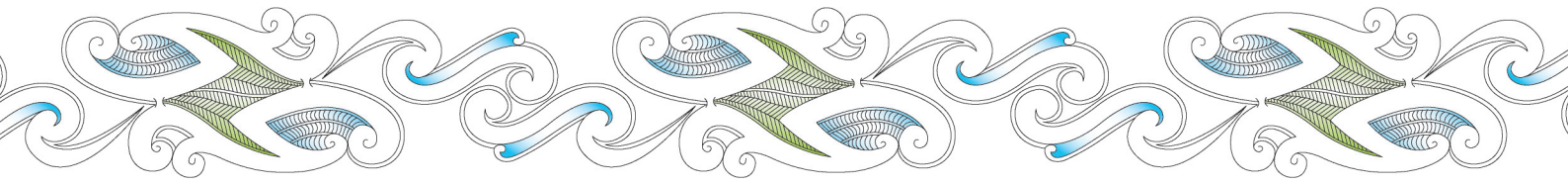




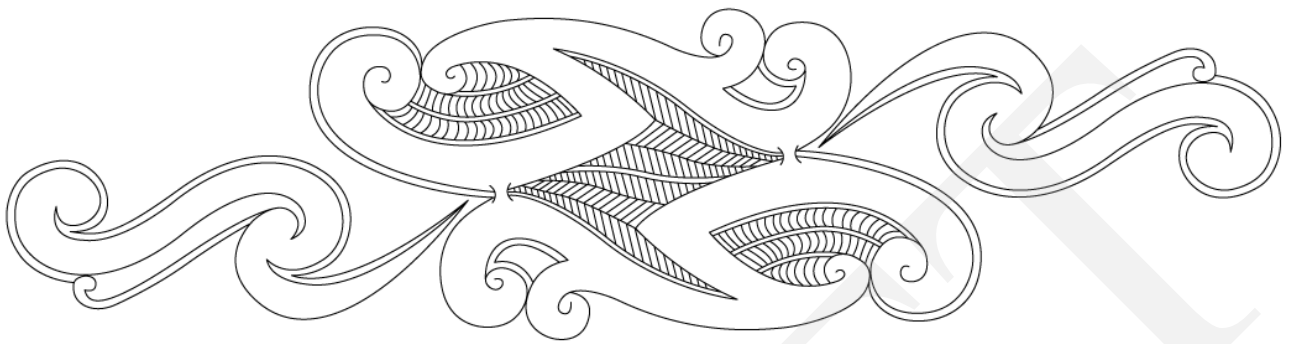
Learner Capability Framework: Employer Priorities Index

March 30 2019

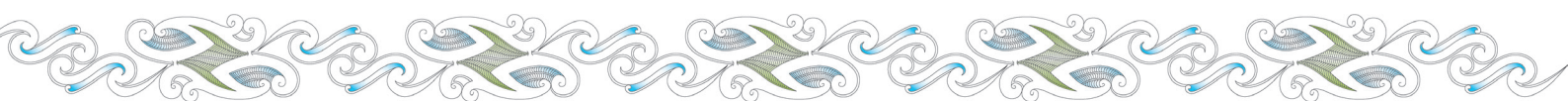


Learner Capability Framework: Employer Priorities Index

March 30 2019



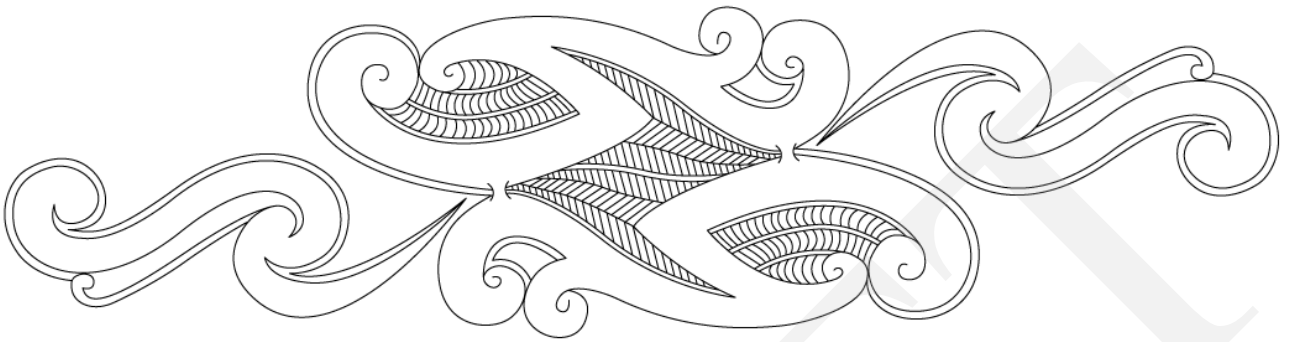
Cover Image: Ana Teofilo, *Journey Part Two*, mixed media on carved and painted board 2x4.1metres, 2013, (detail).



Contents

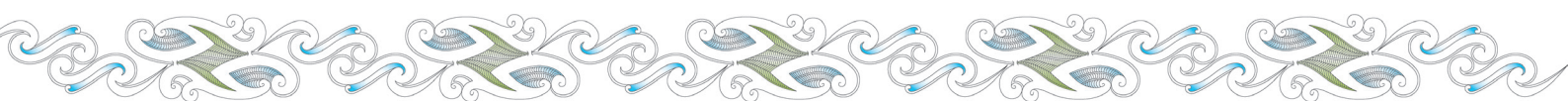
1.	Learner Capability Framework Research Project Phase One Report: Introduction	4
2.	Learner Capability Framework	8
3.	The Learner Capability Framework: Employer Priority Index	12





1.

