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

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.

It articulates what we do well currently through surfacing good practice, ensures students understand they access this learning through the curriculum, and sets out an aspirational territory, in order to help us to further improve.

Enterprise and employability is not new to the curriculum. Nor is it a bolt-on. It is core to a creative education and to our practice at UAL. However, translating enterprise and employability into student learning can be complex. The framework provides a systematic approach that supports curriculum making, and provides descriptors that join enterprise and employability to benchmark a wide range of curriculum delivery.

The framework supports

1. **Making things happen**
   We will support our students to practice and apply their learning in a variety of situations inside the University, in the workplace and in the community.

2. **Showcasing abilities and accomplishments to others**
   We will enable students to communicate about themselves and their ideas and develop their own narratives.

3. **Life-wide learning**
   We will equip our students to thrive in uncertain futures and navigate change.
The Teaching and Learning Exchange has developed an online toolkit to complement this guidance. The toolkit offers further support for reflection and planning to help you use the framework for your course and practice.

Explore the online toolkit at – arts.ac.uk/about-ual/teaching-and-learning/careers-and-employability/creative-attributes-framework

There is no single way to embed enterprise and employability within the curriculum and there are many ways for course teams to engage with and respond to the framework. The toolkit offers inspiring interviews, articles and examples of cross-disciplinary course practice to help you to interpret the framework and learn from others:

- **Curriculum case studies**
  Illustrating a variety of approaches to establishing, embedding and responding to enterprise and employability within the curriculum.

- **Graduate case studies**
  Drawing on the graduate experience to help you better understand transitions from higher education to professional life.

- **Pedagogic resources**
  Articulating and exploring pedagogic resources and research to inform your practice and curriculum making.

- **Support for your students**
  Programmes that help your students take advantage of opportunities that enhance their enterprise and employability.

For additional programmes of support, contact your college Associate Dean Learning and Teaching and Quality Manager to find out about enhancements on offer that support curriculum design and validation.
The framework sets out three groups of attributes:

1. Making things happen

   - **Proactivity** – the initiative, hard work and passion required to make things happen in society, in the community, and in the workplace.
   
   - **Enterprise** – the mindset that takes measured risks and that perceives and creates opportunities, and the resourcefulness to pursue these opportunities in an ethical and sustainable way.

   - **Agility** – the ability to embrace rapid change and retain an open mind.

In what ways does your course expound these attributes to help students develop ways of thinking and working that prepare them for their future?
We will enable students to communicate about themselves and their ideas and develop their own narratives. They will be open to receiving feedback, adapt to different situations, demonstrating the following attributes:

- **Communication** – the skills needed to present themselves, their work and their ideas, to inspire others and respond to feedback.
- **Connectivity** – the ability to collaborate with others, create networks and develop and contribute to communities of practice.
- **Storytelling** – the ability to demonstrate their unique talents, abilities and experiences to others in an engaging manner.

How does your course support students to engage in multiple dialogues, and to critique and shape their own narratives?
We will equip our students to thrive in uncertain futures and navigate change by developing the following attributes:

**Curiosity** – the enthusiasm to seek out new perspectives, to create and build on existing knowledge.

**Self-efficacy** – confidence in their abilities, and the ability to respond positively in various situations.

**Resilience** – the willingness to adapt and remain motivated, overcome obstacles, and deal with ambiguity, uncertainty, and rejection.

In what ways does your course develop these attributes to help students resolve complexity and uncertainty as part of the creative process?
Telling the story of enterprise and employability within your practice is about opening discourse and investigating the creative teaching and learning practices that enhance these two aspects.

The framework supports you to investigate and translate practices and explore why you value them in the curriculum, as well as what these practices mean in relation to enterprise and employability. It also defines a coherent and consistent language to describe these practices.

Drawing on your own experience and aspirations, reflect on the framework to create a shared point of reference for your course.
Arts, design and media are not one subject; context of practice is vital to the interpretation and meaning of enterprise and employability.

The framework balances the development of your students’ artistic endeavours and creativity with enterprise and employability learning and teaching.

Various quality processes at the University, for example continuous and enhanced monitoring, course planning and curriculum design, aim to facilitate opportunities for staff to explore the following questions with peers, as well as with students.

Drawing on your subject and course, reflect on the framework to describe the attributes you seek to enhance.

**Futurising**

- How does your course empower and prepare students for their future?
- What kinds of graduates do you want your course to develop?
- What can you do on the course to support your students’ creative and career aspirations?

**Destinations**

- What types of opportunities or careers do your students typically seek when they graduate?
- How can you use the Destinations of Leavers from Higher Education (DLHE) information for your course to help benchmark and better understand the relationship between the statistics and your curriculum?

