Graduate Attributes Implementation Plan

Summary Statement

The development of graduate attributes underpins the entire student experience and therefore requires a whole-of-university response. The suggested approach is learner-centred, recognising that the RMIT graduate has an active role in the learning process but also that the university, through its academic programs and supportive organisational environment, fosters the development of graduate attributes. (Report of Working Party on Graduate Attributes, 2008).

1. Objective

To devise a plan, to be implemented over a five year period, that

1. provides RMIT students across both sectors with a sustained and supported process for the development and evidencing of Graduate Attributes using ePortfolios;

2. utilises Graduate Attributes as a key mechanism for both achieving curriculum renewal with quality enhancement outcomes and maximising opportunities available to students through extra-curricular activities;

3. enhances the distinctive RMIT graduate profile focus on employability.

2. Background and Strategic Focus

Since 1998, universities have been expected to specify generic graduate attributes as part of funding and reporting arrangements with the Department of Education, Science and Training (DEST). The Graduate Attributes focus in educational policy and practice in recent years has been located within a government- and industry-led outcomes agenda which has emphasised employability skills and applied learning. Employer groups have called for vocational and higher education providers to move beyond teaching technical or discipline skills, in order to equip students with a broader range of generic skills and attributes which will prepare them for work in a globalised economy experiencing rapid technological change.

RMIT's traditional and continuing strength has been to provide students with an education that fits them for practice in industry and the professions. Its recent educational strategy has been underpinned by the development of program capabilities and competencies and more recently by work integrated learning (WIL) and the Global Passport. These initiatives, together with a developing focus on ePortfolios as a key instrument for evidencing learning outcomes at RMIT, complement and link to Graduate Attributes and employability skills.

The Graduate Attributes align closely with the university’s academic direction as set out in the current Strategic Plan and supported by the current Academic Plan and the Learning and Teaching Strategy. When the latter documents are refreshed late in 2010, there will be an opportunity to review and update references to the Graduate Attributes and to confirm the final set of Graduate Attributes. The Graduate Attributes work is also identified as a 2010 Business Plan project. It is intended that the implementation timeframe for the Graduate Attributes will be the same as for the next Strategic Plan, which is likely to identify the Graduate Attributes as a strategic priority for the next five years.

The Graduate Attributes should be seen as a uniting principle in the Learning and Teaching Strategy, serving to bring together a number of key initiatives, including sustainability,
internationalisation, WIL, indigenous program development and career development learning (CDL). These can all be evidenced using ePortfolios as a key instrument.

At RMIT, Graduate Attributes represent a set of broad outcomes or attributes that students should have had the opportunity to acquire by the end of their university experience, regardless of the formal program in which they have been enrolled. They include but extend beyond the disciplinary or technical expertise that has traditionally formed the basis of most university courses (Bowden, Hart, King, Trigwell & Watts, 2000). RMIT believes that its graduates should be:

- work-ready
- environmentally aware and responsive
- global in outlook and competence
- culturally and socially aware
- life-long learners
- active learners
- innovative.

These Graduate Attributes sit alongside and complement both program capabilities and competencies and align strongly with employability skills. They are not separate from either capabilities or competencies and both overlap and intersect with them.

In December 2008, the report of the Working Party on Embedding Graduate Attributes at RMIT University proposed to Academic Board a broad conceptual approach, presented in the Summary Statement at the head of this document, for embedding the university’s generic Graduate Attributes. The report was adopted by Academic Board, and a taskforce was set up (for taskforce membership see Section 7) to develop a detailed implementation plan (see Appendix A for implementation schedule).

This implementation plan is informed by research undertaken in recent years (e.g. National GAP Project,( 2009); Barrie, (2007); De la Harpe, B., Thomas, J., Dalton, H. & David C., (2009) ) that affirms that adopting a holistic, whole-of-university model for implementation of graduate attributes requires the following:

- that teaching staff understand and have professional confidence about Graduate Attributes and their alignment with capabilities, competencies and employability skills, appreciating their links to other key curriculum initiatives and their benefit to students;
- that each discipline or area of study be responsible for conceptualising, mapping, designing and implementing the Graduate Attributes in their unique context;
- that a measured and thoughtful approach to change be adopted, recognising the importance of both senior leadership and on-the-ground experience and reality;
- that resourcing, time and skills be provided in a sustained way to support the teaching and assessment of Graduate Attributes;
- that measurement and evidencing of outcomes be prioritised and managed;
- that progress be regularly evaluated and strategies reviewed and renewed appropriately.