Learner Capability Framework Research Project Phase One Report: Introduction



LCF Research Project

Phase One Report: Introduction

How can New Zealand teaching institutions equip learners to be more employment ready for the fast-changing world of future work? Which capabilities or transferable skills are priorities for employers / stakeholders when they consider graduates as employees?

These questions are central to the development of the Learner Capability Framework (LCF) at Otago Polytechnic. It has been internationally recognised in the previous two decades that the nature of the workplace, the environment, technology, the economy and society is changing. Key to supporting learners for this changing environment is the development of capabilities, or transferable skills, that can be applied in multiple and fluid work situations.

In order to respond to the questions above, the Research Team at Otago Polytechnic embarked on a journey of research of which the first phase connected lecturers with employers and stakeholders across fifteen identified clusters of programmes with a view towards inserting employer priorities with regard to capabilities into effective curriculum development. Otago Polytechnic will equip our learners with these prioritised capabilities and support them to provide evidence of having attained them. These capabilities will help our students to thrive, adapt and be effective in their chosen professions, trades and workplaces.

This publication, the first in a set of eight envisaged to disseminate a whole journey over two and a half years, reflects the action research undertaken by Otago Polytechnic towards the development of a Learner Capability Employer Priority Index (LCEPI). This LCEPI explains to the learner and to educators the most desirable capabilities that have been indicated as a snapshot during semi-structured interviews with samples of employers and stakeholders.

"... action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools [or other learning institutions], or looking for ways to increase student achievement." (Eileen Ferrance, 2000, no page)

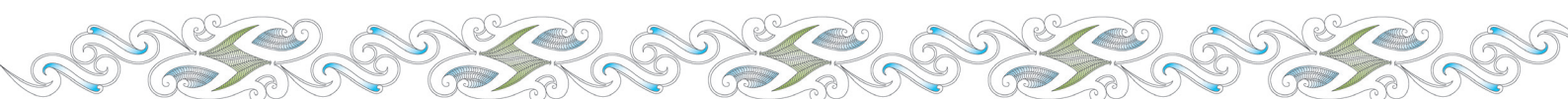
This research is a first step towards addressing any existing imbalances between discipline-specific competencies and workplace capabilities in Otago Polytechnic's curricula. The project as a whole will enable learners in any discipline and at all levels to gain validated evidence of their transferable capabilities. A portfolio reflecting capabilities will complement the competencies gained in their education.

The research project will support the development of the LCF online tool for learners, through which they will be able to bring already identified and evidenced capabilities to the learning environment, and also to identify areas in which they need to develop. The Learner Capability Framework is aimed at improving learners' understanding of capabilities and their value for employment. Learners could increasingly become self-reflective practitioners, with a highly developed awareness of their own learning pathway and how to document evidence of it. Using the Learner Capability Framework could equip them to articulate to employers what capabilities they have acquired and how they have gained these.

As Phase 2 of the larger research project, the interviews mentioned above are also currently being transcribed and analysed for further, rich information about how we can improve our curricula. A second publication – in the set of eight – will result from this work.

Phase 3 will involve gathering narrative information from our alumni about their experiences as graduates in the workplace. Questions asked will focus on how Otago Polytechnic had equipped alumni for their employment and how this work can be improved.

"... learning and teaching cannot be understood without reference to context: the situated, social experience of the learner and/or teacher ... [reaching] beyond teaching and learning (and related activity) to values, what people perceive to be meaningful, important and relevant." (Nind & Lewthwaite, 2018, p.6.)



Ethnographic observations in workplaces will be the focus of Phase 4. These will analyse how capabilities play out in real world scenarios to test earlier findings and will also aim to provide contextual information regarding the kinds of capability evidence expected from our learners.

“...ethnographers search for predictable patterns in the lived human experiences by carefully observing and participating in the lives of those under study... collect data in multiple ways for triangulation ... is dialogic [as comment can be gained from those observed and it allows getting] an insider's view of reality.” (Sangasubana, 2011, pp. 567-568)

Further phases (5 and 6) involving staff and students are planned for 2020. In that same year, Phase 7 will conclude a concurrent mapping of our curricula to gauge the embedding of the research into Otago Polytechnic programmes.

Throughout the project, Otago Polytechnic will also be working with our partners, the Kokiri Centre and Business New Zealand, whom we hope will benefit much from the Learner Capability Framework for their own purposes. Regular reporting on milestones will be lodged with Ako Aotearoa, and a final report will conclude Phase 8 early in 2021 as a summary of all findings.

The overall objective is to deliver and implement a Learner Capability Framework that enables learners to develop and evidence transferable capabilities to set them up for success in employment.

Bibliography

Archer, W & Davison J. *Graduate Employability: What do employers think and want?* The Council for Industry and Higher Education (UK) (2008).

Belt, V, Drake P & Chapman K. *Employability Skills: A Research and Policy Briefing*. UK Commission for Employment and Skills (2010).

Bull, A. *Capabilities for Living and Lifelong Learning: What's Science Got to Do With It?* New Zealand Council for Educational Research (2015).

Chaudhuri, T and Cabau, B (eds), *E-Portfolios in Higher Education: A Multidisciplinary Approach*, Springer, <https://www.springer.com/gp/book/9789811038020> (2017).

Dean, J. “Acquiring skills and attributes necessary for employment in junior administrative roles”, a thesis presented in partial fulfilment of the requirements for the degree of Master of Education in Adult Education, Massey University (2005).

