**AUB Graduate Futures Framework 2022-2030**

**Appendix 1**

**Embedding Career Management Skills Development & Industry Partnered Learning**

**Tool kit for Courses**

Taken from the overarching university Employability strategy, (Graduate Futures Framework) this toolkit is designed as a guide for courses for embedding employability in the curriculum. The majority of the time, courses are already embedding employability in the curriculum however, students are often not able to recognise when they are developing graduate attributes and are not always able to articulate these skills. Many do not have a strong sense of career direction. In order to support students so they feel more prepared for the job market on graduation, there are some small adjustments that can be made to ensure that employability is explicitly embedded and students feel more confident talking about themselves on graduation as highly skilled professionals.

**What does best practice with regards to embedding Employability look like?**

1. **Embedding Graduate Attributes and emphasising professional skills alongside technical & creative skills**
* Ensure a wide range of teaching and assessment methods that allow students to develop graduate attributes and employability skills beyond their creative and technical skills – understanding their relevance beyond their degree discipline
* AUB Graduate Attributes should be explicitly referenced in learning outcomes at each level of study allowing space for self-reflection on their personal and professional development
* included a Graduate Attributes matrix within each course handbook to highlight the skills they are developing to students
1. **Ensuring Industry enhanced curriculum & opportunities for engaging with Industry**
* Ensure that meaningful industry partnered learning or work-based practice is embedded in the curriculum with opportunities for self-reflection on these experiences
* Include information about current recruitment trends and Labour Market information about the industry
* Engage industry in the design and delivery of the curriculum.
* Meet with subject-specific Industry Advisory Groups at least twice per year.
* Enable all students to engage in an industry live brief or project during L5 and encourage and highlight the importance and value of work experience and internships during university breaks
1. **Embedding Career Management Skills**
* Embed career management skills in the curriculum at each level of study, providing a scaffolded approach to career development learning. Starting at Level 4 will help students gain a sense of purpose and direction and encourage them to take ownership of their own professional development (refer to Appendix 2) *Embedding Career Management Skills Development & Industry Partnered Learning*
* Provide links to AUB Futures Careers & Enterprise resources to compliment course specific, industry information .
* Data from the Careers Readiness survey and Graduate Outcomes surveys should inform curriculum activities

**Appendix 2 - Embedding Career Management Skills Development & Industry Partnered Learning**

Research shows that by if students are able to develop their self awareness in relation to their chosen career earlier during their time at university, this can positively impact on retention rates and can lead to better graduate outcome results. Bridgstock (2019) By introducing career development learning from Level 3 and providing a scaffolded approach to this, students can develop their “career identity” and sense of direction, and gain a sense of agency in their own career path. The charts below indicate suggested topics to help students to start thinking earlier about their career direction. This is based on an adapted version of Law & Watts (2001) career theory the DOTS model. In its simplest form, the theory provides a structure to a student’s career development journey: Self Awareness, Opportunity awareness, Decision making and transitioning into work.

The table below details indicative content at levels 3-7, delivered collaboratively by the AUB Futures Careers & Enterprise service and academic course teams. The activities[[1]](#footnote-1) show a cycle of career development through different stages; these are also represented in AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

|  |  |  |
| --- | --- | --- |
| **Level 3** | **Indicative Careers & Employability service activities** | **Indicative course activities**  |
| **Self knowledge** Reflect on self in terms of strengths, values, career interests and areas to develop**Opportunity Awareness**Understanding of options open – within HE and Outside- Apprenticeships, entrepreneurial, Short courses and entry level jobs**Decision making & transitioning into work or study:** Feeling confident about making decisions, and being able to articulate skills and experiences on paper and at interview | **Career planning – Professional Futures*** Self reflection, skills evaluation and understanding of value of transferable skills in Industry
* How and where to research career options

