

# Creative Attributes Framework for Enterprise and Employability

This paper is in consultation and evaluation at UAL during 2015/16

## Introduction

Creative Attributes Framework is guidance for embedding and enhancing enterprise and employability within the curriculum at University of the Arts London (UAL).

The framework demonstrates how, through our curriculum, we empower our students and graduates to develop the wide-ranging qualities, experience and behaviours that prepare them for the future and enable them to develop and sustain a rewarding professional life.

Enterprise and employability is not new to the curriculum. Nor is it an addition. It is core to a creative education and to our practice at UAL. The framework balances the development of our students' artistic endeavour and creativity with enterprise and employability learning and teaching.

To further enhance, nurture and recognise our students' employability, individuality and entrepreneurship, the framework sets out:

### **Our Values** (see p.6)

To underpin how we make enterprise and employability prominent, inclusive and valued as part of a creative education.

### **Our Practice** (see p.7-9)

To articulate the attributes addressed in our curriculum that enable our students to develop and sustain a rewarding professional life.

## Rationale

**Enhance student transitions from HE to professional practice.** Students have expressed a desire for more enterprise and employability learning articulation, and there is a degree of anxiety about what happens following course completion. Recent NSS results illustrate student perceptions of feeling unprepared for their future and unsure about their career prospects.

Preparation for employability is becoming a priority in higher education, where students have an increased expectation of university teaching delivery, meaning that students now expect that their degree study will enhance their careers.

Students don't always understand what *they* offer as practitioners, so addressing this as part of curriculum practice is valuable. An essential element of this is to reach an understanding of enterprise and employability that is then able to align with curriculum to equip students with an understanding of what the world of work is like, how they position themselves within their practice and what is expected of them in their chosen career.

### **Address and improve DLHE statistics on UAL graduate destinations.**

UAL overall graduate performance compared to institutional benchmark and sector average performs relatively well (UAL 91.7% and UK Average 93.2%), however 2013/2014 data indicates areas for improvement.

- UAL graduates destinations compared to Art & Design peer institutions ranks 8th (last place) at 91.7% behind amongst others The Arts University Bournemouth 97.4%, Ravensbourne 97.2% and Glasgow School of Art 92.3%.
- Although 56% of UAL undergraduates indicated that their course prepared them well for employment or self-employment, 37% thought that their course did not prepared them very well for employment.
- The work or study destination of home BAME UAL undergraduates is 2% lower than their white peers.
- The UAL graduate gender pay imbalance of female undergraduates earning on average £1,359 (7.45%) less than their male counterparts.

## Aims

**The framework serves a dual purpose;** it articulates what we do well as part of our students' development and transformation during study, and sets out an aspirational territory to help improve the learning experience. The Framework:

**Demonstrates a pedagogic approach to enterprise and employability allied to creative practice and scholarship.** The framework offers descriptors of enterprise and employability that we can identify as part of creative practice. It is an aspirational model designed to support course teams to develop and demonstrate a shared language of enterprise and employability learning as part of practice and curriculum making.

**Provides guidance for enterprise and employability learning and teaching that can be interpreted and shared across disciplines.** The framework offers a considered and cohesive academic language that is descriptive (not prescriptive) and can be used to articulate and benchmark a variety of practice in curriculum delivery. Arts, design and media is not one subject; context of practice is vital to the interpretation and meaning of enterprise and employability. Course teams express a need for a shared vision to enhance the curriculum and increase awareness and articulation for students.

**Demonstrates the value of a creative education that prepares students for their future.** The framework demonstrates we have a powerful discipline and sector that is one of the most responsive to the nature of changes in the 21st century. Contributing to debates within the sector about the importance of arts, design and media subjects and the creative industries, the framework articulates how a creative education sustains and develops a rewarding professional life, generating benefits to students, graduates and their community.

## Background

The framework was developed through the UAL project *Re/Claim* as part of funding and support from the Higher Education Academy (HEA) Strategic Enhancement Programme.

