching Fellowship *Nomination* to ALTC, 2011)

Four principal outcomes were outlined in the *Nomination*, the essence of which were:

**Outcome 1: Standards rubrics:** '... [to] create, share and communicate course-wide 'standards rubrics' which describe and exemplify levels of performance in key capabilities'.

**Outcome 2: Evidencing standards in student portfolios:** '...[to incorporate] rubrics into student portfolios for formative self-, peer- or teacher assessment'.

**Outcome 3: Evidencing standards in course reviews:** '...[to] evidence achievement of the standards (as expressed in the rubrics) in course review documentation..'.

**Outcome 4: Scholarship of teaching and learning** '... [to participate] in a community of practice, networking and benchmarking with colleagues within and beyond Australia...and [publish] ...scholarly outcomes'

The fellow's final report *Assuring Graduate Capabilities: Evidencing levels of achievement for graduate employability: ALTC National Teaching Fellowship Final Report, [January 2015]* sets out the detail of fellowship activities, what has been achieved through both the fellowship itself and an extended range of activities that grew out of the original fellowship plan.

Tangible outputs of the work include many examples of products with a continuing life:

- Articulation of 143 Standards Rubrics (now referred to as Course Learning Outcomes and Standards to avoid confusion with assessment rubrics) in collaboration with 51 course leaders in 11 supporting universities
- Organisation of state-based fora, workshops, symposia and periods of residence to facilitate interchange between local and international experts on aspects of graduate capabilities. (Analysis of feedback from three of the fora showed an average 95% rating for the presentations as 'informative' and likewise for being 'engaging')

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<sup>5</sup> My grateful thanks go to the many academics who generously shared their views and experiences of participation in fellowship activities. I wish also to acknowledge the assistance of Ms Siobhan Lenihan and to thank Professor Beverley Oliver for the opportunity to act as evaluator for the fellowship.

- Presentation of papers at a very substantial number of national and international workshops and conferences with an estimated total audience of 6000
- Implementation of an exemplar strategy that embeds course-(program) level graduate capabilities in the curriculum of degree courses through the Deakin University Course Enhancement Process which requires every degree course to have a concise set of Course Learning Outcomes and Minimum Standards specified and aligned with Deakin Graduate Outcomes.
- Development of a curriculum planning tool to produce a Course Evidence Portfolio that includes an analysis of curriculum in relation to inputs such as compliance with the Australian Qualifications Framework (AQF) as well as analysis of indicators of effectiveness such as student demand and success
- Design of strategies that ensure students are informed of their Course Learning Outcomes including through a student portal
- Implementation of strategies to demonstrate the potential of student e-portfolios through, for example, Deakin's MOOC platform and a *Me In a Minute* video that allow students to pitch their capabilities to potential employers. (As at February 2015 the *Me In a Minute* videos shared on YouTube had more than 16,000 views)
- The *Assuring Graduate Capabilities* website as the foundation resource for a community of practice with over 1700 members (as at January 2015) building on an impressive number of page views for an earlier version of the site that attracted 9,300 views of the home page.

## Evaluation

### Background

The approach taken to the evaluation recognised the nature of fellowships and the intent to 'afford opportunities for individuals to undertake strategic programmes of activities around identified educational issues...' (Office for Learning and Teaching (OLT) *Teaching Fellowships Information and Nomination Instructions*, 2015). The approach was primarily summative in nature with the focus on the outcomes and impact of the fellow's work.

In some ways the timing of Professor Oliver's final report could be seen as quite arbitrary since the fellowship activities continued well past the original timeframe and are indeed ongoing. The fellow summed up the dilemma of identifying an end point for the fellowship: 'The fellowship has been a wonderful opportunity, but also a cause for anxiety – because it is a program of activities, rather than a project, it is difficult to know when one has done enough ...' (*Assuring Graduate Capabilities: Evidencing levels of achievement for graduate employability*, p30). The reporting date of January 2015 therefore does not, as will be seen later, mark the culmination of the work of the fellow in assuring graduate capabilities.

