



The University of
Nottingham

UNITED KINGDOM • CHINA • MALAYSIA

Embedding Employability Symposium



- It's a tough world that our students' are moving into
- What are we doing to help our students' ?
- What do students' perceive they are getting from their degree?
- The importance of flexibility and creativity in their future careers
- The need to create meaningful experiences during their time at university



- Government expectations - *employability high on their agenda*
- Student expectations
- Employer expectations

Employability in a global labour market and future proofing their careers



Students' want to study English because the enjoy the subject



- Graduates need more than academic knowledge and skills
- English students don't understand what they are learning - *attributes and professional skills*
- Connecting the intellectual and entrepreneurial
- Knowing the right 'people', developing contacts and networking
- Connecting the intellectual and entrepreneurial

KEY ELEMENTS - NICOLE



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- Committed Staff
- Recognised place in the curriculum
- Understanding of what the subject is - *English*
- 'Bespoke tailoring' and custom fit



- Making explicit what is implicit
- Similarities of the wider graduate attributes and professional skills - *across subject benchmarks*
- Connecting assessment, employability and the distinctiveness of English and Creative Writing

CASE STUDIES - KEY CHARACTERISTICS / ELEMENTS



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- Student empowerment, ownership, responsibility, accountability, peer learning - *Gweno*
- Reflection on the experience is assessed not the project itself - *Gweno*
- Ability to explain academic, personal and professional attributes to employers - *Anna*
- Integration of the subject itself with discussions around employability - *Anna*
- Assessed by an essay portfolio, group presentation, CV and PDP - *Anna*
- Concept of '*content free*' module design - *Anna*

CASE STUDIES - KEY CHARACTERISTICS / ELEMENTS



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- The importance of writing a good application; priority key skill for employers - *Jo*
- Reflective learning critical to the success of the placements; use of 'Mahara' - *Jo*
- The importance of '*real world*' experiences and context; simulated or live - *Jo*
- '*The Student Voice*' - the importance of feedback and listening to students - *Jo*



- Who should be responsible for developing employability skills and attributes?
- What might the key attributes be and can we teach them?
- How do you develop personal attributes - *can we help students develop these too?*
- What should we not be doing?
- Embedded or co-curricular?
- How do we engage the un-engaged - *staff and students?*
- How do we support and develop our staff?
- How do we measure the success and impact of a degree - *changing culture?*

Employability

and graduate attributes



IAN PIRIE

ASSISTANT PRINCIPAL
PROFESSOR OF DESIGN

Employability

who is responsible?



OVERVIEW

- QAA Scotland: introduction of an enhancement led approach to QAE - 2003
- Assessment and Responding to Student Needs: 2003-04
- Employability and Flexible Delivery: 2004-06
- Integrative Assessment and 1st Year: Engagement and Empowerment: 2005-08
- Research Teaching Linkages: enhancing graduate attributes: 2006-08
- Graduates for the 21st Century: 2008 -11
- Developing and Supporting the Curriculum: 2011-14





[Case studies](#)
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Employability

| FILE | TYPE | SIZE | DOWNLOAD |
|-------------------------------------------------------------------------------------|------|----------|--------------------------|
| e-Sharp Online Journal | PDF | 34.52 KB | Download |
| Live Projects | PDF | 56.26 KB | Download |
| Supporting Local Graduate Employment at the University of Aberdeen | PDF | 27.11 KB | Download |
| Shared learning for all health and social care undergraduates | PDF | 27.26 KB | Download |
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| The use of nationally endorsed training programmes in undergraduate nurse education | PDF | 34.93 KB | Download |
| The University of Aberdeen Oil Business Game | PDF | 31.07 KB | Download |
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| Using poster assessment to facilitate learning and skill development | PDF | 49.41 KB | Download |
| Personal Development Planning (PDP) in Initial Teacher Education | PDF | 34.01 KB | Download |
| Integrating Employability, PDP and Work-based Learning within the Curriculum | PDF | 44.03 KB | Download |
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Visual Arts





