Inquiry into Australian university graduates

Submission by the University of Technology Sydney

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Contents

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Letter from the UTS Deputy Vice-Chancellor (Academic)

Dear Chair

The University of Technology Sydney (UTS) welcomes the opportunity to contribute to this inquiry and acknowledges the challenges graduates face as they transition from study to employment in a rapidly changing labour market.

UTS is a public university founded in 1988, though our origins as a technical institution can be traced back to the 1870s. In 2025, the university enrolled 47,913 students including 33,579 undergraduate students, and we have 291,526 alumni around the world.

Our campus is in the heart of Sydney, the 6th best student city in the world (QS), and over the last decade we have transformed our campus into a vibrant, interconnected student space that supports practical learning, collaboration and research across all faculties. Our students thrive in our world-class facilities where every space is built to enhance the student experience. High-tech lecture theatres, collaborative classrooms, immersive labs and creative studios provide the perfect balance between focus and connection. Our digital learning environment is increasingly important, and we utilise it to enhance learning flexibility for students as well as a way to engage with postgraduate students who study with us at a distance for whom on-campus learning is not an option.

The purpose of this submission is to outline UTS's approach to teaching and learning, and to demonstrate how this approach equips graduates with the skills, capabilities and professional experience required to enter and succeed in the future labour market. We also include the most recent outcomes of our results from the Graduate Outcomes Survey conducted by the Australian Government.

Thank you again for the opportunity to contribute to this important inquiry.

Yours sincerely

Professor Kylie Readman
Deputy Vice-Chancellor (Academic)

A student-centred university

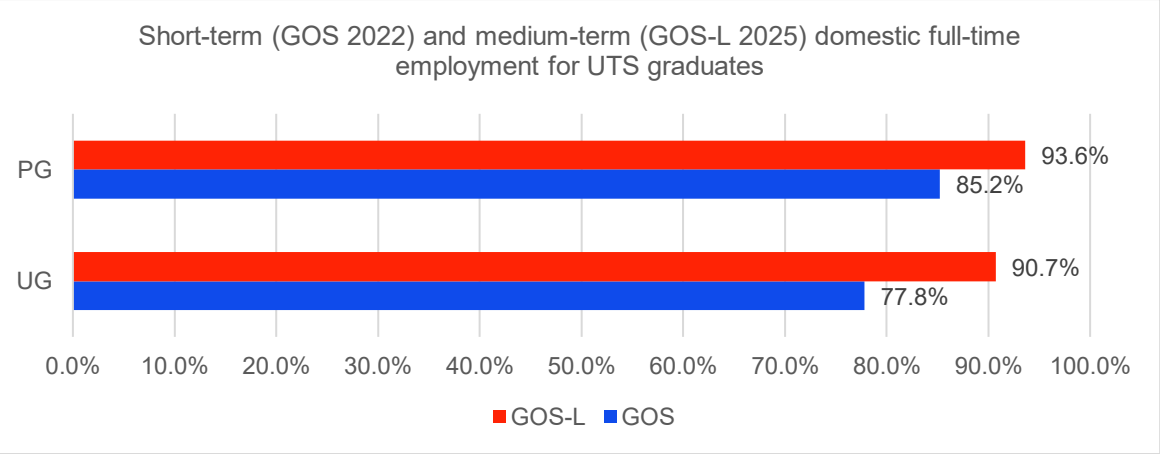
Being a student-centred university is a key pillar of our UTS 2030 strategy. UTS is committed to delivering a high-quality student experience that leads to student success. The university welcomes students from diverse backgrounds who bring their own perspectives, experiences, and ideas. In doing so, we seek to create a dynamic atmosphere that fosters innovation and creativity, encourages collaboration, and enhances the learning environment so that everyone can contribute and thrive. This is articulated through our Student Experience Framework which identifies academic engagement, belonging, wellbeing and partnership as critical enablers of success.

Graduate outcomes

UTS seeks to engage our students in creative and inspiring learning that enables them to build strong professional identities, future-focused graduate capabilities and global citizenship. One measure of graduate success is the rate of employment after graduation.

