Introduction
Edinburgh Napier is a leading modern professional university, proud of its close employer links and its high graduate employment record. The emphasis on employability continues to be reflected in our 2009-2015 Strategic Plan, where it features as one of the six objectives: 'to develop confident employable graduates'.

Key facts
In marketing, Edinburgh Napier University now positions itself as:

- One of Scotland’s top universities for graduate employability.
- 92.3% of our students are in jobs or further study within six months of graduating. (HESA 2011/12).
- 58% of Edinburgh Napier University students secured ‘full time work’ after graduating in 2011/12. Of these, 79% of 2011/12 graduates were in Managerial/ Possessional employment.

- Of those undertaking part-time first degrees, 98.8% were in work or further study within six months of graduating (HESA 2012/13).
- Of those studying other undergraduate courses (including diplomas and certificates), the average salary of undergraduates securing full-time work only after graduating was £21,366 (2011/12).
- The average salary for our postgraduate students securing full-time paid work only after graduating was £30,209.
- More of our graduates enter non-traditional professions (new, niche or modern professions) than traditional ones.
- in 2011/12, 90.4% of postgraduates were in work or further study within six months of graduating.
- The SFC Regional Coherence Graduate Employability Project will provide additional funds for the University’s Graduate Employability plans until January 2015.
- Over 100 Edinburgh Napier courses are accredited by a wide range of professional bodies.
- Edinburgh Napier is the only UK Higher Education Institution to offer a programme, titled ‘Confident Futures’, which develops employability skills sought by employers.
- In 2010/11, there were 9,683 student attendances at workshops, 4,025 (42%) of which were attendances at workshops which are integrated into the students’ programme of learning. 785 students attended employer presentations. 383 students are involved in mentoring either as a mentee or as a mentor.
- Over 1,200 students each year take modules in entrepreneurship.
164 businesses have started with the help of the Edinburgh Napier University Moffat Centre and 110 of these are still trading.

We have a range of innovative student facilities that recreate future workplaces: mock hospital wards, crime scene room, laboratories, a range of sports facilities, newsrooms, studios and a computer games lab.

We are experts in producing confident employable graduates and have a long-standing commitment to graduate employability which pervades all aspects of the student experience.

In 2010/11, the top five industries that graduates securing ‘full-time paid work only’ entered into were:
1. Human health and social work activities (22%).
2. Professional, scientific and technical activities (12%).
3. Wholesale and retail trade (10%).
4. Manufacturing (7%).
5. Public Administration (7%).

We are helping to develop talented employees and entrepreneurs for Scotland:

- Five out of ten Edinburgh Napier graduates, in full-time paid work only, secured work in Edinburgh and the Lothians and a further two out of ten in the rest of Scotland.
- Over 75% of our Scottish graduates, in full-time paid work only, remained in Scotland.

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**Employment and further study indicator by School 2011/12**

<table>
<thead>
<tr>
<th>Edinburgh Napier Business School</th>
<th>2008/9</th>
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<tbody>
<tr>
<td>School of Accounting, Financial Services and Law</td>
<td>90%</td>
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<tr>
<td>School of Management</td>
<td>94%</td>
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<tr>
<td>School of Marketing, Tourism and Languages</td>
<td>93%</td>
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<tr>
<td>Customised Programmes (ENBS)</td>
<td>98%</td>
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<tr>
<td><strong>Faculty of Engineering, Computing and Creative Industries</strong></td>
<td>98%</td>
</tr>
<tr>
<td>School of Arts and the Creative Industries</td>
<td>90%</td>
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<tr>
<td>School of Computing</td>
<td>90%</td>
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<tr>
<td>School of Engineering and the Built Environment</td>
<td>91%</td>
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<tr>
<td>Customised Programmes (FECCI)</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Faculty of Health, Life and Social Sciences</strong></td>
<td>97%</td>
</tr>
<tr>
<td>School of Life, Sport and Social Sciences</td>
<td>90%</td>
</tr>
<tr>
<td>School of Nursing, Midwifery and Social Care</td>
<td>97%</td>
</tr>
<tr>
<td>Customised Programmes (FHLSS)</td>
<td>n/a</td>
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*The percentage of students in work or further study within six months of graduating (excluding those not available for work or who refused to participate)*
Why Edinburgh Napier is successful at developing graduate employability:

1. Programmes aligned to the needs of the economy.
2. Employability integrated into programmes.
3. Links with businesses:
   - Programmes developed with businesses.
   - Programmes accredited by professional bodies.
   - Work-related learning.
   - Employer events and mini fairs.
   - Staff industry links.
4. Preparing students for employment:
   - Advice on career options and development of job seeking skills.
   - Confident Futures programme.
   - Support for entrepreneurship and enterprise.

