**Mission almost impossible? Embedding employability in sessions and courses**

**Workshop plan**

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| **Duration** | 3 hours |
| **Venue** | Tables set up for small group work |
| **Participants** | Up to 30 attendees. This workshop is designed for experienced university lecturers and academic developers. It will be easier if there is a facilitator and a helper. |
| **Resources needed** | FlipchartsFelt tip pensWhiteboard markersBlu-tackRole cards – Student, Lecturer, employer 1, employer 2, vice chancellor, prime ministerCapability cardsScenariosPresentation rubricGifts for winning prizes |
| **Aim** | Participants will examine employability capabilities and their importance from multiple perspectives. Participants will recognise that employability capabilities can be developed within curricula. This workshop is designed to boost confidence and share practices. |
| **Learning outcomes** | By the end of this workshop participants will be able to:1. Assess the range, standard, scope and importance of a range of employability capabilities.
2. Develop plans for embedding a difficult to teach capability in a session, course or programme.
3. Evaluate pedagogical practices for embedding employability capabilities into the curriculum
4. Reflect on their own teaching in terms of employability capability development.
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| **Lesson narrative** | It seems that our graduates need to develop multiple capabilities and many are hard to teach. In this workshop participants will take a single capability and embed it in a scenario based session, course or programme. As a group we will explore multiple ways of embedding capabilities in a range of teaching contexts. We aim to conclude that ‘mission impossible’ isn’t so impossible after all!  |
| **Beginning** |  |
| **00 – 05 minutes** | Welcome and introductions |
| **Main section** **(Part 1)** |  |
| **05 – 10** | Give a brief overview of the global context of employability capabilities and their importance in higher education. |
| **10 – 25** | Activity 1 – Familiarise participants with employability capabilities.* Participants to forms small groups of 3 to 5
* Allocate a role to each group (students, employer 1, employer 2, lecturer, parent, vice chancellor, prime minister) Make sure every group has a prime minister.
* Group decides team name OR assign numbers if you are running late
* Groups to draw and label a ‘future-ready’ graduate who is equipped for employment, career and life. Individuals to consider most important capabilities from their allocated roles.
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| **25 – 35** | Feedback from activity 1 |
| **35 – 50** | Activity 2 – Which capabilities are most important?Give each group a set of Capability CardsStep 1:Group members stay in roles to arrange capabilities into order of importance (very important to not important at all). Prompt groups to consider capabilities required for transitioning students into workforce AND to help them with their long-term success. Step 2:Groups to discard all capabilities except the 6 most important. Discard roles as students, employers etc. and revert to being successful academics.Step 3:Thinking of advanced and research informed discipline based courses, groups to order capabilities by ease of development (easy, difficult, almost impossible). |
| **50 – 60** | Whole class share the very important and almost impossible to develop capabilities. |
| **60-85** | Introduce the pedagogical framework and the rationale behind it. Describe the 4 Es |
| **Break** |  |
| **85 – 100** | During the break, allocate a prize to each group. Groups will use these to award to another group in activity 3. |
| **Main Section** **(Part 2)** |  |
| **100 – 130**  | Activity 3 – Do the impossible!Allocate groups a scenario from the Scenarios list. Groups will design a programme, course, session or assessment relevant to a capability that they have identified as being quite impossible to develop. Prompt groups to consider workload implications, scalability and pedagogy in their design.  |
| **130 – 150** | Each group reports back to the whole class on their designs and argue for their effectiveness, manageable workload implications, scalability and pedagogy in their design.Allow say 3 minutes per group depending on how many groups you have. Individuals in the audience anonymously score each presentation using the presentation rubric. |
| **150 – 160** | Each group pools their rating scores, shares their thinking and selects a winner. Allow as much time for discussion as you can.Awards and congratulations. Give each group a prize to award. The Prime Minister in each group presents the prize. |
| **160 – 165** | Reflect on and summarise workshop.Share the completed samples. |
| **165 – 175**  | Participants reflect on workshop and identify actions they will take when they return to work. |
| **Ending** |  |
| **175 – 180** | 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 |
| 50-60 | Give feedback | Facilitate feedback  | PPT – white board? |  |
| 60-85 | Listen | Present framework and rationale | PPT  |  |
| 85-100 | Break | Break – share out prizes |  |  |
| 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 workshop – share samples | 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?