Maximising graduate capabilities: Linking knowledge, skills, and workplace experiences

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Work Integrated Learning (WIL) experiences are most effective when situated in a framework of learning outcomes, either a framework associated with a specific WIL experience or a framework that underpins the curriculum of their degree program. At a basic level, such a framework enables students to plan, prepare for and then reflect on their work experiences. At a higher level, a framework enables students to plan, manage and identify their learning while they are at university. Using the Masters of Engineering Practice (MEP) program case study as an example, this paper describes how the Define your Discipline (DYD) process has been used to gather critical information about a discipline's expectations and how the resulting Graduate Capability Framework can be used to inform the development of new programs or to enhance existing programs.

Keywords: Work integrated learning, field-based learning, define your discipline, graduate capabilities, recognition of prior workplace learning, self-assessment of prior learning