At present, the most reliable measure of graduate employment is the national Graduate Outcomes Survey - Longitudinal (GOS-L) funded by the Australian Department of Education. This survey is completed by graduates of Australian higher education institutions approximately three years after completing their studies. The most recent edition is the 2025 GOS-L results, which follows up on graduates who completed the GOS survey in 2022, and are based on the self-reported medium-term labour outcomes (the responses were collected in February 2025 and over 48,000 graduates completed the survey).

UTS's 2025 outcomes are shown in the table below:



These outcomes are broadly positive, showing that 90% of UTS graduates have succeeded in gaining full-time employment within three years of graduation. However, the outcomes also indicate that securing full-time employment takes time. UTS recognises this ongoing challenge, and the following sections outline how we are strengthening support to students during their studies to help transition more quickly into full time roles.

UTS's approach to teaching and learning

As student expectations change, we are increasingly responsive to the need for flexibility and personalisation. Through a digital-first approach, the university aims to ensure that all our students experience the benefits of a digital learning eco-system regardless of location, and that they develop the digital capabilities they will need for future work and life. Across teaching and research, UTS takes an ethical, engaged and critical approach to emerging technologies, including Generative AI (GenAI) (please refer to the section titled "New and emerging technologies" below).

UTS is also known for its strong connection to industry, with employers and the community holding high expectations for our graduates. The rigour and quality of our education are evident, with two-thirds of our courses accredited by professional associations, attracting strong demand domestically and

internationally. We also undertake research related to the future of work and engage with government working groups on areas of critical workforce need to inform our understanding of market trends, industry requirements and student demand, ensuring our courses remain relevant and responsive. This submission includes a series of case studies, highlighted throughout in blue-framed boxes, to illustrate these strengths in practice.

We will continue to prioritise students' learning in professional contexts, incorporating it into the programs and experiences we offer, in our physical learning spaces, and leveraging our strong connections to industry and our precinct to provide work integrated learning opportunities. We offer all students the opportunity to undertake professional practice as part of their learning so that they are confident graduates who can meaningfully contribute to the evolution of professions and workplaces of today and tomorrow.

CASE STUDY

Informing future workforce needs through research

The WORK: Fashion + Sustainability Jobs of the Future report, developed by UTS in collaboration with TAFE NSW, demonstrates the university's role in generating industry-relevant research to inform workforce development.

Drawing on industry consultation and global trends, the report identifies critical skills gaps in Australia's fashion and textiles sector and outlines 20 emerging roles across sustainable business, circular design, and advanced manufacturing.

This research provides evidence to support government, industry and education providers in anticipating future skills needs, highlighting the growing importance of sustainability, digital capability, and cross-disciplinary collaboration.

The Business of Sustainable Fashion

Sustainable Operations Director
Data + Finance Analyst
AI + Data Lead
Advocacy + Policy Strategist
Sustainable Finance + Grants Specialist
First Nations Engagement Specialist
ESG Reporting Specialist
Transition Broker

Design + Circularity

Circular Fashion Designer
Sustainable Sourcing Expert
Circular Innovation Architect
Digital Fashion Specialist
Artisanal Practitioner
Second-hand Commerce Specialist

Technology + Advanced Manufacturing

Smart Factory Manager
Advanced Manufacturing Technician
Green Infrastructure Lead
Technology Integration Facilitator
Textile Innovator
Textile Recycling Specialist

Key institutional initiatives supporting this approach

UTS's whole-of-institution approach is about transforming learner engagement, simplifying the curriculum, pioneering programmatic approaches to assessment which scaffold and assure learning, embedding the ways for our students to develop their understanding of the critical role of technology and innovation, and strengthening our students' engagement with professional practice. The initiatives supporting this approach are described below:

Student Experience Framework Implementation

- Continuing to embed a whole-of-university approach to student success through academic engagement, wellbeing, belonging, and student partnerships.
- Strengthening peer programs and co-curricular activities delivered with ActivateUTS to enhance student wellbeing, employability, and graduate attributes.
- Monitoring impact through Student Experience Survey (SES) improvements, student wellbeing metrics, and engagement data.

Curriculum Transformation and Assessment Reform

- Progressing the **Connected Curriculum program** to ensure all courses remain contemporary, employability-driven, and learning assured through authentic assessment. Informed by input from students, recent alumni and industry partners, courses shall continue to embed work-integrated learning (WIL), industry-led projects, and placements.

