Macquarie University puts students and their success first. Our educational mission is not only to develop students as thinkers, communicators, citizens and leaders, but also to prepare them to secure post-study employment and achieve professional success.

The University’s commitment to higher education as empowerment invites us to embrace a broad vision of employability. This vision both acknowledges the complexities of an ever-changing world and calls for the optimism of possibility. It speaks to the power of innovation, flexibility and sustainable development to benefit society and deliver impact for communities near and far. It asks us to tackle with confidence the challenges of technological progress, globalisation, new business and organisational models, and an ever-evolving workforce. Finally, it requires us to link pedagogy with research and professional practice in creative and meaningful ways.

The Employability Strategy articulates our ambition to graduate Macquarie students who are knowledgeable, skilled and socially responsible. It sets out systematic objectives to provide diverse and inclusive opportunities to explore, evidence and reflect on employability and professional skills. This approach to teaching and learning is central to a distinctive Macquarie experience that realises each student’s individual potential.

As a university, we will continue to build on our success as a progressive and transformational institution that nurtures and encourages our students’ enthusiasm for lifelong learning, the future world of work, and their passion for effecting change.
OUR VISION FOR EMPLOYABILITY IN THE FUTURE WORLD OF WORK

Macquarie University aspires to be impactful and sector-leading within Australia and around the world for graduate employability.

We will ensure our coursework suite and curricula enhance discipline-specific and industry-informed employability outcomes.

We will leverage our alumni, industry and partner connections – particularly in the Macquarie Park Innovation District – to deliver outstanding Work Integrated Learning (WIL) experiences.

We will connect students by integrating sustainable development across curricula and providing opportunities to apply this knowledge in interdisciplinary spaces.

We will prepare our students for success in the demanding and dynamic future world of work through appropriate co- and extra-curricular activities, initiatives and support.

We will prepare our graduates to excel in demanding jobs, tackle uncertainty with optimism and seize opportunities to be innovators.

KEY OBJECTIVES

We will achieve our aspirational vision by:

1. Adopting a cohesive and strengths-based institutional approach to support and progress students’ employability and graduates’ success.

2. Advancing the institutional approach to employability and capability development through scaffolded course design and delivery.

3. Co-designing and delivering curricula with industry, partners, alumni and students to ensure relevance and future focus.

4. Equipping students with skills to engage the future world of work, social leadership and career success with confidence.

5. Supporting graduate success and enhancing students’ ability to demonstrate job-readiness and achieve their career goals.

Strategic targets and measures are established to support institutional and faculty performance across all key objectives and supporting strategic activities.

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1 https://www.mq.edu.au/about/about-the-university/strategy-and-planning

2 Co-design ensures that the voice of industry, partners, alumni and students are included within the curriculum design process. It involves these stakeholders’ perspectives being considered in the decisions that are made about curricula
## KEY OBJECTIVES

**KO1:** Adopting a cohesive and strengths-based institutional approach to support and progress students’ employability and graduates’ success.

**KO2:** Advancing the institutional approach to employability and capability development through scaffolded course design and delivery.

**KO3:** Co-designing and delivering curricula with industry, partners, alumni and students to ensure relevance and future focus.

**KO4:** Equipping students with skills to engage the future world of work, social leadership and career success with confidence.

**KO5:** Supporting graduate success and enhancing students’ ability to demonstrate job-readiness and achieve their career goals.

### SUPPORTING STRATEGIC ACTIVITIES

<table>
<thead>
<tr>
<th>KO1</th>
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<tbody>
<tr>
<td>1.1 Provide high-quality support services that are aligned to the University’s Employability Framework (Figure 1) and demonstrate sustainability, inclusivity, scalability and adaptability.</td>
<td>2.1 Design courses in alignment with the University’s Employability Framework (Figure 1).</td>
<td>3.1 Consult with industry, partners, alumni and students to:</td>
<td>4.1 Ensure every course articulates the employability skills that will be developed throughout the course.</td>
<td>5.1 Support and provide opportunities for students and graduates to showcase their potential for employability to future employers.</td>
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<tr>
<td>1.2 Establish an integrated approach to curricular and co-curricular/extra-curricular activities</td>
<td>2.2 Embed and scaffold targeted WIL and assessment throughout every course.</td>
<td>3.1.1 Define the capabilities and skills that graduates will need to succeed in the future world of work.</td>
<td>4.2 Assess targeted employability skills using industry-relevant assessment tasks.</td>
<td>5.2 Expand the opportunities available for students to be employed while studying.</td>
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<tr>
<td>1.3 Provide students and graduates with support for ongoing career development and transition-to-work opportunities</td>
<td>2.3 Make Manawari Student Training available and accessible to all students.</td>
<td>3.1.2 Contribute to the development, implementation and enhancement of courses.</td>
<td>4.3 Provide formal/non-formal/co-curricular and extra-curricular opportunities for students to develop global perspectives, sustainable practices and transferable employability skills.</td>
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<td>1.4 Plan NPILF case studies and metric targets to support and progress students’ employability and graduates’ success</td>
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<td>3.2 Revise assessment tasks to reflect industry and professional requirements, responsibilities and evaluation of students.</td>
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### SUCCESS MEASURES AND OUTCOMES

**KO1:** By 2024, Macquarie University graduates will be highly sought after by employers, as evidenced by:

- Above national average for full-time and overall employment (GOS)
- Ranking in top 5% of Australian universities in QS Graduate Employment Ranking (positioned 1, 2 or 3 in Australia)
- Achievement of annual NPILF WIL case study and metric targets

**KO2:** Alignment between course design and the University’s Employability Framework assured via course re/accreditation process:

- Planned, authentic WIL activities are scaffolded throughout the core units at all levels of the course
- Authentic WIL assessments are scaffolded throughout the core units at all levels of the course
- All UG courses have a PACE or Capstone unit within the core zone

**KO3:** Above national average for employer overall satisfaction (ESS)

**KO4:** Engagement of industry/partners/alumni/students in course re/accreditation panels to review and recommend curricular enhancements, including assessment tasks

**KO5:** Above national average for skills development (SES)

**KO1:** Assurance that employability skills will be explicitly developed throughout the course via course re/accreditation process:

- Clear articulation of skills in the Course Learning Outcomes
- Identifiable assessment task(s) to assure skill acquisition
- Industry-relevant assessment tasks

**KO4:** Opportunities for formal/non-formal/co-curricular and extra-curricular development of students’ global perspectives, sustainable practices and transferable employability skills available and accessible to all students

- Annual increase in UG & PG students engaging with and utilising careers services
- Annual increase in the number of jobs advertised through the Macquarie Student Employment portal
- Annual increase in the number of UG & PG students employed in jobs advertised through Employability Connect
Figure 1. MQ Employability Framework
REFERENCES


ACRONYMS AND DEFINITIONS

ACEN: Australian Collaborative Education Network
AHEGS: Australian Higher Education Graduation Statement
CPD: Continuing Professional Development
ESS: Employer Satisfaction Survey
Formal learning: Formal learning is the learning that takes place through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification.
GOS: Graduate Outcomes Survey
Informal learning: Informal learning is learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support.
MPID: Macquarie Park Innovation District
MQ/MQU: Macquarie University
Non-formal learning: Non-formal learning refers to learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.
NPILF: National Priorities and Industry Linkages Fund
PACE: Professional and Community Engagement
SES: Student Experience Survey
STEM: Science, Technology, Engineering, and Mathematics
WIL: Work Integrated Learning