My involvement as evaluator of the fellowship came after two prior arrangements with evaluators ended for reasons unconnected to the fellowship (or fellow). As a consequence the intended formative evaluation of the program did not proceed as planned. I had, however, been involved in providing formative 'snapshots' of the implementation of one of the core fellowship activities in 2013 and in 2014 and so was familiar with a number of the fellowship activities before taking on the role of evaluator for the fellowship as a whole.

The main documentary sources available for the evaluation were:

- National Teaching Fellowship *Nomination to ALTC*, 2011
- National Teaching Fellowship. *Progress Report and Completion Plan*, July 2014



- *Assuring Graduate Capabilities: Evidencing levels of achievement for graduate employability: ALTC National Teaching Fellowship Final report* [January 2015]
- Websites associated with the fellowship and also Deakin learning and teaching sites for staff and students more generally including password protected sites

In addition, evidence of the impact of the fellowship activities and the leadership role played by the fellow were collected through interviews with staff from collaborating institutions; feedback from fora and symposia; and from Deakin staff involved in implementation of some key fellowship concepts.

### **Conduct of the Fellowship**

Professor Oliver commenced the fellowship in July 2011, full-time for six months from July to December 2011, until she moved from Curtin University to a new position at Deakin University. At Deakin, the fellow subsequently changed roles to become Deputy Vice-Chancellor (Education) from January 2013 so the fellowship continued with many of the activities absorbed into a wider Deakin change agenda. The effect of this was to introduce more emphasis on implementation of fellowship concepts at one university but with continuation of sector-wide and international activities.

The net result of the change of institution by the fellow was that the scale of the fellowship greatly exceeded the original scope as set out in the 2011 nomination to ALTC. The range of activities and outcomes consequently go beyond that of a typical fellowship with the work also being substantially resourced and supported by Curtin University and latterly, over a number of years, by Deakin University. The fellowship focus did, nonetheless, remain on assuring graduate capabilities with the added-value impacts coming in a number of areas:

- The volume of the activities extended well beyond being equivalent to one-year of work and as a result provided more opportunity for disseminating and embedding the ideas generated thus enhancing their impact and sustainability
- The implementation of theory in the real world of curriculum development, and the learning that comes from trial-and-error with implementation processes, was beyond what was originally expected
- The extended timeframe enabled the systematisation of outcomes of the work in one university so that these are now embedded and hardwired in the system
- There was an increase (and evidence of innovation) in the ways available for students to demonstrate graduate capabilities to potential employers through, for example the embedding of learning outcomes in the DeakinSync system.
- The national and international reach of the work was extended through two versions of a website, several symposia and so on, and hence engaged a more substantial number of leaders in scholarship around graduate capabilities

Apart from the scale and timeframe of the fellowship as it was conducted by Professor Oliver there were many changes in the higher education landscape that had to be accommodated. These included the changes to policy frameworks by the Tertiary Education Quality and Standards Agency (TEQSA) and the AQF. In addition, the work of the ALTC Learning and Teaching Academic Standards project (LTAS) defined discipline-based parameters and a number of standards projects continued to progress. There were also changes in the expectations of job seekers with more evidence, for example, of desire to work in less

traditional sectors of employment including entrepreneurship, freelancing and engagement in social enterprises. (Graduate Careers Australia, 2014 quoted in *Assuring Graduate Capabilities: ... Final Report* p9).

In the higher education sector, one significant development during the life of the fellowship was the publication in 2014 of the proposed revised Higher Education Standards Framework that set out requirements for demonstrating Course Learning Outcomes covering discipline knowledge and skills; generic skills; skills for employment and further study; and skills for independent and critical thinking to underpin life-long learning. The work of the fellowship sits neatly within this revised Framework and directly addresses the generic skills element by seeking to 'explore a supplementary approach to assuring specified standards in the more generic learning outcomes, with a distinct focus on employability'. (*Assuring Graduate Capabilities: ...Final Report* p10).

While the scale and intensity of the fellowship was greatly increased and kept tightly within the original parameters there were, however, some changes in emphasis. One area of evolution away from original intentions was in the nature and intensity of interaction with stakeholders. The fellow reports that she did not have regular interaction with a reference group although she kept contact with several institutional champions and had valuable input from her international contacts including those who came as speakers to the symposia.