Embedding Employability in the Curriculum: The Perceptions of Staff in Tertiary Education. University of Otago, University of Auckland, NZAGE, funded by Ako Aotearoa (2018).

Ferrance, E. 2000, Action Research, *Brown University* https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/act_research.pdf

Law, B, Wagg, S, & Terry, S. *Making Tertiary Studies In Engineering More Relevant*. TEC and Otago Polytechnic (2016).

McIntosh, R. *Future Directions in New Zealand Schooling: The Case for Transformation*. Centre for Strategic Education (2017).

“New Models of Tertiary Education”, Chapter 11: “Innovative Activity”. The Productivity Commission (2017).

Nind, M. & Lewthwaite, S. “Methods that Teach: Developing Pedagogic Research Methods, Developing Pedagogy”, *International Journal of Research & Method in Education*, <https://doi.org/10.1080/1743727X.2018.1247057> (2018) p.6.

Ready for Work. Impetus: The Private Equity Foundation (2014).

Sangasubana, N. “How to Conduct Ethnographic Research”, *The Qualitative Report*, Vol 16, No 2 (2000) pp.567-573.

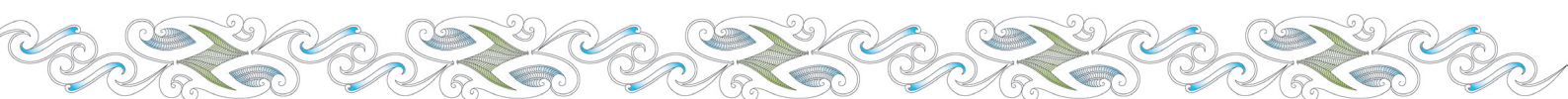
Scott, G, Chang, E & Grebennikov, L. “Using successful graduates to improve the quality of undergraduate nursing programs”. *Journal of Teaching and Learning for Graduate Employability* Vol 1, No 1 (2010) DOI: <https://doi.org/10.21153/jtlge2010vol1no1art547>.

Scott G, & Yates KW. “Using successful graduates to improve the quality of undergraduate engineering programmes”. *European Journal of Engineering and Education*, Vol 27, No 4 (2002) pp.363-378.

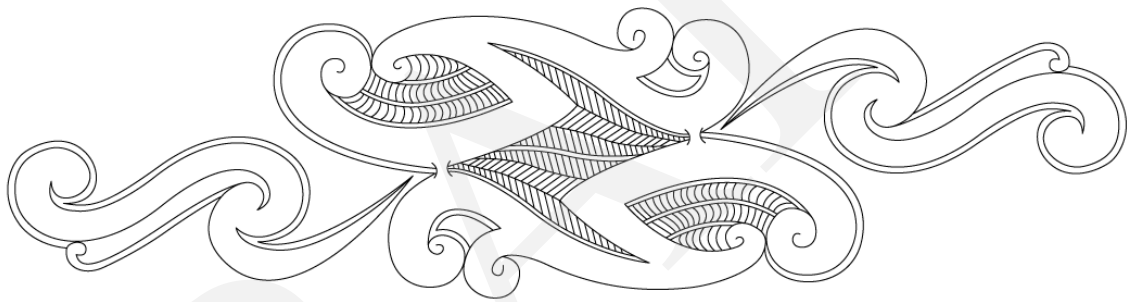
Waltz, M. “Improving Student Employability”. jobs.ac.uk (no date).

Yorke, M. *Employability in Higher Education: what it is - what it is not*. The Higher Education Academy (2006).

Yorke, M & Knight P.T. *Embedding Employability into the Curriculum*. The Higher Education Academy (2006).

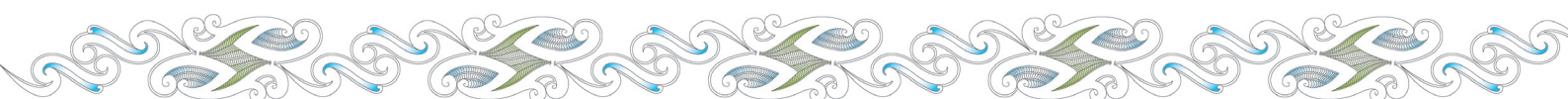


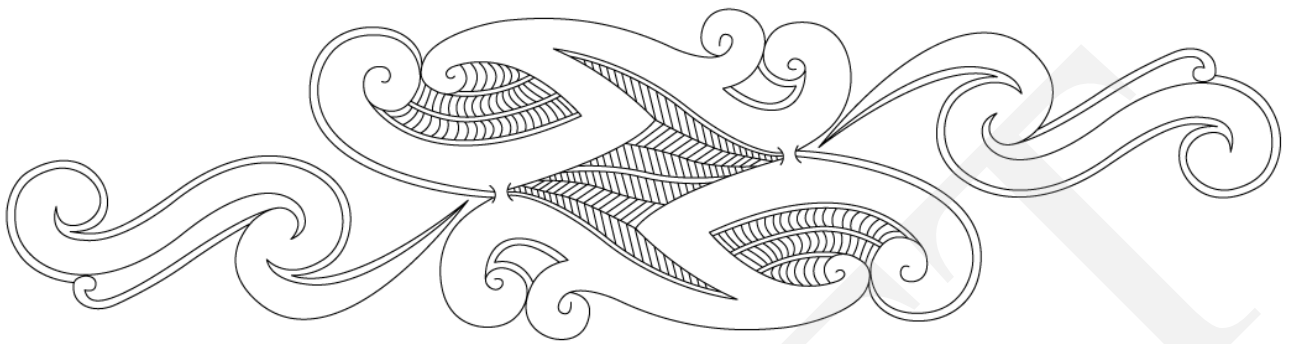
The following pages introduce the 25 capabilities identified in previous research by *iamcapable* that started work on this at the Otago Polytechnic Auckland International Campus in 2016. The tables after this show the results of Phase One for 15 programme clusters. The image for the capability and the text accompanying this offers explanations, while the summary at the top of each table provides information about the kinds of workplaces where interviews were held.