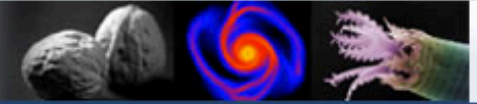
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Research in a Nutshell



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SEARCH VIDEOS



<http://tinyurl.com/cvn75w9>

THE UNIVERSITY OF EDINBURGH
Edinburgh College of Art

Learning Outcomes:

1. INITIATE: Demonstrate emergence from womb using loud inarticulate sounds and other attention-seeking strategies.
2. EXPLORE: Evaluate key strategies for development using iterative investigation and experimentation to stand on the shoulders of giants.
3. RESOLVE: Lose vital force but retain space in the realm of consciousness through the legs.

Zoe Patterson
GRAPHIC DESIGN

00:00 -01:10

send to AirFlick!

Guardian University Awards Ideas Bank

Best practice exchange



Series: University Awards winners 2013

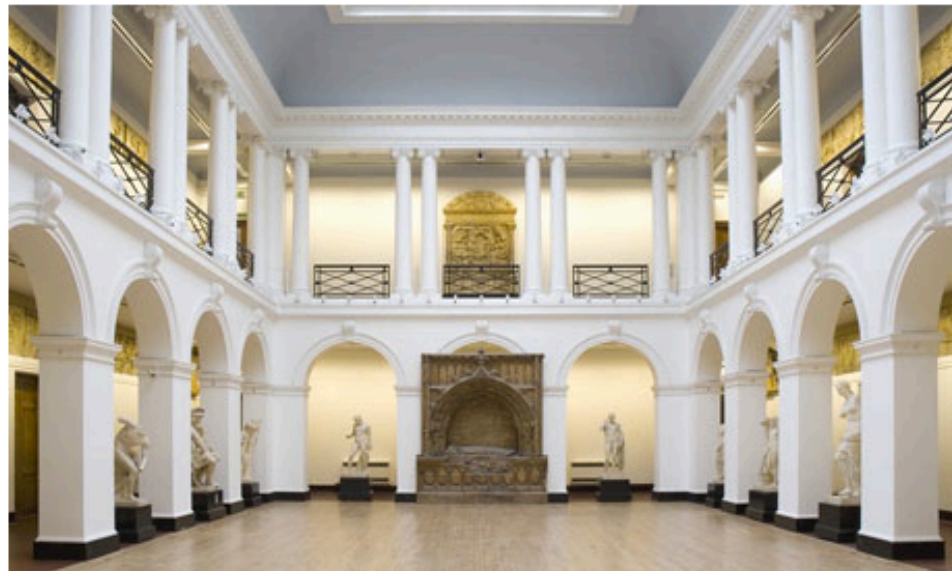
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Employability initiative winner: Edinburgh College of Art

The Design Agency project

Louise Tickle

guardian.co.uk, Thursday 28 February 2013 10.24 GMT



Photograph: Edinburgh University



Article history

Higher Education Network

University Ideas Bank · Employability initiative

Education

Edinburgh College of Art · University of Edinburgh

Series

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21st century graduate **ecattributes**

PROJECT CASE STUDIES

21st century graduate
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PROJECT CASE STUDIES

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<http://www.eca.ac.uk/21cg/>

PROJECT CASE STUDIES

The Agency Project

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Zoe Patterson

HEAD OF GRAPHIC DESIGN

Agency Project

- School of Design
- BA (Hons) Graphic Design
- Stage 2, 3 and 4 UG Students
- In-house Design Agencies



Approach

- 4th Years - Creative Directors
- 3rd Years - Senior Designers
- 2nd Years - Junior Designers
- Each agency allocated a professional mentor



Approach

- Creative Directors establish their agency type
- Promote and advertise their values and goals
- Receive applications, interview and recruit their staff
- The agencies run throughout the whole academic year



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Professional Practice Support