- Ensuring academic integrity and fairness in an era of generative AI by implementing assessment reforms in line with national TEQSA guidelines.
- Success will be measured by improvements in course progression rates, accreditation outcomes, and student satisfaction.

Digital Enablement and Learning Analytics

- Using predictive analytics and AI-enabled formative feedback to identify students who disengage early, enabling proactive intervention.
- Expanding digital tools and programs for students that support digital literacy development and inclusive learning, with universal design principles embedded to support all students to engage equitably with learning and assessment. This particularly supports students with accessibility needs, equity groups and international students.
- Impact measured by retention rates, reductions in pre-census attrition, and improved SES results.

Employability and Graduate Outcomes

- Embedding *Career Registration* in the annual enrolment process to collect real-time data on students' career readiness.
- Using data-informed approaches at faculty level to co-design discipline-specific employability strategies with UTS Careers and industry partners.
- Enhancing curriculum integration of **Career Development Learning** and strengthening industry engagement across disciplines.
- Measured by **Graduate Outcome Survey** results, student participation in employability programs, and employer feedback.

CASE STUDY

Work integrated learning through the Optik Consultancy program

The Optik Consultancy program is a 12-week simulated internship that provides engineering students with access to authentic, industry-led projects in a structured workplace environment.

Developed to address barriers to traditional placements, Optik enables students to apply disciplinary knowledge to real-world challenges while building professional skills such as teamwork, communication and project management. Students work in multidisciplinary teams with academic and industry mentors, delivering solutions for external partners.

This model of work integrated learning enhances career readiness, expands access to industry experience, and strengthens university–industry collaboration, supporting graduates to transition confidently into employment.

1000+ Interns	**100+** Industry clients	**13** Rounds since 2017	**4** universities

Together with other initiatives to support academic staff, the above initiatives collectively ensure UTS strengthens teaching quality, supports students, and continues to deliver an outstanding student experience and ensure students are being taught the skills that employers are looking for.

Connected Curriculum Program

UTS's Connected Curriculum Program recognises the challenges faced by our students. We will assure student learning via contemporary and course wide approaches to assessment. We will redesign our curriculum and continuously improve it, while we strengthen curriculum management as a capability. We will also improve strategic decision-making about planning and delivering quality curriculum.

Renewing our course portfolio and setting shared standards for high-quality courses and subjects at UTS will produce outcomes for our students, making them future-ready while supporting a more connected, coherent experience for academic and professional staff.

There are two workstreams within the program:

Curriculum Transformation

Concerns about academic integrity, the rapid integration of generative AI into professional life, and the expectation that graduates will be capable of deploying technology (including GenAI) with judgment and discernment have made comprehensive curriculum review a sector-wide priority.

Throughout 2026 and 2027, all coursework courses at UTS will undergo the Curriculum Transformation Process: a structured review and renewal of course architecture, learning experience design, and assessment practice. The goal is fitness, ensuring every UTS course meets the integrity standards,

graduate capability expectations, and design quality that define a distinctive UTS education in an AI-enabled world.

Strategic Course Portfolio Management

The Strategic Course Portfolio Management approach strengthens the University's capacity to proactively shape the course portfolio over time by providing clearer frameworks for performance monitoring, quality assurance, investment, and risk, and by enabling more consistent, evidence informed decision making at both faculty and institutional levels.

This means taking a longitudinal view by integrating workforce intelligence, policy direction and industry engagement alongside our strengths in student-centred education, industry-connected learning, digital innovation and research to guide portfolio decisions, curriculum renewal and investment priorities. In practice, this helps us ensure our planning is both responsive to emerging workforce needs and aligned with where UTS can make the greatest contribution and have the strongest impact.

Graduate attributes

UTS has implemented a graduate attributes approach to curriculum design which focuses on assuring the learning outcomes that students are expected to have achieved by the time that they graduate. This framework guides the development of our subjects and courses so that our graduates have engaged with a range of graduate attributes across three broad domains: professional, personal and intellectual.

Within this framework, UTS courses are intended to support graduates who:

- Are prepared for ongoing learning and continuous development in professional practice
- Can engage effectively with the body of knowledge that underpins professional practice
- Demonstrates awareness of their professional and civic responsibilities
- Have knowledge and respect of Indigenous Australians.

