**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 master a simple model to help them meet the challenges associated with coordinating capabilities development within programmes and qualifications |
| **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 * Gather feedback – note the breadth and depth of capabilities * Show slides – explain the need for progressive coordinated development |
| **20 –25** | 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 so they can add their own challenge * Group members sort the challenges into three groups – motivation and awareness, capacity, systems * Report back on substantial challenges. |
| **35- 45** | Whole class share their challenges. See if there are challenges that are not on the list. |
| **45 -50** | Share the lenses model. Ask for where they currently invest effort. |
| **50-75** | Activity 3 – Meet the challenges   * Each group picks **ONE** challenge. * Each member of each group is allocated a lens and leads the discussion around that lens. * Develop a plan informed by each lens * Make notes on flip chart paper – produce a poster |
| **75-90** | Each group reports back to the 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** | Members of each group share their thinking and develops tactful and informed advice for each group.   * Get the feedback written on stickies. Groups can walk round and add stickies to each poster. * Allow as much time for discussion as you can. Be careful that the first group doesn’t use up all your time. Groups need to receive feedback – there isn’t much time for responding to it. |
| **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. |
| **End** |  |

**Workshop run sheet**

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| **Time in minutes** | **Participant Activity** | **Facilitator Activity** | **Resources** | **Learning Outcomes** |
| 00-05 | Depending on size of the class people introduce themselves to their group or to everyone. | Speakers to introduce themselves.  Facilitate introductions and welcome participants | PPT |  |
| 05-10 | Listen | Present 4Es the leadership challenge and the workshop overview | PPT | 1,2 |
| 10-20 | Complete ice breaker Activity 1–write down as many future ready capabilities as possible in 3 minutes. | Rove and facilitate activity | PPT, stickies , felt tip pens | 1 |
| 20-25 | Give feedback | Facilitate feedback | PPT |  |
| 25-35 | Complete activity 2. Sort challenge cards | Rove and facilitate activity | Cards | 2 |
| 35-45 | Whole class share their challenges | Facilitate feedback – note similarities and differences according to context | PPT |  |
| 45-50 | Listen | Present lenses model | PPT | 3 |
| 50-75 | Complete activity 3. Apply the lenses model to one substantial challenge | Rove and facilitate activity | PPT, flipchart paper for each group, felt tip pens | 3,4 |
| 75-90 | Listen and write feedback on stickies | Manage timing. | PPT. blu tac to stick up posters | 3,4 |
| 90-110 | Share feedback, receive feedback | Facilitate, manage timing. Make notes of great ideas. | PPT | 3 |
| 110-120 | Ask questions, listen | Summarise the themes and concepts together, invite questions, ask for reflections and plans | PPT | 4 |

**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?