**EMPLOYABILITY ASSESSMENT TOOLKIT**

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| **Task:** | Career Action Plan Level 3 |
| **Task type:** | Action Plan |
| **Value:** | 20% |
| **Length:** | 1000-1500 words |
| **Level:** | Transition Out |
| **Contributor:** | Gayle Brent, Griffith University |

# Task Objectives:

* List career or study goals and identify the skills that you need to reach your goals
* Identify personal strengths, explain how you will use them in the workplace, and identify any gaps you need to fill
* Propose a plan of action for your career development over the next 12 months

Task Rationale:

Planning for your future career is not something you can leave until you graduate.  There are many steps you can take while you are still at university that will have a positive impact on your professional development, and on helping you to achieve your short and long-term goals. Your career action plan should align with your personal goals and is something that will inevitably change as new opportunities and interests arise, so you should revisit it on a regular basis.

Within your career action plan you could consider actions you can take, people you could talk to, information you can search for, experience you can gain etc. This task leads into the informational interview.

# Task Description:

For this task you need to write a **1000 – 1500 word** **Career Action Plan**. In your plan you should:

* **List** your **career or study goals** (realistic and appropriate within the time frame of 12 months to 5 years); you can include a Plan A and a Plan B.
* **Identify** the **skills required** to be successful in your chosen career pathway (include transferable skills, personal attributes and disciplinary specific skills and knowledge).  You can research job advertisements, look at LinkedIn, interview people already working within the field that interests you to determine the required skills.
* **Outline** your **personal strengths** and how you will use these strengths in the workplace or in further study, and identify areas for improvement (that is, identify personal attributes you wish to develop further).
* **Describe** the **skills and knowledge you already have for your chosen pathway and outline how you have developed these** (provide evidence of the relevant transferable skills you have developed – link to the required skills you identified above).
* **Identify** the sk**ills and knowledge you still need to develop** and outline tangible, actionable steps you intend to take to develop these skills.
* **Propose steps you intend to take** within the next 12 months to help you transition from your undergraduate degree to a graduate role or further study.

# Rubric:

| **Criteria** | **Outstanding**  *A mark of 17 - 20 out of 20 will typically be awarded for a response that shows these things* | **Good**  *A mark of 13 - 16 out of 20 will typically be awarded for a response that shows these things* | **Minimum Standard**  *A mark of 10 – 12 out of 20 will typically be awarded for a response that shows these things* |
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| Identifies Strengths and Weaknesses | Advanced awareness and understanding of employability prospects as evidenced by the identification of all skills and knowledge needed to progress successfully into chosen career path  Skills and knowledge audit shows evidence of reflection and forward thinking to identify current gaps | Identification of a range of skills and knowledge needed to pursue chosen career path shows developing awareness and understanding of employability outcomes;  Skills and knowledge audit reveals a range of accurate gaps | Brief list of career goals;  May lack specific focus;  Evidence of skills audit and gap analysis shows ability to reflect on current knowledge and skills |
| Planning for Transition | Career plan is creative and aspirational – there is evidence of creative and reflective thinking to identify SMARTER goals that will be challenging but achievable early in your career;  Career Plan will support an effective and satisfying transition from university to a professional setting | Career plan includes SMARTER goals with some evidence of reflection and thinking ‘outside of the box’;  Goals are purposeful and will support an effective transition to a professional setting | Career plan includes SMARTER goals;  May lack creative or reflective thinking and/or goals are too vague to give specific direction to guide transition to a professional setting |
| Proposing Action | Proposed actions and steps to achieve goals will provide strong motivation and thorough guidance; A range of supports are identified including how these supports will be accessed;  Proposed actions are forward thinking and include a ‘plan b’, recognising that a career action plan is dynamic document;  There may be an explicit or inferred commitment to completing the proposed activities | Proposed actions and steps will provide adequate guidance and some motivation;  Appropriate supports are identified and may include how they will be useful;  Proposed actions show evidence of some reflection and there is an inferred commitment to completing the activities | Proposed actions and/or steps to achieve goals are identified with limited detail and may only provide basic guidance;  Some supports are identified;  Evidence of reflection is not clear;  May include some evidence of a commitment to completing proposed activities |
| Preparation and Structure of Career Action Plan | Extensive research is shown by a detailed bibliography (using a recognised system of referencing) that includes a range of sources;  Career Plan is focussed, succinct and readable as evidenced by an organised and clear structure;  Career Plan will be a useful ‘go to’ document that can be updated easily and regularly;  Professional language is maintained throughout with no errors in spelling and grammar. | Research is shown by a bibliography (using a recognised referencing system) that includes some relevant sources;  Career plan is structured in a way that is easy to read and will be easy to maintain as activities are completed or as goals are modified;  Professional language is maintained throughout with almost no errors in spelling and grammar. | Some research or access of extra resources as evidenced by a brief bibliography (using a recognised system of referencing);  Career Plan is organised;  Professional language is maintained throughout with few errors in spelling and grammar. |