**Embedding employability in programmes and qualifications**

**Workshop plan**

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| **Duration** | 2 hours |
| **Venue** | Tables set up for small group work |
| **Participants** | Up to 30 attendees. This workshop is designed for senior staff and experienced lecturers who are responsible for more than one course. It will be easier if there is a facilitator and a helper. |
| **Resources needed** | Flipcharts  Felt tip pens  Whiteboard markers  Blu tack |
| **Aim** | Participants will examine the challenges associated with embedding capabilities in programmes |
| **Learning outcomes** | By the end of this workshop participants will be able to:   1. Assess the range and scope of employability capabilities. 2. Identify the challenges in providing for coordinated and progressive capability development across the multiple modules/courses that make up a degree. 3. Apply a model to introduce change within a programme 4. Make strategic and operational plans to embed employability capabilities in programmes |
| **Lesson narrative** | Developing employability capabilities requires progressive development over the course of a degree BUT in universities students can choose from many courses and lecturers operate semi-independently and may have a keen focus on disciplinary knowledge. This workshop invites participants to diagnose challenges, apply a model to a situation and develop operational and strategic plans. |
| **Beginning** |  |
| **00 – 05 minutes** | Welcome and introductions |
| **Main section** |  |
| **05 – 10** | Give a brief overview of the workshop. Describe the work of the main project and the 4Es model. Describe the additional challenge that programme leaders have. |
| **10 – 20** | Activity 1 – Familiarise participants with employability capabilities.   * Do the 5 minutes ice breaker as for Workshop 1 and 4 |
| **20 –25** | Feedback from activity 1  Ask about the challenges of progressively building these capabilities in programmes to lead in to the next activity. You could ask about university policies such as graduate profiles, WRL policies and assessment policies. |
| **25 – 35** | Activity 2 – Which challenges do you face?   * Give each group a set of Challenges Cards include some blank cards * Group members rank the challenges (Most substantial to Most insignificant) * Report back on three shared substantial ones. |
| **35- 45** | Whole class share their challenges. |
| **45 -50** | Share the 5 lenses model. |
| **50-75** | Activity 3 – Meet the challenge  Each group picks or is allocated a scenario.  Each members of each group is allocated a lens and leads the discussion around that lens.  Develop a plan with 5 elements |
| **75-90** | Each group reports back to the whole class on their strategies. They argue for their effectiveness, manageable workload implications and scalability.  Allow say 5 minutes per group depending on how many groups you have.  The individuals listening are consultants who are actually useful. They make notes. |
| **90-110** | Each group pools their notes, shares their thinking with each other and develops tactful and informed feedback. Allow as much time for discussion as you can. |
| **Ending** |  |
| **110- 120** | Reflect on and summarise workshop. Share experiences. Participants reflect on workshop and identify actions they will take when they return to work.  Questions.  Close. |

**Workshop run sheet**

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| **Time in minutes** | **Participant Activity** | **Facilitator Activity** | **Resources** | **Learning Outcomes** |
| 00-05 | Participants to introduce themselves | Facilitate introductions and welcome participants | PPT |  |
| 05-10 | Listen | Present workshop overview | PPT | 1 |
| 10-25 | Complete activity 1 | Rove and facilitate activity | PPT, flipchart, felt tip pens | 1 |
| 25-35 | Give feedback | Facilitate feedback | PPT |  |
| 35-50 | Complete activity 2 | Rove and facilitate activity | PPT, flipchart, felt tip pens | 1 |
| 50-80 | Give feedback | Facilitate feedback | PPT |  |
| 80-100 | Break | Break |  |  |
| 100-130 | Complete activity 3 | Rove and facilitate activity | PPT, flipchart, felt tip pens | 2 |
| 130-150 | Mark rubric | Manage timing. Make sure everyone is filling in the rubric | PPT | 3 |
| 150-160 | Present awards | Facilitate | PPT | 3 |
| 160-165 | Listen | Summarise the 4 Es- draw themes and concepts together | PPT | 1,2,3 |
| 165-175 | Reflect on session, identify practical steps for their own practice | Facilitate | PPT | 4 |
| 175-180 | Ask questions | Invite questions | PPT |  |

**Reflections after the workshop**

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?
* How did the timing go?
* What went well? What was surprising or unexpected?
* What could have been done differently? How might it be changed next time?