**Decision Making*** SWOT analysis – which course is best for me?HE or work/apprenticeships

**Self Promotion*** Writing CVs & personal Statements and online profiles
* Interviews – how to articulate skills, experience and interests in jobs and university interviews.
 | * Inspirational speakers from industry talking about different fields and how to break in
* lecturers talking about courses at AUB – taster days
* Recent graduates sharing their experiences
* Group research and presentations on potential career areas
* Student vlog, blog, exhibition related to potential career areas
 |
| **Level 4**  | **Indicative Careers & Employability service activities**  | **Indicative course activities**  |
| **Introduction to Career Management: Professional Development****Self-Knowledge:** * Reflect on self in terms of strengths, values, career interests and areas to develop

**Industry knowledge:*** Clarify sense of aspiration and connection to creative / wider industries and future possible careers
* Understanding cross over between disciplines in industry and knowing what the different job roles mean
* Understanding why employers value transferable skills and how they are important within the workplace and the course

**Building skills & experience:*** Ability to articulate skills and experience to network and apply for opportunities
* Understand the benefit of proactive projects and extra-curricular activities (value of volunteering, societies etc)
* Understanding of recruitment and deadlines for some summer internships at start of level 5
 | 1. Professional Development I
* Future plans (Professional Development workshop) & Extra curricular summer work

2. Reaching out to Industry to build your experience 3. Introduction to Personal Branding – Online presence, CVs & Cover Letters Introduction to Team working Skills and Communication | * Inspirational external speakers
* Recent graduates talking about how they got into their career and how they make a living
* Group research and presentations on potential career areas
* Student vlog, blog, exhibition related to potential career areas
* Collaborative projects and competitions
 |
| **Level 5**  |  **Indicative Careers & Employability service activities** |  **Indicative course activities** |
| **Building a Career Identity**:* Self awareness in relation to career direction -Continued reflection on strengths, values and interests with regard to career direction

**Opportunity awareness** * Awareness of roles in creative industries and beyond.
* Knowledge of labour market locally, nationally and globally.
* Understanding different styles of working: freelancing, start up, full time, portfolio careers

**Self Promotion & Developing social capital**Initial development of portfolio, professional Instagram, LinkedIn, website & CV**Gain experience**Industry related experience to develop skills and help in career decision makingAwareness of recruitment deadlines (internship deadlines for following summer are often October -January)  | 1. Professional Development II * Awareness of where skills fit in the workplace, Portfolio career –self- employment vs. full time)
* Personal Branding Online: Developing a successful LinkedIn, Website Portfolio and social media presence
* Job hunting and Networking: Developing confidence in reaching out to industry to find internships and opportunities
* CV and cover letter:Developing a creative vs. a non-creative CV
* Interviews: Preparing for interviews & Talking through your work
* \*\*Workshop to help students reflect on Skills gained through Projects & Briefs to build a ‘living CV’
 | * Live briefs with employers with an introduction to working in teams and professional etiquette when dealing with industry professionals. Follow up with reflection on transferable skills developed through the brief (careers team could support)\*\*
* Networking events across courses and with employers
* Collaborative projects across courses
* Competitions
* Industry research and Informational interviews- organise interview with practitioner
* Placements and work experience opportunities
 |
| **Level 6**  | **Indicative Careers & Employability service activities**  |  **Indicative course activities** |
| **Next Steps:**Support with the transition into work/ further study Being prepared for setbacks and remaining positive through the job hunt**Communication & Networking**How to communicate professionally when approaching employers, undertaking interviews and addressing others in the workplace**Self Promotion & Personal Branding**Understanding your personal brand and using it to secure roles and freelancing opportunitiesAdapting applications to different roles | * **Professional Development III:**

(Career management skills, SWOT analysis of career choice, Adaptability and thinking creatively about your career path, Resilience and overcoming roadblocks)* Interviews and talking through your work
* Adapting your CVs for different roles
* Networking online and strategic job hunting
* Transitioning into work: Professional writing, negotiating with clients, negotiating salary, knowing your rights, workplace etiquette and diversity in the workplace.
 | * Professional Branding
* Portfolio reviews with industry
* Mock interviews
* Live briefs (with reflective element)
* Industry networking opportunities
* Company talks (collaboration with Careers & Employability service)
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| **Level 7** | **Indicative Careers & Employability service activities** | **Indicative course activities** |
| **Career planning & Management**Understanding self in relation to career choiceGoal setting and decision makingChallenging your existing practice and understanding the application, relevance and potential of your practice in different contextsTaking control of your career development - understanding the value of side projects and experimentation to open opportunities and progress your career.**Connecting with Industry & Opportunity awareness*** Knowing where to find out about opportunities
* how to reach out to Industry - developing networking skills
* Dealing with setbacks
* Supporting International Students with understanding UK recruitment & etiquette
* Gaining industry related experience

