

The transition from university to professional life – implications for graduates and educators

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Federal government reports on the future of work (2017 and 2018) reveal that graduates will experience multiple occupations over the life of their careers in a degree of discipline mobility not seen in previous generations. The complexity and uncertainty inherent in a graduate's future presents particular challenges for educators and students. This aligns with the conference theme, *Vision and Voice*, especially the kind of future our graduates will face.

For graduates, this will be a period of their lives imbued with some anxiety and many questions. What does the world expect of them? What options are available? How big is the step to the next rung on the ladder? How will they manage without the networks and structures that have supported them through their studies?

For educators, this will be a time to explore ways to help graduates develop skills to adapt to these transitions. In the ever-changing world of work, the graduate skills tick-box list is continually growing. It includes competent research and analytical skills, broad general knowledge, practical industry skills, multi digital skills, well-developed personal and professional identities, solid reflective practices and life-long learning skills. The ultimate goal is to prepare graduates for a lifetime of learning and work, not just for their first professional job. It's a degree for life.

The main focus of this paper is on the critical 'transition out' stage and the journey that follows. It provides examples of how to adopt strategic and practical approaches to enhance the 'transition-out' graduate experience. What is required is not a new set of units in an already overcrowded curriculum, but rather the ability to highlight what already exists and how it relates to personal and professional development and employability.