

The background features eight silhouettes of diverse individuals (men and women) standing in a row. Each silhouette is overlaid with a blue and green digital grid pattern, suggesting a technological or data-driven theme. The silhouettes are dark against a light background.

Allied Health Graduate Attributes/Capabilities/Qualities

ACDHS Symposium 21 Oct 2022
Professor Esther May

talk:

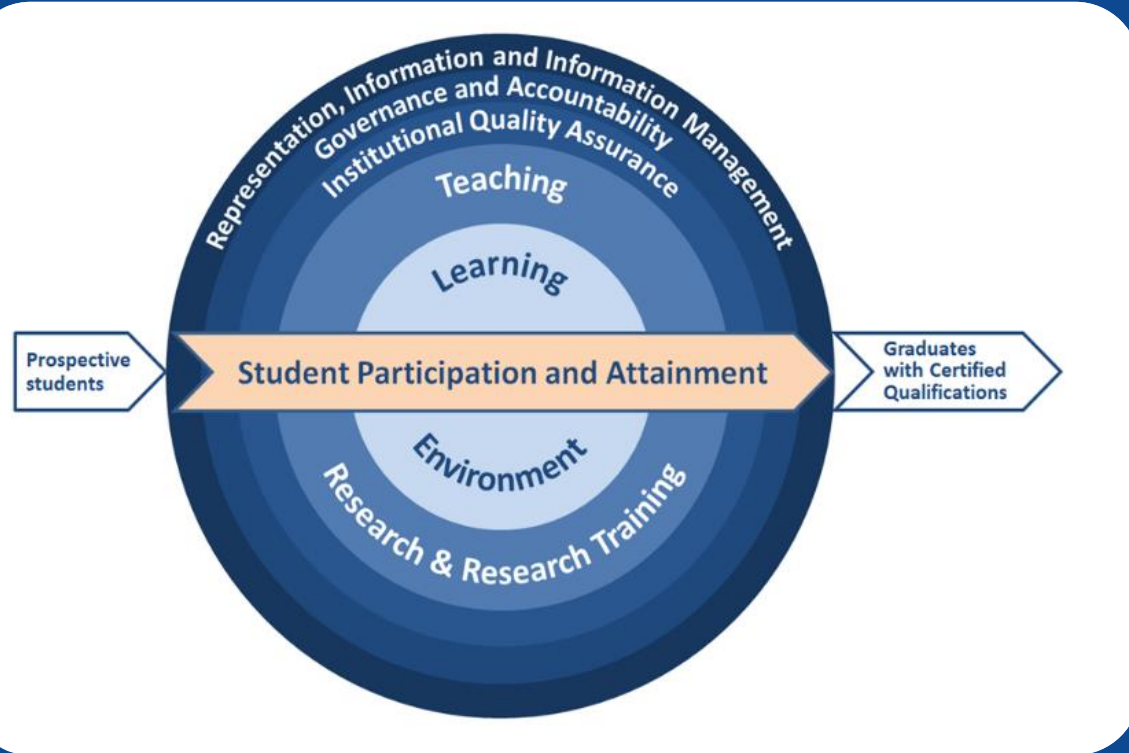
Allied Health courses
produce graduates
with entry-level
graduate attributes
that are
commendable and in
demand



Frameworks and Standards: For graduate attributes/qualities/capabilities in universities

- Quality assurance focussed - to ensure Universities:
 - are governed appropriately
 - have quality curricula
 - produce graduates who demonstrate appropriate learning outcomes at the degree level studied.

