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BREMNER, P.A.M.

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Are we making our fashion graduates 'work ready'? Considering the transferability of skills by students transitioning into the workplace.

Dr Pauline A M Bremner School of CCB





Overview

- The Rationale
- The Literature
- Methods and sample
- Findings
- Recommendations





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DELTA DEPARTMENT FOR THE ENHANCEMENT OF LEARNING, TEACHING AND ACCESS

DELTA@RGU.AC.UK

Rationale





Aim



The aim of the research was to examine the transferability of the skills delivered (LLO's) in the honours year to students on the Fashion Management Degree at RGU, into a 'disrupted' workplace.

- Students leaving University are faced with tough competition for places on graduate schemes or first destination employment (High Fliers 2016).
- Robert Gordon University is the top University in Scotland for graduate prospects (Guardian 2017).
- However, the UK economy is changing with many jobs being focused on the incorporation of 'digital skills' (Trowbridge 2016) within jobs.



- The fashion industry, a strong sector of the UK economy (Oxford Economics 2014) is becoming highly digitised through Omni-channel routes of delivery of both communication (customer relationship management) channels and product sales.
- There is an increasingly holistic approach to graduate skills development (Harvey 2002; Black 2013). Graduate skills have to be transferrable and attribute based including a range of skills relating to the soft skills area and organisations have to be proactive to change (Harvey 2002; Mason et al. 2002: Millar 2014).

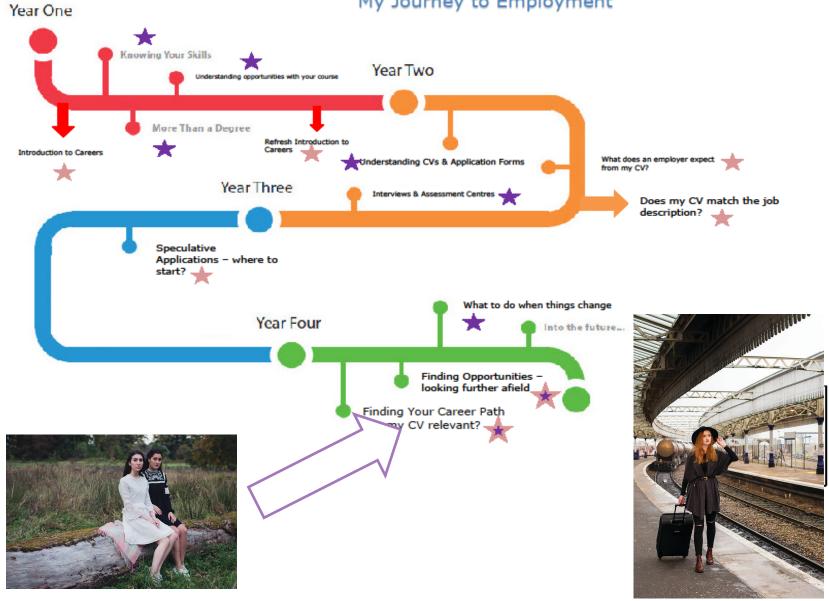
• Often, some of these 'skills types' mentioned are embedded in degrees through the inclusion of group work



Hoadley and Kilner (2005) noted group work as related to the concept of 'social learning' which incorporates the communities for practice framework C4P.

Fearon et al. (2012) highlight it is 'increasingly recognised as a way for students to problem solve and demonstrate transferrable skills necessary for the workplace' (2012, p. 114).

Fashion Management: My Journey to Employment



- In terms of embedding employability in fashion courses workplace experience is used to develop attributes as well as modules which blend the creative and management focus required
 - Scotland's Quality Enhancement Framework (QEF)
 - Enhancement-Led Institutional Review (ELIR)
- The BA Hons FM achieved a 100% course satisfaction rating from the National Student Survey (NSS) in 2015-2016.
- Aberdeen the downturn of the oil industry means it is important that courses deliver the attributes required for employment. This will help the graduates transition from University to a workplace in the global marketplace, where holistic and transferrable attributes are necessary.

Method



Tell us about your Fashion Management Degree

LLOs

Understanding the transition of the skills embedded in your University Degree and their transferability into graduate employment

RESEARCH LEAD Dr Pauline A M Bremner. <u>p.bremner@rgu.ac.uk</u>, Tel: +44 (0)1224 263012

Dear Respondent

Please help us with our research and give yourself a chan Amazon voucher for completing our short questionnaire. It minutes and all responses are confidential. Take the chan future as your valued input is meaningful to our courses ar developments.