3. Overview of Graduate Attributes Implementation Plan

The following diagram provides an overview of the key aspects of the plan.
OVERVIEW OF GRADUATE ATTRIBUTES IMPLEMENTATION PLAN

Strategic Plan

Business Plans

Academic Plan + Learning and Teaching Strategy
- ePortfolio Enterprise Plan
- Linked Initiatives e.g. WIL, Sustainability, Internationalisation, Indigenous Education
- Ongoing Resourcing and Support, including LTIF projects
- Whole-of-University focus: Dual Sector, Career Services, Library, People and Culture, Student Groups, Student Services
- College and School Plans
- Formal and informal learning opportunities: competencies, capabilities, attributes; SEEDS, LEAD, SLAMS

Student Learning Experience

<table>
<thead>
<tr>
<th>Work ready</th>
<th>Environmentally aware</th>
<th>Global</th>
<th>Culturally aware</th>
<th>Lifelong learner</th>
<th>Active learner</th>
<th>Innovative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Phase 1
Validating Graduate Attributes and Raising Awareness

Phase 2
Establishing and Renewing Practice

Phase 3
Evidencing Practice and Measuring Outcomes

Ongoing Review and Evaluation
4. Outcomes and Benefits
The outcomes and benefits to graduates and to RMIT of the successful implementation of the Graduate Attributes will be:

1. the development of work-ready skills and attributes that will assist RMIT graduate employability in local and global settings;
2. an enhanced learning experience for our graduates, together with the opportunity for students to build a student-owned ePortfolio of evidence relating to attributes, capabilities, competencies and employability skills, developed through formal and extra-curricular learning opportunities during their time at RMIT;
3. the enhancement of a distinctive RMIT graduate profile;
4. availability of data and outcomes providing evidence for both institutional and learning and teaching purposes of how the Graduate Attributes link to program level outcomes and extra-curricular learning;
5. renewed and innovative curricula and approaches to assessment, which equip students with a Global Passport, emphasising WIL, employability and industry engagement;
6. the successful integration of a range of major intersecting initiatives directed at curriculum outcomes, including ePortfolios, sustainability, indigenous program development, internationalisation and CDL.

5. Key deliverables and measures of success
By the end of 2014,

1. All RMIT students will have the opportunity to use a student-owned ePortfolio throughout their time at RMIT to support and evidence their acquisition of RMIT’s Graduate Attributes, both formally and through extra-curricular activities;
2. All programs will have addressed the Graduate Attributes and their links to capabilities, competencies and employability skills, contextualising them appropriately in order to renew learning and teaching and assessment in the particular curriculum concerned;
3. All programs will utilise ePortfolios, employer data and program review processes to document progress in achieving appropriate Graduate Attributes student learning outcomes.

See Section 10 below for Evaluation Strategy and KPIs

6. References

Barrie, S., Hughes. C. Smith, C. & Thomson, K. (2009). Key issues to consider in the renewal of learning and teaching experiences to foster graduate attributes. The National GAP Project. Support for the original work was provided by the Australian Learning and Teaching Council Ltd., an initiative of the Australian Government Department of Education, Employment and Workplace Relations
http://www.clt.uts.edu.au/ATN.grad.cap.project.index.html

www.rmit.edu.au/bfactor


7. Membership of Graduate Attributes Taskforce

Members of the Graduate Attributes Taskforce are:

Jenny Beckman-Wong, University Marketing
Margaret Blackburn (chair) Learning and Teaching Unit
Angela Clarke DSC
Christina David DSC
Deirdre Gillespie Library
Associate Professor James Harland SEH
Associate Professor Barbara de la Harpe DSC
Dr Kathryn Hegarty DSC
Friederika Kaider Business
Brenda Krenus SEH
Mark Mossuto Business
Dr Paul Myers Business
Jeanette Pierce Office of the Director TAFE
Associate Professor Tom Steiner SEH
Ian Taylor Student Services
Lisa Thompson-Gordon Learning and Teaching Unit

Thanks also to Rosemary Casamento, Milly Fels, Jody Fenn, Charntel Marais, and Margaret Tein for assistance
## 8. Risk Management