The relationship with supporting institutions also changed over the course of the fellowship and went from being an institutional-level interaction in the early part of the program, as indicated in the Fellow's submission to ALTC, to one where the partners' involvement was manifested more at discipline-level and within a wider network of university and non-university providers and individual scholars. Opportunities were open throughout the timeframe for the original supporting universities to continue engagement at whatever level they choose and some (inevitably) were more enthusiastic participants than others. Basically, following the invitations by the fellow to individual institutions it came down to the commitment of different discipline groups and individual scholars in the institutions to commit to, and drive, the work of the fellowship. This outcome, however, is not surprising. On the contrary it is only the enthusiasts in the disciplines, departments, schools and faculties who could have provided the energy and commitment that enabled the goals of the fellowship to the degree they have been met.

The exception to the pattern of involvement with collaborators was Deakin University where it was possible for Professor Oliver to implement many of the ideas of the fellowship with a whole-of-institution approach to assuring graduate outcomes through curriculum enhancement and other processes. This outcome, with the leadership of the fellow, also built on the work and enthusiasm of the disciplines in engaging in a new pan-university curriculum development approach.

Although the fellowship grew in scale from its original conception there remain some aims on which work is ongoing. One task that has not been completed is the development of strategies to ensure that employers and professional bodies have access to appropriate versions of the Course Learning Outcomes and Standards. There are plans in the pipeline for workshops to progress this aim starting with identifying course (program) team, student and employer perspectives. Also in progress are actions to develop a book proposal focused on graduate capabilities and employability in times of 'disruption' in the employment market

and higher education policy. Professor Oliver also continues with work on methods that will measure the standard of achievement of individual graduate capabilities as opposed to determining the 'simple' achievement, or not, of a particular capability.

In summary, the Fellowship has achieved much with the work continuing to develop understanding of learning outcomes to the benefit of the Australian and international higher education sector.

### **Impact of the Fellowship**

Measuring the impact of any fellowship is a challenge since it is well-nigh impossible to demonstrate the linkages between any given experience or activity and how people think or act. For this fellowship, estimates of the impact of the aspects of the work were gauged through:

- Participant feedback (109 responses) from a number of the state-based symposia/fora with national and international experts, 2011-2014
- Phone interviews with academics conducted in February 2015 with 8 interviewees from 6 institutions selected to provide a spread of collaborating institutions and disciplines.
- Data extracted from interviews with about 30 Deakin staff for a 'snapshot' of the implementation of the Course Enhancement Process at Deakin in 2014

The data from these sources provided a basis for commentary on the impact of the fellowship at a number of levels: personal; discipline/school/faculty; and institutional as well as prospects for the continuation of impacts into the future. The data were also used to assess the role of the fellow in providing leadership for the learning and teaching community during the extended period of the fellowship.

### **Personal**

A number of respondents volunteered a perspective of the impact on them personally of involvement in the fellowship at various stages. These are typical comments from among the universally positive responses in this regard:

*Participation was a very good experience for me, it was formative and impactful in terms of my scholarly development. I went from a having a disciplinary focus to having a teaching and learning perspective.*

*...I must say I am reenergised and reconnected with the idea of students showcasing their portfolios to potential employers and facilitating that process.*

*There was some resistance from the older lecturers [in my discipline] but we have a group of young, keen academics leading and strong support from senior management*

*Involvement in fellowship activities was an excellent professional development for academics and brought understanding of contemporary teaching and learning*

*I have applied for an ALTC grant to develop an App to continue the work on*

### Discipline

Most of the reported impact of the fellowship referred to the discipline level which might be expected as the fellowship was grounded on an articulation of Course Learning Outcomes and Standards on a discipline basis albeit with reference to courses of study. Active participation in the fellowship was generally initiated through departmental, school and faculty structures rather than at institutional level although the original approaches were made by the fellow at the highest level of collaborating institutions.

Comments on the impact of the fellowship at this level were numerous and overwhelmingly positive.