1) Programmes aligned with the economy

Edinburgh Napier closely aligns the subject disciplines with the predicted future areas of growth in the local and national economy:

- In respect of the local Edinburgh community: banking, biotechnology, education, renewable energy, environment and health and social services.
- In respect of the broader Scottish community: life sciences, energy, tourism, financial services, food and drink, electronic markets, business services, retail and distribution, and within health services and social work.

2) Employability integrated into programmes and teaching

Academic signature

The Strategic Plan 2009-2015 sets out the vision for the ‘academic signature’ which characterises Edinburgh Napier courses. They should:

- Have an applied, professional or vocational focus which contributes directly to employability;
- Respond directly to the key principle of the University’s LTA Strategy ‘to develop confident individuals with high quality achievements, skills and attributes that are valued by students, employers, the sector and the community’;
- Demonstrate a purposeful approach to internationalisation; and
- Build concepts of global citizenship including personal responsibility, diversity, ethical understanding and behaviour and building students’ social capital.

The SFC Regional Coherence Graduate Employability Project

The Scottish Funding Council set aside an additional £5m in 2012/13 for new universities and the Open University for activity that would demonstrate impact in:

- coherence of provision;
- workforce development; or
- widening access;

...over and above existing outcome agreements.

Edinburgh Napier submitted a bid and project plan which has been funded for two years (to 31 January 2015 - £1.8m) with the possibility of further funding to 31 December 2015 subject to project outcomes being met.

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1Edinburgh Napier University, Strategy for Learning, Teaching and Assessment: Promoting Learning for Achieving Potential (2005 and subsequent revisions)
The plan has five activity strands:

**Strand 1:** Enhanced Student Employability Development

**Strand 2:** Faculty based Employer Relations Units (curriculum development)

**Strand 3:** Employer Relations Unit (non-credit bearing work-related experiences)

**Strand 4:** Student Mobility

**Strand 5:** Strategy for monitoring, evaluation, review and dissemination

### Strand 1: Enhanced Student Employability Development

**Aim:** To increase the percentage of students in employment and in graduate level employment by:

- Enhancing student graduate attributes by expanding Confident Futures activity.
- Extending professional development available to all off-campus students and in partner institutions through online provision.
- Increasing student preparedness for employment seeking by creating assessment centre experiences.

### New Posts

- Three Confident Futures Facilitators (PT)
- Learning Technologist (FT)
- Recruitment Assessment Co-ordinator (FT)

### Strand 2: Faculty based Employer Relations Units (curriculum development)

**Aim:** To increase the percentage of students in employment overall, in graduate level employment in key subject areas and entering employment within SMEs by:

- Building work-based and employer-linked learning opportunities into all programmes.
- Developing and coordinating partnerships with targeted sectors and local employers, including SMEs.
- Developing a series of credit-bearing employer engagement activities to include placement opportunities.
- The provision of targeted careers information, advice and guidance linking curriculum learning, employer needs and student aspirations.

### New Posts

- Head of Employer Relations (FT)
- Employer Mentoring Coordinator (FT)
- Information Assistant (FT)

### Strand 3: Employer Relations Unit (non-credit bearing work-related experiences)

**Aim:** To increase the percentage of students in employment overall, in graduate level employment in key subject areas and entering employment within SMEs by:

- Expanding employer engagement activities including internships, employer mentoring, work shadowing, employer liaison, site visits and networking events.
- Further developing and coordinating partnerships with targeted sectors and local employers, including SMEs.
- Expanding employer mentoring for wider access students.

