



# Employability Framework

*Ensuring post-completion success*

The QA Commons' Employability Framework is designed to provide a comprehensive and integrated framework that ensures the readiness of program completers in the workplace.

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## Category 1: EEQ Preparation

This category addresses learners' preparation in regard to the Essential Employability Qualities (EEQs).

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

#### 1.A.1. Effective Communication

- Expressing ideas and information accurately, coherently, and appropriately, both verbally and in writing
- Utilizing listening 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.2. 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

#### 1.A.3. 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.4. 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 judgments to defend opinions and make decisions

#### **1.A.5. 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.6 Professionalism & Responsibility**

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

#### **1.A.7 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.8 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 applications for their intended use and protection of private information

**1.B. EEQ development exists in courses and curricular offerings throughout the program such that ALL students develop these skills.**

**1.C. The program articulates to students the EEQs and how they have been developed through their curricular experiences.**

**1.D. ALL students have 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* learners are supported in achieving completion and success in their post-completion and employment endeavors. The expectation is that support services are *integrated* into the program such that *all* learners reap the benefits of these services.

**2.A. Systematic support services, appropriate to the needs of the learner population, are provided in order to improve completion outcomes** (such as, but is not limited to, academic advising, tutoring services, assistance navigating financial aid, counseling and mental health services, student success workshops, and initiatives to identify at-risk students and provide targeted intervention).

**2.A. Career and employability support services are provided to *all* learners throughout the program of study** (such as, but not limited to, self-inquiry, career exploration, resume and professional portfolio development, job search and networking strategies, and interview practice).

## **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 experiences.**

**3.B. Employers have clear mechanisms for providing feedback about learners, completers, and the program.**

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

## **Category 4: Learner Engagement**

This category addresses the extent to which – and how – learners and completers of the program are engaged in ensuring program quality. With respect to completers, attention should be paid not only to recent graduates but also to those who completed one, five, ten, and even twenty years in the past.

**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 improve continuously.**

## **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 employability-relevant information to the public**

The program provides information to the public about:

1. The career pathways and professional opportunities for which learners will be prepared
2. The Essential Employability Qualities that learners acquire
3. How learners will acquire the EEQs

## **5.B. The 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. Current, typical program costs
2. Program completion rates, including time to completion, disaggregated by gender, race, and ethnicity
3. Job attainment, further education rates, advancement data, and/or evidence of program completers' effectiveness in the workplace
4. Salary data of program completers
5. If these data are not available to the public, a link to institutional completion data should be provided and easily found

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