*The sheer number and levels of [discipline] expertise brought together through the activities was very impressive and inspirational*

*Without [implementing aspects of the fellowship] our school would have died; we needed to be brought to a new level so we can be competitive*

*...it has brought a focus on the course and made us think and work as a team*

*It is crucial for [our area] to be clear on graduate outcomes as that is one of our key selling points as a university*

*The [standards] are being used with students in clinical simulations and ....also for [student] teamwork ...*

*The visiting accreditation panel for our program did not even question what we had done unlike on previous occasions*

In one case, however, it was reported that after an enthusiastic start, following participation in a symposium, the work fizzled out. This seems to have been partially at least because the senior academic in the discipline delegated the task of articulating learning outcomes to a team in the department and seemingly withdrew from the activity. For the group of academics given the assignment the existence of an international framework that specifies learning outcomes for the discipline, and which is widely implemented in Australia, meant that the added value from the assuring graduate capability approach was not apparent.

A frequently mentioned outcome of the fellowship was the influence of the networks that had been established through the various symposia, workshops and so on and which continues through the Assuring Graduate Capabilities website:

*The amount of progress [at our university] has been greatly influenced by the contacts we made across the network*

*The fellowship has given added value to processes that might have taken place – the wider perspective was important*

## Institutional

A number of participants gave institutional perspectives on their experiences:

*The impact on [our university] has been quite profound. The framework is now fully embedded and will continue indefinitely.*

*[The fellowship activities] have changed the culture at ... and restored us to a position of leadership in...*

*The fellowship has validated the emphasis on outcomes in professional accreditation but has taken it further and strengthened the link between curriculum and outcomes. Professional panels tend to focus on 'their' outcomes when there are other very important outcomes that need to be included given that graduates often end up in a great variety of jobs peripheral to the field of professional practice.*

*The work was fundamental to [our] University*

*In our university the non-professional practice areas such as the pure sciences now 'get' the importance of specifying outcomes*

*We now have a methodology that we use every two years for curriculum review of our core subjects. The process has also been used for other courses*

*The process of the initial mapping and so on also led us to change our learning environments and move from the traditional lecture/tutorial model to more flexible approaches*

## The Future

Looking to the possibility of continued engagement, one respondent indicated that their discipline was not anticipating further involvement as 'we got what we wanted from the project' (2015 interviews) but the statements below were more typical and showed a shared desire to continue participation in activities relating to assuring graduate outcomes:

*We are really hoping that the network can continue and that there are face-to-face activities from time to time that brings us together at conferences or workshops, hopefully with Bev's leadership*

*The website is a hugely valuable resource for us. We have used it extensively and refer staff to it all the time*

*We want the fellowship to continue so that we continue to have the tremendous support we have had through the activities; it really helped us meet new Higher Education requirements*

In summary, it can be concluded that the approach fostered through the fellowship to assuring graduate capabilities is implemented in many of the collaborating institutions as part of their fundamental curriculum development processes. At one end of the spectrum is

Deakin University which has the approach embedded at an institutional level but there is also evidence that the fellowship work is having a continuing impact at other collaborating universities albeit on more of a discipline, department or school level rather than pan-university. Some of the lessons learned through participation in the activities are now standard in a number of universities and become, for example, a standard methodology for course review

There is also evidence that participation in fellowship activities has had a major impact on individual academics with reports of the formative value of involvement on their capacity as disciplinary scholars. Finally, it can be noted that the work of the fellowship continues and the Assuring Graduate Capabilities website can provide the contact and reference point for continuing collaboration nationally and internationally.

## CONCLUSION

While the aims of the fellowship remained constant throughout there was evolutionary change in the fellow's original plans for the conduct of the fellowship. These shifts delayed reporting on the fellowship but the changes were immensely beneficial in terms of the outcomes and impacts of the fellowship work. These changes to the original plans were very well tuned to the changes that occurred in the regulatory framework and the evolving Higher Education Standards Framework within which the fellowship aims fits neatly. In addition, the increase in the length and scope of the fellowship effectively continues through the network of scholars that has developed around the fellow's activities.

Professor Oliver's move to Deakin University, six months into her term as fellow, opened up an opportunity to implement some of the core ideas being generated through the fellowship activities. This was achieved successfully and in the words of one academic '...the impact on Deakin has been quite profound ...the [Course Learning Outcomes and Standards] framework is fully embedded and will continue indefinitely...'