Learner Capabilities are ... 'a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and economy'.

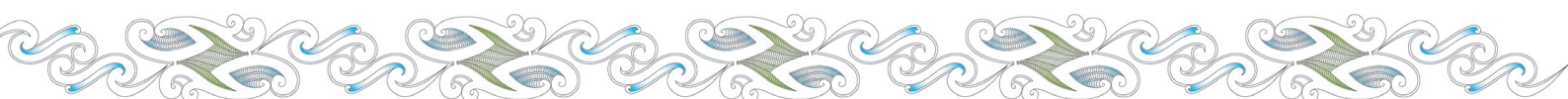
(Yorke and Knight, 2006)





2.

Learner Capability Framework



The Learner Capability Framework



The initiative to embed transferable skills (learner capabilities) into all of our programmes is based on evidenced employer demand to have access to graduates who have these skills. It is part of Otago Polytechnic's commitment to our learners to equip them to be work-ready when they graduate.

The Learner Capability framework is based on national and international research, and is informed by an ongoing research programme driven by Otago Polytechnic.

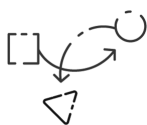
'*iamcapable*' is a web-based tool that students and tutors access to enable learners to track the development of these capabilities and to produce verified evidence of these capabilities.

What are the implications of this initiative?

For staff

As an institution and as educators, we accept the challenge to maximise the opportunities for our learners to intentionally develop transferable skills. We commit to giving our students opportunities to evidence and articulate these capabilities.

This means that we need to ask ourselves:



Are transferable skills embedded in our programme and course design?



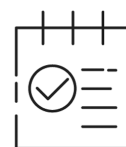
Are there learning outcomes which explicitly address these capabilities?



Are we using learning and teaching strategies that enable learners to develop these capabilities?



Are we robustly assessing the achievement of capabilities, as we do technical skills and knowledge?



Are we reporting the achievement of capabilities in a format accessible to employers?

If we can't answer a resounding 'yes' to each of these questions, the learner capability initiative provides us with a framework, tools and guidance to adapt our learning and teaching practice.

The Learner Capability project team and Learning and Teaching Development team are committed to supporting programme teams to embed learner capabilities in their unique learning and teaching environments.

The Learner Capability research initiative provides opportunities for staff to engage in research with industry. This strengthens academic-industry ties, and enhances professional academic capability.

For learners



The evidence-backed Capability Profile that our learners generate during their time at Otago Polytechnic is an assurance of their work-readiness.



Our learners become self-reflective practitioners who can articulate their capabilities.



Our curriculum and learning and teaching is grounded in the real world, generating opportunities for learners to develop transferable skills for employment and for life.

For employers

Employers tell us that they value evidence-backed capabilities, over and above CVs or transcripts.



We develop graduates that have the qualities employers have told us they are looking for.




We value and strengthen our relationships with employers.

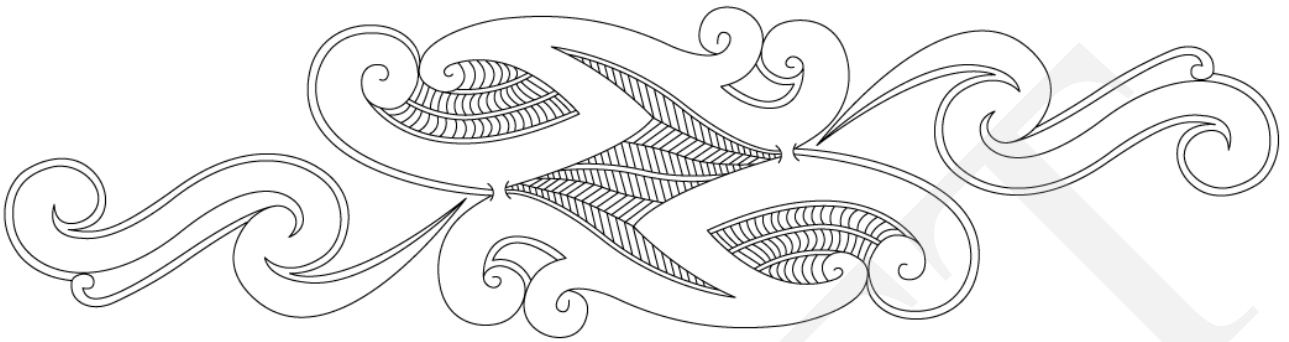


We remain relevant and abreast of industry developments.

