More than just a degree:

Stories of empowered students

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Why we need graduates

- Graduate occupations accounted for three quarters of employment growth between 2000 and 2010.
- A graduate contributes between 20 and 48 per cent greater productivity to the labour market
- Global competitors increasing number of graduates to increase their capacity for economic growth
- In 2000, UK had 3rd highest proportion of graduates amongst top OECD nations
- By 2008 fallen to 15th position - because our competitor countries have been investing at a faster rate than us.
- **How can Britain justify a reduction in university places?**

Job-ready graduates – the Alliance approach

Alliance universities are committed to:

- developing graduate capabilities and attributes
- partnership approaches and a revolving door with business/professions
- ensuring graduate employers get innovative, thoughtful graduates with the right skills to help grow their businesses
- giving graduates a head start in the graduate market place

As a result, Alliance graduates have some of the highest graduate-level employment rates and prospects.

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Job-ready graduates – the Alliance approach

The wider university experience has the biggest impact on employability. This has helped to shape the Alliance approach.
(Mary Stuart's research)

1. **Empowered enterprising students…**

- share and shape the experience they and fellow students will have
- explore with academics who are at the forefront of new discovery
- access knowledge from cutting-edge research, business leaders and the professional community
- direct involvement with research-led innovation, delivering solutions for business, not-for-profits and the public sector

Job-ready graduates – the Alliance approach

2. Universities without boundaries…

- beyond the classroom; a wider variety of learning experiences so that you leave with a unique set of skills and knowledge
- placements allowing students to test and develop the ideas they learn and explore at university
- confidence that they are part of a university that attracts active partnerships with national and multi-national employers
- a culture of social responsibility, where students can contribute to society at large and make a difference from day one

Job-ready graduates – the Alliance approach

3. A global experience…

- academics with international recognition for their research tackling big global issues
- study material with international relevance and significance
- study alongside students and academics from all over the world
- international placements giving experience to stand out from the crowd

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Job-ready graduates – the Alliance approach

4. All that they need to succeed after university…

- professional accreditation, giving access careers
- learn what it takes to succeed after university with on the job learning and programmes based on advice from top employers
- employment support beyond
- skills and support to start a business

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Some examples – the Alliance approach

The University of the West of England is a leading business-engaged university - **3,400 interactions** with **1,125** business and community organisations

75% of the University of Salford's undergraduate courses give students the opportunity to complete a work or study placement - at home or overseas

Every course at the University of Hertfordshire is developed with **input from employers**

Around **70%** of the University of Bradford's courses are professionally accredited

University of Lincoln and Siemens have jointly built the **UK's first** purpose-built School of Engineering in more than 20 years

The University of Huddersfield's Business Mine supports students to experiment with **entrepreneurial ideas** creating new start-ups

Developed with major blue-chip companies, **'WOW'** (World of Work) is a unique program integrated across the curriculum at Liverpool John Moores University

93% of Northumbria graduates are in graduate-level employment after 3 years

LJMU - The World of Work (WoW®)

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The university premium: describing the intangible?

We wanted to find a better way of describing this approach; so we ran a project to ask students from across Alliance universities

- Their stories are about so much more than lectures, seminars and essays.
- They are about building confidence, taking ownership and making the most of what is on offer, exploring and shaping a broad learning environment.
- These students are fully in the driving seat to gain the education they need and to shape the experience that they want from their time at university.

Stories of empowered students

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Stories of empowered students

- "I think we need to make a big deal of the fact that all these opportunities are there at university and that you have to make the most of them." **Amy Guy, University of Lincoln**

- At university it's a much wider support structure… you're expected to be a lot more independent but you have a lot more support outside of the classroom as well.
  Carl Lewis, University of Glamorgan

- When I chose Plymouth I realised that I wanted the whole lifestyle. I wanted to live the life of a Marine Biologist and be surrounded by it!
  Sophie Cousens, Plymouth University

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Thank you!

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