

GRADUATE CAPABILITIES GUIDELINES

The University accepts that it has the dual responsibility of enhancing the employability of its students and developing their effectiveness as lifelong learners in work, citizenship and community contexts. The University is committed to achieving these aims, in part, by a focus on the development of VU Graduate Capabilities that all graduates should possess, in addition to the specific knowledge and skills of their field of study.

Graduate capabilities transcend technical skills and curriculum content. They are overarching capabilities that enable our students and graduates to be work, career and future ready. These capabilities are developed throughout a person's life and in multiple settings, including work, community and life settings and educational contexts. While these capabilities are broad in nature, they are context-dependent and will therefore be expressed in different ways in different fields of study.

Victoria University's three overarching Graduate Capabilities should be developed in every specified course at Victoria University, in the context of the knowledge and skills of a field of study. Each Graduate Capability is supported by four underpinning concepts. These are not intended to be exhaustive but do provide a guide to the kinds of activities and outcomes that the capabilities support.

THE VU GRADUATE CAPABILITIES

- 1. Adaptable and capable 21st century citizens who can communicate effectively, work collaboratively, think critically and solve complex problems**

UNDERPINNING CONCEPTS:

- a) Identifying, anticipating and solving problems ranging from simple to important, complex and unpredictable problems.
- b) Accessing, evaluating and analysing information.
- c) Effective communication using known and yet to be developed tools in many contexts.
- d) Using effective interpersonal skills, collaborate with and influence, their personal, work, and community networks locally and globally.

- 2. Confident, creative lifelong learners who can use their understanding of themselves and others to achieve their goals in work and learning**

UNDERPINNING CONCEPTS

- a) Understanding of the role of culture, values and dispositions in affecting achievement of goals.
- b) Understanding how to initiate and develop new ideas.
- c) Planning and organising self and others.
- d) Decision-making.

- 3. Responsible and ethical citizens who use their inter-cultural understanding to contribute to their local and global communities.**

UNDERPINNING CONCEPTS

- a) Respecting and valuing diversity.
- b) Developing capacities required to contribute to a more equitable and sustainable world, including courage and resilience.
- c) Understanding the workings of local and global communities and individual's responsibilities within these.
- d) Understanding the intricacies of balancing individual and public good.

How are Graduate Capabilities embedded in units and courses?

Generally, Graduate Capabilities are developed across a series of units of study, with only one or two of the high level capabilities being assessed in any one unit. The exceptions to this are capstone units, where it would be expected that all three capabilities are embedded, although there may be differing emphases on the underpinning concepts. As a guide:

- For a **course** entry include all three with the underpinning concepts and an explanation of how the course will develop each capability.
- For **capstone** units include all three grad caps – this may be spread across two connected capstone units or fully described in two separate capstone units
- For a **unit of study** select one or two capabilities that best fit the learning and assessment for that unit.

In each unit recorded in CAMS, the Graduate Capabilities are introduced with the statement:
"In addition to discipline knowledge, skills and their application, the study of this unit is intended to contribute to students developing the capabilities needed to be:"

Each Graduate Capability includes four underpinning concepts of the capability, which have been labelled a, b, c, d. While these concepts are important aspects of the capabilities and are included when we use the Graduate Capability statements, each component does not have to be addressed in every unit, and cross-referencing is not required. Some examples are provided below that demonstrate how this might be done.

Example One:

Below is an example of a CAMS entry for a unit that develops and provides feedback on Graduate Capability 1.

1. Adaptable and capable 21st century citizens who can communicate effectively, work collaboratively, think critically and solve complex problems

- a. Identifying, anticipating and solving problems ranging from simple to important, complex and unpredictable problems.
- b. Accessing, evaluating and analysing information.
- c. Effective communication using known and yet to be developed tools in many contexts.
- d. Using effective interpersonal skills, collaborate with and influence, their personal, work, and community networks locally and globally.

In this unit of study, students develop their collaborative skills and their capacity to solve complex problems through team-based multi-part projects. Students will be provided with structured feedback about their capability development through teacher, industry and peer review processes.

Example Two:

Below is an example of a CAMS entry for a unit that develops and provides feedback on Graduate Capability 3.

3. Responsible and ethical citizens who use their inter-cultural understanding to contribute to their local and global communities.

- a. Respecting and valuing diversity.
- b. Developing capacities required to contribute to a more equitable and sustainable world, including courage and resilience.
- c. Understanding the workings of local and global communities and individual's responsibilities within these.
- d. Understanding the intricacies of balancing individual and public good.

In this unit students will consider how global movements impact local communities and cultures. Students will take part in structured discussions and submit a reflective journal on their developing understanding of local and global change.