<table>
<thead>
<tr>
<th>Key risks to achievement of outcomes/deliverables</th>
<th>Potential Impact if this occurs</th>
<th>Risk mitigation strategy</th>
</tr>
</thead>
</table>
| Under resourcing                                  | The work will not be identified in work plans and progressed as a priority | Identify in Business and Strategic Plans  
Build into Academic Plan  
Provide for in work planning at all levels (college, school, individual)  
Resource linked initiatives |
| Timeframe too short                               | Patchy implementation         | Allow a five year time frame linked to Strategic Plan |
| Lack of adequate validation/ consultation and communication | Lack of buy in and commitment to the Graduate Attributes as a tool for quality enhancement | Provide for a full validation process at College level and with all stakeholders, including students and external stakeholders |
| Lack of staff and student ‘buy in’                | Lack of progress with implementation | All four listed mitigation strategies address this risk |
| Perception of too many simultaneous demands (i.e. Graduate Attributes; ePortfolios, internationalisation of curriculum, WIL) | Staff and student dissatisfaction and disillusionment; lack of progress  
Increase in ‘risk averse’ behaviour | Supporting resources e.g. tool kits, templates, people  
Ensure role descriptions and position descriptions are clear  
Work plans show a clear mapping of integrated activity against strategic priorities |
| Lack of targeted staff development                | Under prepared and unmotivated staff | Ensure ‘just in time’ discipline-specific professional development  
Acknowledge, reward and celebrate success |
9. Reporting

1. **University wide:** It is envisaged that university progress reports will be prepared as follows:
   a) biannually in June and November for Academic Board and VCE
   b) as otherwise required by the Deputy Vice-Chancellor Academic
   c) reports against Business Plan 2010-2012

2. **College and school level:** As required by college and school reporting processes e.g. college boards

3. **Local:** At LTU level, three monthly progress reports

10. Evaluation Strategy, including KPIs

   **Key Performance Indicators 2010:**

   The KPIs below are consistent with an initial focus on ensuring engagement with the Graduate Attributes and beginning to build staff expertise in working with them at curriculum level. KPIs will be refined and developed after evaluation of each set of deliverables on an annual basis.

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Targets by end of 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set of Graduate Attributes validated with internal and external stakeholders</td>
<td>Each college will have participated in processes to validate and build understanding of Graduate Attributes</td>
</tr>
<tr>
<td>Staff Development Program</td>
<td>Deliver first iteration of Staff Development program activities a-e as outlined in implementation plan</td>
</tr>
<tr>
<td>See also documentation relating to Implementation of an enterprise ePortfolio environment at RMIT</td>
<td></td>
</tr>
<tr>
<td>See also targets in Graduate Attributes Business Plan project</td>
<td></td>
</tr>
</tbody>
</table>

11. Recommendations

   That it be recommended to the Academic Board to:

   1. Receive the Graduate Attributes Implementation Plan and provide feedback to its authors.
APPENDIX A

Implementation Schedule and Staff Development Plan

The implementation plan which follows is set out in three broad phases. It is important to note, however, that these phases will not be distinct but will blend into one another and overlap (see diagram Section 3 above). An important task once the Graduate Attributes have been validated with stakeholders will be to contextualise them in different disciplines and programs and to map them to program capabilities and competencies. Graduate Attributes work will include professional discussions about approaches to teaching that engender and embed particular attributes, as well as contextualisation in terms of curriculum and discipline/industry settings.

It is envisaged that in practice, work on Graduate Attributes will not be a discrete area of work, but will leverage off existing strategic priorities identified in work plans e.g. program guide work, WIL, internationalisation of curriculum, accreditation requirements, etc. Colleges and Schools will decide on a schedule for how Graduate Attributes will be addressed, depending on their own contexts, work already undertaken and priorities and applicability overall with regard to programs and training packages. A focus on a particular Graduate Attribute may be adopted by a program school or college, in response to local needs and priorities.

Implementation will be supported by two key strategies:

a) the development of an enterprise ePortfolio environment at RMIT which will provide the capability to scaffold Graduate Attributes across generic or program levels so that students can include in their ePortfolios their progressive attainment of the relevant attributes as well as use them to record Graduate Attribute outcomes from informal learning opportunities.

b) an ongoing staff development program (follows Implementation Schedule below).

Whilst the plan is set out primarily in terms of project responsibilities, it should be noted that the emphasis throughout as far as processes are concerned will be on strategies that actively support and engage staff and link to relevant work prioritised in particular schools, units and work teams.