The Learner Capability Framework

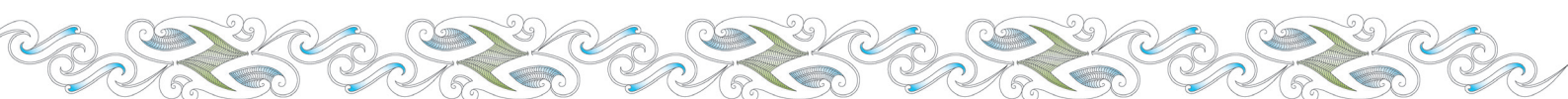
CAPABILITIES	SUMMARY
 Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information
 Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally
 Communicates Effectively Visually	Use different methods and styles of visual language
 Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
 Displays Cultural Competence	Respect and embrace diverse perspectives Understand other cultures and engage appropriately Be responsible and manage behaviour
 Displays Bi-cultural Proficiency in a NZ Context	Apply Te Ao Māori and tikanga Māori Incorporate mātauranga Māori and the Treaty of Waitangi in decision-making Demonstrate an understanding of the Treaty of Waitangi
 Works Independently	Organise commitments to meet deadlines without supervision Adapt and operate beyond comfort zone Act on instructions received
 Works in teams	Build trust and collaboration Plan and complete projects by deadlines
 Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change
 Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
 Practises Health & Safety	Assure workplace safety Comply with health and safety procedures Reduce risk to personal safety and health

CAPABILITIES	SUMMARY
 Demonstrates Digital Competence	Apply digital technologies in work contexts Digitally proficient online Use social media appropriately Calculate and analyze in a digital environment
 Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
 Demonstrates Resilience	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities
 Thinks Creatively	Develop creative solutions Test and evaluate new ideas and solutions Inspire, collaborate, communicate and delegate Coach and support emerging leaders
 Displays Leadership	Motivate, listen, co-create and value other people Challenge and resolve inappropriate behaviour respectfully
 Inspires others	Motivate others to take opportunities
 Enterprising	Make a difference Energise people for success Achieve bold new outcomes Undertake creative challenges
 Practises Sustainably	Measure sustainability initiatives to determine impacts Advocate for change Model sustainable practice
 Practises Ethically	Manage my behaviour and act ethically Maintain best practice and equity Maintain confidence and trust
 Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions
 Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
 Communicates Bilingually	Communicate orally in a second language Speak, read and write in a second language
 Displays Work Life Balance	Work hard, keep active and enjoy life Laugh and show a sense of humour
 Performs Community Service	Engage in community action



3.

The Learner Capability Framework: Employer Priority Index



Employer Priority Index

Employers and stakeholders identified by lecturers in 15 programme clusters were asked to prioritise the top 10 Learner Capabilities – from the 25 identified through previous research – that apply best to their workplace or employment area. The results shown on the following pages reflect both the similarities and differences in capabilities required from graduates to be considered work ready as indicated by the employers/stakeholders interviewed.



Interviews Held

The table below shows the scope of the initial (employer/stakeholder) interviews for each programme cluster. The interviews resulted in recordings – in a few cases notes were taken – which are to be transcribed and analysed for the next phase of the project. Interviewers also arranged the order of capability priorities indicated by each interviewee. These were recorded onto separate summary sheets, and were then coded for importance and frequency of selection. This was done for each interview and collected into the programme clusters for which interviews were undertaken. These priorities are presented in the following pages as the 10 most desirable capabilities as indicated by the employers/stakeholders interviewed. In some cases two priorities were ranked equal and this is shown clearly on the following pages.

Programme Clusters	No. of Interviewers	No. of Employers Interviewed
Applied Science (Sports)	4	10
Architecture	2	7
Business	5	21
Design – Communication	2	6
Design – Fashion	3	10
Design – Food Institute	2	7
Design – Product	3	6
Engineering Technology	2	9
Information Technology	3	11
Midwifery	6	13
Nursing	5	19
Occupational Therapy	4	10
Quantity Surveying	2	8
Social Services	4	13
Visual Arts	4	13
	51	163

Applied Science (Sports)

Applied Science (Sports) graduates may take up roles in both small and large organisations. Some may have a focus solely on performance training and development, while others work for group organisation and coordination related to this area. Employers for this cluster comprise a variety of different areas in the sports landscape, from national sports performance analysts, community centres and group coordinators to physical trainers working in schools and private organisations. Capability priorities in this are effective written communication, the ability to work in teams, demonstrating resilience, and practicing ethically.

1		Communicates effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information
2		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
3		Demonstrates Resilience	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities
4		Practises Ethically	Manage my behaviour and act ethically Maintain best practice and equity Maintain confidence and trust
5		Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change
6		Inspires Others	Motivate others to take opportunities
7		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
8		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
9		Works Independently	Organise commitments to meet deadlines without supervision Adapt and operate beyond my comfort zone Act on instructions received
10		Thinks Creatively	Develop creative solutions Test and evaluate new ideas and solutions Inspire, collaborate, communicate and delegate Coach and support emerging leaders

Architectural Studies

Architectural studies graduates may work in architecture practices, mainly in architectural technology or interior architecture positions, as well as professions associated with the built environment. Problem solving, digital competency, thinking creatively and being able to work in teams encompass the top of the 10 most desirable capabilities for graduates from this area.

1		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
2		Demonstrates Digital Competence	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
3		Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Apply appropriate tone and style
4		Thinks Creatively	Develop creative solutions Test and evaluate new ideas and solutions Inspire, collaborate, communicate and delegate Coach and support emerging leaders
5		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
6		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
7		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
8		Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change
9		Communicates Effectively Visually	Use different methods and styles of visual language Convey culturally appropriate ideas and information that can be seen
10		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions

Business

Business graduates may perform specialised or multiple roles within any organisation including event management, marketing, accounting and tourism. The capabilities prioritised indicate that graduates from this area are required to work across teams, to communicate effectively verbally, to solve problems and to display effective interpersonal behavior. demonstrate cultural competence and effectively organise.

