WORKSHOP OUTLINE: GRADUATE EMPLOYABILITY

To support university educators and professional staff in identifying how the **Graduate Employability Framework** and related tools can be applied in their context, this workshop outline can be used with the Graduate Employability Guide.

This workshop is designed for staff responsible for program and course level design and development.

Using this workshop outline

- This outline is a suggestion only, please adjust as needed for your context including appropriate timing for activities and breaks. Four and a half hours is the suggested total length which could be conducted on separate days.
- The workshop can be delivered virtually or on-campus. For virtual or on-campus sessions when participants have access to devices, suggestions for online collaboration tools have been included.
- An electronic copy of the Graduate Employability Guide can be distributed to participants so they can choose to access this on a device during the session or print a copy to take notes on.
- PowerPoint slides can also be used with the workshop outline and related images.

🖉 Within the Graduate Employability Guide this icon indicates where participants need time to reflect, discuss, and take notes. You could consider asking participants to read all or portions of the guide and take notes on their responses before the workshop.

Suggested workshop plan

Before session: participants are asked to read the following sections of the Graduate Employability Guide and note their responses to the reflection prompts:

- **What is employability?**
- **What are the principles that underpin our approach?**
- **What contributes to employability development?**

Stage and purpose	Action and resources	Interaction and outputs
Introduction and ice breaker: to ensure participants understand the purpose of the workshop and feel comfortable sharing practice. The icebreaker activity will depend on the familiarity of participants. Icebreaker questions Icebreaker activities Suggested timing: 10 minutes	Slide 3: session objectives Facilitator to explain icebreaker activity	Participants engage in icebreaker (either as whole group or in small groups, depending on number of participants, composition of group or particular objectives for session)
Employability definition: participants will connect the concept of employability with their own educational and professional experience. Suggested timing: 10 minutes	Slide 4: Definition of employability Facilitator to provide instructions for activity. 🖉 **Reflection point** Does the definition provided change your thinking about what employability is? If yes, how? If you think about your experience as a student and as a professional, what type of experiences contributed to the development of your own employability?	Participants have brief time individually to consider their responses to questions in guide, then share in small groups or to whole group. Digital tool suggestion: Zoom breakout groups
Employability principles and development model: participants will identify their role and that of others in the development of student employability and list support needs and actions.	Slide 5 and 6: Principles Facilitator to ask participants to read principles on slide or refer to guide.	1. Participants work in small groups to list various stakeholders and their role in developing employability (Students, academic staff, professional staff including

Suggested timing: 30 minutes	Slide 4: Employability Development Model Facilitator to provide instructions for activities 1 and 2. Participants may need to refer to description of Employability model in Graduate Employability Guide.	Careers Service, alumni, employers and industry, government and community). This is then shared with the group. Digital tool suggestion: Zoom breakout groups 2. Participants individually consider their role and add to a group list of support, resources, and actions needed to better develop student employability in their role. Digital tool suggestion: Padlet
Approaches to developing employability: participants identify approaches that are best suited to their discipline and/or program context. *This activity is intended for a group involved in the design or review of a particular program.* Suggested timing: 30 minutes	Facilitator to provide instructions for activity. 🔧 **RESOURCE: Approaches for enhancing employability and their relationship to the Adelaide Graduate Employability Model**	For existing program: participants review list of approaches, discuss how each approach could be applied in the discipline/program context, and identify those currently embedded or enabled in program. For new program: participants review list, discuss how each approach could be applied in the discipline/program context, and identify those that should form part of program design. Digital tool suggestion: Box Online Word Document, Google Docs or MS Teams Word Document file for collaborative editing
Break		
Before session: participants are asked to prepare relevant program and/or course documentation. Career Services staff can be invited to this workshop to provide guidance on Career Development Learning activities appropriate to your discipline and program.		
Mapping: participants identify where employability development	Slide 9: Session objectives	1. Participants discuss benefits and challenges of

is/can be scaffolded across a program or where gaps may exist.

This activity is intended for a group involved in the design or review of a particular program.

Feedback on the tool and resource will support its continual improvement and can be sent to teachexcellence @adelaide.edu.au

Suggested timing: 90 minutes

Slide 10: The Program Level Curriculum-for-Employability Mapping tool

Facilitator to provide instructions for activities 1 and 2.

🔧 **RESOURCE:**
Employability across the student lifecycle matrix and template for program design

Please note: the template is based on a 3-year undergraduate program and will need to be adjusted accordingly.

Facilitator to ask participants to provide feedback on tool and resource.

programmatic approach illustrated on slide in the context of their program.

2. Participants apply matrix to their program.

For existing program: participants use matrix and template in resource to locate activities that develop student employability, check they are appropriately scaffolded and identify any gaps.

For new program: participants use matrix and template in resource to determine where various approaches to student employability development can be embedded and scaffolded.

Digital tool suggestion: Box Online Word Document, Google Docs or MS Teams Word Document file for collaborative editing

3. Participants note feedback on tool and resource.

Digital tool suggestion: Padlet

Break

Before session: participants are asked to prepare relevant program and/or course documentation.

Participants with a particular interest in Work Integrated Learning may like to register for the online ADEPT Designing and Delivering Quality WIL module.

WIL in the curriculum: participants identify how WIL activities are/can be scaffolded across a program or within a course.

Slide 12: Session objectives
Slide 13: WIL-in-the-Curriculum Design and Mapping Tool
Facilitator to provide instructions for activities 1, 2 and 3.

1. Participants use descriptions on tool illustrated on slide to list program, discipline or course relevant examples of WIL activities for each section on template.

This activity is intended for a group involved in the design or review of a particular program or course. *Feedback on the tool will support its continual improvement and can be sent to teachexcellence@adelaide.edu.au* Suggested timing: 90 minutes	🔧 **RESOURCE: WIL-in-the-Curriculum Design and Mapping Tool and Template**	Digital tool suggestion: Box Online Word Document, Google Docs or MS Teams Word Document file for collaborative editing 2. Participants return to program level matrix developed at stage 4 to ensure WIL activities complement the other elements of employability development. 3. Participants share ideas for making the link between learning activities, WIL experiences, or the course, and employability development explicit for students.
	Facilitator to ask participants to provide feedback on tool.	4. Participants note feedback on tool. Digital tool suggestion: Padlet
Workshop wrap up: participants create an action list. Suggested timing: 10 minutes	Facilitator to provide instructions for activity.	Participants review the list of support needs and actions made at stage 2, make additions, and identify a date for reconvening to check progress.