The purpose of the project was to claim and re-turn to the practices that are at the core of a creative education to understand and articulate enterprise and employability from this 'insider' vantage point.

*Re/Claim* is a play on a process of claiming and re-claiming whereby the '*Re/Claim*' allows a space for reflection and a considered articulation of the nomenclature of enterprise and employability in arts, design and media.

The title of the project aimed to signal that this is not about a deficit understanding or model. We know that arts, design and media subjects in multifarious ways encompass and include a wide range of enterprise and employability qualities and behaviours.

An extensive range of approaches and literature was investigated and provided the foundation for the framework (see appendix).

The *Re/Claim* project mapped, reflected on and communicated these into this 'Creative Attributes Framework for Enterprise and Employability'.

## Project Team

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## Working Group

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## Recommendations for consultation and evaluation during 2015/16

### 1. The Framework is agreed as a set of guidelines for enterprise and employability while going through Course Validation and Revalidation

This approach would be attractive to course teams as a mapping document to help articulate and benchmark practice, yet allow for interpretation by the course and take disciplines into consideration. Creative Attributes Framework will support course teams to make explicit enterprise and employability learning as part of practice and as part of what is already happening on the course. It will help identify areas for further improvement or engagement, and also provide descriptors that could be used for course briefs, and/or setting up student sponsored projects (live projects) and work based learning.

**Phase 1:** Use Creative Attributes Framework with course teams during 2015/16 validation, support validation, re-validation, review, minor modifications. In collaboration with Quality, Teaching and Learning Exchange to develop validation and re-validation support for course teams with resources and workshops.

**Phase 2:** At the end of the academic year, evaluate the process, respond to changes and embed in 2016/17.

### 2. Create a student facing version of the framework

Include the student facing version into Course Handbooks, and as a framework for PPD.

### **3. Archive the current PPD guidelines and replace with Creative Attributes Framework**

Creative Attributes Framework will be the scaffold to support and enhance enterprise and employability at UAL. We recognise the work that has been done on PPD and we acknowledge that the success of Creative Attributes Framework rests on and is linked to this strong foundational work. The framework has been carefully mapped against the PPD offer at UAL and we are confident that all areas of PPD are covered in Creative Attributes Framework.

#### **The rationale:**

PPD as a term does not reflect the creative contexts of UAL. Creative Attributes Framework demonstrates the value of a creative education that prepares students for their future, it responds to and integrates enterprise and employability within creative practice.

Benchmarking of UAL graduate destinations (DLHE) against Art & Design peer institutions indicates an opportunity for improvement. UAL graduates destinations ranks 8<sup>th</sup> compared to subject-level peer group performance, which signals a need to make more explicit and develop our offer. Creative Attributes Framework will provide the scaffold for curriculum making and enhance the student experience in order to support the university in relation to DLHE scores.

Recent NSS results reveal an increased student expectation for enterprise and employability development as part of their study and illustrated students' perceptions of feeling unprepared and unsure for their future. Creative Attributes Framework addresses these concerns by offering descriptors of enterprise and employability learning as part of practice and curriculum making.

Creative Attributes Framework offers the university a fantastic opportunity to refresh and update this offer to build on the success of PPD and integrate creative practice and enterprise and employability.

#### **The benefits:**

- Course teams will have one framework (Creative Attributes Framework) to respond to, demonstrating how, through the curriculum we empower and prepare students for their future.
- Students will have a coherent offer that is clear and accessible and is aligned with the curriculum offer. It will also avoid duplication and multi layering of guidance that can be confusing for students.
- Students will be able to recognise and articulate enterprise and employability learning with personal development activity in the earlier stages of the course and throughout, rather than seeing it as industry related content or at the end of course activity.

As a result, it is our intention to archive PPD and to replace this term with Creative Attributes Framework in all cases. By doing so, we would no longer ask staff to map PPD as part of the curriculum.