1		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
2		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
3		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
4		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
5		Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information
6		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
7		Demonstrates Digital Competence	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
8		Displays Cultural Competence	Respect and embrace diverse perspectives Understand other cultures and engage appropriately Be responsible and manage behaviour
9		Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change
10		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
10		Works Independently	Organise commitments to meet deadlines without supervision Adapt and operate beyond my comfort zone Act on instructions received

Design

Graduates of the Design suite of programmes at Otago Polytechnic span the spectrum of Communication Design, Fashion Design, Food Design, and Product Design. Capabilities prioritised by those interviewed for this cluster have been separated to reflect the different needs for each programme in the suite.

Communication Design

Employers interviewed range from industry and brand developers to advertising and digital technology developers, exhibition and museum designers, and game developers. Prioritised capabilities from this strand of design are the ability to communicate effectively both in writing and verbally, working in teams, and acting responsibly.

1		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
2		Thinks Creatively	Develop creative solutions Test and evaluate new ideas and solutions Inspire, collaborate, communicate and delegate Coach and support emerging leaders
3		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
4		Works Independently	Organise commitments to meet deadlines without supervision Adapt and operate beyond my comfort zone Act on instructions received
5		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
6		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
7		Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information
8		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
9		Communicates Effectively Visually	Use different methods and styles of visual language Convey culturally appropriate ideas and information that can be seen
10		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions

Design

Fashion Design

Fashion design graduates may find themselves in many areas of this large industry, ranging from garment manufacture and design to retail, accessory design and manufacture, advertising and magazine roles in both print and digital formats. They may work as a part of a team, or manage their own brand or design house. Workplaces interviews in this area included all of these possible destinations for graduates and the most desirable capabilities prioritised for this area are effective communication through writing, digital competence, the ability to work independently and in teams.

1		Communicates Effectively in Writing	Develop creative solutions Test and evaluate new ideas and solutions Inspire, collaborate, communicate and delegate Coach and support emerging leaders
2		Demonstrates Digital Competence	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
3		Works Independently	Build trust and collaboration Plan and complete projects by deadlines
4		Works in Teams	Listen actively Apply appropriate body language Overcome conflict
5		Thinks Creatively	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
6		Solves Problems	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions
7		Communicates Effectively Verbally	Improve and manage physical environments Plan and prioritise Maintain wellness
8		Thinks Critically	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities
9		Displays Effective Interpersonal Behaviour	Organise commitments to meet deadlines without supervision Adapt and operate beyond my comfort zone Act on instructions received
10		Organises Effectively	Use written language appropriately Apply appropriate tone and style Read and understand information

Design

Food Design

Food design capabilities are relevant to a network of hospitality and food industry workplaces in which graduates find themselves post qualification. Large function management companies, hotels and catering services along with commercial enterprises in the food industry were interviewed and they prioritised the need for graduates to work in teams, display effective interpersonal behaviour, organise effectively, and act responsibly.

1		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
2		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
3		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
4		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
5		Thinks Creatively	Develop creative solutions Test and evaluate new ideas and solutions Inspire, collaborate, communicate and delegate Coach and support emerging leaders
6		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
7		Practises Health & Safety	Assure workplace safety Comply with health and safety procedures Reduce risk to personal safety and health
8		Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change
9		Demonstrates Resilience	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities
10		Displays Leadership	Motivate, listen, co-create and value other people Challenge and resolve inappropriate behaviour respectfully

Design

Product Design

Product design lecturers interviewed employers in design studios, industry manufacturing, start-up hubs and social community sustainability networks. Capabilities found to be most desirable for this programme area are creative thinking, problem solving, working in teams, and displaying effective interpersonal behaviour.

1		Thinks Creatively	Develop creative solutions Test and evaluate new ideas and solutions Coach and support emerging leaders
2		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
3		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
4		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
5		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
6		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions
7		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
8		Demonstrates Resilience	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities
9		Works Independently	Organise commitments to meet deadlines without supervision Adapt and operate beyond my comfort zone Act on instructions received
9		Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information
10		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results

Engineering Technology

Engineering Technology graduates may have positions within teams of larger companies offering many services, or they can be a part of the larger specific subcontractor roles associated with engineering and construction processes. Interviews conducted for this cluster included a cross-section of large service organisations and industry. The results reflect that employers need problem solving, the display of effective interpersonal behaviour, working in teams, and the practice of health and safety most.

1		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
2		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
3		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
4		Practises Health & Safety	Assure workplace safety Comply with health and safety procedures Reduce risk to personal safety and health
5		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
6		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
7		Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information
8		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions
9		Demonstrates Resilience	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities
10		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness

Information technology

This area of the workforce is both critical and essential to the running of almost every workplace in New Zealand. Information Technology support and services are fundamental to connection and communication. Workplaces interviewed for this cluster ranged from organisations and companies to service providers and developers of information technology platforms for service. Results of the research indicate that working in teams and independently, solving problems and thinking critically are priorities for those interviewed.

1		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
2		Works Independently	Organise commitments to meet deadlines without supervision Adapt and operate beyond my comfort zone Act on instructions received
3		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
4		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions
5		Practises Ethically	Manage my behaviour and act ethically Maintain best practice and equity Maintain confidence and trust
6		Demonstrates Digital Competence	Apply digital technologies in work contexts Digitally proficient online Use social media appropriately Apply measurement analysis
7		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
8		Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change
9		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
10		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict

Midwifery

Midwifery graduates are autonomous practitioners and work across primary, secondary and tertiary sectors of the community, both in urban and rural areas. Similarly, to other regulated health professions, the competencies of the graduate are central to practice, and research findings around capability should support how these are applied in the professional situation. Participants included community midwives, midwifery managers, midwifery educators and consumers. The 13 participants interviewed ranked the following capabilities as most valued: reflection on performance and application of personal learning, effective verbal communication skills, effective interpersonal behaviour and cultural competence.