Together, these attributes reflect a balance of knowledge, skills and dispositions that underpin effective participation in professional contexts.

At the faculty level, these broad attributes are interpreted in discipline-specific ways. For example, at the UTS Business School, this is reflected in an emphasis on capabilities such as analytical thinking and problem solving, effective communication and collaboration, and engagement with broader social and ethical considerations in business contexts.

This illustrates how the overarching graduate attributes are adapted to ensure they remain relevant to particular fields of study, while still aligning with the university-wide focus on professional, personal and intellectual development.

Building distinctive UTS degree programs with career development

UTS considers a distinctive university degree program to be one that combines disciplinary knowledge and practice-based learning with a strong focus on students' holistic career. To support this, UTS offers a program of career resources including accessible guides to suit individual needs and tailored hubs to reflect the diversity of our community, such as the International Student Career Hub and the Inclusive Career Hub. These are designed to be inclusive and accessible and are subject to continuous, collaborative effort by our staff, subject matter experts, industry and most importantly students.

We also seek to augment our curriculum by incorporating Career Development Learning (CDL) directly into the academic journey of our students. This involves nurturing students' professional identity and fostering lifelong career management skills. Research has consistently shown that students are more likely to engage with career resources and advice when it is seamlessly incorporated into their academic journey. Early and structured intervention at key transition points allows students to explore career possibilities before making pivotal career and life decisions.

This approach recognises that career development is not just about finding a job. It encompasses personal growth, skill development, and self-discovery, ultimately preparing students more effectively for an evolving job market.

Importantly, this approach also responds to recent labour market evidence pointing to a persistent disconnect between employee confidence in their skills and employers' assessment of workforce capability (Hays Salary Guide FY26-27). For students and graduates, the challenge is often not a lack of skills, but an articulation gap. Students often develop substantial capability through academic, co-curricula and work-integrated learning experiences, but may find it difficult to identify, reflect on, and synthesise these experiences in ways that align with employer expectations. This is particularly evident among early-career cohorts.

The integration of CDL into the curriculum seeks to address this challenge. By supporting students to recognise and effectively articulate their skills and experiences, CDL plays a critical role in enabling successful transition into the labour market. This approach not only enhances employability outcomes for UTS graduates but also equips them with the adaptability and resilience needed to navigate careers beyond graduation.

CASE STUDY

Bachelor of Communications

A popular course at UTS, students are offered advice throughout the course regarding career and life design, employability, professional identity and transition planning through discipline-specific experiences contextualised to the communication and creative industries.

Topics such as personal branding, digital portfolios, and navigating niche job markets help students recognise and articulate both discipline-specific and transferable skills, equipping them to engage confidently with industry and explore and pursue varied career pathways.

Provided in **Appendix A** is a high-level example of CDL with the aims to connect disciplinary knowledge and practical experience with future careers. The table maps out components of CDL across different years of studies, outlining potential career-related questions students may have, CDL topics to be covered, learning activities to be embedded, as well as possible assessment and reflective tasks.

In terms of outcomes, in 2025 UTS embedded careers content into 135 subjects across 73 courses, reaching 33,500 undergraduate and postgraduate student engagements. Our impact analysis showed significant improvements in students' understanding, clarity, and confidence: 75% of students reported improvement on each of these measures.

These results confirmed that embedding CDL within the curriculum strengthened students' ability to recognise, articulate and apply their capabilities, supporting more confident transitions into future careers.

