The Context

In 2016 Griffith University selected PebblePad as the platform to support the Griffith Employability Initiative and PebblePad was rolled out across the institution from Trimester 1 2017. In late 2017 the DVC (Academic) supported a proposal to develop a university-wide employability achievement record that was consistent in its underlying framework and flexible enough to facilitate each Group (Faculty) to reward relevant, discipline specific opportunities for students. The achievement record became known as the Griffith Graduates of Influence Portfolio (GGoI).

The key aims of the GGoI portfolio for students are:

- To ensure students are able to clearly articulate their understanding and acquisition of the Griffith Graduate Attributes.
- To support students in reflecting upon their development of transferable skills.
- To encourage students to reflect upon their developing professional identity and how co-curricular and extracurricular experiences may support their professional aspirations.
- To provide opportunities for students to connect with industry and develop professional networks.

The key aims of the GGoI portfolio for the Institution are:

- To establish an institutional recognition scheme to encourage students to think concretely regarding the attainment of the Griffith Graduate Attributes in addition to their discipline knowledge.
- To provide University-wide guidelines for a basic career portfolio.
- To encourage Programs (degrees) to integrate employability activities within their curriculum.
The Problem

Griffith University wanted to implement an institution-wide employability achievement record which was accessible to all students, was a record of students' personal achievements in a variety of activities, was able to be kept and added to over time, was easy to use, could be evaluated at discipline or school-level, and could provide usage data to the university executive. The guiding principles driving the implementation were to:

- evaluate the submissions at an academic group level,
- recognise student achievement at the institution level, and:
- create a meaningful experience for students which would positively impact future employability.

The Approach

The GGoI program is designed to support students to develop employability skills and capabilities that will differentiate them from other graduate applicants as they begin the transition into the workforce.

The program is structured with three levels, Silver, Gold, and Platinum, to recognise students' active development of their professional identity throughout their studies. By working through the three levels of the program, students are encouraged to connect with industry, undertake professional development, and make explicit the connections between studies, professional aspirations and life outside of university.

To be recognised as a Griffith Graduate of Influence and achieve each level students are required to:

- Earn points by participating in and reflecting upon co- and extra-curricular activities;
- Develop a career portfolio;
- Participate in mock interviews; and
- Reflect upon their achievement of the Griffith Graduate Attributes (Gold and Platinum levels only).

Points are accrued by participating in a number of co- and extra-curricular activities. These activities underpin the Graduate Attributes and are organised into seven categories:

- Career Development
- Community Engagement
- Discipline Specific Experiences and Certifications
- Entrepreneurship and Innovation
• Global and Cultural Experiences
• Leadership
• Professional and Industry Experiences

Figure 1: The seven areas of activity for which students can earn GGoI points

The challenge was to have a system in place within two months for a pilot in the coming academic year. Learning Futures (the central learning and teaching unit at Griffith) was tasked with facilitating the development and implementation of a delivery system that was easy to use. It needed to consider all the institutional requirements, work with current systems and provide the necessary flexibility to be adapted following the pilot evaluation.
Implementing this institution-wide employability achievement record needed to consider things like:

- Automation
- Scalability
- Ownership
- University policies
- Systems and interoperability
- User experience (students and evaluation team)
- User value
- User motivation
- Sustainability

The project team included members from entities across the institution [i.e., Learning Futures, Office of the DVC(A), the Innovation Research University Fellow, Academic Services, Student Services, Careers and Employability, Griffith Sciences, Griffith Business School, Arts, Education & Law and Griffith Health]. Representatives from these groups brought their knowledge of best practice in employability-based assessment, curriculum design, work integrated learning and student support which were used to inform the GGoI program.

The project team identified four phases for the development and implementation: Phase I Consultation and Planning; Phase II Design and Development; Phase III Pilot; and Phase IV Full Implementation (planned for February 2019).

**Phase I Consultation and Planning**

- Stakeholder meetings
- Project proposal for DVC-A approval
- Communications plan
- Training plan

**Phase II Design and Development**

- Designing the system that would deliver the GGoI
- Development of the GGoI Portfolio Workbook
- Development of the LMS integration

PebblePad was already being used to support two of the Groups’ employability schemes, BusinessPLUS and SciencePLUS. The design of the GGoI had to integrate with this work (and not create any duplication of effort in design or use) and simultaneously be an extension of these programs, worthy of separate student effort and engagement.
Initial systems design needed to include:

- An introductory module in the University LMS (Blackboard)
- An activity log to continuously track the accumulation of points across each level
- Templates to reflect on activities with space to include evidence
- Submission page for indicating completion of all level requirements
- The ability to sort student submissions into program-based groups
- Data gathering at the institution level as well as at the program and Group levels
- Reporting on the number of students applying for each level per evaluation period
- Ability for students to indicate when they are requesting evaluation at each level
- Evaluator access to submissions

The GGoI program was being implemented at the institution level however, in order to locate the evaluation as close as possible to curriculum delivery, it would be evaluated at the Group/Program level. To automate this, a key consideration for the system was the ability to group students based on their degree program enrolment. This needed to be done without integration with the student information system (PeopleSoft).

**Phase III Pilot**

The pilot took place across two teaching periods. It included ten programs across the four academic groups. The intent of the pilot was to test the GGoI system's design, evaluate the distributed model of evaluation, evaluate the communication plan and to develop a group of student champions.