In addition, as shown above, the impact is not confined to the fellow's home university as there are reports of significant impacts on curriculum across disciplines in a number of collaborating institutions. These developments have occurred across disciplines, programmes and in parts of programmes such as core curriculum as well as at whole-of-department/school/faculty level. The framework has been influential in the professional development of individual academics and has been implemented not only in professional studies areas but also in areas such as journalism and philosophy which are not subject to professional accreditation requirements.

A fundamental key to the success of the fellowship was undoubtedly the fellow herself. During the interviews the academics volunteered glowing commentary on the inspirational leadership of Professor Oliver with repeated reference to her generosity of spirit, willingness to collaborate and her constancy in being available to provide support. Typical comments on the fellow's leadership were:

*Bev was always extremely helpful even though she is a very busy senior person and I am quite junior in [another university]. She is nurturing and provides the kind of leadership that brings people along*

*She is totally a leader and enormously respected both in Australia and*

*internationally*

*It is not about Bev and what she can achieve – her fellowship work was not for herself but how she could assist other academics and institutions*

*She is extremely generous in bringing people together. She gives of her time and her ideas very generously*

*Bev is driven and seems to be able to [balance] being helpful but also hands-off.*

The absence of the original planned formative evaluation for the fellowship has clearly not been a barrier to the successful completion of the fellowship as the final report and other documents generated as background information, summaries of achievement and so on demonstrate a reflective attitude and a flexible approach to building on learning from the processes and outcomes of fellowship activities

The strength of fellowship outcomes are a tribute to inspirational leadership and commitment of the fellow and an endorsement of the ALTC decision to award the fellowship to her.

February 2015

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# Appendix A: Certification

## *Certification by Vice-Chancellor*

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

Professor Jane den Hollander

29 January 2015

## Appendix B: Attendance at Fellowship Symposia

<b>2011 Symposium Attendances</b>	
Perth Forum	77
Perth workshop	5
Melbourne Forum	52
Melbourne workshop	27
Brisbane Forum	91
Brisbane workshop	30
<b>Total 2011</b>	<b>282</b>

<b>2013 Symposium Attendances</b>	
Jon & Mantz Yorke Critical Conversations 19 August:	14
Jon Yorke Presentation 19-8-2013	25
Jon Yorke Workshop 20-8-2013	17
Mantz Yorke Presentation 20-08-2013	37
Jon Yorke Workshop 21-08-2013	19
Mantz Yorke Workshop 21-08-2013	16
Mantz Yorke Workshop 22-08-2013	14
David Gibson Workshop 22-08-2013	18
David Gibson Presentation 22-8-2013	22
Joy Higgs - Critical Conversations 26-8-13	5
Gary Brown critical conversations 27-08-2013	4
Gary Brown Presentation 28-8-2013	15
Gary Brown Workshop 28-08-2013	7
Joy Higgs Workshop 28-8-13	11
Gary Brown Workshops 29-08-2013	6
Joy Higgs Workshop 29-08-2013	7
Helen Chen -Critical Conversations 2-9-13	5
MOOC Presentations 02-09-2013	12
Helen Chen Presentation 3-09-2013	29
Helen Chen Presentation 4-09-2013	16
Helen Chen Presentation 5-09-2013	15
Rob Ward 09-09-2013 Critical Conversations	6
Rod Ward Workshops 11-09-2013	10
Rod Ward Presentation 10-09-2013	9
Lisa Schmidt Workshop 11-09-2013	7
Lisa Schmidt Workshop 12-9-2013	4
Rob Ward 12-09-13 Workshop	7
Carla Casilli 17-9-13 workshop	3
Carla Casilli 18-9-13 Workshop	16
Carla Casilli 16-9-13 Presentation	20
Richard James 18-9 -13 Presentation	11
Sally Kift 23-3-13 Presentation	12
David Boud - Critical Conversations 23-9-13	7
Mary Catharine Lennon 24-09-13 Critical Conversations	7
David Boud 24-9-13 Presentation	31
David Boud 25-9-13 Workshop	23
Mary Catharine Lennon 25-9-13 Workshop	13
Mary Catharine Lennon 26-9-13 Workshop	13
Mary Catharine Presentation 23-09-13	13
David Boud 26-09-13 Workshop	23
Suzi Hewlett 26-09-13 8 Presentation	8
<b>Total 2013</b>	<b>557</b>