- Human Resources
- External Relations
- Finance
- Employability and Careers
- Health & Safety



Experiencing Agency Working

PROJECT BRIEFS

- Set by staff
- Set by the agency (self-directed)
- Set by professional mentors
- External 'live' clients
- Projects running in parallel in 'real-time' with variable deadlines



Developing and Enhancing Attributes in:

- Teamwork . Entrepreneurship . Career Planning . Employability
- Interpersonal Skills . Negotiation . Listening Skills . Project Management
- Time Management . Communication . Presentation . Social Responsibility
- Leadership . Management . Delegation . Responsibility for Others

Pedagogical Principles

- Vertical Learning
- Accelerated Learning
- Peer Learning
- Mentoring
- External Context



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Reflecting the Real World

- Structure reflecting professional practice
- Working alongside professionals
- Working with external clients on 'live' briefs
- Understanding the business of Graphic Design
- Establishing professional network of contacts



Wolffe

BRAND & COMMUNICATION DESIGN

DESIGN IS OUR PASSION AND THROUGH DESIGN WE DELIVER EXCEPTIONALLY REFINED COMPLETE, DESIGN SOLUTIONS. WE HAVE A REPUTATION FOR INNOVATIVE AND EFFECTIVE DESIGN THAT TOUCHES ALL DISCIPLINES FROM BRAND STRATEGY, CORPORATE IDENTITY, BRAND ART DIRECTION AND DIGITAL MEDIA.

