

# Building Employability Skills from Year One

Integrating Adobe  
Express into L4  
Consumer Psychology  
Module

**Dr Preye Worlu**

Module Leader: L4 Consumer Psychology



A fashionista, Wilkins Micawber, is shown in a dynamic, mid-air pose. He is wearing a teal jacket over a black turtleneck, black shorts, white socks, and black shoes. A teal crown icon is positioned above his head. The background is a light, neutral color.

**LOOPD OUTLET**  
FASHION ON REPEAT, NOT IN LANDFILL

**BE YOUR OWN STYLIST**  
YOU CHOOSE THE STORY YOUR CLOTHES TELL  
VINTAGE, SWAPPED OR REMIXED-YOUR STYLE,  
YOUR RULES

**STEAL THIS LOOK!**  
SWAP IT. STYLE IT. REPEAT

WILKINS MICAWBER, FASHIONISTA  
*Vintage Energy*

FASHION WITH A STORY

**LOOPD**

**LESS WASTE. MORE STYLE**

FOLLOW US

@LOOPD

# The Gap Noticed

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**Students often do not begin building professional identity until final year.**



**Theory disconnected from industry**  
First-year students struggle to connect what they learn to real-world practice.



**Low confidence in digital communication**  
Many lack confidence in creating or communicating ideas visually.



**Portfolio-building happens too late**  
Opportunities to build showcase-worthy work are often left until the final year.

**Meanwhile, industry expectations are accelerating.**



**Digital Fluency**



**Content Creation**



**AI-supported**



**Creativity**



**Adaptability**

# The Idea

## The Context



400+L4 Consumer Psychology students



4 programmes



6 colleagues (including myself)