### New Posts

- Two Faculty Regional Curriculum Developers (FT) (FHLSS & The Business School)
- Two Faculty Employer Liaison Officers (FT) (FHLSS & The Business School)
- Three Placement Officers (PT) (FECCI)
- Three Careers Development Officers - Faculty Based Client Partners (FT)

### Strand 4: Student Mobility

**Aim:** To increase the number and diversity of students engaging in mobility programmes. This will be achieved by:

- Enhanced promotion of potential academic and industrial placement opportunities.
- Expansion of the number and scope of credit bearing mobility packages.
Strand 5: Strategy for monitoring, evaluation, review and dissemination

Aim: To meet project outcomes by establishing:

- A process for monitoring and evaluating project impact.
- Baseline data, metrics and reporting schedule.
- A schedule disseminating project outcomes and sharing best practices.

All Edinburgh Napier courses aim to develop confident, employable graduates with effective attitudes to knowledge, learning, citizenship and the world of work. Edinburgh Napier’s Graduate Attributes Model captures what we think makes a graduate from this University both unique and valuable.

We want our students to be the first choice of employers, postgraduate recruiters and others. In order to help our students **Stand out from the Crowd**, they need to be able to show how, where and when they have exhibited the attributes employers value. Edinburgh Napier offers many opportunities, (both as part of the course and outside of University) for developing these attributes, skills, qualities and characteristics.

**Case study: MSc Health Administration**

Jackie Johnston, MSc Health Administration Programme Leader, says: “Our MSc Health Administration degree is designed to be attractive to graduates who have a middle or senior management role within health or social care, or who aspire to such a role, and wish to enhance their knowledge and skills to further improve their effectiveness.

“The focus of the programme is very much applied to the workplace and contains more varied and appropriate choice to meet the diverse needs of potential students and their employers. The modules are directly relevant to those working in health at home or abroad.

Edinburgh Napier has developed a Graduate Attributes model and subject graduate attribute statements to aid students in understanding what ‘graduateness’ means for them. To raise awareness, a new campaign ‘Stand out from the Crowd’ was launched in September 2011 to encourage students to be proactive in developing their attributes and in building their CVs.

This resource is designed to help to give you some background on graduate attributes, along with ideas as to how to make the most of every opportunity - and how to create your own.
“It is an innovative programme with a multi-professional approach which will allow you to develop the knowledge and skills required to continue at a more advanced level and enhance your career. It is designed to prepare you to function more effectively within this complex and rapidly evolving sector and enhance your knowledge and skills within a broad international context.”

**Case study: MBA**

Mammed Bagher, MBA Programme Director, says: “We’re well aware of the constraints put on individuals and organisations over the last couple of years and recently redesigned the Edinburgh Napier MBA to meet the local and global demands on business. Our MBA meets the current needs of the market and is being continually updated to ensure its relevance.

“For example, we’ve built in more elements of law and made finance elements much more focused on business needs. We don’t want to turn all managers into accountants and lawyers but we do think it is important to make them aware of the constraints on them and of their financial and legal obligations.

“We pride ourselves on having our feet very firmly on the ground and that means putting knowledge into practice is very important to us. We have got to make sure that not only do our MBA students know the ‘what’ but also the ‘how’ and the ‘why’ of managing organisations.

Everyone can see problems in a business but it is first finding a solution and then making sure that today’s solution doesn’t become tomorrow’s problem, that is the important factor.

“I run several master classes a year that bring together people from business and commerce and allow them to network and communicate directly with our students. We also have a very active MBA alumni group. The connectivity between all of those elements, as well as our partnership with the Chartered Management Institute, ensures we create effective managers who are prepared for the current challenging business environment.”

**Case Study: MA Journalism**

Courtnay McLeod, MA Journalism Programme Leader says: “We don’t consider ourselves simply linked to the industry – we’re an intrinsic part of it. Our students constantly contribute news to the ‘real world’ and employers work with us designing the course and developing talent. The programme is under constant review and changes are introduced so we’re ahead of developments – we don’t play catch up with industry, our graduates leave one step ahead.

“Key strengths include high quality newsrooms and studios and the calibre of the teaching team – a glittering collection of professionals; all passionate about journalism and innovative teaching.

“Our students leave with more than the ability to hit the ground running – they leave with the skill and attributes to lead in a rapidly changing industry.”