As the Pilot Phase began the components of the GGoI delivery system were:

- An informational website directing students to the LMS organisation site
- A self-enrolling organisation site in the LMS that contained:
  - An introductory module to the GGoI program
  - Introduction to PebblePad
  - Introduction to using the GGoI Portfolio
  - Link to PebblePad
  - List of contacts and where to go for help
  - Evaluator resources (hidden from students)
- A PebblePad Workbook (the GGoI Portfolio) that included:
  - Student details and program code (registration page)
  - Instructions on how to complete the portfolio using the separate Activity Templates, including guidance on how to complete all the required components of the Portfolio
  - Information on how to complete reflections
  - Information on tagging
• Information on how to use the Activity Log where points are accumulated
• An overview of submission requirements for each of the three levels, Silver, Gold and Platinum
• A place to reflect on the Graduate Attributes at both Gold and Platinum levels
• A place to verify all components of the submission criteria at each level and request evaluation
• An Activity Log to accumulate the Activity Templates and points
• Access to a Career Portfolio template and space to link to a developing Career Portfolio
  • A set of seven Activity Theme PebblePad reflection templates (the Activity Templates) that listed the co-curricular and extra-curricular activities and associated point values per Activity Theme.

Group Leads (one GGoI Champion in each of the four Groups) and Program Directors participating in the pilot implemented a communication strategy to fit the specific needs of their pilot cohorts. This ranged from in-person workshops to announcements on program websites.

Students indicate when they are ready to be evaluated at each level by selecting a button in their Silver, Gold or Platinum submission form within the GGoI Portfolio. Submissions are evaluated twice a year, currently set for weeks 9-12 in Trimester One and Two. Evaluation resources were developed for evaluator training held just prior to the first evaluation period (Week 9 of Trimester One). This was in the form of face-to-face training as well as a PebblePad portfolio that contained a video walk-through of the evaluation process and specific evaluation considerations per group or discipline.
The steps for registration and participation are illustrated by the following map:

Figure 2: The five steps to becoming a Griffith Graduate of Influence
Phase IV Full Implementation

The University-wide implementation of the GGoI Program will occur in Trimester 1 2019 (February). Based on student and academic feedback collected in the pilot, the GGoI system will be refined to better meet the needs of the students, academic programs, evaluators and the University.

The Results

The Pilot consisted of ten programs across the four faculty groups. Some groups chose large first-year cohorts (the Bachelor of Business, first year intake) while others chose smaller cohorts such as a selected group of students from the Engineering program. Each group decided on the timing of the invitation for students to participate and the invitation emails were sent out between weeks 3-4 of each Trimester.

The induction and orientation module provided within the LMS received 180+ enrolments. Once students enrolled they had to complete an induction quiz. One hundred and three students completed this quiz with 94 being successful in achieving the required 5/5 score which enabled access to the PebblePad resources. Students then had to navigate to PebblePad and find their workbook and templates. The workbook was set up with auto-submit, so once students saved their workbook it submitted into ATLAS. The ATLAS data shows that 61 students located and saved their workbooks, however it is unknown how many students may have accessed the resources without entering any details or saving. Through the Pilot, the University recognised 24 students as Griffith Graduates of Influence. Twenty of these are at the silver level, one at Gold and three at Platinum.

Lessons Learnt

In the initial GGoI Portfolio (PebblePad Workbook) release there was no separate registration page. The workbook was set to auto-submit however this only happens when students save the workbook. When students first opened and viewed the workbook there was no reason for them to enter any information until they were applying for Silver evaluation. The workbook was amended to include a separate ‘Get Started’ registration page to prompt students to save the workbook and therefore have it auto-submit. Since the change in design the submission levels have increased.

Giving the faculty groups the autonomy over sending out the invitation emails to students meant there was not a singular institution-wide approach. The communication strategy will be revisited for the institutional roll-out in early 2019.

The purpose of having students complete an introductory module was to provide an overview of the program and requirements. This may have been a barrier-to-entry for students, given that
approximately half of students who registered in the LMS organisation site did not complete the introductory module. A technical barrier-to-entry was identified in that the LMS organisation site and ATLAS did not have real-time synchronisation. This meant that students may not have had access to the PebblePad resources at the time of registration. The pilot governance group agreed that the contents of this module could be housed inside the workbook meaning students can access the information in context and that there is no longer reliance on synchronisation between the LMS and ATLAS. These changes allow the entire GGoI program to be implemented solely within ATLAS and PebblePad and remove these potential barriers-to-entry.

**Take home messages about ‘Scaling up’**

- Pilot the system that will be used in the full university implementation. This provides end-to-end testing of all systems and processes.
- Integrate new systems with existing institutional and faculty-based systems and programs. This connects familiar practices with new ones.
- Design resources with system-wide data collection in mind. Ensure consistencies in naming conventions, data gathering and structure.
- Be aware of the tensions between the autonomy of faculty groups and the institutional imperative. System design needs to be flexible enough to accommodate these differences.
- See the pilot as confirmation of proof-of-concept. If the technical aspects of the implementation succeed in pilot, then they can be scaled to meet projected institution-wide participation.
- Use lessons from the pilot to inform the institution-wide communication strategy for future implementation.