

Graduate Capabilities

The three VU Graduate Capabilities are embedded in every course. In addition to the discipline knowledge, skills and their application, the inclusion of the graduate capabilities contributes to students developing general life and career skills that equip them as well rounded graduates. The graduate capabilities are explicitly taught and assessed throughout the course. Each Graduate Capability has four underpinning concepts. These are not separate Grad Caps but are points that inform or explain the Grad Cap. They constitute the specific knowledge and skills that comprise the particular Grad Cap.

How are Graduate Capabilities embedded?

The capstone units of study embed all three Grad Caps. Capstone units bring together the whole of course learning via a project, industry or community placement or thesis and it is therefore appropriate that all three Grad Caps are incorporated. It is important that the graduate capabilities are linked to the content of the unit/s and the assessments. Consider when developing content and assessments which of the graduate capabilities will fit with a particular unit of study and how this will be evidenced. During the learning and assessment of the whole course all of the graduate capabilities must be covered thoroughly across the units of study.

Most units of study will develop one of the graduate capabilities. It is unlikely that any unit will develop all of the graduate capabilities except if it is a capstone unit and even then the three Grad Caps could be spread across two capstones. Each unit of study selects or links to one or at the most two grad caps after careful consideration of the underpinning concepts. It is better to have one graduate capability that truly fits the intent and content of the unit than choosing more but with less depth of coverage. Aligning or linking the underpinning concepts to the content and assessments provides an opportunity to explain how your unit assists the course to develop for students the VU Graduate Capabilities. It is essential to provide students with feedback on the graduate capability that your unit develops. This can be formally via assessment and informally during class discussion and activities.

The chosen Grad Cap for a unit of study must be linked to the assessments and the learning and content. Additionally the Grad Caps in the units need to be aligned or mapped across the whole of course to ensure full coverage and therefore the development of the VU graduate capabilities as they progress through the course.

Each VU Graduate Capability includes four underpinning concepts of the capability, which have been labelled a, b, c, d. These four are not all inclusive. Your discipline may well have other underpinning concepts of the capability, for example through the requirements of your professional accrediting body. Below are provided examples of what might be included in CAMS for unit level graduate capabilities. The complexity of your entry will depend on the learning outcomes for your unit and the degree to which it develops the VU Graduate Capabilities.

Entering Graduate Capabilities in CAMS

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 across both units or in both units

For a **unit of study** select which capability best fits the learning and assessment for that unit.

Start with the stem;

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: **(mandatory statement)**

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.
- e)

Provide a brief statement indicating how the identified capability/capabilities is/are addressed in learning and assessment tasks.

Include the statement ;

Both formal and informal feedback will be provided to students via assessments and discussion

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.

This unit of study offers students the opportunity to work in teams to research and find solutions to complex and unpredictable problems which beset modern 21st century societies (describe the discipline-related problem). When working collaboratively on a large project students will be challenged to be adaptable and resilient in order to succeed in achieving their project goal (describe the project goal). Students will be expected to think critically, and rigorously evaluate and analyse information, establish facts, use data and statistics, consider different contexts and reality (describe the contexts and reality relevant to your discipline).

Interpersonal skills and effective communication are employed to influence and ensure the delivery of a quality project. Technology (describe the technology) will be used to expedite efficient and effective communication throughout the project

Through tutorials *(describe when and how the students will receive feedback)* the unit coordinator will provide students with structured feedback about their capability development. The project work, or other artefact is stored in an e-portfolio as evidence of GC1 development.

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 study diversity through a critique of the modern Olympic games. Students consider certain cultural practices and articulate changes which would more wholly exemplify respect and value for diversity and how these cultural practices detract from or contribute to a more equitable world and the exploration of the rights of individuals, communities and the balance with public good

*The unit coordinator will lead discussions and provide students with structured feedback. Students will submit a self-reflection on their capability development which will provide evidence of GC3 development
Students receive structured feedback about the development of this capability through tutorial activities, and presentations*