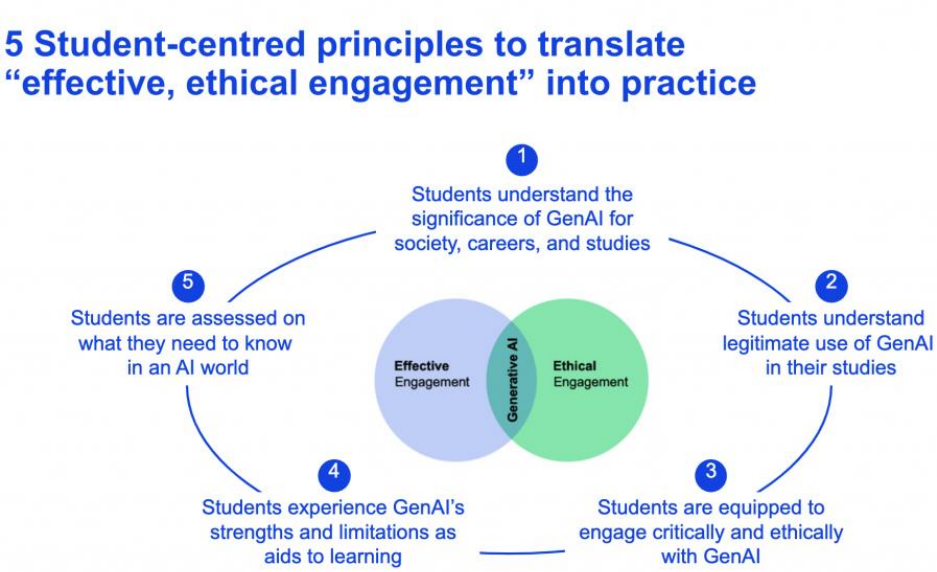
New and emerging technologies

The rapid development of artificial intelligence (AI) and its growing impact on the future of work and society means that universities must prioritise preparing students to engage critically and ethically with this technology, while also addressing the risks presented by generative AI (GenAI) to the integrity of our degrees.

Regarding GenAI, UTS took an early position of promoting 'Effective Ethical Engagement' supported by five principles which provide guidance for staff to translate this into practice. The principles are informed by:

- AI guidance developed by higher education expert bodies such as TEQSA and the Australian Academic Integrity Network.
- Insights from educators at UTS and beyond who are piloting creative, pedagogically-grounded approaches to integrating AI into their teaching.
- UTS student voices engaged via Student Partnership in AI workshops.

The following graphic details the five student-centred principles to guide use of GenAI at UTS. These principles highlight the benefits for students, including the opportunity to demonstrate their learning authentically, clearer expectations around the use of GenAI, practice with assessments that mirror professional contexts, and a stronger sense of belonging fostered through meaningful interaction with staff.



To support the adoption of these principles, UTS has developed a comprehensive, course-wide approach of mutually reinforcing strategies to build confidence in students' learning with the key strategies embedded in the Connected Curriculum program.

These include:

- a whole-of-course approach to assessment design, which maps key moments where designated secure assessment strategies will be used across a course;
- real-time interactive or otherwise secured activities designed to probe students' knowledge and understanding through authentic activities (including practical demonstrations, real-time activities and work integrated learning);
- scaffolded, discipline-appropriate activities that enable students to develop key academic literacies, including the capability to use GenAI tools critically and ethically; and
- a communications plan emphasising the importance of academic integrity.

Outside these secure assessments, a mix of assessment types is required, with careful attention to workload, transparent and pedagogically justified use of GenAI, and continued adherence to the student code of conduct.

While students are always expected to present their own work for assessment, there are numerous ways that students can use GenAI ethically in an assessment context without contravening the academic integrity principles: create something original, credit others, and collaborate with care.

CASE STUDY

Nursing chatbot: AI for clinical roleplay and assessment

UTS teams have developed an AI-powered chatbot, using UTS's chatbot platform, for nursing education that enables clinical roleplay and assessment. Teachers design role-based scenarios, creating virtual patients or professionals for students to interact with. These simulations allow students to practise communication, clinical reasoning and decision-making in a safe environment. Educators use the chatbot as part of structured learning activities, guiding students through cycles of practice, feedback and reflection.

The approach also builds students' ethical and effective engagement with AI. It is integrated into assessment to help students prepare for practical evaluations and demonstrate their skills. This approach uses AI to support teaching, strengthen assessment design, and better prepare students for real-world healthcare practice in a rapidly evolving technological landscape.

Entrepreneurship

Australia has an active and diverse ecosystem of startups and scale-ups and at UTS we know that many of our students want to engage with something entrepreneurial during their studies. As technology improves (including the adoption of AI), transaction costs will decline, and we can expect to see an increase in the number of smaller organisations, such as startups and scale-ups, driven by entrepreneurial pursuits.

However, the Graduate Outcomes Survey (GOS) and the GOS-Longitudinal use standard labour force categories which do not fully account for graduates actively creating companies, products, services, IP, creative work, social enterprises, and therefore these students may appear to be less 'successfully employed' compared to graduates in traditional employment arrangements.