1		Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change
2		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
3		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
4		Displays Cultural Competence	Respect and embrace diverse perspectives Understand other cultures and engage appropriately Be responsible and manage behaviour
5		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
6		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions
7		Practises Ethically	Manage my behaviour and act ethically Maintain best practice and equity Maintain confidence and trust
8		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
9		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
10		Demonstrates Resilience	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities

Nursing

Graduates from Nursing find work in both large and small health focused organisations where their competencies are key to undertaking the role. Therefore, the findings of this research area focused on those capabilities that could support nursing graduates to navigate their area of work and the many challenges that it encompasses. High value is placed by those interviewed on resilience, working in teams, thinking critically, and displaying effective interpersonal behaviour in roles spanning hospital situations, community health care, senior, paediatric, and palliative and rest home care situations where interviews were held.

1		Demonstrates Resilience	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities
2		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
3		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions
4		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
5		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
6		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
7		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
8		Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information
8		Displays Cultural Competence	Respect and embrace diverse perspectives Understand other cultures and engage appropriately Be responsible and manage behaviour
9		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
10		Practises Health & Safety	Assure workplace safety Comply with health and safety procedures Reduce risk to personal safety and health

Occupational Therapy

Graduates of occupational therapy find themselves in many different roles in rehabilitation work, and this is reflected in the wide-ranging nature of employers and stakeholders interviewed from local and national health boards, including both practitioners and managers associated with these structures. Community and specific demographic outreach and wellness organisations and physiotherapists were also included, reflecting the multiple and complex facets of the occupational therapist's role. Cultural competence, displaying effective interpersonal behavior, solving problems, and communication effectively verbally were prioritized by those interviewed.

1		Displays Cultural Competence	Respect and embrace diverse perspectives Understand other cultures and engage appropriately Be responsible and manage behaviour
2		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
3		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
4		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
5		Works Independently	Organise commitments to meet deadlines without supervision Adapt and operate beyond my comfort zone Act on instructions received
6		Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change Reframe problems as opportunities
7		Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information
8		Demonstrates Resilience	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities
9		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
10		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions

Quantity Surveying

Employers from this area work in building, plumbing, electrical and construction services and companies. Graduates from this area are important to the chain of the construction process, and often work between the different components of the wider process. Results from those interviewed in these areas indicate the need for employees to work in teams, to communicate effectively verbally, to solve problems and to act responsibly.

1		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
2		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
3		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
4		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
5		Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information
6		Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change
7		Practises Ethically	Manage my behaviour and act ethically Maintain best practice and equity Maintain confidence and trust
8		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
9		Practises Health & Safety	Assure workplace safety Comply with health and safety procedures Reduce risk to personal safety and health
10		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions

Social Services

This area presents a range of employment opportunities for graduates, and findings from this initial phase of research present a wide view of the capabilities learners in this area of study require for active and successful participation in industry and workplaces. Employers and stakeholders interviewed work in community outdoor groups and services, support hubs and rehabilitation centres, including counselling and disability services. Capability for graduates identified by those interviewed highlights practicing ethically, effective verbal communication, working in teams, and displaying effective interpersonal behaviour. The high value placed on these capabilities reflect the people centeredness and reflective practice nature of the working environments in which Social Services graduates are active in supporting people in the community.

1		Practises Ethically	Manage my behaviour and act ethically Maintain best practice and equity Maintain confidence and trust
2		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
3		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
4		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
5		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
6		Displays Cultural Competence	Respect and embrace diverse perspectives Understand other cultures and engage appropriately Be responsible and manage behaviour
7		Practises Health & Safety	Assure workplace safety Comply with health and safety procedures Reduce risk to personal safety and health
8		Displays Bi-cultural Proficiency in a NZ Context	Apply Te Ao Māori and tikanga Māori Incorporate mātauranga Māori and the Treaty of Waitangi in decision-making Demonstrate an understanding of the Treaty of Waitangi
9		Reflects on Performance & Applies Personal Learning	Develop self-awareness Engage in reflective practice Pursue personal learning and change
		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
10		Demonstrates Resilience	Persevere and plan actions Maintain optimism under adversity Embrace new ideas and realities

Visual Arts

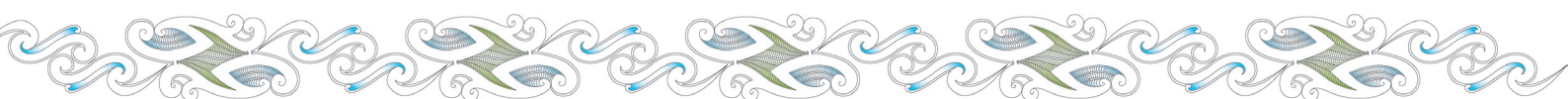
The visual arts encompass a wide range of employment and industry links that graduates find themselves in post qualification. These include more traditional roles in the arts industry associated with curation, installation and other gallery centric roles, as well as roles in technology and the film arts. Employer and industry stakeholders interviewed for this cluster ranged from gallery representatives, installation and curation workers in large public institutions and in smaller dealer galleries, in museums, teaching and learning roles and in other areas outside of the arts context in which graduates find work. The capabilities most desirable for those interviewed are effective verbal communication, creative thinking, effective organisation, and working in teams.