**Case Study: BSc Biological Sciences programmes**

We expose students to a wide range of innovative assessments in order to test and develop their skills and attributes. The biological sciences undergraduate programmes include more than thirteen different types of assessments, ranging from designing web pages to organising group work. For example third year students are required to defend their academic work and professional skills in one-to-one interviews.

Typical student comments include:

“I think the main advantage of having an assessed interview is the practise it gives you. The disadvantages are the nerves... it is quite an intense assessment and if the nerves get to you it is hard to recover and deliver what it is you’re trying to say. However, I think that practise will only help in this situation and interview nerves are something we’re all going to have to deal with!”

“This experience has taught me that it is really important to prepare as much as possible for an interview. There is a big difference between going over things in your head and saying them out loud clearly and confidently.”
3) Links with businesses

Programmes developed with businesses

In cooperation with its college partners, the University is exploring the viability and market for applied programmes based on the ‘foundation degree’ concept, characterised by the close and continuing contact with employers during development, approval and operation.

The University will undertake a major curriculum development exercise focused on the provision of a variety of work-based learning programmes (particularly part-time). These will blend prior experiential and certificated learning with relevant current employment experience and be developed in partnership with employers and professional and statutory bodies.

Industry accreditation

Edinburgh Napier courses are accredited by 94 professional bodies.

Case study: Journalism/Publishing accreditation

The Broadcast Journalism Training Council (BJTC) accredited the BA (Hons) Journalism in November 2008 and the MA Journalism in April 2009. These were major milestones in the development of Journalism at Edinburgh Napier as we are the first university in Scotland to have both the BA and MA Journalism accredited by the BJTC.

Case study: Veterinary nursing, nursing and midwifery

Edinburgh Napier provides a programme in collaboration with the Royal College of Veterinary Surgeons to recognise degree education of veterinary nurses. We were the second UK Higher Education Institution to provide graduate qualifications for veterinary nurses.

In addition to the pre-registration nursing and midwifery programmes, we also provide accredited education for Nurse and Midwife mentors and teachers, Supervisors of Midwives and Independent Prescribers. Where there are only Scottish standards, we provide accreditation for NES Education for Scotland competency frameworks including out-of-hours unscheduled care and anaesthetic assistants.

Employer events and mini-fairs

Themed employer events are run throughout the year in place of conventional careers fairs. The events coincide with key points in the student journey and give students from across the University the chance to explore the opportunities offered by employers from relevant disciplines and discuss their options with them.

Scheduled events include Graduate Recruitment Month, Law networking event, Part-time Work Week, Public Services Week, Work and Travel Month and Volunteering Week. Students also have the opportunity to attend workshops led by employers and get an insight from industry professionals in how to be successful in the recruitment process.

Extensive opportunities for work-related learning

We aim to ensure that every student, irrespective of their programme of study, is offered the opportunity for work experience or other appropriate employment-related activities during that programme. This includes:
• Work-based placements and internships such as Creative Computing internship module.
• Group projects where students act as consultants to real clients – computing.
• Employee and alumni mentoring to build confidence and enhance the soft skills of students as well as allowing them to make industry contacts.
• Field study-visits which allow students to see working practices, design and operational aspects not possible in the classroom.
• Guest lecturers from experts in their field bringing variety, personal experience and knowledge into the classroom.
• Dissertations – especially those that are related to business – which foster opportunities for developing employability skills and require business co-operation.
• Volunteering.
• Mentoring by employers and business professionals is available for students from wider access backgrounds, funded through the Big Lottery.

“My industrial placement is the most valuable piece of employment history on my CV.” Honours Business Studies student

Students can also take co-curricular modules which are not programme specific but will strengthen employability skills as they relate to personal and professional development. This includes modules called ‘Volunteering and Employability’, ‘Developing skills from part-time employment’ and ‘Launching your Graduate Career’ where students gain credit for undertaking personal development planning, voluntary work and developing skills from appropriate part-time work.