The implementation plan has the following three phases:

Project Phase 1, 2010-Discovering Graduate Attributes

The key purpose of Phase 1 is to engage all stakeholders in discovery and discussion of Graduate Attributes, enhancing understanding of their purpose and validating and refining RMIT's set of Graduate Attributes with stakeholder groups.
**Project Phase 2 - Establishing / Renewing Practice and Building Knowledge**

The key purposes of Phase 2 are:

a) to establish how current curricula address Graduate Attributes and map to program capabilities and competencies and

b) to use findings to engage staff in curriculum change and renewal, working with their strategic priorities in an ePortfolio context where possible.

**Project Phase 3 - Focus: Evidencing Practice and Measuring Outcomes**

The key purposes of Phase 3 are:

a) to evidence practice and outcomes relating to Graduate Attributes

b) to ensure that Graduate Attributes are embedded into existing systems and practices, including teaching and assessment approaches.

**Project Phase 1, 2010 - Discovering Graduate Attributes**

The key purpose of Phase 1 is to engage all stakeholders in discovery and discussion of Graduate Attributes, enhancing understanding of their purpose and validating and refining RMIT’s set of Graduate Attributes with stakeholder groups.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Major Activity/Activities</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
</table>
| **Set of Graduate Attributes which has been validated and accepted across the university** | Validation process in Colleges: Workshops with: the 100 Leaders, the 300 Leaders, L & T Directors and Heads of School, program leaders, school managers, finance managers, course coordinators, all teaching staff, including sessional staff, using the original and reviewed lists of Graduate Attributes (further information available in document Definitions and Descriptions of GAs) | Graduate Attributes Reference Group (hereafter Reference Group)  
G A Project Manager (hereafter Project Manager)  
Associate PVCs and ADG groups  
Deputy Directors TAFE  
Dep. HOS L & T  
Learning and Teaching Directors and Coordinators | Semester 1, 2010 |
| **Purpose:** For all staff to engage with Graduate Attributes and establish a shared understanding of them as a basis for later work | • Validate original list and reviewed list with teaching staff; process to be contextualised by each College, which will seek input from schools, academic staff and other stakeholders;
• As part of process, gather feedback on what academics value about graduate qualities in RMIT context; challenge beliefs about Graduate Attributes; | Graduate Attributes Reference Group  
Project Manager  
Associate PVCs  
Deputy HOS, L & T  
Learning and Teaching Directors and Coordinators  
All teaching staff | Semester 2, 2010 |
- Identify resistance; identify resources needed to support Graduate Attributes;
- Map validated/reviewed set of Graduate Attributes against employability skills (TAFE);
- Schools may elect to publish their own contextualisation on School websites;
- Class discussions with students on how Graduate Attributes are contextualised for areas of study, disciplines, etc.
- Synthesise the feedback and data with the L & T literature;
- Revised wording of any changes to GA set after refining and validation to be noted by Academic Board.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Major Activity/Activities</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Consultation and Awareness Raising</td>
<td>Employer Consultation and Awareness Raising Graduate Attributes discussed at Industry Forums and with Industry Bodies</td>
<td>Project Manager Global Business Development, working through Industry Forums Industry Sector Groups Program Advisory Committees Careers Unit (school level)</td>
<td>Throughout 2010 and 2011</td>
</tr>
<tr>
<td>Set of Graduate Attributes which has been validated and accepted across RIUV</td>
<td>Set of Graduate Attributes which has been validated and accepted across RIUV</td>
<td>Project Manager/ Reference Group Vietnam senior leaders and staff</td>
<td>Semester 2, 2010 - Semester 1, 2011</td>
</tr>
</tbody>
</table>

**Purpose:**
For RIUV staff and students to engage with Graduate Attributes and establish a shared understanding of them as a basis for later work.

Workshops and forums with Vietnam Staff to provide information and get their feedback and involvement.
### Communications plan (outline only – full plan available)

**Purpose:**
To raise awareness of Graduate Attributes and gain early commitment to the principles of the project across the diverse RMIT community.