As one of our Fashion Management alumni we want to find out if the learning

outcomes and skills delivered on your F helped you transition from University int you will help us with this project. All res with RGU research ethics policy, which http://www.rgu.ac.uk/research-ethics-pc

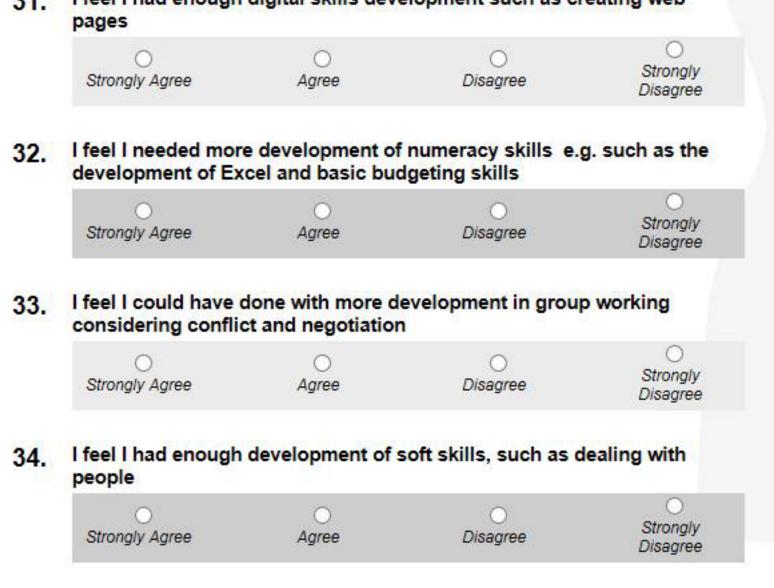




Method



Strongly Agree	Agree	Disagree	Strongl Disagre
I am able to use a and present data in		er based packages t nanner	to manipula
O Strongly Agree	O Agree	O Disagree	O Strongl Disagre
I can manage my o making use of feed		n my workplace, se	eking out an
O Strongly Agree	O Agree	O Disagree	O Strongl Disagre
l can interact effec workplace teams	tively in a variety	of group situations	within my
O Strongly Agree	O Agree	O Disagree	O Strongl Disagre
l am able to use ne	gotiation skills w	here necessary	
O Strongly Agree	O Agree	O Disagree	O Strongl Disagre
I am able to provid	e leadership whe	re necessarv	
and the second design of the second		na na kao amin'ny faritr'o designa amin'ny fisiana amin'ny fisi	



If you wish to add anything to the questions you have just answered please do so in the box provided.

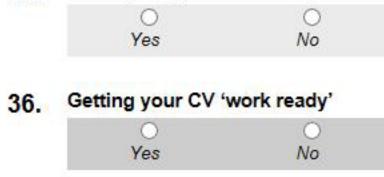


Section Seven - This final section relates to your transition out of University into the workplace, considering the services you may have used to transition and how important certain services may be.

The following training provisions and advice are delivered by specialist support departments within the University.

Did you use any specialist training or advice from the support departments on any of the following provisions whilst at University?

35. Developing your LinkedIn profile









digital skills development Photoshop Excel for formulae Digital portfolios App development







Not always ready

- Contention existed as to who was responsible for helping students transition out of University. Mixed feelings existed as to whether University needs to 'play a part' in this final development.
- Secondly, an issue highlighted by some of the alumni interviewed is that they were not sure what skills they have and are not sure how to show this transferability to the workplace.
- This is despite the Professional Skills Enhancement Programme in stage 4









Amy Porterfield

1st



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business --- e

teamw career

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Social Media Strategist - Specializing in Facebook Marketing. Co-author of Facebook Marketing All-In-One for Dummies. Greater San Diego Area Marketing and Advertising Current Amy Porterfield, Inc. Previous Traffic Geyser, Social Media Examiner, Anthony Robbins Companies Education University of California, Santa Barbara

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Contact Info

Recommendations



Soft Skills



University of Glasgow graduate attributes

The academic abilities, personal qualities and transferable skills which all students will have the opportunity to develop as part of their University of Glasgow experience.