Case study: Marketing, Tourism and Languages

For these students a six month, work-based learning placement is an integral and assessed part of most degree programmes. This 60 credit module requires students to work full-time and gain an understanding of working practices and professional behaviour. Employers are offered a mentoring training workshop to develop skills which will help them to support students' productivity in the workplace, academic learning and personal and professional development. The students attend a mentee training workshop to help them understand the mentoring process and how they can consider their potential and employability. This is part of the wider Big Lottery funded Mentoring Project.

Case study: Live projects

Teams of third year students collaborate in a ‘consultancy role’ with local organisations on a ‘Live’ Project. The project brief can be something meaningful in the ‘in tray’ that a business would like to be researched. The team liaise with the business and tutor to present a report and persuasive presentation.

Case study: Alumni mentoring in the School of Engineering & the Built Environment

MEng Software Engineering has a new mentoring scheme where recent graduates mentor students on the ‘Advanced Teamworking’ module. Funded through TDG, the teamwork project will be informed by current practice.

Case study: School of Management & Law

The School of Management & Law offers a Work-Based Learning option on the following undergraduate degree courses.

24 weeks (undertaken over a semester in third year and worth 60 credits):
• BA (Hons) Business Management
• BA (Hons) Financial Services Management
• BA (Hons) Economics with Management

48 weeks (constitutes the whole of the third year and worth 120 credits):
• BA (Hons) Business Studies

These placements are all paid and over the years many students have been offered graduate employment by the host company. The WBL option is very popular and is often the deciding factor in students deciding on a business related degree here at Edinburgh Napier.
Case study: School of Computing

Students experience lectures from visiting industry figures, International Student Week, visits to European and local Engineering sites, case studies and first year modules related to professional vocation areas.

Staff industry links
Edinburgh Napier academic staff are closely engaged with industry, providing consultancy, undertaking research projects or still spending time working in their field of expertise. This experience directly improves the student experience as they keep on top of the latest industry developments. The Careers service also has links to a number of professional bodies, e.g., the Association of Graduate Recruiters and Scottish Investment Operations.

Case study: Journalism

Broadcast and Online Journalism lecturer Kenny Toal spends his holidays freelancing for ITN, ITV Tyne Tees and ITV Borders. Kenny worked for ITV News until October 2009, when he joined the University as a Lecturer in Broadcast and Online Journalism. He was a main news anchor before coming to the University and still anchors the main news programme on ITV Tyne Tees and Border when they need cover.

Kenny says: “I freelance with ITV Tyne Tees Television and ITN alongside my university work as the journalism course is very hands on and freelancing means that I can keep on top of developments within the industry.

It also means that I have good contacts that help the students with placements and allows me to call in guest lecturers. ITV has given me access to the footage of both major stories for teaching purposes so our students will be able to use some of the best and most dramatic footage this country has seen in years as part of their learning.”

Courtney McLeod, MA Journalism Programme Leader, is a former news presenter and reporter for ITV and has also been Head of News at a local radio station. Now a broadcast journalism lecturer, her research interests include media convergence issues and developing innovative teaching methods to enhance employability.

Case study: MSc Health Administration

Jackie Johnston, MSc Health Administration Programme Leader became a Registered Sick Children’s Nurse in 1981 and a Registered General Nurse in 1982. Before moving into Higher Education she was a team leader working with community nurses and now maintains her links with practice to inform her teaching.

4) Preparing students for employment with key skills and attributes

Student Development & Wellbeing
Student Development & Wellbeing works in partnership with key employers and colleagues across the University to provide students with opportunities to develop the skills and attributes needed for their future. The provision from two teams, Careers and Confident Futures, blends to help students and recent graduates with career planning and presenting themselves positively.

A comprehensive programme of workshops, seminars and guidance sessions are available throughout the year. These include specific opportunities such as employer mentoring and courses designed for those near the end of their programme and mean that Edinburgh Napier students have a unique chance to develop what is needed to make them stand out to employers.

Case study: Enhancing group working skills

Preparing for students’ first group work assignment, several lecturers built the Knowing Yourself and Others workshop into the same session. The first task in their newly formed group is to make an action plan poster for themselves, based on their group profile and an analysis of their strengths and weaknesses, as they tackle their assignment.
Lecturers have been very positive about the enhanced group working skills and approaches their students have shown during the life of the assignment – leading to more successful outcomes, learning and increased self-awareness. One lecturer noted a 5% increase in the average assessment score.

