

BREMNER, P.A.M. 2018. The gap between degree outcomes and employability skills: using scholarly enquiry to aid in future teaching practice. Presented at the 2018 Department for the Enhancement of Learning, Teaching and Access (DELTA) Learning and teaching conference (LTC 2018): future work, future graduates; forging the link, 3 May 2018, Aberdeen, UK.

The gap between degree outcomes and employability skills: using scholarly enquiry to aid in future teaching practice.

BREMNER, P.A.M.

2018



The gap between degree outcomes and
employability skills

Using scholarly enquiry to aid in future
teaching practice

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SCHOOL OF CREATIVE AND CULTURAL BUSINESS

The aim of the presentation

Rationale

Aim of the underpinning research

Literature

Method

Findings

Reflections

The work in progress

Conclusions

The aim of this presentation is to highlight, via the use of qualitative and quantitative methods, any differences between a degree learning outcomes and employability skills and how it informs future teaching practice.

Rationale



The aim



Literature



2 X 6



2

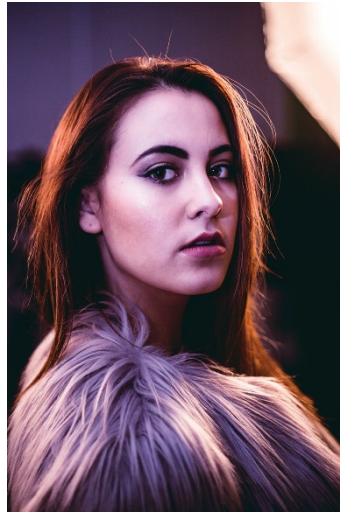


57

7



Findings



Reflections

FEARON, C., McLAUGHLIN, H. And ENG, T. Y., 2012.
Using student group work in higher education to
emulate professional communities of practice, *Journal
of Education + Training*, 54(2/3), pp.114-125.



Global Fashion Strategy



	Item-Discussed/Summary/Actions-Agreed	Action-by
1	The company ASOS was chosen due to its innovation, market leadership and digital impact.	Whole-team
2	The role of Team Leader was assigned to SK.	Whole-team
3	Roles were decided upon and assigned to the relevant parties: Head of Digital Strategy: SK Head of Project Developments: MC Head of Logistics: KH Head of Sustainable Practices: JC Head of Customer Experience: AJ	Whole-team
4	Team contract was written, agreed upon and submitted.	Whole-team
5	Each member was assigned a task to begin researching the current strategies adopted by ASOS relating to their specific fields for the following meeting on 3 rd October 2017.	Whole-team
6		