<b>2014 Symposium Attendance</b>	
Forum June 23	55
Forum June 24	61
Deakin Careers, Language and Learning Advisors and Library	10
Deakin Faculty Arts & Ed	14
Deakin SEBE Faculty, School of Engineering Planning Day	65
Deakin Health Faculty	8
Deakin Faculty of Health, SENS	16
Deakin BUS/LAW Faculty OLT project review:	5
<b>Total 2014</b>	<b>234</b>

**Total attendances: 1073**

## Appendix C: Fellowship activities and invitations

Past and scheduled as at January 2015

Date	Event title, Location	Role	No (approx)	HEI	Other
July 2011	1. AUQF Conference, Melbourne (Best speaker award)	Refereed paper	60	Unknown	Unknown
July 2011	2. AUQF Conference, Melbourne	Refereed paper	20	Unknown	Unknown
July 2011	3. TEQSA Summit, Gold Coast	Invited	100	Unknown	Unknown
July 2011	4. HERDSA Symposia: Assessment Quality and Standards, Gold Coast	Invited	80	Unknown	Unknown
July 2011	5. Professional Practice and Industry Engagement in Creative Industries Curriculum, Sydney	Invited	60	Unknown	Unknown
July 2011	6. Assuring Graduate Capabilities Workshop, Perth	Main presenter	21	1	Nil
July 2011	7. Assuring Graduate Capabilities Workshop, Perth	Main presenter	16	1	Nil
July 2011	8. World ePortfolio Conference, Boston, <b>United States</b>	Keynote	300	Unknown	Unknown
Aug 2011	9. ALTC: Networking 'standards-related' projects, Sydney	Convenor	20	Unknown	Unknown
Aug 2011	10. Assuring Graduate Capabilities Workshop, Wollongong	Main presenter	7	1	Nil
Aug 2011	11. Assuring Graduate Capabilities Workshop, Wollongong	Main presenter	12	1	Nil
Aug 2011	12. Assuring Graduate Capabilities Workshop, Melbourne	Main presenter	5	1	Nil
Aug 2011	13. Assuring Graduate Capabilities Workshop, Melbourne	Main presenter	2	1	Nil
Aug 2011	14. Assuring Graduate Capabilities Workshop, Townsville	Main presenter	11	1	Nil
Aug 2011	15. Assuring Graduate Capabilities Workshop, Townsville	Main presenter	10	1	Nil
Sept 2011	16. Meeting ACCL, Canberra	Interview	1	Nil	1
Sept 2011	17. Assuring Graduate Capabilities Workshop, Adelaide	Main presenter	30	1	Nil
Sept 2011	18. Assuring Graduate Capabilities Workshop, Perth	Main presenter	2	1	Nil
Sept 2011	19. Presentation, Perth	Main presenter	20	1	Nil
Sept 2011	20. Assuring Graduate Capabilities Workshop, <b>Singapore</b>	Main presenter	30	1	Nil
Sept 2011	21. Assuring Graduate Capabilities Workshop, Sydney	Main presenter	40	1	Nil
Sept 2011	22. Annual National Learning & Teaching Forum, Sydney	Invited	50	Unknown	Unknown
Oct 2011	23. Assuring Graduate Capabilities Workshop, Perth	Main presenter	15	Unknown	Unknown
Oct 2011	24. ePortfolios Australia Conference, Perth	Keynote	180	Unknown	Unknown
Oct 2011	25. Assuring Graduate Capabilities Forum, Perth	Keynote	78	Unknown	Unknown
Oct 2011	26. ATN Assessment Conference, Perth	Keynote	140	Unknown	Unknown
Oct 2011	27. Assuring Graduate Capabilities Forum, Melbourne	Keynote	62	Unknown	Unknown
Oct 2011	28. Assuring Graduate Capabilities Workshop, Melbourne	Main presenter	27	Unknown	Unknown
Oct 2011	29. Assuring Graduate Capabilities Forum, Brisbane	Keynote	120	Unknown	Unknown
Oct 2011	30. Assuring Graduate Capabilities Workshop, Brisbane	Main presenter	28	Unknown	Unknown
Nov 2011	31. WA Tertiary Education Summit, Perth	Keynote	20	Unknown	Unknown
Nov 2011	32. Public Health Nutrition Teaching Learning Forum, Hobart	Keynote	35	Multiple	Unknown
Mar 2012	33. Quality Assurance Agency, Enhancement Themes Conference, Heriot-Watt University, <b>Scotland</b>	Keynote	400	Multiple	Unknown
May 2012	34. Teaching and Learning Forum, University of New South Wales, Sydney	Keynote	150	1	Unknown
May 2012	35. Meiji University Research Institute of International Education (RIIE), Inaugural International Symposium, Tokyo and Kyoto, <b>Japan</b>	Invited international	600	Multiple	Unknown
May 2012	36. Teaching and Learning Forum, Victoria University, Melbourne	Keynote	100	1	Unknown
Oct 2012	37. Australian Collaborative Education Network Conference, Geelong	Keynote	250	Multiple	Unknown
Nov 2012	38. ASCILITE Conference, Wellington, <b>New Zealand</b>	Keynote	400	Multiple	Unknown
Feb 2013	39. Workshop at HR College, University of Mumbai, <b>India</b>	Invited	50	1	Unknown
Feb 2013	40. Universities Australia Higher Education Conference, Canberra	Invited	100	Multiple	Multiple
March 2013	41. TEQSA staff development workshops, Curriculum Development and Design, Melbourne	Invited facilitator	35	N/A	N/A
April 2013	42. New Zealand Association for Cooperative Education, Auckland, <b>New Zealand</b>	Keynote	50	Multiple	Unknown
April 2013	43. National Organization for Assessment and Accreditation, <b>Saudi Arabia</b>	Invited	1000	Multiple	Multiple
May 2013	44. Does the cloud have a silver lining for learning? Higher education and the digital economy, EduTech Forum, Brisbane	Invited	100	Multiple	Multiple