Attribute	Academic Dimension	Personal Dimension	Transferable Dimension
Subject Specialists	Understand and respect the values, principles,	Possess a breadth and depth of knowledge within	Possess discipline-relevant professional skills,
	methods and limitations of their discipline(s).	their disciplinary area(s).	knowledge and competencies.
Investigative	Are intellectually curious and engage in the pursuit	Are able to locate, analyse and synthesise	Are able to investigate problems and provide
	of new knowledge and understanding.	information from a variety of sources and media.	effective solutions.
Independent and Critical Thinkers	Identify, define and assess complex issues and	Exercise critical judgement in evaluating sources of	Apply creative, imaginative and innovative thinking
	Ideas in a researchable form.	information and constructing meaning.	and ideas to problem solving.
Resourceful and Responsible	Are experienced in self-directed learning and authentic research-led enquiry.	Are motivated, conscientious and self-sufficient individuals capable of substantial independent work.	Manage their personal performance to meet expectations and demonstrate drive, determination and accountability.
Effective Communicators	Articulate complex ideas with respect to the needs	Present their ideas clearly and concisely in high	Communicate clearly and confidently, and listen
	and abilities of diverse audiences.	quality written and spoken English.	and negotiate effectively with others.
Confident	Defend their ideas in dialogue with peers and challenge disciplinary assumptions.	Possess excellent Interpersonal and social skills fostered within an internationalised community.	Demonstrate enthusiasm, leadership and the ability to positively influence others.
Adaptable	Experience multi-disciplinary and/or inter-disciplinary learning in an internationally renowned institution.	Respond flexibly and adapt their skills and knowledge to excel in unfamiliar situations.	Demonstrate resilience, perseverance and positivity in multi-tasking, dealing with change and meeting new challenges.
Experienced Collaborators	Engage with the scholarly community and respect	Are experienced in working in groups and teams of	Conduct themselves professionally and contribute
	others' views and perspectives.	varying sizes and in a variety of roles.	positively when working in a team.
Ethically and Socially Aware	Consider and act upon the ethical, social and global responsibilities of their actions.	Welcome exposure to the richness of multi-cultural and international experiences, opportunities and ways of thinking.	Have a practical and contemporary knowledge of relevant professional, ethical and legal frameworks
Reflective Learners	Use feedback productively to reflect on their work,	Set aspirational goals for continuing personal,	Identify and articulate their skills, knowledge and
	achievements and self-identity.	professional and career development.	understanding confidently and in a variety of contex



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Investigative	Are intellectually curious and engage in the pursuit of new knowledge and understanding.	Are able to locate, analyse and synthesise information from a variety of sources and media.	Are able to Investigate problems and provide effective solutions.
Independent and Critical Thinkers	Identify, define and assess complex issues and Ideas in a researchable form.	Exercise critical judgement in evaluating sources of information and constructing meaning.	Apply creative, imaginative and innovative thinking and ideas to problem solving.
Resourceful and Responsible	Are experienced in self-directed learning and authentic research-led enquiry.	Are motivated, conscientious and self-sufficient individuals capable of substantial independent work.	Manage their personal performance to meet expectations and demonstrate drive, determination and accountability.
Effective Communicators	Articulate complex ideas with respect to the needs and abilities of diverse audiences.	Present their ideas clearly and concisely in high quality written and spoken English.	Communicate clearly and confidently, and listen and negotiate effectively with others.
Confident	Defend their ideas in dialogue with peers and challenge disciplinary assumptions.	Possess excellent interpersonal and social skills fostered within an internationalised community.	Demonstrate enthusiasm, leadership and the ability to positively influence others.
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And something to think about

- 1. Identify and evaluate the strategic corporate issues within retailing and retailer internationalisation.
- 2. Appraise the range and scope of strategic development within the specific retail sector, in view of current trends.
- 3. Critically analyse retailer motivation for international market entry with consideration for the retailers domestic operation whilst defining the type of international retailer.
- 4. Critically evaluate strategic options undertaken by retailers and identify competitive advantage both domestically and internationally.

- Add to the module descriptor
- A skills section transferable

-communicate in a clear, systematic and concise way, in writing and orally (with staff, fellow students and external contacts);

- manipulate and apply certain simple and more complex formulae pertinent to business and finance;

- address and use word processing ,simple statistical packages, and spreadsheets;

- use and interpret graphical information;

- engage effectively in a variety of roles; debate; produce clear, well-structured reports and other extended pieces of work; give clear, subject specific presentations in a variety of contexts;

- learn and apply more complex statistical techniques as part of a research methods module. Use skills in numeracy in more open ended situations;

- use a variety of computer packages to retrieve and manipulate data;

- learn in an increasingly effective and purposeful way, progressively developing skills as an autonomous learner;

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