Portfolio

ALL

ADVERTISING

ANNUAL REPORTS

BRAND

COMMUNICATION

DIGITAL

PACKAGING

WEBSITE



One Agency Project - team Verb





ESTABLISHED

28.09.10



PROFESSIONAL PRACTICE

WHAT WE'VE DONE

WHAT WE'VE LEARNT

ANDREW WOLFFE

1 EXTERNAL MENTOR

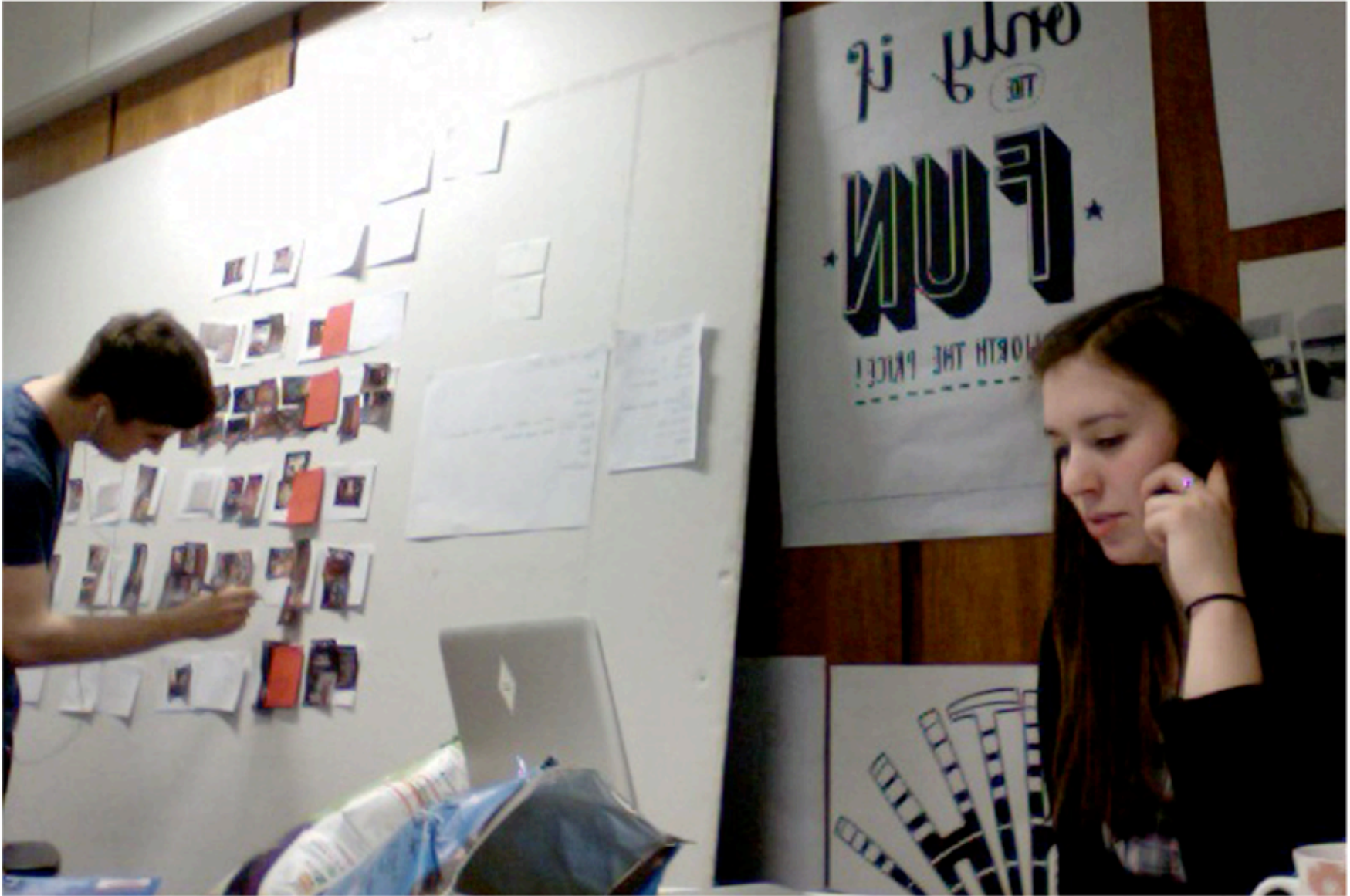
14 MEETINGS

3 CANCELLED

1 BRIEF

0 CROISSANTS





165
WORKING
DAYS



TEAM 1



TEAM 2



TEAM 3





7 HOURS
ASLEEP ON THE JOB



STARTING BALANCE

£0

TOTAL INCOME

£590.00

TOTAL EXPENSES

£273.89

NET PROFIT

£316.01

35p/HOUR

PROFESSIONAL PRACTICE

WHAT WE'VE DONE

WHAT WE'VE LEARNT

VERB PROJECTS

5 SELF INITIATED PROJECTS

6 SET PROJECTS

2 WERE PAID PROJECTS

1 WAS AN EVENT

1 WE DON'T TALK ABOUT





EXPOSURE

15. 12. 10

£163.14 RAISED FOR
LAKE VICTORIA DISABILITY CENTER

5 PRINTS RAFFLED OFF
2 WON BY VERB MEMBERS

WHAT WE'VE DONE









100%
SUCCESS RATE
IN PITCHES



EDINBURGH COLLEGE OF ART
FASHION SHOW
6-8 MAY 2011 • 3.00PM - 6.30PM - 8.30PM • £15
hbtickets.co.uk • eca.ac.uk/fashionshow



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EDINBURGH COLLEGE OF ART

FASHION
SHOW

Sponsored By Baillie Gifford

4-6 MAY 2011

www.eca.ac.uk/fashionshow

WHAT WE'VE DONE



ROUGH
CUT
NATION



Serio Nicol and Rachel Levine used altered and appropriated images of themselves as the basis for their contributions. Nicol's recreation of Gallery's portrait of Mary of Guise, mother of Mary Queen of Scots, adorned with photographs of floral wreaths, backstreet scenes and the lost youth of Cadizville. This harked back to previous projects undertaken with the National Galleries of Scotland (Queen's Park).

Levine took her inspiration from Scottish mythologies and quotes from The Mythologies of the British Isles and images of the head in an attempt to obtain psychic abilities, looked for the 'hidden' in McGuinness' 'kiss, checkerboard floor and hidden UV landscape'.