"By linking the groups and assessment question to the Knowing Yourself workshop my students had a head start on tackling this assessment. Barriers were broken down, and effective personal and working relationships were created amongst students assigned to a random group."
Programme Leader, School of Life, Sport & Social Sciences.

"The workshop gave me better insight into problem solving and assessing problems in a more effective way."
Postgraduate Student, School of Life, Sport & Social Sciences.

"Full marks for being prepared to step out of your comfort zone," Edinburgh employer to students at a Network Lunch.

Confident Futures programme
Research shows that skill gaps arise mainly because of weaknesses in non technical core skills and attributes. Edinburgh Napier is the only UK Higher Education Institution to specifically offer a programme, titled ‘Confident Futures’, aimed at developing the skills, attitudes and qualities sought by employers. It involves fifteen highly participative personal development workshops where students learn about:

- Assertiveness
- Building resilience
- Creating convincing proposals
- Creative problem-solving
- Dealing with change
- Effective communication with NLP
- Goal setting
- Influencing others
- Interacting with others
- Knowing yourself and others
- Making feedback work for you
- Managing conflict
- Managing yourself, managing your time
- Networking
- Taking on challenges

Students are provided with high quality resources to support each of the workshops, and are encouraged to recognise their strengths, formulate improvement plans and access personal and professional development opportunities.

Confident Futures aims to meet the demands of the constantly changing environment of the 21st Century. Employers seek graduates with a wide range of skills and dispositions. It is the development of self-knowledge, self-management and effective interpersonal skills, coupled with academic learning and experience, which will equip graduates to thrive in the workplace both now and in the future.

Support for entrepreneurship and enterprise
All students have access to support and learning from our Centre for Entrepreneurship. There are eight undergraduate and two postgraduate modules. Over 1,200 students per year now take at least one module, including learning about both starting-up and growing a business. Edinburgh Napier believes this exposure to entrepreneurial thinking is of benefit to everyone.
The Moffat Centre is an incubator space for students and graduates of Edinburgh Napier who want to set up and run their own businesses. It is an extension of the teaching work of the Centre for Entrepreneurship whose modules are taught across the University. The Moffat Centre’s aim is to encourage all Edinburgh Napier students and graduates to consider self-employment as a realistic choice. 164 businesses have started with the help of the Moffat Centre and 110 of these are still trading.

In 2010/11, 146 new students used the Moffat Centre facilities. The centre has run a series of seminars, workshops and events which have been attended by over 250 students. In addition to the incubation space and business advisory services, Moffateers have access to a calendar of events and networking opportunities both in-house and through our network of external contacts such as the Scottish Institute for Enterprise, Johnston Carmichael, Harper McLeod and Abbey Santander etc. The Entrepreneur Masterclasses are a source of inspiration to students and the free advice provided at our legal and accounting clinics has also been extremely important for the businesses. As well as utilising the expertise within the University, the Moffat Centre also has a wider network of contacts from Business Gateway, HMRC, Prince’s Scottish Youth Business Trust, and Shell Livewire etc.

In 2011 a number of Moffateers were rewarded for their hard work and entrepreneurial spirit. Some of the success stories include:

- Two national finalists in the Scottish Institute for Enterprise (SIE) New Ventures competition 2011.
- The Social Enterprise Sector Award at the Scottish Institute for Enterprise (SIE) New Ideas competition 2011 was won by graduate, Brian McNally, who formed Youth Football Scotland, a not-for-profit social enterprise providing an one stop shop for anyone connected to the game of youth football Scotland-wide. Business Management student, David Moir, was also a finalist with his tour booking system, Rezio.
- The Edinburgh Napier/SIE New Ideas competition was won by Duncan Monro for his idea to bring speciality haggis restaurants to Edinburgh.
- Andy Murray, a graduate of the MDes Interdisciplinary Design course, won top prize in the Young Innovator category at the John Logie Baird Awards. Andy designs and manufactures furniture using a vacuum pressing technique which is capable of bending wood. www.andymurraydesign.com
- The winner of the Santander Entrepreneurship Prize undergraduate competition was Erica Douglas with ACE Inspire. The winner of the postgraduate Santander Entrepreneurship Prize was Gillian Plag with Recipack which provides a recipe pack with measured ingredients and instructions to cook a meal for one or two people. The winners received £500 to develop their ideas.
- Alicja Szalinska set up Polie Pottery in 2007 with a Moffat Centre grant and has recently received growth funding from The Prince's Scottish Youth Business Trust (PSYBT). Her business is really taking off and Ally has become a confident and determined entrepreneur.
- Andrew Bruce first came to the Moffat Centre at Christmas 2006 and explored many ideas before eventually setting up Bruce Leasing which draws on his passion for cars.
- Dr Aileen Lothian – Young SET Ambassadors Ltd
- John Melvin – Real History Talks and Sakura Scotland
- Steven Smith – Banyuls Saxophone Quartet
- Rene Winter – Wintec Solutions