### **4. Create a digital resource 'toolkit' for the framework including;**

- Guidance on using the framework for course teams
- Case studies examples of curriculum practice, industry and graduate profiles etc. mapped against the framework.

### **5. Map Careers and Employability Services against the framework**

Provide guidance to course teams to make explicit the careers provision beyond the curriculum that is on offer to students.

# **Creative Attributes Framework for Enterprise and Employability**

## **1. Our Values**

**Creative practice**

**Multiplicity**

**Enterprise**

**Disruption**

**Resilience**

**Diversity**

## **2. Our Practice**

**Enquiry**

**Creativity**

**Connectivity**

**Communication**

**Self-efficacy**

**Execution**

# Creative Attributes Framework for Enterprise and Employability

## Our Values

Creative Attributes Framework is guidance for embedding and enhancing enterprise and employability within the curriculum at University of the Arts London (UAL).

The framework demonstrates how, through our curriculum, we empower our students and graduates to develop the wide-ranging qualities, experience and behaviours that prepare them for the future and enable them to develop and sustain a rewarding professional life.

Enterprise and employability is not new to the curriculum. Nor is it an addition. It is core to a creative education and to our practice at UAL. The framework balances the development of our students' artistic endeavour and creativity with enterprise and employability learning and teaching.

These values underpin how we make enterprise and employability prominent, inclusive and valued as part of a creative education. It demonstrates the value of a creative education that prepares students for their future.

## Creative practice

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Creative practice sits at the heart of everything we do. We're committed to teaching, learning and assessment that enhances the employability of our students and graduates, that recognises their individuality and nurtures their entrepreneurship, enabling them to develop and sustain a rewarding professional life.

## Multiplicity

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We reinforce the multiplicity of practice and motivations of our students and graduates through a curriculum designed to develop career aspiration and professional awareness in order to thrive in a wide range of environments. A curriculum that opens possibilities to make a living from a variety of practices, whether through portfolio careers or pursuing diverging career paths.

## Enterprise

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Enterprise is a vital part of employability. But it's about more than getting a job. It's about enabling all our students and graduates to find, make and take opportunities, and to successfully adapt as creative professionals, as innovators, practitioners, employees or entrepreneurs in a world that is changing rapidly.

## Disruption

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Being a force of disruption is about challenging conventions and creating real systemic change in unexpected ways. We encourage all our students and graduates to take fresh approaches and to become agents for change, so they can shape and transform new creative landscapes, cultures and the communities of the future.

## Resilience

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We foster resilient and sustainable practitioners. Critical and creative students and graduates have the capability to transform their practice and views of the world. The formation of ethical practice empowers them to challenge injustice and the resilience to strive for social, economic and ecological well being.

## Diversity

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There's no one type of student any more than there is one kind of educator. We value all cultural capital and our uniquely diverse and international student body, which mirrors an increasingly global workplace. The different cultures and diverse contexts our graduates practice in reflect the increasingly hybrid nature of creative careers. Their ability to operate, innovate, initiate and collaborate reflects our diverse social, cultural and creative capital.

# Creative Attributes Framework for Enterprise and Employability

## Our Practice

Our Practice explains how enterprise and employability learning forms a core part of the curriculum in arts, design and media degrees at University of the Arts London (UAL).

Translating enterprise and employability into student learning is complex, and through the framework, we provide a systematic approach to support curriculum making, offering descriptors that join enterprise and employability to benchmark a wide range for curriculum delivery.

Below, we articulate the attributes addressed in our curriculum that enable our students to develop and sustain a rewarding professional life, demonstrating the value of a creative education in preparing students for their professional lives. It is not new to the curriculum. Nor is it an addition. It is core to our practice at UAL. The purpose of the framework is to prompt dialogue with courses to help improve learning experience, to ensure every student experiences this practice as part of their development and transformation.