For example, the outcomes of the 2025 Startup Muster show that 43% of founders are working a job outside their startup, 8% are currently studying, and that 56% of startup founders said their startup is related to their current or past area of study (Startup Muster is a survey of the Australian startup ecosystem, measuring the sector's progress, challenges and opportunities).

If the GOS and GOS-L are unchanged, this shift towards entrepreneurial student outcomes may be reflected in the data as lower full-time employment, weaker salary outcomes, higher underemployment, reduced apparent alignment between area of study and work, or ambiguous self-employment status.

Therefore, adding a "graduate-created work and enterprise" module to GOS and GOS-L and publishing an "active enterprise creation" category alongside full-time employment, would benefit a fuller understanding of overall employment. This category could contrast substantive venture activity with mere intention, using measures like number of hours committed, customer adoption, recognition through competitive processes, funding, social impact, or jobs created. It should also ask whether the activity is related to the graduate's field of study and the extent to which the university contributed to the outcome.

This would allow entrepreneurial outcomes to be valued properly while preserving the integrity of existing employment measures.

CASE STUDY

UTS Startups: Enabling entrepreneurial graduate outcomes

UTS Startups is Australia's largest early-stage startup incubator, located within Sydney's Tech Central precinct and embedded on the UTS campus. It is Sydney's most popular spot for startup events, strengthening the connection between emerging industry and students.

Recent activity demonstrates the scale and engagement of this ecosystem. In the past six months, the incubator admitted 109 new startups and hosted 104 events, with an average of 43 participants. In the last 12 months, 33% of our new startups have worked with UTS students through in-subject projects.

The model of engagement reflects a broader trend in graduate outcomes, where an increasing number of students pursue entrepreneurial pathways during and after their studies.

