



# King's College unlocks new dimensions of personal development with LinkedIn Learning



**No. of Employees:** +8,500

**Students:** +31,000 from 150 countries

**Pioneering research heritage**

Ranked as one of the top ten UK universities, and in the top 40 worldwide. The College's new Education Strategy recognises the need for students to learn relevant skills alongside their academic study. LinkedIn Learning is providing the breadth and flexibility to make this vision a reality – for both staff and students.

## Challenge

- Activate the Undergraduate Psychology Programme at King's College London to teach skills alongside degree courses
- Overcome the budget and timetable constraints that restrict classroom-based skills learning for staff and students
- Curate relevant online learning resources to complement the academic curriculum
- Help students adjust to the experience of university
- Enhance graduates' employment prospects when they leave

## Solution

- LinkedIn Learning licenses for every student
- Skills-based learning resources integrated into the college's Virtual Learning Environments (VLEs)
- Professors and library services curate learning paths to build core skills and complement the curriculum
- Digital Education Student Committee (DESC) takes lead role in driving take-up

## Results

- When learning paths were linked to King's College's Undergraduate Psychology Programme degree course, 47% of third-year psychology students engaged with the content

33%

of those engaging completed 12 online learning courses or more

72%

rated the courses as useful, very useful or extremely useful

- Across the whole college, more than 10,676 students and college staff have watched more than

4,185 h

of LinkedIn Learning content in the first year of content being available

From first year students learning how to revise and handle exam pressure, to soon-to-be graduates planning careers while organising their final projects, staff keeping up with fast-evolving digital skills, and professors giving feedback on essays by pointing to resources for more engaging writing: LinkedIn Learning is making a difference to every corner of life at King's College London. It's the start of an ambitious blended learning programme that aims to enhance both students' experience of college – and their prospects in the workplace when they graduate.

The journey began when King's College launched its new Education Strategy. The college had recognised that its students needed more than just a degree when they left the

institution. They needed a well-rounded set of relevant skills to enhance their employability. The strategy called for the college to find a way to teach these skills alongside the academic curriculum – and that meant the ability to train staff as well as students.

Existing face-to-face skills training for both staff and students was expensive and time consuming. Courses were being delivered at fixed times, in fixed locations and with limited additional teaching resources that restricted choice and flexibility. To activate its strategy, King's College needed a flexible approach that could make skills learning more widely available to all.

## Online learning content that fits students' schedules

The college needed an online learning provider – and in its tender process, LinkedIn Learning stood out. “The breadth and quality of courses and the way they kept pace with technology from the likes of Microsoft and Adobe were all important parts of LinkedIn Learning’s appeal,” explains Violeta Kunovska, project co-ordinator for the implementation of LinkedIn Learning. “Interactivity and integration counted for a lot as well. It suits our students to have features like transcripts, note-taking and mobile access.”

Every student at King’s is equipped with a Virtual Learning Environment (VLE), through which they access coursework and resources and submit their assignments. Making LinkedIn Learning content available through the VLE was a vital first step in incorporating skills-based learning into the college experience. The next challenge would involve building momentum for online learning – and helping students to navigate their way to the most relevant content.

Dr. Ellie Dommett, Senior Lecturer in the Department of Psychology, could see the advantages of incorporating skills-based learning alongside the academic curriculum – and she set about curating learning paths that would help her students to find the most relevant LinkedIn Learning resources.

“We had to make online learning meaningful for the students without adding to the pressure and make them feel overwhelmed,” she explains, “so we set up non-credit-bearing modules that would demonstrate the skills they’d learned but didn’t count towards their degree. We developed different modules for years one, two and three that linked to the academic curriculum and also reflected the issues they were likely to face at each stage.”

## Curating learning to complement the curriculum

For Year One, Ellie curated learning paths around ramped-up reading (for students straight out of school who suddenly needed to navigate entire textbooks), better note-taking, revision skills and how to build resilience and cope with pressure and setbacks. In Year Two, the recommended content evolved to cover grammar, editing, proofreading, and resources like Endnote, to help with writing essays. Year Three learning paths focused both on time and project management (to help with final year assignments) and career building

through content on job hunting, giving elevator pitches and turning internships into permanent roles.

“We alternate face-to-face and online learning sessions for first year students, but by Year Three, we found that they were doing the vast majority of their learning online, at home,” says Ellie. “When we surveyed students about our online learning, this flexibility was really important to them.”

Ellie’s approach to curating skills alongside academic study delivered dramatic results. During the first year in which she made LinkedIn Learning courses available, 47% of third-year students engaged with them – and 33% of those completed 12 courses or more. Almost three quarters (72%) of those she surveyed rated the courses as useful, very useful or extremely useful.

## Building on momentum by giving students control

The next step for King’s College is to build on the momentum that the psychology department has established. Other departments are now exploring options for embedding LinkedIn Learning as part of a blended learning approach. Meanwhile Violeta and project manager, Nabila Raji have been developing a programme that puts students in control of engaging their peers with the programme.

“We’ve created a Digital Education Student Committee (DESC) of over 40 students that directly inputs into the implementation project,” says Nabila. “They are identifying opportunities for current students to use LinkedIn Learning content and creating a communications campaign to raise awareness. We’ve given them freedom to be innovative and creative. We’re seeing a real appetite for students taking ownership of this part of their experience.”

**“Delivering the Graduate Attributes modules would be impossible without LinkedIn Learning. We don’t have the capacity and resource to deliver the skills training or write it ourselves, and so this is enabling us to offer a really comprehensive programme of skills while playing to our academic strengths. For students, the ability to learn online and avoid the costs of coming into college is really important. It makes these skills more inclusive and more accessible”**

**Dr. Ellie Dommett**  
Senior Lecturer, Department of Psychology,  
King’s College London