Frameworks and Standards



- Higher Education Standards Framework (Threshold Standards) 2021
- Legislated in *Tertiary Education Quality and Standards Agency Act 2011*
- Accreditation by Tertiary Education Quality and Standard Agency at whole institution level



Frameworks and Standards

- Australia Qualifications Framework
- Qualifications framework to ensure consistency of naming, volumes of learning, and learning outcomes

Frameworks and Standards – Threshold Learning Outcomes (2011)

Health, Medicine and Veterinary Science Threshold Learning Outcomes

Upon completion of their program of study, healthcare graduates at professional entry-level* will be able to: (*as defined by each individual discipline)

- 1 Demonstrate professional behaviours
- 2 Assess individual and/or population health status and, where necessary, formulate, implement and monitor management plans in consultation with patients/clients/carers/animal owners/communities
- 3 Promote and optimise the health and welfare of individuals and/or populations
- 4 Retrieve, critically evaluate, and apply evidence in the performance of health-related activities
- 5 Deliver safe and effective collaborative healthcare
- 6 Reflect on current skills, knowledge and attitudes, and plan ongoing personal and professional development.

Learning and Teaching
Academic Standards Project

HEALTH, MEDICINE AND
VETERINARY SCIENCE

Learning and Teaching
Academic Standards Statement
June 2011



ACCREDITATION STANDARD

FOR ENTRY-LEVEL PHYSIOTHERAPY PRACTITIONER PROGRAMS
December 2016



Australian occupational therapy competency standards 2018

20 February 2018



Accreditation Standards

for Pharmacy Programs
in Australia and New Zealand

2020

Professional Standards for Speech Pathologists in Australia



Frameworks and Standards

- Registration Board and Professional Association Standards for competent practice
- Regulated professions are accredited under the Australian Health Regulation Agency against profession-specific standards.



Graduate qualities



SHARE



PRINT

The University's commitment to graduate qualities reflects a world-wide movement within educational institutions such as universities. There is a deliberate focus on the development of particular student outcomes through educational programs. A number of different terms are used to refer to these outcomes including graduate qualities, graduate outcomes, graduate attributes, generic qualities and transferable or key skills.

The University of South Australia has adopted as institutional policy a statement of seven graduate qualities as the outcomes it seeks for its undergraduates (stated below). It has also developed a related set of Research Degree Graduate Qualities.

A graduate of the University of South Australia:

1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice
2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice
3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems
4. can work both autonomously and collaboratively as a professional
5. is committed to ethical action and social responsibility as a professional and citizen
6. communicates effectively in professional practice and as a member of the community
7. demonstrates international perspectives as a professional and as a citizen.

Each of the qualities has indicators which serve as a guide to their development.

Frameworks and Standards

- Graduate Qualities
- Guides what a graduate will demonstrate at the conclusion of their degree

Teaching and learning

Outstanding staff achievements

Graduate qualities

Indicators of graduate qualities

LEARNING AND TEACHING

[Educational Design and
Course Development](#)[Graduate attributes](#)[Virtual Learning
Environments](#)[Staff development](#)[Teaching Awards](#)[Contacts](#)

Graduate attributes



Students in UC courses acquire a body of professional and disciplinary knowledge, technical and information literacy skills and a set of appropriate professional attitudes. At the heart of these learning outcomes are the generic attributes we have identified as essential for our graduates.



Effective professional practice requires the ability to integrate course-specific and generic knowledge and the different skills and attributes.



Development of the graduate attributes takes place in all courses in ways that reflect the qualification level and type and the character of the particular discipline and professional field.

The University monitors students' development of graduate attributes through curriculum design, mapping of course and unit learning outcomes, assessment, internal course and unit satisfaction surveys and Australia-wide surveys of university graduates.

The [Graduate Attributes Policy](#) provides detailed information regarding the University's graduate attributes.

Frameworks and Standards

- Some have
Graduate
Attributes

Frameworks and Standards

- Some have Graduate Capabilities

The screenshot shows the La Trobe University website's Policy Library. The header includes the La Trobe University logo and navigation links: HOME, BROWSE A-Z, SEARCH, BULLETIN BOARD, FAQ, and GLOSSARY. The breadcrumb trail reads: La Trobe Policy Library > Document > Graduate Capabilities for Undergraduate Students Policy. Below this is a navigation bar with links for Current Version, Status and Details, Associated Information, Historic Versions, Future Versions, Print, and Feedback. The main title, 'GRADUATE CAPABILITIES FOR UNDERGRADUATE STUDENTS POLICY', is circled in red. A left-hand navigation menu lists sections from 1 to 6, with 'Section 1 - Background and Purpose' selected. The main content area displays 'SECTION 1 - BACKGROUND AND PURPOSE' followed by three numbered points (1), (2), and (3) describing Graduate Capabilities (GCs). Below this is a section titled 'A Note on Terms' with points (4) and (5) explaining the use of terms like 'evaluate', 'evaluation', and 'outcome'.