119

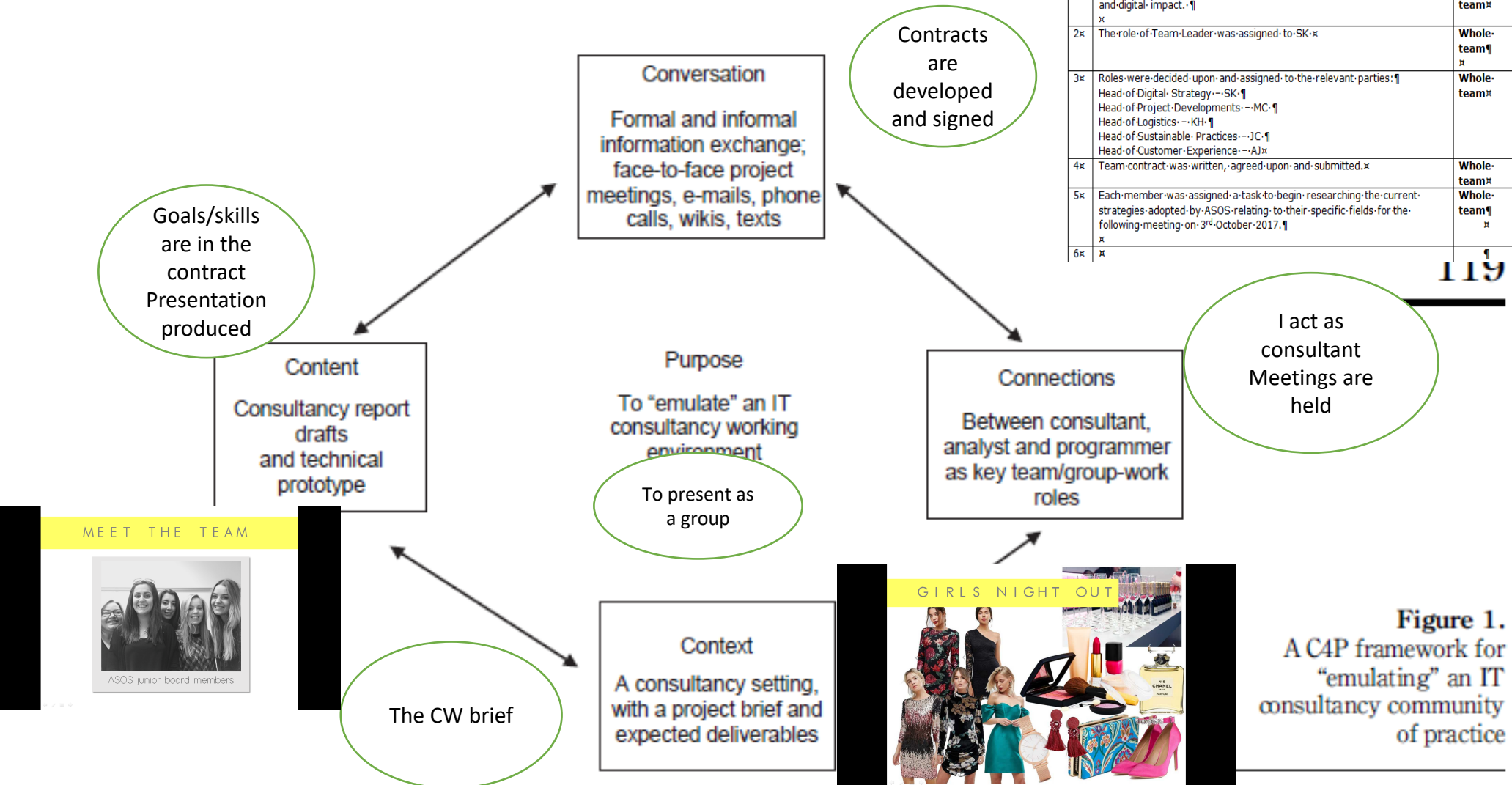


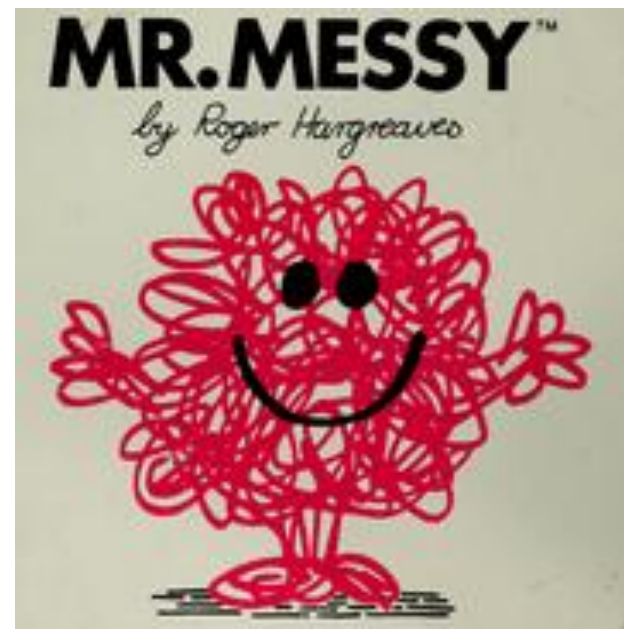
Figure 1.
A C4P framework for
"emulating" an IT
consultancy community
of practice

In your teams decide how you are going to operate your team and project. A Communities for Practice model could be adapted. You need to consider your roles, meetings and minute keeping. Who is project lead, who will chair the presentation? What roles will you have ? More information on communities for practice is outlined in the following:

<http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/>
<http://www.emeraldinsight.com.ezproxy.rgu.ac.uk/doi/full/10.1108/00400911211210233>

Fearon, C. et al. 2012. Using student teamwork in higher education to emulate professional communities of practice. *Education and training*. Vol. 54 (23). pp. 114-125.

You may need to decide how you will penalise team members who don't contribute to the project, if indeed you feel you need to do this.



GOALS: What are our team goals for this project?	o
What do we want to accomplish? What skills do we want to develop or refine?	o
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	o
	o
	o
	o
	o
	o
EXPECTATIONS: What do we expect of one another in regard to attendance at meetings, participation, frequency of communication, the quality of work, etc.?	o
	o
	o
	o
	o
	o
	o
	o
POLICIES & PROCEDURES: What rules can we agree on to help us meet our goals and expectations?	o
	o
	o
	o
	o
	o
	o
CONSEQUENCES: How will we address non-performance in regard to these goals, expectations, policies and procedures? PLEASE NOTE THE MODULE COORDINATOR HAS THE FINAL SAY ON THIS	o

No student should be disadvantaged through the use of assessed group work, everyone should feel free to voice their opinion.