The framework demonstrates how, through our curriculum, we empower our students and graduates to develop the wide-ranging qualities, experience and behaviours that prepare them for the future. It articulates what we do well currently, surfacing good practice, ensures students know and understand they access this learning through the curriculum, and sets out an aspirational territory, in order to help us to further improve.

## Enquiry

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Enquiry underpins theory and practice and enables our students to build on, expand and apply new knowledge.

Our students have the credibility to situate themselves within, and inform the future thinking of, their field. Through a process of discovery, we empower them to generate new ideas and develop flexible ways of working to co-produce effectively within industry, disciplines and professional practice.

We aspire for our students to:

- Demonstrate, adapt and reflect on their progress, which informs the decisions they make and opens up new ways for thinking.
- Form new ideas, find new ways of working and take conceptual approaches, in order to be creative and resourceful.
- Prepare themselves for professional practice and the demands of industry and to think about life after graduation and the context in which they will be working.

## Creativity

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Creativity combines play and problem solving and enables students to take risks, experiment with new approaches and make brave choices.

Our students develop many technical skills and generate multiple ideas through taking creative approaches. This does not happen in isolation and creativity is not a one-way process. The ability to receive and process feedback is crucial and we empower our students to be open to feedback and dialogue as an essential part of their creativity. Ambiguity is central to creativity and we prepare our students to live, learn and thrive in uncertainty, multiple meanings, interpretations and possibilities.

We aspire for our students to:

- Bring their own approach to a project and to define problems, while also being able to assess the success of the solution, even when they are faced with ambiguity or an open brief.
- Allow for direction and dialogue, develop openness to alternatives and seek to improve.
- Both overcome the fear of, and learn from, failure, take risks and play with possibilities for the future.

## Connectivity

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Connectivity involves making links between different practices and knowledge, working with others and sharing skills in order to negotiate and thrive in different situations.

Our students are intellectually adaptable and flexible to different styles of working and vary their approaches to meet the needs of the situation.

We empower our students to understand the different skills and roles of people in a variety of practices and environments within a global workplace.

We aspire for our students to:

- Make connections to ways of thinking, knowing and practising across education and industry and between informal and formal learning environments.
- Share and bridge different skills and disciplines within their own practice and adapt to a variety of roles.
- Seek opportunities to collaborate with others in order to build peer support, self-initiated groups projects, networks and communities of practice.

## Communication

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Communicating effectively involves engaging in multiple and diverse dialogues and narratives. It means communicating with others about yourself and your practice in order to elicit a response. The adaptive and fluid nature of arts, design and media practices enables our students to contribute to and create new narratives.

We support our students to develop their visual literacy in order to understand and communicate successfully. We enable them to make themselves visible and not only to showcase but to demonstrate, present and talk about their work in wide ranging settings and context and for a wide variety of purposes.

We empower our students to shape and have agency over their self-narrative, know where they are and create different ways of seeing in order to lead and shape dialogue.

We aspire for our students to:

- Promote debate and dialogue for critical discussion.
- Create a narrative and share their vision through powerful storytelling, devising new ways of representing their insights to engage and inspire others.
- Contribute to wider global social, political and economic narratives.
- Develop visual literacy in order to interact effectively across a range of different formats and contexts.

## Self-efficacy

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Self-efficacy involves developing self-belief in order to be agile, to respond positively in various situations and lead change.

Self-efficacy is an important part of arts, design and media practice, allowing students to deal with complex problems, develop resilience, and to work effectively in new environments. It plays a role in developing empathy for others, a core element of creative practice.

We empower our students to identify goals they want to accomplish and things they would like to change.

We aspire for our students to:

- Demonstrate their own motivations and self-discipline in order to interact in new environments.
- Become self-aware and to articulate their strengths and weaknesses, interests and aspirations, and identify areas for their development.
- Become self-sufficient and to work independently and interdependently with others, even within ambiguity and uncertainty.