LA TROBE UNIVERSITY

HOME BROWSE A-Z SEARCH BULLETIN BOARD FAQ GLOSSARY

La Trobe Policy Library > Document > Graduate Capabilities for Undergraduate Students Policy

Current Version Status and Details Associated Information Historic Versions Future Versions Print Feedback

GRADUATE CAPABILITIES FOR UNDERGRADUATE STUDENTS POLICY

Hide Navigation

Section 1 - Background and Purpose

Section 2 - Scope

Section 3 - Policy Statement

Section 4 - Procedure

Governance

Defining Graduate Capabilities (GCs)

Standards for Student Achievement of GCs

Embedding GCs in Course Curricula

Evaluating Student Achievement Against GC Standards

Evaluating GCs in Multiple Subjects or Courses

Recording Student Achievement Against GCs

Reporting Student Achievement Against GCs

Graduation Requirements

Section 5 - Definitions

Section 6 - Stakeholders

SECTION 1 - BACKGROUND AND PURPOSE

- (1) Graduate Capabilities (GCs) or attributes are interdisciplinary skills, knowledge and attitudes that equip students to live and work in a rapidly changing and complex world. They are desirable and transferable attributes sought by employers.
- (2) Students will be given opportunities and feedback required to develop and demonstrate achievement of agreed standards of performance in relation to the La Trobe GCs.
- (3) Integration and development of the La Trobe Graduate GCs (refer to [Schedule A](#) of this procedure) into courses requires courses to review, reconsider, and revise CILOS &/or SILOS and content to ensure provision of sufficient time, space, and support in the curriculum for students to develop and demonstrate expected levels of achievement in the La Trobe Graduate Capabilities.

A Note on Terms

- (4) Throughout this document, the terms “evaluate” and “evaluation” are used to refer to the process of determining the degree to which student work meets, fails to meet, or exceeds the standards set for Graduate Capabilities (GCs) by a given College.
- (5) The term “outcome” will be used to denote the result – Standard Not Met, Standard Met, or Standard Exceeded – of a given evaluation of student work against GC standards. These terms are used to distinguish the process of determining student achievement against the Graduate Capabilities from the more familiar process of assessing student work for marks and grades.

Graduate Attributes/Qualities/Capabilities

The qualities, skills, and understandings a university community agrees its students should develop over the period of their course. Commonly includes:

- Written and oral communication skills
- Critical, analytical, and reflective thinking – research skills
- Problem-solving
- Information literacy, often associated with technology/digital
- Learning and working independently and collaboratively
- Ethical and inclusive engagement with communities, cultures, and nations
- Body of knowledge for professional practice
- Lifelong learning for professional and personal development

How do we know allied health graduates have commendable entry-level attributes/qualities/ capabilities?

Quality Indicators for Learning and Teaching (QILT)

Measures of Outcomes

Student Experience Survey (SES)

The SES is the largest survey of current higher education students in Australia. It explores students' experience with key aspects of teaching and learning.

[Explore the data](#)

Graduate Outcomes Survey (GOS)

The GOS is a national survey of recent graduates which measures employment outcomes, salaries, skills utilisation, further study activities, and graduate satisfaction.

[Explore the data](#)

Graduate Outcomes Survey – Longitudinal (GOS-L)

The GOS-L is completed by graduates three years after completing their studies. The survey measures graduates' medium-term employment outcomes and further study activities.

[Explore the data](#)

Employer Satisfaction Survey (ESS)

The ESS is the only national survey that systematically measures how well graduates from Australian higher education institutions meet employer needs.