- Identify internal and external stakeholders.
- Employ communication / awareness raising strategies as per separate detailed plan

**Project Manager Reference Group**
- Media and Communications Associate PVCs (L&T)
- Deputy Directors TAFE
- Student Services
- GBD, working through industry forum structures

**Throughout 2010**
<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Major Activity/Activities</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Capability Statement that addresses Graduate Attributes (see also Staff Development Plan in 6 below)</strong></td>
<td>Input into Staff Capability Statement to ensure that it will address the preparation of staff to model and embed Graduate Attributes within formal programs and to support students in acquiring them through activities and opportunities outside formal programs</td>
<td>People and Culture Graduate Attributes Reference Group Project Manager</td>
<td>Semesters 1 and 2 2010</td>
</tr>
<tr>
<td>Deliverable</td>
<td>Major Activity/Activities</td>
<td>Responsibility</td>
<td>Timeframe</td>
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</tbody>
</table>
| **Pilot Project on Graduate Attributes using ePortfolios**  
**Purpose:**  
To work jointly with ePortfolio team and Careers to pilot the use of ePortfolios in accredited programs as a tool for students’ acquisition and evidencing of Graduate Attributes, incorporating the Career Development Learning framework  
Design, carry out and evaluate pilot project which uses an integrated* strategy to utilise ePortfolios as a learning and assessment instrument for acquiring and evidencing Graduate Attributes in accredited programs across all colleges  
* integrated strategy refers to a process whereby the ePortfolio team and others work with teaching staff in a connected way on their Graduate Attribute-related priorities (WIL, internationalisation, indigenous program development, career development learning, etc.) | ePortfolio team  
Project Manager  
Careers  
Working Groups in Colleges  
Teaching/ academic staff in participating accredited courses  
Students enrolled in participating accredited courses | Semesters 1 - 2, 2010 |
| **LTIF Project 1-Building Staff Capability and Commitment through Communities of Practice**  
**Purpose:**  
1. To provide momentum for engagement with Graduate Attributes by establishing Graduate Attributes ‘communities of practice’ in each college among staff;  
2. To engage staff and build staff capability, utilising Graduate Attributes as a tool for staff development that addresses the current and future needs of RMIT for staff capability to model, teach and assist students to acquire and evidence Graduate Attributes  
Design, carry out and evaluate a project to establish Graduate Attributes ‘communities of practice’ in each college.  
**College and School level:**  
Key activities may include  
- establish core group of interested staff;  
- set goals and decide on model e.g. peer mentoring, with group;  
- plan program of activities at college level, integrating them with related initiatives and priorities e.g. WIL;  
- utilise resources and findings from ALTC Graduate Attributes and B Factor projects  
- disseminate resources through L & T and college websites  
- review and evaluation to set future direction | Project Manager  
Communities of Practice project officer  
ePortfolio team  
Asst PVCs  
People and Culture staff  
Learning and Teaching Directors  
Working Groups in Colleges  
Champions in each college | Semester 2, 2010 - Semester 1, 2011 |
**Project Phase 2 - Establishing/ Renewing Practice and Building Knowledge**

