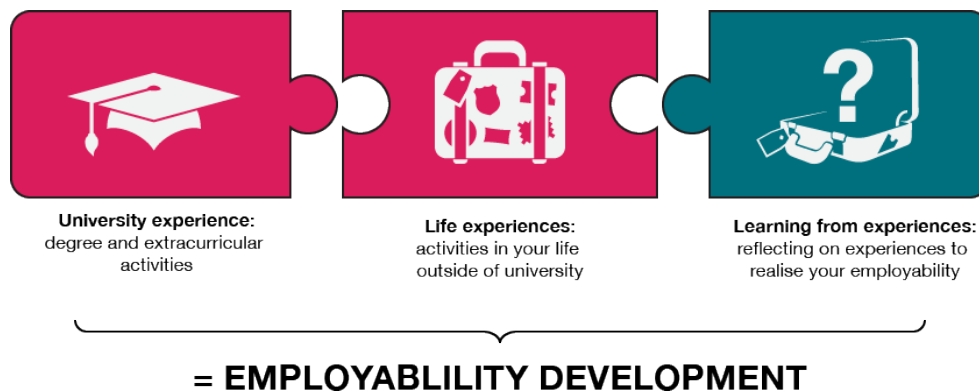


Identifying learning opportunities and the SEAL process of self-reflection

The UQ approach to employability development

- **AWARENESS:** Employability is understood as the development of both discipline knowledge and skills, as well as personal attributes that guide workplace performance
- **EXPERIENCES:** Engaging with a range of experiences helps to develop employability
- **LEARNING:** Reflecting on experiences realises individual employability
- **TRANSFER:** Effectively communicating employability in the recruitment process and applying it in the workplace translates learning into performance



Employability is largely developed through experience – **however experience alone is not sufficient for development**; learning needs to occur to make it meaningful.

Learning should be a *transformative process* with changes to understanding yourself, your beliefs and the way that you behave and interact with others occurring as a result of that learning. This transformation often happens when you've had to deal with something challenging or you have experienced something for the first time.

Identifying a learning opportunity

As a university, we need to promote both curricular and extra-curricular activities as opportunities for employability development however it can be difficult to identify a learning opportunity that relates to employability development from a non-work experience. The diagram below assists students to identify potential learning opportunities.



The SEAL process of self-reflection

Self-reflection is a vital skill to develop for understanding and evaluating experiences.

A useful way to structure reflection is using the SEAL process of self-reflection as shown below, which helps students to unpack particular situations (that were new or challenging) in order to understand the development that has occurred. There is no right or wrong answer – it is what the student personally got out of an experience. Students should be encouraged to apply the ‘so what’ factor – to not just describe what happened but evaluate **how and why it was important for their development, identify the skills and attributes they drew during the experience, and how they might apply this learning in the future.**

Through self-reflection students will better understand how experiences develop the attitudes and behaviours that employers expect for effective performance in graduate roles.

As they progress through their careers, they will continue to self-reflect on their experiences and use this learning to improve workplace performance and to guide their career journeys.

SEAL process of self-reflection



S = situation

What happened during the event, incident, activity, or task?



E = effect

What were the new experiences you had to deal with or the challenges you faced, and what impact did they have on you?



A = action

What action did you take or strategies did you employ to deal with the challenge/s? And why did you take the actions you took?



L = learning

What did you learn from it – what can you now do as a result and what do you need to do to handle a similar situation again in the future? How has the experience added to the ones you have already had in terms of your development? Can you identify particular skills or personal attributes that you drew on in this situation?