**Personal Branding*** Development of professional social media presence, CVs, Cover letters and knowing how to adapt applications to different roles
 | Career planning and management(Career management skills, SWOT analysis of career choice, Adaptability and thinking creatively about your career path, Resilience and overcoming roadblocks)* Interviews and talking through your work
* Adapting your CVs for different roles
* Networking online and strategic job hunting
* Transitioning into work: Professional writing, negotiating with clients, negotiating salary, knowing your rights, workplace etiquette and diversity in the workplace.
* Support for Start up development/ freelancing
 | * Professional Branding
* Portfolio reviews with industry
* Mock interviews
* Live briefs with industry (with reflective element)
* Industry networking opportunities
* Company talks (collaboration with Careers & Employability service)
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## Appendix 3. Embedding Graduate Attributes in the Curriculum – Auditing Tool

As part of embedding employability in the curriculum, at Level 5, all courses must attach a Learning Outcome in each unit to a Graduate Attribute to ensure that students are aware of the transferable skills and attributes (Graduate Attributes) they are developing and their relevance across different industries.

The auditing tool below is designed to help courses to analyse how the graduate attributes are currently being embedded in the course and consider new ways of teaching and assessing.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Graduate Attribute** | **Practical goal – why is this needed?****“Learning for …”** | **Suggested content – how do students learn about this directly?****“Learning about…”** | **Example activity – how do students learn to do this?****“Learning through…..”** |
| **Impact** | e.g., Ability to work as part of a team  | Key employability skill  | Workshop on Belbin’s team roles, Tuckman team model, conflict management skills  | Taking part in group project and assessment, including reflecting on teamwork skills  |
| Communication & Interaction  |  |  |  |
| Team work |  |  |  |
| Digital & Visual Literacy |  |  |  |
| Project Management |  |  |  |
| Professionalism |  |  |  |
| **Excellence** | Critical thinking |  |  |  |
| Resilience |  |  |  |
| Adaptability |  |  |  |
| Confidence |  |  |  |
| **Relevance** | Problem Solving |  |  |  |
| Inclusive of Diversity |  |  |  |
| Global Citizenship |  |  |  |
| Ethical |  |  |  |
| **Creativity** | Specialist Technical Skills |  |  |  |
| Creative Thinking |  |  |  |
| Aesthetics skills |  |  |  |
| Cultural awareness |  |  |  |

**Appendix 4 - Supporting Careers & Enterprise activities**

AUB’s Careers & Enterprise service, AUB Futures, delivers a range of co-curricular activities to support Graduate Attributes:

Initiatives:

* Micro Internships
* Live Briefs
* Creative Futures Fest - Panel events with alumni and industry professionals
* Creative job fairs
* Workshops
* Enterprise and freelancing advice and guidance

**Careers Portal:**

Aub.jobteaser.com Online resources, events, jobs, social media channels

**One to one appointments:**

Face to face and online appointments for students to discuss career ideas, gain support for approaching industry, help with CVs, applications and interview techniques, and mock interviews.

**Careers & Employability data:**

AUB’s Career Readiness survey takes place as part of student enrolment each year, providing up to date data on students’ progress in career development. The stages of Career Readiness are:

* Explore– at the start of the career planning journey or perhaps changed their mind and exploring a new area
* Focus – some ideas about direction and beginning to put plans into action
* Engage – feeling clearer about career direction, reaching out to industry, researching jobs and recruitment processes and preparing documentation for applications.
* Achieve – Ready with a job or further study in place.
1. Based on Law & Watts DOTs Model (2001) [↑](#footnote-ref-1)