Individuals working within this group must take care to communicate with each other using methods that are accessible to all.

CONSEQUENCES: How will we address non-performance in regard to these goals, expectations, policies and procedures? PLEASE NOTE THE MODULE COORDINATOR HAS THE FINAL SAY ON THIS

Firstly, we (other team members) will try to address non-performance by talking to the team member who is not participating enough and explain what we want them to do differently.

If their attitude does not change after a few warnings, the module coordinator will be contacted.

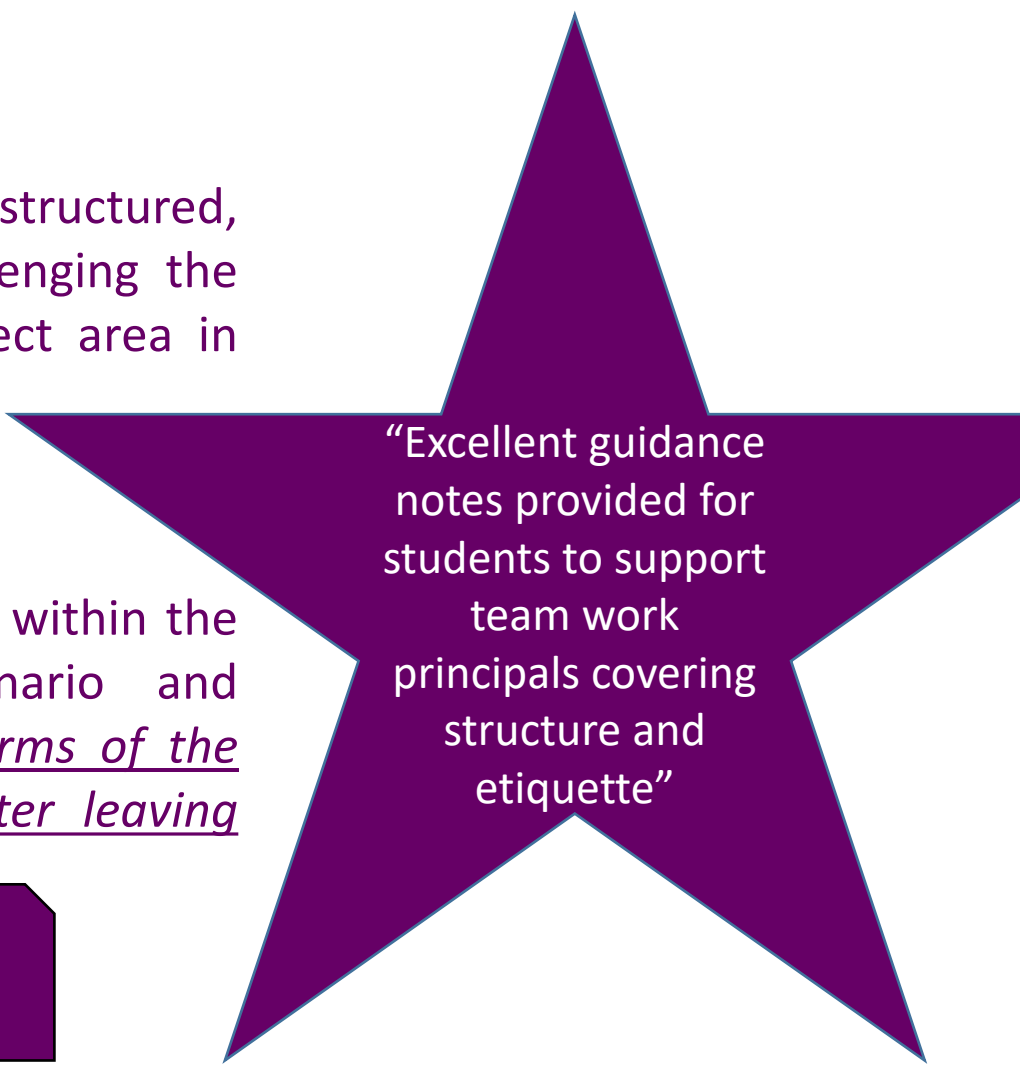
The use of yellow or red card may also be considered.

And

“Assessment Brief provided for review is well structured, this is a relevant assessment subject challenging the students to research and analyse the subject area in depth”.

“Team work and individual work prescribed within the module, this provides a realistic scenario and assessment method for the students in terms of the work environment they will experience after leaving university”.

This external examiner is in
industry



“Excellent guidance notes provided for students to support team work principals covering structure and etiquette”



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