[Explore the data](#)

Ask questions about:

- Skills Development
- Learner Engagement
- Teaching Quality
- Student Support
- Learning Resources

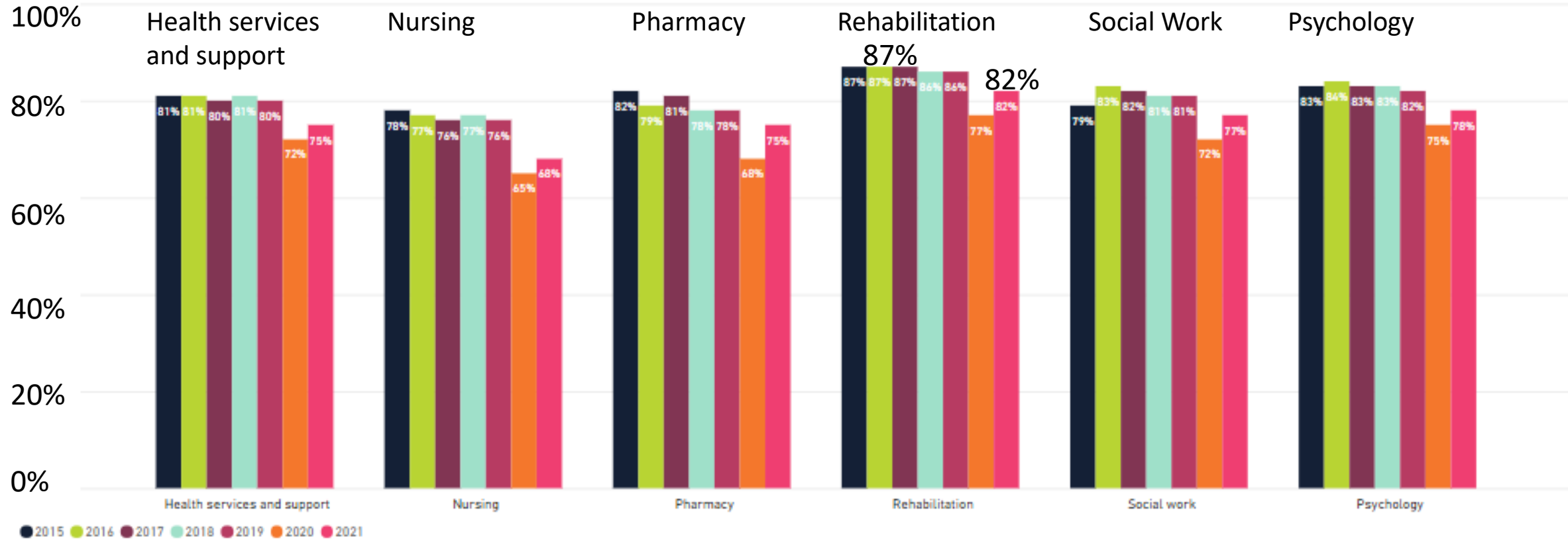
<https://www.qilt.edu.au/>

AUGUST 2022

2021 Student Experience Survey

Student Experience Survey 2015-2021

Quality of entire educational experience of undergraduate students by 21 study area (2015, 2016, 2017, 2018, 2019, 2020, 2021), % positive rating



Note - Blanks in this report reflect where there were too few responses for meaningful analysis.

- Data from institutions not covered by the Higher Education Support Act 2003 are included in the reporting from 2020 onwards.

“Overall, in 2021, student ratings of the Rehabilitation study area were consistently some of the highest across all aspects of the student experience, such as Skills Development, 89 per cent, Teaching Quality, 87 per cent, and Learning Resources, 85 per cent”

[https://www.qilt.edu.au/surveys/student-experience-survey-\(ses\)](https://www.qilt.edu.au/surveys/student-experience-survey-(ses))