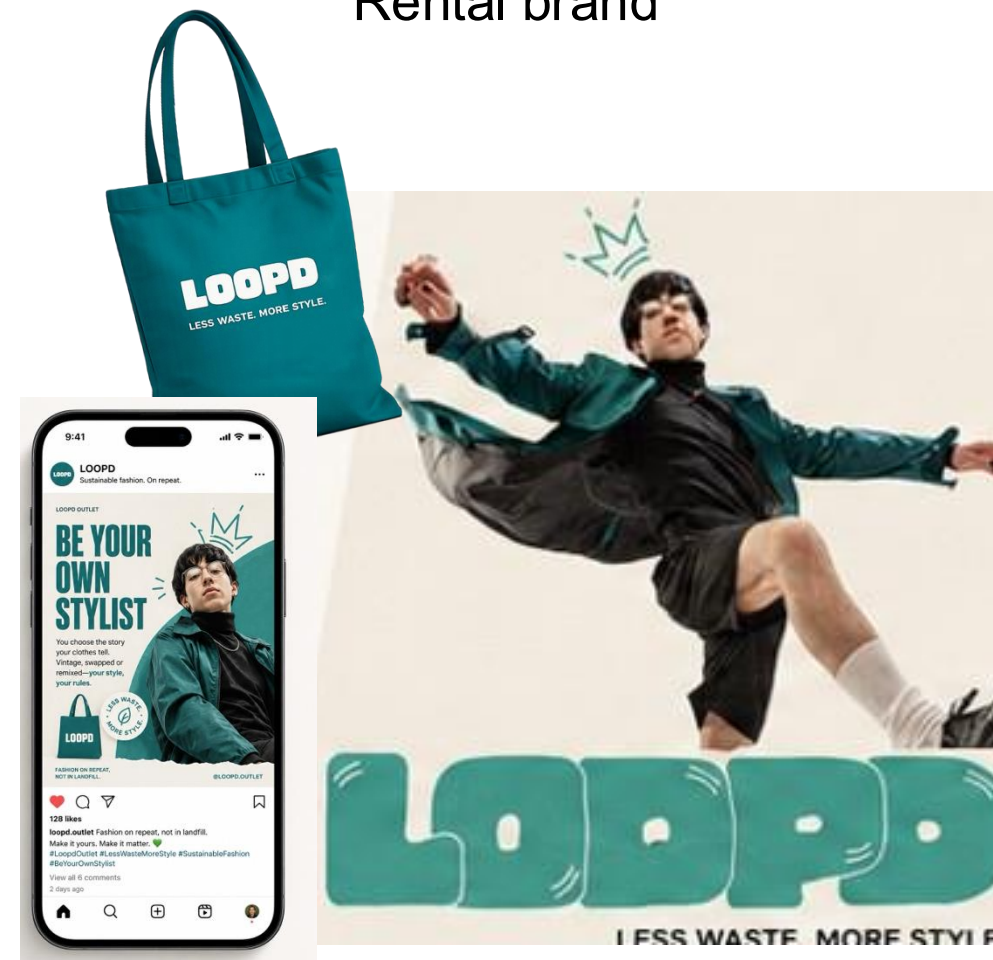


X2lectures and x15 tutorials

Competition

## The Initiative

Students worked in teams to create weekly social media campaign content for **LOOPD**-a fictional sustainable fashion marketplace and Rental brand



5-Week Task

## What Students Did



Design weekly social media campaign post



Applied consumer psychology theories



Created content using Adobe Express



Team collaboration



Campaign Showcase and celebration

## Prize:

Runners Up-Certificate of Achievement  
Winners-Certificate of Excellence, and  
LinkedIn recommendation

Low stakes, creative learning embedded into tutorials. Not an assessment-developmental opportunity

# Tools Used

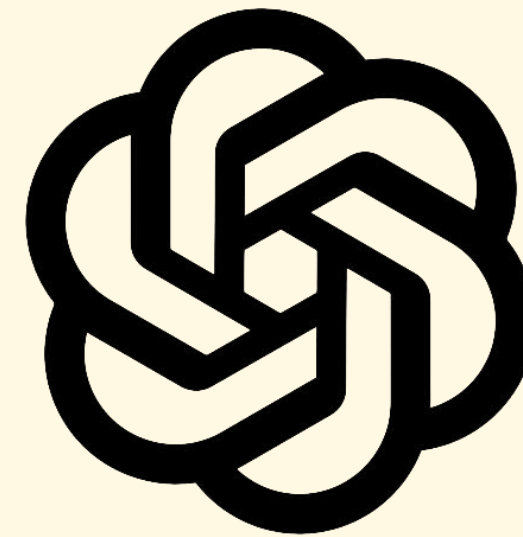
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**Adobe Express**  
Used to make visual campaigns



**Padlet**  
Used showcase weekly campaigns, collaboration and in class discussion



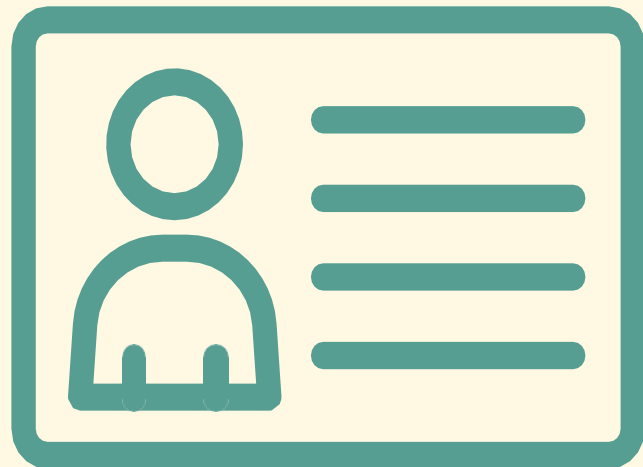
**ChatGPT**  
Idea generation and campaign refinement



**Copilot**  
Idea generation and campaign refinement

# Why Introduce this in Year One?

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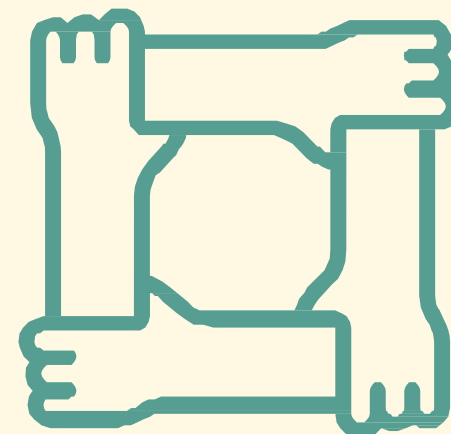
## Identity

Helping students see themselves as emerging professionals earlier



## Application

Moving theory beyond memorisation into real-world contexts.



