Employability Framework

Ensuring readiness of graduates in the workplace

The QA Commons' Employability Framework is designed to provide a comprehensive and integrated framework that ensures the readiness of graduates in the workplace. Details on the development of the framework can be found on the Resources section of the QA Commons' website.

Category 1: Graduate Preparation

This category addresses learners' preparation in regard to the Essential Employability Qualities (EEQs). This category also addresses how the program (or institution) provides work-relevant learning opportunities as well as documentation of learners' achievement of the EEQs.

1.A.1 The program addresses and develops each of the Essential Employability Qualities.

1.A.1.i. Effective Communiation

- Expresing ideas and information accurately, coherently, and appropriately, both verbally and in writing
- Utilizing litening and observation skills
- Creating presentations and materials specific to the needs of the target audience
- Engaging others from diverse backgrounds, cultures, and experiences

1.A.1.ii. Teamwork

- Engaging with teams and working effectively in collaboration with others
- Identifying and employing the talents of others to develop solutions
- Contributing one's individual skills and providing constructive feedback
- Willingness to modify one's own perspectives, resolve conflicts, and support a collaborative team decision once it has been made

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1.A.1.iii. Critical Analysis

- Analyzing, synthesizing, evaluating, and validating information
- Analyzing information to solve complex problems
- Engaging in rational, skeptical, and unbiased analysis or evaluation of factual evidence

1.A.1.iv. Problem Solving

- Accurately defining the problem
- Examining and integrating new ideas, perspectives, strategies, and tools to develop solutions
- Generating new and creative ideas and improvements
- Making judgements to depend opinions and make decisoins

1.A.1.v. Learning & Adaptability

- Exploring, learning, and applying new roles, perspectives, approaches, tools, and strategies
- Approaching new or unfamiliar work and uncertainty with agility and openness
- Considering strengths and areas for improvement, per feedback from supervisors and one's own self-reflection
- Seeking out and engaging in formal and informal professional learning opportunities on a continuing basis

1.A.1.vi. Professionalism & Responsibility

- Practicing ethical and professional behavior
- Carrying out responsibilities, establishing priorities, and managing time
- Interactign appropriately with others

1.A.1.vii. Motivation & Initiative

- Independently assessing situations and initiating necessary actions and behaviors
- Identifying risks and opportunities
- Displaying goal-oriented behavior
- Pursuing professional opportunities and advancement

1.A.1.viii. Digital Literacy

- Possessing the ability to use various digital platforms and applications aligned to job functions
- Displaying the ability to use digital platforms and applications to find, evaluate, create, and communicate information
- Responsibly using digital platforms and applicatoins for their intended use and protection of private information

1.A.2 The program articulates to students the EEQs and the required exit proficiencies for each of the EEQs.

1.A.3. The program assures that each completer meets the required exit proficiencies for each EEQ.

1.B. All students have multiple opportunities to apply learning in work-relevant contexts (such as but not limited to applied projects, capstones, simulations, case studies, internships, fieldwork, experiential activities, work-site projects, etc.)

Category 2: Integrated Support Services

This category addresses the extent to which all students are supported throughout their program of study by the program and/or institutional services to aid completion and employability.

2.A. Career and employability support services provided to all learners throughout program of study

2.A. Systematic support services, appropriate to the needs of the learner population, are provided in order to improve completion and outcomes

Category 3: Employer Engagement

This category addresses the extent to which – and how – employers (and other relevant external stakeholders, such as community-based partners or industry group representatives) are engaged in the design, development, delivery, and/or evaluation of the program. This category also considers the degree to which labor market or employer-based data informs programs.

3.A. Employers are engaged in developing, delivering, and/or reviewing program outcomes and learning experiencews

3.B. Employers have clear mechanisms for providing feedback about students, graduates, & the program

3.C. The program systematically uses employer information & feedback to continuously improve

Category 4: Learner Engagement

This category addresses the extent to which – and how – students and alumni (graduates) of the program are engaged in ensuring program quality.

4.A. Current learners have clear mechanisms for providing feedback about the program

4.B. Completers (alumni) have clear mechanisms for providing feedback about the program

4.C. The program systematically uses learner and completer information & feedback to continuously improve

Category 5: Public Information

This category addresses the extent to which the program (or institution) provides information about the program and its outcomes to prospective and current students, employers, and the public.

5.A. The program provides information to the public

The program provides information to the public about:
1. The Essential Employability Qualities that students will acquire;
2. How learners will acquire the EEQs; and
3. The career pathways and professional opportunities for which they will be prepared; and
4. Current, typical program costs

5.B. Program provides public data on completion, job placement, salaries, workplace effectiveness

The program provides to the public the following data (3-year trend data where possible):
1. Program completion rates, including time to completion, disaggregated by gender, race, and ethnicity;

2. Job placement information, further education rates, and/or advancement data of program graduates
3. Salary data of program graduates
4. Evidence of program completers' effectiveness in the workplace
5. If these data are not available to the public, please provide a link to institutional completion data.

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