## Execution

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Execution involves carrying out an idea, plan of action or directive, in order to bring a course of action to its full resolution. It is related to being enterprising and developing entrepreneurial traits.

Through an education in arts, design and media, our students bridge their creative, social and cultural capital to realise their visions and build sustainable, innovative practices.

We empower our students to make realistic appraisals of opportunities and to negotiate and transcend boundaries in order to make decisions about which paths to pursue.

We aspire for our students to:

- Show initiative, innovate and make their work available to an audience, to create and build new audiences, and to connect with and contribute to broader narratives.
- Work strategically, effectively and imaginatively to address issues, make decisions and deal with new or difficult situations.
- Reflect and evaluate critically on their experience and to understand and analyse areas for development.

# Appendix

## Methodology

A series of workshops with course teams took place in May 2015 in studios at the colleges. The workshops explored practice, values and language, mapping and linking concept relationships across disciplines, in order to develop the Creative Attributes Framework.

### The workshops aimed to:

- Investigate learning and teaching activities and why they are valued within the curriculum/for the subject.
- Explore the language used to describe these and what it means in relationship to enterprise and employability.
- Identify how the curriculum supports students to recognise they have such qualities and behaviours for enterprise and employability.

Course teams developed their own framework in response to following research questions:

1. **How do you make the curriculum for your subject?**
2. **Why are these learning and teaching activities valuable to your subject and curriculum design?**
3. **What do students learn from these learning and teaching activities for enterprise and employability?** What are these qualities and behaviours (knowledge, literacies, abilities)? What are the contrasts to these words?
4. **How is this experienced within the curriculum?** How do you help students to recognise they have such skills (qualities and behaviours)? Do these figure in the learning outcomes? What are they? Are they assessed? How? How does your course empower students for their future?
5. **How might this exercise help to support curriculum making?** (in terms of enterprise and employability at UAL, for your subject and practice?).

## Course Team Participants

### **BA and MA Film and Television, LCC**

David Hoyle, Course Leader

### **MFA Fine Art, CCW Wimbledon**

Edwina Fitzpatrick, Course Leader

### **School of Communication and Media, LCF**

Maggie Norden, Director

### **MA Public Relations. LCC**

Sarah Roberts-Bowman, Course Leader

### **BA Fine Art, CCW Chelsea**

Katrine Hjelde, Lecturer (Theory)

### **Culture and Enterprise, CSM**

Dominic Stone, Programme Director Culture and Enterprise

Stephanie Dieckvoss, Stage 1 Leader BA (Hons) Culture, Criticism and Curation

### **Fashion Business School, LCF**

Nilgin Yusuf, Postgraduate Programme Leader

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## HEI Employability Frameworks

An Anatomy of Employability: Graduate Capabilities for the Creative Arts

A collaboration between The Glasgow School of Art and Bucks New University

Available at: <http://artanddesignemployability.org/>

Creative Graduate

A collaboration between Southampton Solent University and University of Winchester

Available at: <http://creativegraduate.com/research/>

Hyper Island  
<https://www.hyperisland.com/about/philosophy>

Employability Scaffold  
School of Media and Communication  
RMIT University

Staffordshire Graduate Attributes  
University of Staffordshire  
Available at: <http://www.staffs.ac.uk/study/staffordshiregraduate/attributes/>  
<http://www.staffs.ac.uk/study/staffordshiregraduate/pledge/>

The Solent Capital Compass Model of Employability  
Southampton Solent University  
Available at:  
<http://ssudl.solent.ac.uk/2567/1/Compass%20and%20Journey%20with%20references%20and%20Definitions.pdf>

Researcher Development Framework  
Vitae  
Available at: <https://www.vitae.ac.uk/vitae-publications/rdf-related/introducing-the-vitae-researcher-development-framework-rdf-to-employers-2011.pdf>

Sandberg Instituut  
<http://sandberg.nl/think-tank-for-visual-strategies>