Moffat Centre alumni also make a contribution to the teaching of the Institute for Entrepreneurship by coming back to tell students about their businesses and by participating in student research projects. This contact with our successful businesses is a great inspiration for future entrepreneurs but the willingness of Moffat Centre alumni to give something back is also an indication of the great value they put on the support they received from the Centre.
Case Study: The Foodie Company

Peter McLean graduated in BA Hospitality in 2007 and set up The Foodie Company Limited, initially offering modern Scottish food hampers. In August 2009, he opened Foodies@Holyrood, a cafe and Scottish food store. Peter won the Most Visionary Business award at the BT Scotland Young Entrepreneur Awards in 2009 and this year won the Growth and Development Award in Travel and Tourism at the Moffat/PSYBT awards.

“Setting up my own business was something I always wanted to do. Edinburgh Napier gave me the skills I needed and was instrumental in helping me to do well. I worked with the Moffat Centre and they helped me through an analysis process that really developed my business ideas. They continue to help me on a daily basis. When you are just one person - a student starting out - it’s great to tap into this little team of experts and not feel as if you are on your own anymore. They’re the people I can phone if there’s something going wrong at one in the morning. They really go above and beyond.” Peter McLean, The Foodie Company Ltd

Case Study: Polar Flame Music Ltd.

Paul Boyd, a graduate of the BA Popular Music degree course, is the managing director at Polar Flame Music Ltd, and Morningside School of Music. He has worked as a session musician, producer and PR manager for some of the industry’s biggest names. Morningside School of Music offers classical and popular music tuition in all instruments to students of all ages. Their teachers have played with some of the biggest names in the industry such as Christina Aguilera, Westlife and Sandi Thom.

Case Study: Dirt School

World ranked in downhill mountain biking and with a 1st Class Honours degree in Sports & Exercise Science, Chris Ball launched Dirt School providing coaching for advanced riders, exploiting the growth in cycling visitors to the Scottish Borders. He has since opened a second branch of the business in Wales.

e-Placement Scotland

e-Placement Scotland is an IT industry-backed work placement programme run by Edinburgh Napier University, ScotlandIS and e-skills UK and funded by the Scottish Funding Council. Its aim is to work with employers to set up IT-related work placements for students in colleges and universities across Scotland.

The programme was set up in response to a need within the IT industry for easier access to IT skills and is intended to increase both graduate employability and business growth through offering flexible, paid work placements to students. A prerequisite of the programme is that students are registered at a college or university in Scotland and returning to study after they have been on placement.

Work placements can be full or part-time and last from three months to a year. For example, a student might begin with full-time summer employment and then continue working for the employer one or two days a week during term time.
Placements can cover any IT-related discipline – from software development and mobile apps, to telecoms and digital technologies, and in a variety of industries. Employers are asked to pay a salary of 12-20k pro rata per annum.

e-Placement Scotland works to encourage long-term employability for students, through giving them:

• Increased awareness of current developments within industry/commerce
• Greater experience of teamwork and development of interpersonal skills
• Increased confidence within the world of work
• Networking opportunities with a wide range of employers
• Improved job opportunities

More information can be found at: www.e-placementscotland.com

Other corescripts:

There are a range of other corescripts available.

A pocket-sized facts and figures guide is also available. Contact news@napier.ac.uk for a hard copy or to download please visit: http://staff.napier.ac.uk/corescripts