**Challenges in teaching employability capabilities**

**Workshop plan**

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| **Duration** | 1 hour |
| **Venue** | Set up for small groups to work together |
| **Participants** | This workshop is fine for up to 40 students and staff in a single session. |
| **Resources needed** | Flipcharts  Felt tip pens  Whiteboard markers  Blutack |
| **Aim** | To give participants an opportunity to explore mechanisms for developing employability capabilities and the factors that can facilitate or challenge effective teaching.. |
|  | By the end of this workshop participants will be able to:  Identify and discuss learning and teaching methods for developing employability capabilities  Identify forces that facilitate employability teaching  Identify barriers to developing employability  Describe their sphere of influence |
| **Learning outcomes** | Participants will explore the pressures on academics with regard to teaching soft skills and employability capabilities. |
| **Lesson narrative** | Chances are participants will be able to identify the employability capabilities “future Ready” graduates need and suggest the how these capabilities could be developed. However, providing these development opportunities may require changes to our traditional university teaching practices. Within our universities, there are forces that hinder and forces that facilitate embedding employability in teaching. By uncovering these forces, we hope to identify the spheres within which teaching staff can influence practice and so be in a position to make effective change. |
| **Beginning** |  |
| **00 – 05 minutes** | Welcome, overview and introductions |
| **Main section** |  |
| **05-10** | Give an overview of employability capabilities to familiarise participants with common employability capabilities in higher education. *(If participants are unfamiliar with global employment trends and the future of work we recommend making this an activity based ice breaker rather than simply providing a briefing.)* |
| **10-20** | Activity 1 – Learning and teaching methods for developing capabilities through tertiary curricula.   * Whole class activity * Shout out learning and teaching methods for developing employability capabilities * Facilitator to collate examples and write them on a flip chart * Ask for examples of the main methods (if possible) |
| **20-30** | Activity 2 – Forces for and against adopting these methods.  Drawing on the 4-6 methods that groups identified in activity 1, ask groups to detail forces that support or hinder the implementation of these methods.  Prompt with the following questions:   * What forces and arguments encourage change, push us forwards, make life better, teaching more relevant and effective? * What forces and arguments stop us changing, make life difficult or render teaching less relevant and effective? |
| **30-40** | Feedback from Activity 2 |
| **40-50** | Activity 3 Reduce, remove or circumvent a barrier  Introduce the notion of spheres of control and influence.  Tell story about positive deviants OR Tell them about teaching innovators.  Ask for one thing they could to within their sphere of control and sphere of influence to reduce, remove or circumvent a barrier for themselves or others. |
| **Ending** |  |
| **50-60** | Questions  Celebrate the ability to make a difference!  Close |

**Lesson run sheet**

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| **Time in minutes** | **Participant Activity** | **Facilitator Activity** | **Resources** | **Learning Outcomes** |
| 0-5 | Participants to introduce themselves | Facilitate introductions and welcome participants | PPT |  |
| 5-10 | Listen | Present workshop overview | PPT |  |
| 10-20 | Complete activity 1 | Record responses | PPT, flipchart, felt tip pens |  |
| 20-30 | Complete activity 2 | Rove and facilitate activity | PPT, flipchart, felt tip pens |  |
| 30-40 | Give feedback | Facilitate feedback | PPT |  |
| 40-50 | Listen and then talk in small groups | Briefing  Encourage everyone to identify an action | PPT |  |
| 50-60 | Ask questions | Summarise workshop and draw themes and concepts together Invite questions | PPT |  |

**Reflections after the lesson**

It is useful to record some reflections about the workshop for future iterations. You might like to consider the following:

* Were the learning outcomes achieved?
* What went well? What was surprising or unexpected?
* What could have been done differently? How might it be changed next time?