The key purposes of Phase 2 are:
1. To establish how current curricula address Graduate Attributes and map to program capabilities and competencies and employability skills;
2. To review the outcomes to identify future directions and support and provide recommendations for further action.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Major Activity/Activities</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
</table>
| Practice Scan     | • Undertake desktop scan at core course level. This exercise will include mapping the Graduate Attributes and overlaps between Graduate Attributes and program capabilities (HE) or employability skills (TAFE) with the aim of identifying Graduate Attributes that may already be embedded in programs. This will link to work in colleges being undertaken as part of the transition to publication of online Student Program Guides ('handbooks') which will need to capture all capability and WIL statements and be published online by Open Day 2011.  
• Consult with program and core course staff as part of this work, to establish how each program currently addresses Graduate Attributes.  
• Discuss and amend course descriptions, capability statements and assessments as necessary and submit amendments in line with program amendment processes as required and appropriate                                                                 | Project Manager to oversee scan and support project officers and provide scan tools, templates etc  
Project Officer  
Associate PVCs L & T  
Senior TAFE Managers, HoS, Deputy Directors TAFE  
Deputy HOS Learning and Teaching  
Directors and Coordinators of Teaching and Learning  
Experienced Staff | January - July 2011 |
<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Major Activity/Activities</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
</table>
| Engaging with Curriculum through GAs   | **Purpose:**  
1. To continue the process of engaging staff with Graduate Attributes as a lens for viewing and developing curriculum;  
2. To progress issues identified in scanning process;  
3. To begin to address the question: how do we know our students are acquiring the Graduate Attributes?  
   • Ongoing consultation with program and core course staff to address issues identified in scanning process (e.g. as indicated in previous bullet point), using an integrated approach which includes use of ePortfolios as a key tool for evidencing Graduate Attributes  
   • College and school level staff development program (led by champions and experienced practitioners) providing support for staff on Graduate Attributes and ePortfolios (see **Staff Development Strategy-stage 2**, 6. below) | Asst PVCs L & T  
Deputy Directors TAFE  
College level advisory or steering groups (with school reps. with responsibilities for strategic initiatives relating to curriculum. e.g. WIL, ePortfolios, internationalisation, sustainability)  
College Communities of Practice members  
Experienced staff Academic Development Groups ePortfolio team Project Manager | Semester 1 2011 - ongoing throughout implementation period |
<p>| Phase 2 Evaluation of Pilot on Graduate Attributes using ePortfolios | Evaluate previous pilot project on Graduate Attributes using ePortfolios to determine next steps | Team involved in Pilot | Semester 1 2011 |
| Phase 2 LTIF Project 1 Implementing Innovative Assessment for Graduate Attributes using ePortfolios | Design, carry out and evaluate pilot project focussing on innovative assessment strategies designed to support student acquisition of Graduate Attributes using ePortfolios | t.b.c. | Semester 2 2011 |
| Phase 2 LTIF Project 2 Applying Graded Assessment to Graduate Attributes Learning | Design, carry out and evaluate TAFE pilot project applying graded assessment models and mechanisms to Graduate Attributes assessment practice | t.b.c. | Semester 2 2011 |</p>
<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Major Activity/Activities</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Competition</td>
<td>Devise and run a student Graduate Attributes competition (student teams research Graduate Attributes contextualised to their area of study, link them to employability and career development learning and make presentations to a panel or submit Webfolios)</td>
<td>Career Services Project Manager Reference Group</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose:**
1. To build student understanding of and enthusiasm for Graduate Attributes;
2. To highlight to staff and students the utility and relevance of Graduate Attributes to career development learning
**Project Phase 3 - Focus: Evidencing Practice and Measuring Outcomes**

The key purposes of this phase are a) to evidence practice and outcomes relating to Graduate Attributes and b) to ensure that Graduate Attributes are embedded into existing systems and practices, including teaching and assessment approaches.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Major Activity/Activities</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
</table>
| Engaging with Curriculum -stage 3 | • Work from Stage 2 with staff continues with a focus on development of staff expertise;  
• Relevant projects and activities continue at program and school level e.g. ePortfolio work | Asst PVCs L & T  
Deputy Directors TAFE  
College level advisory or steering groups (with school reps. with responsibilities for strategic initiatives relating to curriculum. e.g. WIL, ePortfolios, internationalisation, sustainability)  
College Communities of Practice members  
Experienced staff  
Academic Development Groups  
ePortfolio team  
Project Manager | 2010 - 2014 |
| Program level evidencing of practice through Program Annual Report process | • Add to Program Annual report template questions under ‘relevance’ criterion relating to how the program addresses graduate attributes;  
• Introduce reporting on these questions by program managers when Program Annual Reports are completed annually | Program Managers | 2012 |
<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Major Activity/Activities</th>
<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy for including Graduate Attributes in RMIT’s Higher Education Graduation Statement</strong></td>
<td>Work with ARG to examine feasibility of providing for appropriate reference to Graduate Attributes in the Graduation Statement</td>
<td>Academic Registrar’s Group Higher Education Graduating Statement Working Group Project Manager Graduate Attributes Reference Group</td>
<td>2010 - 2011</td>
</tr>
<tr>
<td><strong>Formal mechanisms for obtaining employer feedback on Graduate Attributes outcomes</strong></td>
<td>Work with Survey Services Centre to investigate feasibility of, and possible mechanisms for, obtaining regular employer and industry feedback data on progress with Graduate Attributes outcomes ; Pilot and review employer feedback survey</td>
<td>Survey Services Centre Project Manager Reference Group</td>
<td>Semesters 1 and 2 2011</td>
</tr>
<tr>
<td>Work with GBD to devise methodology and process for obtaining regular employer data on progress with Graduate Attributes, using previous ALTC-funded work as a guide; Pilot and review employer survey</td>
<td>Global Business Development Project Manager/ Reference Group</td>
<td>Semesters 1 and 2 2011, continuing through remainder of project</td>
<td></td>
</tr>
<tr>
<td>Deliverable</td>
<td>Major Activity/Activities</td>
<td>Responsibility</td>
<td>Timeframe</td>
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</tbody>
</table>
| LTIF project 1-Stage 3 Acquiring and Evidencing Graduate Attributes through the Extra-curricular Dimension at RMIT | • Develop framework for extra-curricular learning linking typical activities to particular Graduate Attributes, as a resource for students and staff  
• Pilot and review templates and guides that show how students can use extra-curricular learning to acquire and evidence Graduate Attributes | Project Manager Reference Group Library  
Student Services and other staff with responsibilities for informal programs at RMIT e.g. SLAMS, LEAD  
Student Groups and teams e.g. SEEDS | To be determined |
6. Staff Development Plan