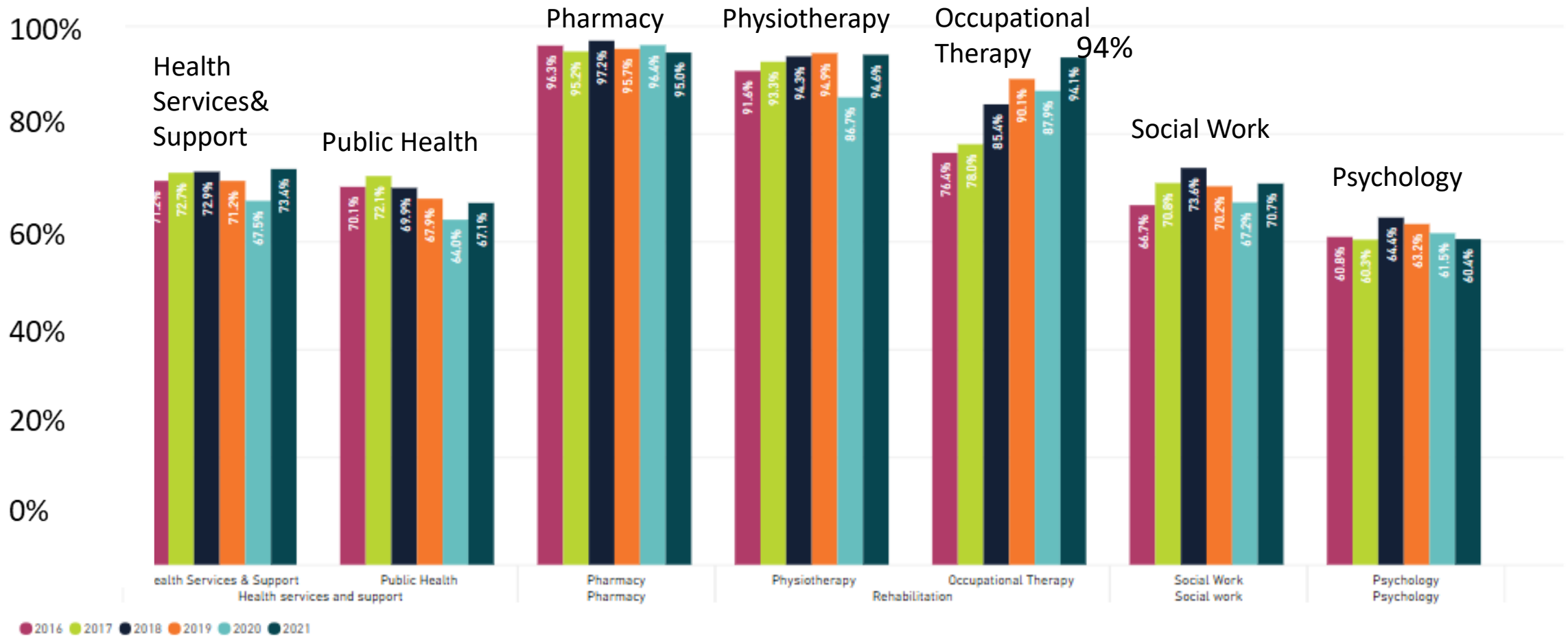


The GOS is completed by graduates approximately four months after completion of their studies. It provides information on the labour market outcomes and further study activities of graduates. Employment data collected includes information on salaries, occupation and skills utilisation

2021 Graduate Outcomes Survey

Undergraduate full-time employment 2016-2021

All



Note: Blanks in this report reflect where there were too few responses for meaningful analysis.

Data from institutions not covered by the Higher Education Support Act 2003 are included in the reporting from 2021 onwards.

<https://www.seek.com.au/> 24th Oct 2022

Job market trends for Occupational Therapists

All NSW VIC WA QLD TAS SA NT ACT

Job opportunities

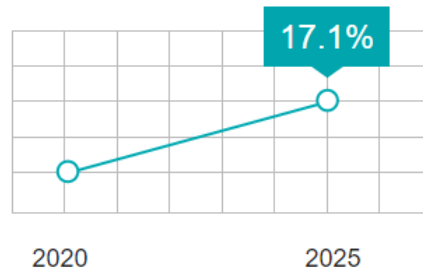
Occupational Therapist jobs on SEEK



Source: [SEEK](#)