Date	Event title, Location	Role	No (approx)	HEI	Other
May 2013	45. Fostering employability, connectivity and collaboration through cloud and located learning tools, International Higher Education Learning Futures, Quality and Innovation Forum	Invited	100	Multiple	Multiple
July 2013	46. Australian Council of Deans of Science Teaching & Learning Conference, Sydney	Keynote	40	Multiple	Multiple
July 2013	47. Australian Council of Deans of Science Teaching & Learning Conference, Sydney	Keynote	40	Multiple	Multiple
July 2013	48. Open and Free For All, LH Martin Institute and the Centre for the Study of Higher Education Tertiary Education Policy Seminar Series, The University of Melbourne	Invited	60	Multiple	Multiple
Aug 2013	49. Center for Online Innovations in Learning and the Institute for Emerging Leadership in Online Learning, Penn State University, <b>United States</b>	Invited	50	Multiple	Unknown
Aug 2013	50. Teaching and Learning Conference, Tasmania	Keynote	50	1	
Nov 2013	51. The Victorian University Directors of Information Technology and CIOs (VDIT)	Invited	60	Multiple	Multiple
June 2014	52. Learning and teaching for our times: higher education in the digital era (OLT Conference), Sydney	Keynote	250	Multiple	Multiple
Sept 2014	53. <a href="#">Outware Mobile</a> , Melbourne	Podcast	Unknown	n/a	Unknown
Sept 2014	54. ACSME 2014 Conference, Sydney	Keynote	150	Multiple	Multiple
Sept 2014	55. Realising the potential (OLT project on ePortfolios in business education), Melbourne	Invited	50	Multiple	Unknown
Oct 2014	56. ePortfolios Australia Conference, Melbourne	Invited	50	Multiple	Multiple
Oct 2014	57. LH Martin Institute, Melbourne	Seminar	25	None	1 (TEQSA)
Dec 2014	58. ADC Forum, Park Hyatt, Melbourne	Invited	75	Multiple	Multiple
Dec 2014	59. Re-imagine Education, The Wharton School, Philadelphia, United States	Showcase presentation	100	Multiple	Multiple
	<b>TOTAL</b>		<b>6000</b>		

Forthcoming

Feb 2015	Department of Education and Training, ESOS Review, Canberra	Invited	TBA	Multiple	Multiple
Feb 2015	Faculty of Science, Charles Sturt University, via videoconference	Keynote	TBA	1	n/a