

Career development and EMPLOYABILITY curriculum FRAMEWORK



Transition In

Clarifying sense of aspiration and connection to the field and future pathways.	Learning and assessment items designed to foster a sense of career direction, purpose and aspiration.	Raise awareness of possible career options leading from degree and how to increase employability.	Lay foundations of career development plan.
Confirming and commencing to build career direction.			Commence building an e-portfolio, involvement in extracurricular activities, networks within the field and LinkedIn profile and contacts.
Selecting majors if relevant.			
Understanding employability and how to build it.			
Creating the career e-portfolio.			

Transition Through

Clarifying sense of purpose, capability and connection.	Learning and assessment items designed to consolidate a sense of purpose and capability and foster a sense of employability and professional connection.	Facilitate workplace based learning through methods such as: authentic assessment items; WIL; mentoring and industry visits.	Refine career development plan and commence targeting opportunities.
Building positive and professional graduate identity.			Actively engage with the professional field and extracurricular activities (eg. via Griffith Enrich).
Capitalising on workplace learning.			Record completed CDL activities in e-portfolio, resume and LinkedIn profile.
Building sense of employability.			
Building sense of professional connection.			
Positioning for graduate recruitment.			
Enriching the career e-portfolio.			

Transition Out

Preparing for graduate employment (or further study).	Learning and assessment items designed to foster a sense of graduate identity, professional community membership, mastery and employability. (Well-targeted capstone courses are an ideal vehicle).	Active engagement with industry, consolidate preferred industry relationships and apply for graduate roles.	Commence active job search process.
Building sense of mastery.			Proactive outreach to professional field and foster growing network.
Building graduate/professional identity and personal brand.			Develop professional development plan for after graduation.
Building sense of professional community.			Record in e-portfolio, finalise resume and LinkedIn profile.
Achieving graduate success.			
Leveraging the career e-portfolio with a growing portfolio of relevant experiences.			

Transition Up

Establishing graduate role.	(Largely self-directed, but scaffolded by learning in final year and earlier).	Learning on the job, via workplace development structures (eg mentoring, CPD plans, etc), professional/industry association membership and professional leadership.	Continue to update e-portfolio, resume, LinkedIn and other social media profiles.
Consolidating professional identity.			Continue professional learning, including completion of any profession-required CPD.
Building sense of proficiency, leadership, contribution, progression and resilience.	Establish self in role and industry and explore opportunities. Deepen connection to the field and support newcomers.	Maintain relationship with graduates Contributions invited for re-engaging with Griffith.	Revise and renew career development plan.
Continuing to enhance the career e-portfolio.	Implementation and ongoing refinement of career and PD plan. Continue to apply strategies for resilience and wellbeing.		Continue to grow and maintain professional network.
			Seek ways to provide leadership within professional field.