Projected job growth

National increase over next 5 years



Source: [LMIP](#). Occupational Therapists

Job market trends for Physiotherapists

All NSW VIC WA QLD TAS SA NT ACT

Job opportunities

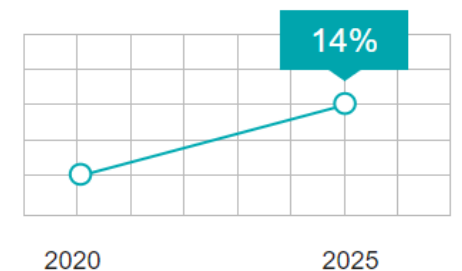
Physiotherapist jobs on SEEK



Source: [SEEK](#)

Projected job growth

National increase over next 5 years



Source: [LMIP](#). Physiotherapists



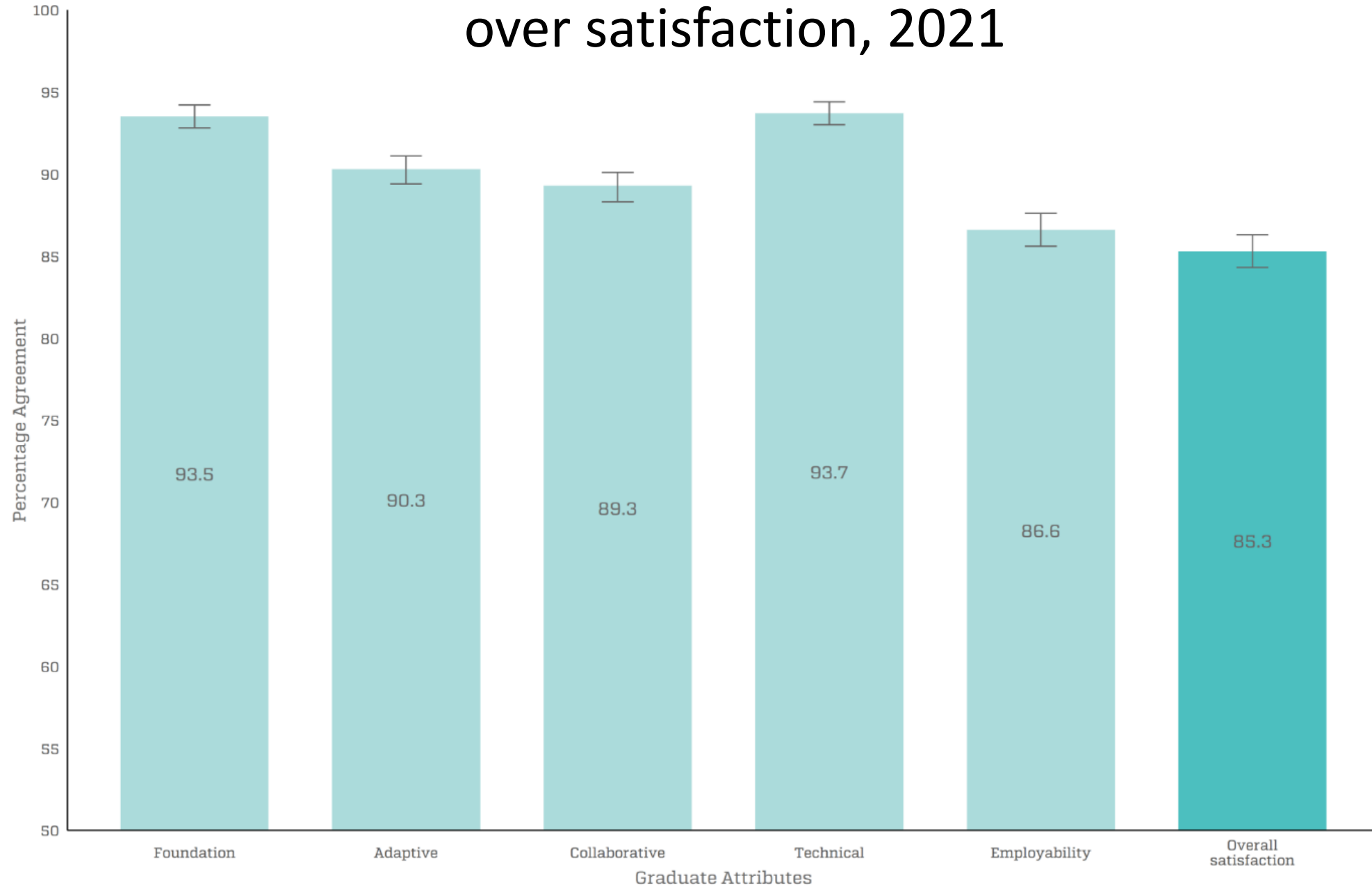
2021 Employer Satisfaction Survey

February 2022

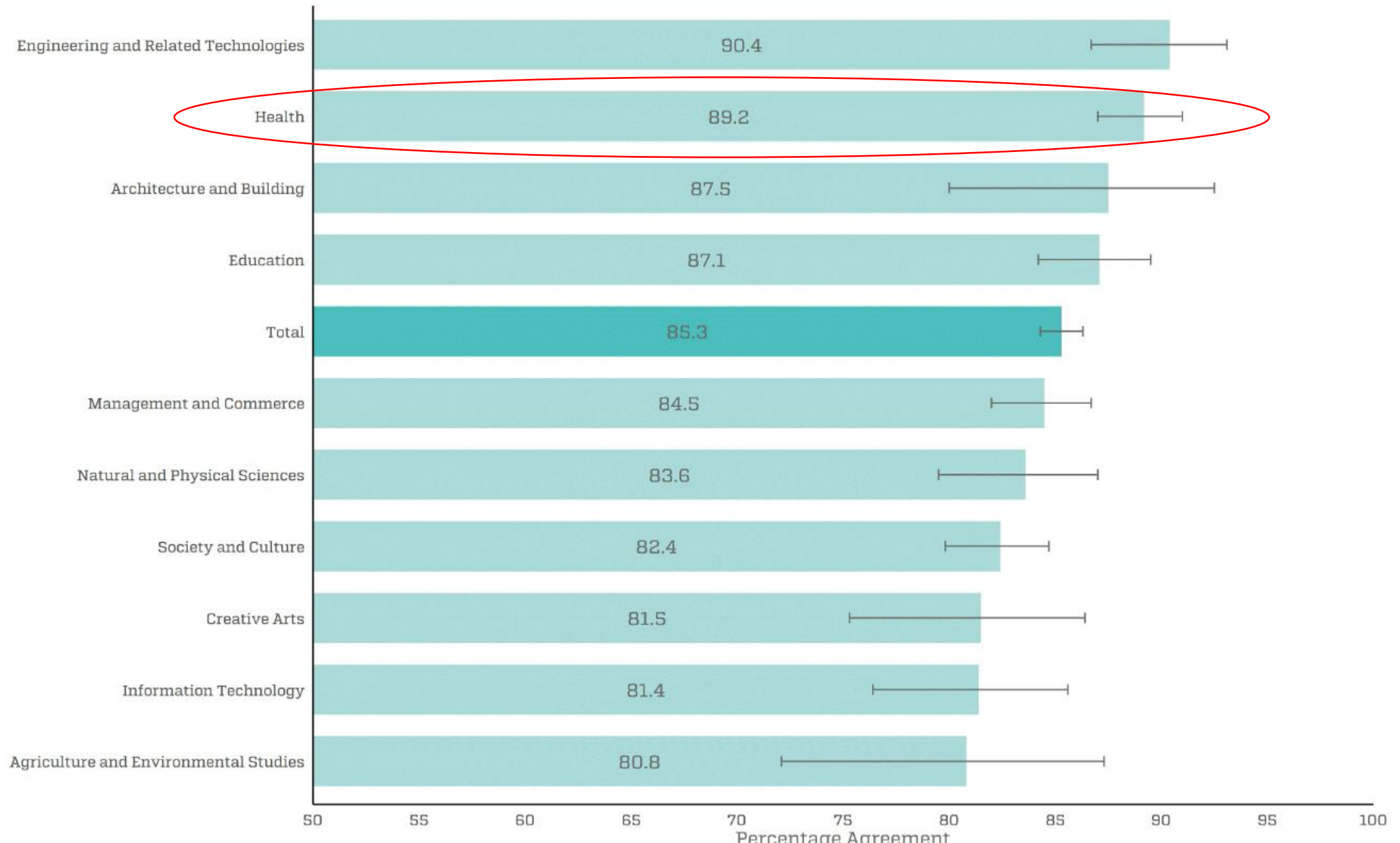
The QILT website reports the proportion of employers satisfied with six indicators:

1. Overall satisfaction
2. Foundation skills - general literacy, numeracy and communication skills and the ability to investigate and integrate knowledge
3. Adaptive skills - the ability to adapt and apply skills/knowledge and work independently
4. Collaborative skills - teamwork and interpersonal skills
5. Technical skills - application of professional and technical knowledge and standards
6. Employability skills - the ability to perform and innovate in the workplace

Employer satisfaction with graduate attributes and over satisfaction, 2021



Employer overall satisfaction by broad field of education, 2021 (% , with 90 per cent confidence intervals)



Job market trends for Occupational Therapists

All

NSW

VIC

WA

QLD

TAS

SA

NT

ACT

Job opportunities

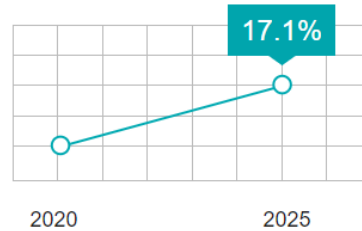
Occupational Therapist jobs on SEEK



Source: [SEEK](#)

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National increase over next 5 years



Source: [LMIP](#), Occupational Therapists

Job market trends for Physiotherapists

All

NSW

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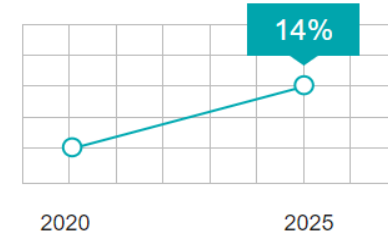
Physiotherapist jobs on SEEK



Source: [SEEK](#)

Projected job growth

National increase over next 5 years



Source: [LMIP](#), Physiotherapists

+ Occupational Therapy

+ First Aid

+ AHPRA Registration

+ Time Management

+ NDIS Worker Screening Check

+ Autonomy

+ Drivers Licence

+ Communication Skills

+ Aged Care

+ Organised

+ AHPRA Registration

+ Autonomy

+ NDIS Worker Screening Check

+ Communication Skills

+ Private Practice

+ Time Management

+ Aged Care

+ Willingness to Learn

+ Drivers Licence

+ Team Work

ALLIED SERVICES IN FOCUS

Allied Services is experiencing significant growth and candidate shortages owing to the pandemic and Australia's ageing population.

Such is the scale of the increase in demand and the importance of Allied Services that a ripple effect is being felt across the entire healthcare industry.



"When we look at healthcare from an employment perspective, there's public health, private health and aged care. They all have their own challenges and opportunities, but Allied Services sits across all of them," Duncan says.

"It's clear that Allied Services has a crucial role to play in all segments of the healthcare market and it's important for organisations to demonstrate to candidates the benefits of working in a particular segment."

Defining Allied Services

This report focuses on three major sub-categories that make up 94% of all SEEK job ads within Allied Services (see Appendix 5).



Psychology,
Counselling & Social
Work



Physiotherapy,
Occupational Therapy
& Rehabilitation



Speech Therapy

Job ad growth by role and location

FIGURE 10. JOB AD GROWTH BY ROLE GROUP



Allied Health professional-entry Graduate Attributes

- Conclusion
- Allied Health graduates have commendable attributes and are in demand.
- We need to get better at talking about our allied health graduates attributes

