The Academic Development Team is working with colleagues throughout the University to develop the Flinders Way in integrating implementation of the Flinders Graduate Qualities. Our aim is to help staff avoid common pitfalls in the process of effectively embedding Flinders Graduate Qualities in the student experience as they engage with the University and with their discipline. Our support is intended to help ensure that initiatives across the University are connected, complementary and consistent, while acknowledging and accommodating disciplinary difference.

Academic Development Initiatives to support integrated implementation of Flinders Graduate Qualities

**Design Process**

We are developing design processes to help ensure that:
- the integration of Graduate Qualities into courses and topics is appropriately connected to University policies;
- University academic policies make explicit reference to development of Graduate Qualities as an integral part of curriculum design, assessment, Work Integrated Learning opportunities; and
- connections are made between courses and support services.

**Modelling**

To maintain consistency of the message that staff and students receive, we:
- have built Graduate Qualities into the great majority of the workshops offered by the team (e.g., enhancing the first year experience, designing assessment, curriculum design, internationalisation) to emphasise the centrality and connectedness of Graduate Qualities to all perspectives of the student experience;
- are wording in cooperation with our colleagues in the Library, Educational ICT and Student Services to develop a consistent voice for the message being communicated directly to students through central services; and
- work to bring together staff from across the University to share information about local initiatives to help ensure complementarity across them and share good practice.

**Providing direct support**

We are proving direct support to academic staff as they redevelop courses and topics to:
- translate Graduate Qualities into their disciplinary contexts;
- embed them into the students’ experiences in ways that are connected throughout course structures, complementary to students’ learning about the discipline; and
- connect broad Graduate Qualities with the expectations of a new graduate/beginning practitioner in their discipline.

We are doing this through central and local workshops describing the process as well as working beside disciplinary groups in faculties, schools, and course groups as they work through the process. The core message is that staff teaching in courses are the experts who need to embed Graduate Qualities into their curriculum. We believe we can assist, but they are responsible.

We have also developed a web site that outlines a recommended process and will showcase good practices from across the University and beyond.

Through these strategies – development of a design process, provision of direct support to staff and by modelling good practice – which are connected, complementary and consistent we hope to avoid the common pitfalls of ‘missing systems’, ‘diversion of responsibilities’ and ‘fragmentation of initiatives’. What other suggested strategies might address these 3 issues?