One of the landscapes on the walls featured the recognizable Kinnaird Hill, just outside Perth. The hill is renowned for its famous lookout turret and its fantastic views of the River Tay making it a popular Dundee and out to sea. As with much of McGuinness' work from the dark edge, as the hill is a renowned suicide spot.

Painted with UV paint the landscape was only visible around 300nm (members of the public traced its outline using mobile phones). Cars and gloves bejewelled with little UV light.

THERE ARE
GOOD AND BAD
PROJECTS



**THINGS
DO GO
WRONG**

PATIENCE
IS
ESSENTIAL

**ORGANISING
A TEAM IS
A CHALLENGE**

**BUT BE
OPEN MINDED
AND LESS
PRECIOUS**



**BE PREPARED
TO FIGHT FOR
AND JUSTIFY
YOUR IDEAS**



verb

done

Once they graduate - what next ?

- Have a holiday – *last chance of pretending they are still a student !*
- Get some experience working in Design
- Setup own business
- First big break!

MEASURING SUCCESS

LydiaLeith

Posters

Design

Packaging

Drawing

Screen Print

Illustration

Shop

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For Commissions, projects and all other information please contact:

lydialeith@aol.com



BBC



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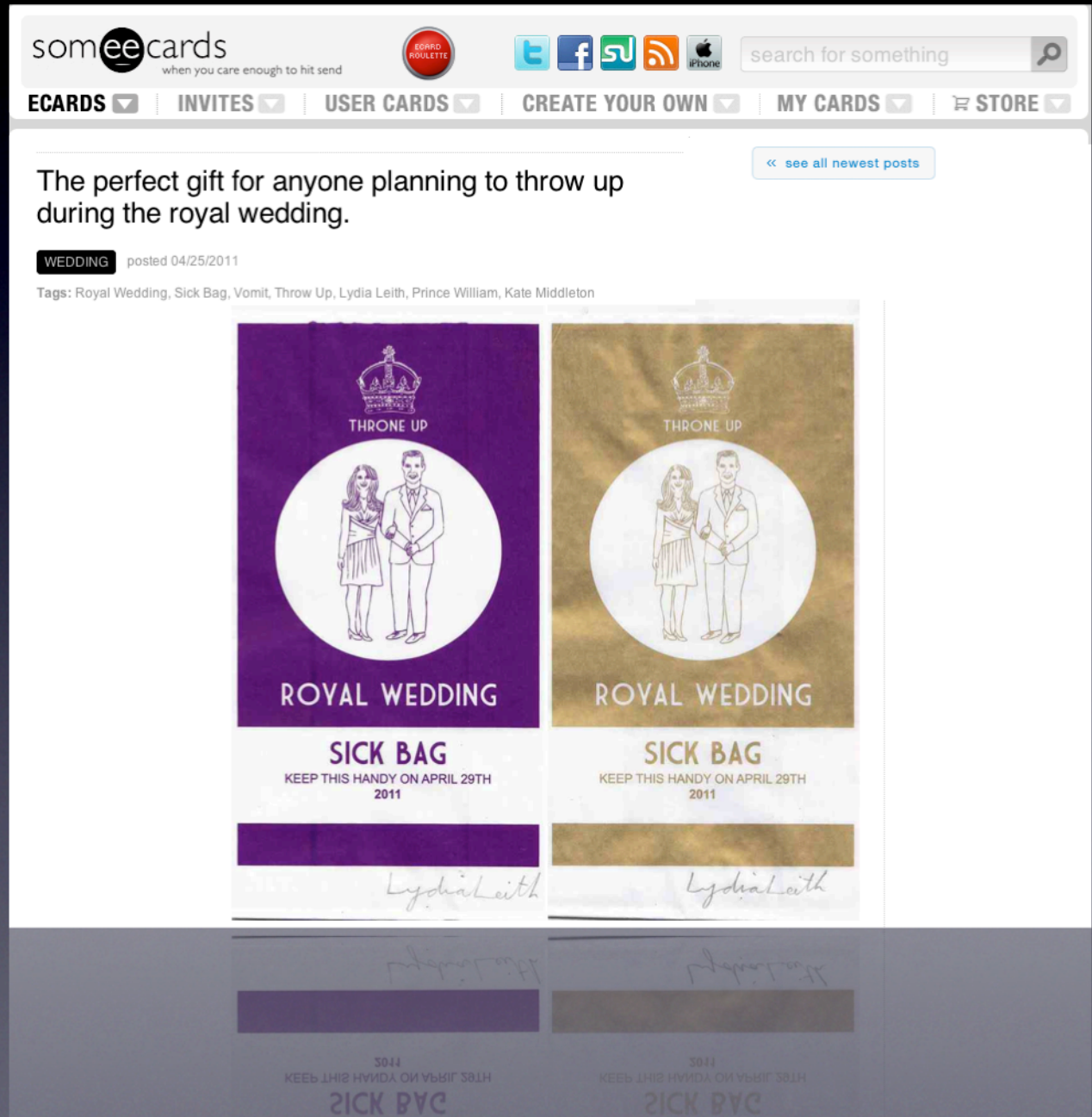


