

# RMIT Career Development Learning Framework – 2017

Career Development Learning (CDL) provides students with the skills and knowledge to plan and manage career options and outcomes and to improve their employability. This framework outlines the required outcomes of CDL and also provides examples at early, mid and late stages of a program.

The CDL outcomes can be used as a guide to audit, design and implement career development learning at each stage of a program. The different stages of a program are described through the 3 E's of Career learning, Explore, Experience and Engage. They can also assist educators to communicate with students using employability language.

It is noted that professional communication, digital literacy and the skills to reflect effectively are critical in achieving the required learning outcomes and must be considered in the development of CDL activities and assessment.

## Career Development Learning

On completion of their program students will be able to:

- Identify and articulate motivations, skills, interests and values as they affect career plans
- Explore employment options and related pathways
- Set career goals and plans and make decisions
- Seek, secure and create opportunities

## Examples of learning outcomes across three stages of a program

### Explore (early years)

Examine personal and professional values, interests and motivations in making career choices

Explore the range of professional and enterprise opportunities related to the field of study

Assess skills and attributes to identify development needs for future employment

Discover professional groups and associations relevant to the industry

Identify strategies for addressing the role of chance in career development

Develop a plan for program and co-curricular activities to enhance employment opportunities

### Experience (mid-program)

Reflect and describe how personal values and interests align with professional practice opportunities

Investigate and evaluate the current and predicted employment environment and the impact on career and enterprise opportunities

Engage and demonstrate professionalism in a range of workplace contexts

Apply communication skills to establish a professional network

Discuss career progression, opportunities, challenges and risks with professionals from industry

Create a personal career plan aligned with personal experiences

### Engage (later years)

Construct and articulate a professional identity

Prepare evidence to enhance employability and enterprise opportunities (interviews, digital identity, portfolio)

Reflect on professional practice feedback from peers, staff and industry to identify skills to be further developed to enhance employability

Build industry, employer & professional networks to enhance employment options and career development

Demonstrate awareness of a range of strategies for developing resilience required in job search activities, and for adapting successfully to a new work environment

Critically evaluate program and co-curricular experiences and skills to finalise career plan or resume



# Career Development Learning (CDL) in Curriculum Standards Checklist

This checklist outlines good practice requirements for Career Development Learning (CDL) in programs. The standards for CDL are based on:

- The RMIT Program Design Procedure
- National and international research on quality CDL practices
- The RMIT Career Development Learning framework

These standards can be used to inform:

- program design and quality enhancement/review processes
- the design and facilitation of CDL related learning activities and assessment

The CDL standards can be contextualised to suit discipline areas and to accommodate professional accreditation requirements.

## CDL Standards

CDL is integrated and explicit in all programs and Course Learning Outcomes using the CDL Framework as a guide. By program completion students have been provided with multiple opportunities that have enabled them to:

- Identify and articulate personal motivations, skills, interests and values as they affect career plans.
- Explore their discipline's employment options and clear pathways.
- Set career goals and plans and make decisions
- Seek and create employment/career opportunities that align with individual career aspirations
- connect with industry through work integrated learning opportunities (refer to WIL Standards Checklist)

CDL learning activities and assessments are authentic and should connect the relevance of what students are learning in their studies and experiences to their future employability. The following should be considered:

- Scaffolding CDL – ensure CDL is included across all stages of the program
- Practice – students are given opportunities to articulate their skills, experiences and learning to their peers, academics and potential employers.
- Reflection and feedback – from Work Integrated Learning (WIL) and other life experiences
- Work Integrated Learning - allow students the opportunity to prepare for WIL & to reflect on the experience
- Alignment with industry practices - currency/relevance
- Research – from industry or academia
- Co-curricular approach - explicitly encourage students to draw upon co-curricular and work experiences to further enhance their employability