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An Evaluation on the Perception of Taylor's Graduate Capabilities Among Undergraduate Students

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Abstract Summary : Taylor's Graduate Capabilities (TGC) was created in 2007 to complement university-level education to meet the evolving demands of industry, community and globalisation. Graduate capabilities are an indispensable aspect of undergraduate development in higher education. Accordingly, Taylor's University has identified particular university-wide graduate capabilities and required all faculties to explicitly embed these in their curricula. The purpose of this study was to generate data which provides a better understanding on how undergraduate students perceived the Taylor's Graduate Capabilities (TGC), as well as whether each capability was achievable by students. A mixed-methodology is used to measure and understand how students perceived the TGCs. A qualitative approach was conducted to explore the experiences in achieving the TGCs via multiple focus groups. Thematic Analysis is used to identify main themes from focus group discussions. A quantitative approach was adopted using google form questionnaire. 78 students were involved in the focus group discussion while a sample of 114 students have responded to online questionnaire. The findings show that senior students are more aware of and could understand the TGCs better than junior students. The results can be used by the management to address the gaps and concerns on curriculum, module delivery, and support services provided by the school to enhance the students learning experience and achieve the desired graduate capabilities upon graduation.