Appendix A

Career Development Learning

Connecting disciplinary knowledge & practical experience with future careers

Careers

	Discover (Frist Year)	Explore (Middle Years)	Transition (Final Year)
Formulating Personal Identity			
Self- awareness Embracing curiosity and continuous self-reflection to understand their strengths, interests, values, and areas of development in order to make meaningful and informed careers decisions	• Understanding personal values, interests, and strengths. • Reflecting on early experiences and identifying areas for growth.	• Applying design thinking to reflect on academic and extracurricular experiences and their alignment with career goals. • Iterating on career prototypes based on feedback & insights gained from experiments. • Developing strategies for overcoming challenges and setbacks.	• Transitioning from university to the workplace. • Setting short-term and long-term career goals. • Developing strategies for ongoing career growth and adaptability.
Professional Identity Development Cultivating a strong sense of professional identity, belonging and purpose in their current and/or anticipated professional life by integrating academic knowledge and knowledge of self with practical skills and experiences to identify meaningful career pathways.	• Introduction to the concept of professional identity and its importance in career development. Sense making for students – why do I need this? • Engaging in self-assessment exercises to identify strengths, values, aspirations and areas for skill development.	• Aligning professional identity with career pathways and industries. • Exploring industry associations – learning about industry dynamics and norms.	• Developing strategies for communicating professional identity • Manage online presence to ensure a professional identity. Understanding risks of negative presence. • Becoming an alumni –giving back while growing professional identity . • Reflecting on personal and professional growth throughout university studies and setting goals for continued development in the workforce.
Personal Branding Crafting authentic narratives that articulate journey and values, showcasing their skills, experiences, and aspirations and demonstrate their potential impact in future roles.	• Introduction to personal branding concepts and principles, including the importance of authenticity, consistency, and differentiation in building a strong personal brand. • Exploration of online branding tools & platforms (e.g., LinkedIn, personal websites) to establish and maintain a professional online presence.	• Advanced personal branding skills focusing on refining and articulating the student's personal brand narrative, incorporating feedback and insights gained from academic, professional and personal experiences.	• Application of personal branding in real-world contexts, demonstrating their potential impact and value proposition to prospective employers. • Enhancement of student's personal brand messaging, storytelling techniques, and overall career marketing strategy
Developing Lifelong Career Management Skills			
Career Exploration Exploring a diverse range of opportunities and developing in-depth understanding of career options, industries, job roles, and labour market trends to promote creative & innovative career decision making	• Introduction of career and life design for career exploration. • Research career options, industries, & job roles • Apply design thinking principles to brainstorm and prototype potential career paths. • The changing world of work	• Using design thinking to identify and explore niche or emerging career paths aligned with personal interests and values. • Deepening understanding of specific industries and job roles by reflecting on experiences and industry projects.	• Applying design thinking to reflect on past career exploration experiences and refine career goals for post-graduation. • Developing strategies for navigating transitions
Goal Setting Integrating self-awareness and industry knowledge to set actionable careers steps, embracing opportunities, uncertainty and change	• Introduction to career and life design methodology, emphasising the importance of prototyping and experimenting with different career pathways. • Introduction to effective goal setting strategies	• Reflection and integration of insights from past prototyping experiences to refine career goals and priorities. • Strategies for managing uncertainty and ambiguity in the career exploration process • Development of learning goals for WIL experiences including internships.	• Integration of insights from past experience and reflections to clarify career goals and priorities. • Development of actionable career plans and strategies to achieve career goals after graduation • Building resilience and adaptability in navigating uncertainty and setbacks, maintaining a growth mindset & iterative approach to career planning.
Networking & Job Search Strategies Building and fostering meaningful professional connections and relationships, experimenting with different approaches to job searching, embracing insights and challenges as learning opportunities, and refining strategies based on feedback	• Introduction to networking, including strategies for building and maintaining professional relationships • Exploring various job search strategies and techniques	• Building strategic professional connections (including LinkedIn) and leveraging existing networks for career opportunities. • Tailoring job search strategies to specific industries, roles, and career goals • Developing resilience and adaptability in job search process, including strategies for managing rejection, navigating setbacks, and staying motivated.	• Strategic networking for job search success, including leveraging existing connections, expanding networks through targeted outreach, and utilizing online platforms for professional branding and visibility. • Cultivating confidence and professionalism in networking and job search interactions, including effective communication strategies, personal branding, and professional etiquette.
Navigating the Recruitment Processes Developing job applications, interview and salary negotiation skills to effectively navigate the recruitment process.	• Introductions to job applications • Professional Communication • Interview preparation	• Skills in tailoring job application for specific industries and opportunities • Use of STAR statements • Recruitment process for internship & graduate programs	• Advanced interview preparation for professional opportunities • Negotiation strategies for salary and job terms.
Skill Development Actively developing and reflecting on employability and transferable skills such as communication, problem-solving, teamwork, innovation and adaptability, and technical skills of their degree and/or industry, embracing development opportunities in experiential learning and prototyping.	• Introduction to employability skills, emphasising their relevance and application in academic and professional contexts. • Understanding employers' expectations of university students and graduates and the relevance of lifelong learning and skill development. • Identifying opportunities in skills development	• Understanding the future of work and the evolving nature of career, emphasising on the importance of life- long learning • Reflective practices in relating skills development to academic and professional experience • Ability articulate students' employability and transferable skills to potential employers	• Understanding of high-level employability skills such as leadership development, project management, and strategic decision-making, and their relevance in career development • Integration of academic, professional and personal experience, reflecting on skills development throughout the student journey • Professional branding and ability to craft a compelling personal brand, job application, and online professional profile that effectively highlight employability skills and experiences.
Professionalism Navigating the complexities of professional workplace scenarios through understanding professional qualities relevant to their field or industry. Engaging in professional behaviour and development in order to adhere to ethical standards and integrity in all interactions in study and work.	• Introduction to professional behaviour and communication skills • Importance of professionalism in the workplace • Understanding ethical standard and professional integrity	• Professional ethics and integrity in the relevant professions • Strategies for navigating workplace dynamics and maintaining professionalism • Social Identity Reflection	• Alignment of personal values with professional conducts • Cross cultural communications (skills audit) • Strategies for maintain professionalism in challenging situations • Social Identity reflection
Life-long Career Management Embracing continuous growth and development with ongoing reflection, actively seeking out new knowledge and skills, and adapting to evolving future of careers with curiosity and resilience	• Introduction to career and life design methodology and the concept of life-long learning	• Building curiosity and resilience in the evolving future of work • Concepts of prototyping and testing in career planning • Importance of reflection on past experiences & achievements to inform future career decisions.	• Preparing for ongoing learning and adaptation in response to changing career landscapes. • Strategies for continuous professional development and skill enhancement. • Career pivoting