Photograph (above) by **Martin Parr**

Screen Printed Royal Wedding Sick Bags, by Lydia Leith available to order [NOW!](#)

Once they graduate - what next ?

- 1,000s of hits on YouTube
- >773,000 Google
- Global Media Coverage
- £££££s
- :-)



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35P/HOUR

35K/MONTH

Film 

Baftas 2013: Scottish wins for The Making of Longbird, Swimmer and Brave



Scottish filmmakers Lynne Ramsay, Will Anderson and Ainslie Henderson were among last night's winners in London, while Scottish-set Disney-Pixar film *Brave* also triumphed.

<http://tinyurl.com/bnd36gj>

**CREATIVE
GRADUATES
CREATIVE
FUTURES**



Creative Career Stories

<http://tinyurl.com/yfs8g8p>

Performing Arts





Royal Conservatoire
of Scotland



‘By the time our students graduate they are so well prepared - and such is their calibre - that we have one of the highest graduate employment rates of any higher education institution in the UK’.





Royal Conservatoire
of Scotland

90% are in employment
6 months after leaving



Graduate Attributes

drivers for change



CHALLENGES IN DEVELOPING GRADUATE ATTRIBUTES

- Students are often unaware of the range of attributes they possess
- Are unable to articulate their use outside their immediate specialism
- Students (and staff) initially reluctant to devote time to their development
- Can only truly be developed through experience and in context
- Should be embedded not 'bolt-on'



CHARACTERISTICS IN COMMON

- Portfolio careers
- Learning in, with and through the profession
- Simulated and 'live' projects
- Contextualised learning experiences
- Professional mentors



CHARACTERISTICS IN COMMON

- Vertical, experiential and active learning
- Working and learning in teams
- Peer mentoring, review, critique and feedback
- Client / event-based deadlines
- Professional standards from the outset



STUDENT FEEDBACK

- We are treated as professionals
- We enjoy the exacting standards and deadlines
- We want this to count for more in our assessment
- We value the networking and potential career opportunities



Observations



- Engaged, active, experiential, facilitated learning in a professional context
- ‘Rich’, project-based, student-led, learning experiences
- Raising student excitement, engagement and self-awareness
- Managing relationships with a network of organisations and partners
- Blending personal development with generic study skills
- Importance of peer learning
- Concealing what is actually being learned and subsequently requiring this to be surfaced



- Not forgetting the career planning needs of post-graduate students
- 6 months after graduation is unrealistic as a meaningful point to measure success
- Module descriptors/posters with a comprehensive narrative describing the learning experience
- The central role of 'reflective' learning
- Challenges of scalability



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End