## Inclusion

Creative tasks unlock different strengths and Can increase engagement



## Digital Capability

Building confidence with tools used in contemporary workplaces



Within modules we often wait to final year to ask students to think like professionals.

**LOOPD asked them to begin in Week 1 of the module**



# Student Response & Outcomes



## High Engagement

Tutorials became more energetic, collaborative and student led



## Growing Confidence

Students who were quiet in traditional settings found their voice through creativity.



## Early Employability Mindset

Students shared work on LinkedIn thought about portfolios and saw relevance of their learning



“ The competition at the start modules to help progress my understanding of consumer psychology ”

“ I liked the creative freedom we have over the competition as it allowed us to apply theory to our work in our own ways ”



“ The competition was fun and a great way to apply the theories we learnt week by week ”

# Examples of Student Portfolio

FASHION WITH A STORY  
YOUR style, YOUR values

## LOOPD

WE ARE KIND TO THE EARTH AND KIND TO YOU

AUTHENTICITY LOOKS GOOD ON YOU!

DRESS THE LIFE YOU ARE BUILDING

CLOTHES WITH A CONSCIOUS

MADE WITH CARE, MADE WITH PURPOSE

DRESS WITH MORE WASTE LESS

THE CAREGIVER

WEARING CHANGE FOR A BETTER PLANET

BE ICONIC. BE SUSTAINABLE.  
BECAUSE DOING BETTER DESERVES BETTER

## LOOPD

FASHION WITH A STORY

## LOOPD

LESS WASTE. MORE STYLE.

MADE WITH LOVE, WORN WITH CARE.

A STORY WE WEAR TOGETHER

FASHION WITH A STORY

## LOOPD

LESS WASTE. MORE STYLE.

EVERY SMART PURCHASE EARN'S YOU MORE

WEAR MORE. SPEND LESS.

CLEAR CLOSET. CLEAR MIND.

## LOOPD

SUSTAINABILITY FASHION STARTS WITH YOU AND SPREADS THROUGH US.

## LOOPD

FASHION WITH A STORY

## LOOPD

LESS WASTE. MORE STYLE.

FROM FAST FASHION TO SMART FASHION

MAKE THE SWITCH

FASHION WITH A STORY

## LOOPD

LESS WASTE. MORE STYLE.

Use code KENDALL10 for 10% off

SEEN ON YOUR FEED. NOW IN YOUR WARDROBE.

# What Students Developed

## Academic Skills



- Theory application



- Critical thinking



- Consumer Insight



- Research literacy



- Reflection

## Professional Skills



- Digital communication



- Creative problem-solving



- Brand storytelling



- Visual design



- Collaboration








The goal wasn't to create designers-it was to help students communicate ideas professionally






# Challenges & What I Learned

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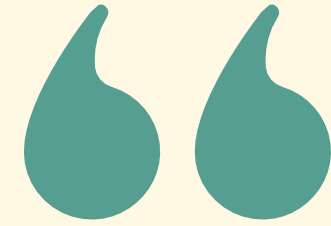
## Challenges

-  Scaling across large cohorts
-  Staff confidence with digital tools
-  Supporting varying skill levels
-  Balancing creativity with academic rigour
-  Group dynamics

## What Helped

-  Weekly scaffolding
-  Master template and weekly guidance provided
-  Colleague familiarisation with Adobe Express prior to initiative
-  Consumer psychology theory guides to support design
-  Encouraging use of secondary sources

# Closing Reflection



Employability is not built in the final year.

It develops through repeated opportunities to create, apply, communicate, and reflect from the very beginning of university, within modules.

Thank you!



Let's stay connected



[www.linkedin.com/in/dr-preye-worlu](https://www.linkedin.com/in/dr-preye-worlu)