A staff development strategy to support Graduate Attributes will continue through all three phases of the plan. This strategy recognises that a) teaching staff will need to be equipped to assess the relevance and meaning of particular Graduate Attributes in their own teaching area; b) teaching staff will feel confident to work with Graduate Attributes only if their own learning needs are addressed systematically.

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<thead>
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<th>Responsibility</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Development Strategy</td>
<td>• Develop online repository of centrally held resources, as follows:</td>
<td>Learning and Teaching Unit-Andrew Buntine</td>
<td>2010 - 2014</td>
</tr>
<tr>
<td></td>
<td>i) teaching and learning activities that achieve particular Graduate Attributes in different contexts;</td>
<td>ePortfolio Project Leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii) resource bank of other materials and resources related to Graduate Attributes for use of staff and students, utilising ALTC GAP project materials;</td>
<td>Project Manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Run staff and student inductions and development workshops at college and school level using ‘professional conversation’ and ‘champion’ models and distributed leadership model to assist expertise development; evaluate;</td>
<td>Asst PVCs L &amp; T</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Induction programs, using Blackboard shell to provide link to materials and resources on central L &amp; T website</td>
<td>Deputy HOS, L &amp; T</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Special focus on sessional staff needs for Graduate Attribute work: workshops targeted at sessional staff resourced to attend;</td>
<td>T &amp; L Directors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop generic Graduate Attribute kits and templates that can be contextualised;</td>
<td>College AD Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Investigate feasibility of L &amp; T Committees preparing detailed action plans to develop expertise in their contexts</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Deliverable</td>
<td>Major Activity/Activities</td>
<td>Responsibility</td>
<td>Timeframe</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>Consult with School of Education on possible inclusion of reference to GAs in curriculum of Grad. Cert. of Tertiary Teaching</td>
<td>Project Manager</td>
<td>2012</td>
</tr>
<tr>
<td><strong>Stage 1-LTIF Project 2-Building Staff Capability and Commitment through Communities of Practice</strong>-see Stage 1 above</td>
<td>See Stage 1 above. This project’s process and results will support staff development for Graduate Attributes by disseminating good practice and building networks</td>
<td>LTIF Project Leader</td>
<td>2010, with project findings informing staff development throughout implementation period</td>
</tr>
<tr>
<td><strong>University Recognition of Graduate Attributes Best Practice</strong></td>
<td>Consult on recommendations for change to academic promotion criteria which recognises work towards achieving strategic priorities such as Graduate Attributes, WIL, etc. as a criterion for promotion</td>
<td>t.b.c.</td>
<td>2012</td>
</tr>
</tbody>
</table>
# APPENDIX B

Alignment of Graduate Attributes with Key University Initiatives and Projects

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>Key Focus</th>
<th>ePortfolios</th>
<th>Embedding Sustainability</th>
<th>WIL</th>
<th>Internationalisation of Curriculum</th>
<th>Extra Curricular Opportunities eg SEEDS, SLAMS, LEAD, etc</th>
<th>Career Development Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-ready</td>
<td>√</td>
<td>√</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>✓</td>
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<tr>
<td>Environmentally Aware and Responsive</td>
<td>✓</td>
<td>√</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>✓</td>
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<tr>
<td>Global in Outlook and Competence</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>√</td>
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<tr>
<td>Culturally and Socially Aware</td>
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<td>✓</td>
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<td>√</td>
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<tr>
<td>Lifelong Learner</td>
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<td>√</td>
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<tr>
<td>Active Learner</td>
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<td>√</td>
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<tr>
<td>Innovative</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>√</td>
<td>√</td>
<td>✓</td>
</tr>
</tbody>
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