While considering this, it may be helpful to draw on any relevant discussion noted through continuous and enhanced monitoring events.
Industry

- What attributes do your industry sector or area of practice want to see from your graduates?
- What attributes might be lacking in graduates? And how can you use the framework to address these areas?

Transitions

- Why are these attributes valuable to your subject?
- How do they enhance students’ transitions from higher education to professional practice?
Enterprise and employability is not new to the curriculum. Nor is it a bolt-on. It is core to a creative education and to your teaching and learning practice.

The framework offers a considered and cohesive academic language that is descriptive (as opposed to prescriptive) and that can be used to articulate and benchmark a variety of practices in curriculum delivery.

Mapping your curriculum

Guidance

At what stage are these attributes developed on the course?

Why do you make your curriculum in this way? How does it build developmentally?

For example, how are the attributes delivered across levels on your courses?

Development

Drawing on the learning and teaching activities on your course, reflect on the framework to plan what you do on your course to develop these attributes, not only within a professional industry context, but also within the contexts of personal development and creative practices.

Embedding

How are the attributes aligned to learning and teaching activities on your course?

How are these attributes embedded within your course?

How will your curriculum make these attributes explicit?

For example, how can you use the attributes to write learning outcomes, in Unit Assessment Briefs and other course documents?
Assessment

How are the attributes assessed?
For example, how might you align the attributes to your marking criteria?

Feedback

How do you use formative and summative feedback to help students recognise the attributes they are acquiring?
Subject don’t always understand what they offer as practitioners, so addressing this as part of curriculum practice is valuable.

The framework offers an understanding of enterprise and employability to equip students with an awareness of the world of work, how they position themselves within their practice and what is expected of them in their chosen career.

Drawing on the student learning experience, reflect on the framework to help students to recognise they have these attributes.

Articulating

* How will students on the course be able to articulate these attributes for themselves?

For example, how does the culture of your course raise awareness of the attributes for students?

Capturing

* How do students capture enterprise and employability learning on the course?

* How do students recognise they have progressed?
Connecting with PPD

- How might you use the attributes to connect with personal and professional development (PPD) and increase awareness for student learning?
This approach runs alongside the University’s curriculum development framework (validation, revalidation and modifications) and is also embedded within the continuous and enhanced monitoring processes.

The process encourages peers to regularly review provision against the framework, and guides staff in their interpretation of enterprise and employability within specific course curricula and practice.

Reflecting on curriculum and approach, consider how you might review, evaluate, measure and share practice.

Guidance

Reviewing your curriculum

Planning

- How do you review your curriculum annually?
- Is your approach sustainable?
- What changes to your approach might you make next year and why?

Evidencing

- Have you developed relevant benchmarks of success?
- What evidence will you have that your approach was effective?
- What feedback will you gather from students, alumni, stakeholders and colleagues?
Sharing

- Are all colleagues on your course aware of your approach to enterprise and employability and fully engaged with it?
- How can you build on your good practice?
- How can you work collaboratively across your subject, school, college and beyond?
Careers and Employability at UAL is committed to teaching, learning and assessment that enhances, nurtures and recognises our students’ employability, individuality and entrepreneurship.

We aim to recognise, endorse and support the value of enterprise and employability in creative higher education, to enhance teaching and learning and share good practice. We bridge disciplines and promote cross-college collaboration in order to contribute toward a vision for enterprise and employability across the University.

Enterprise and employability within a creative education in arts, design and media is about integrating practice, behaviours and qualities that enable our students and graduates to develop and sustain a rewarding professional life.

The curriculum is designed to communicate and open up possibilities for our students and graduates by developing their career aspirations and professional awareness for enterprise and employability, whether for the creative and cultural sector or beyond.

Enterprise and employability is about more than getting a job; it is about enabling our students and graduates to find, make and take opportunities and to meet their aspirations in a changing world, whether as a successful creative professional, innovator, practitioner, employee and/or entrepreneur in the UK and globally.

Find out more about Careers and Employability’s key staff, programmes and resources that support academic and teaching staff to develop and embed enterprise and employability learning in the curriculum: arts.ac.uk/about-ual/teaching-and-learning/careers-and-employability

Find resources, opportunities, funding and events for students and graduates: arts.ac.uk/student-jobs-and-careers

Follow our blog, The Art of Enterprise and Employability – a space for learning and teaching development, in which you can find and share ideas to embed enterprise and employability practice within the curriculum: process.arts.ac.uk/category/project-groups/enterprise-and-employability-curriculum