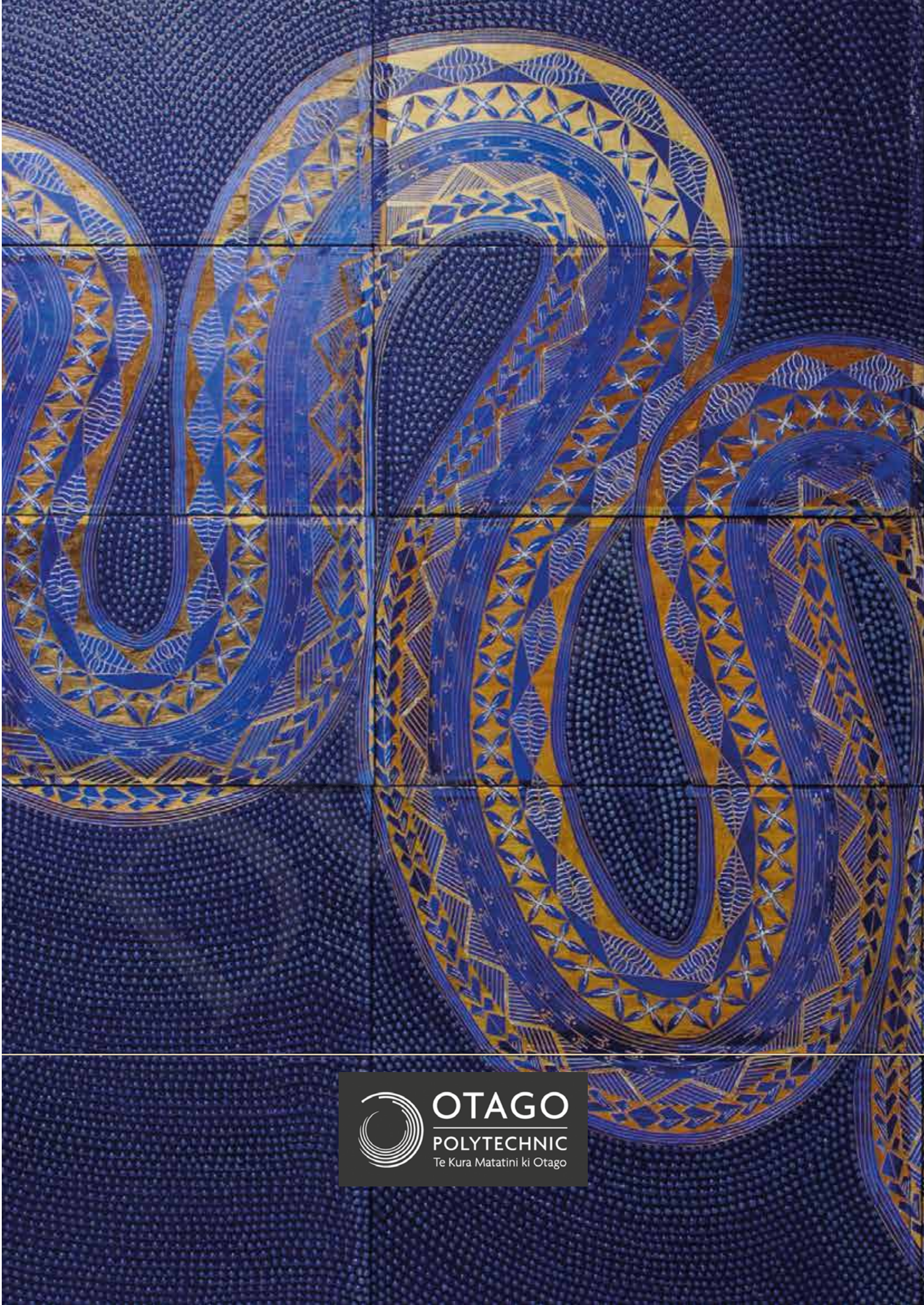
1		Communicates Effectively Verbally	Use verbal, non-verbal language appropriately Apply style and types to suit diverse audiences Discuss professional issues orally Use non-verbal language appropriately
2		Thinks Creatively	Develop creative solutions Test and evaluate new ideas and solutions Inspire, collaborate, communicate and delegate Coach and support emerging leaders
3		Organises Effectively	Improve and manage physical environments Plan and prioritise Maintain wellness
4		Works in Teams	Build trust and collaboration Plan and complete projects by deadlines
4		Displays Effective Interpersonal Behaviour	Listen actively Apply appropriate body language Overcome conflict
5		Thinks Critically	Identify opportunity and overcome obstacles Evaluate information and research and act on conclusions
6		Works Independently	Organise commitments to meet deadlines without supervision Adapt and operate beyond my comfort zone Act on instructions received
7		Displays Cultural Competence	Respect and embrace diverse perspectives Understand other cultures and engage appropriately Be responsible and manage behaviour
8		Acts Responsibly	Respond proactively Honour promises Avoid making excuses Accept responsibility for projects and results
9		Solves Problems	Identify underlying causes of problems Collaborate to solve problems Reframe problems as opportunities
10		Communicates Effectively in Writing	Use written language appropriately Apply appropriate tone and style Read and understand information

Acknowledgements

Otago Polytechnic acknowledges AKO Aotearoa, The Kokiri Centre, and Business New Zealand in the project and extend a sincere note of thanks to the employers/stakeholders and staff researchers who have been involved in this first phase of the work.

A special mention to Dr Behnam Soltani for his valued input.





OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago