

'Employability in the Curriculum' Workshop

Thursday 15th April 2021 - [Zoom Link - TBC](#)

Timings (BST)	Programme
09:30 – 09:45 15 mins	<p>Welcome & Introduction to Durham University</p> <p>Professor Danny Donoghue - Coimbra Group Executive Board Dr Tony Fawcett - Deputy Vice Provost (Education) & Education Innovation Working Group Christine Bohlander - Employability Development Manager & Employability Working Group</p>
09:50 – 10:10 20 mins	<p>Ice Breaker Activity</p>
10:15 – 11:15 1 hour	<p><u>Session 1: Skills and Attributes</u> 2 x 15 minute presentations ending with a panel discussion and Q&A</p> <p>1A: Transversal Skills Matter! Two birds with one stone UCLouvain - Christine Jacqmot, Myriam Banai, Vincent Wertz, Delphine Ducarme, Céline Mathelart, Benoît Raucet</p> <p><i>Employers increasingly require transferable skills (TS) as an attribute of university graduates. HEIs are well aware of this but despite a widespread approval, agreement on how defining them and identifying their mastery is somehow limited. This presentation will cover 2 initiatives led at UCLouvain that address this concern from two complementary core questions:</i></p> <ul style="list-style-type: none"> • <i>From teachers' perspectives: how and which must-needed skills can be taught in conjunctions with core disciplines? How to recognize their level of mastery?</i> • <i>From students' perspectives: how to develop a tool to identify the skills cultivated during their education/extra-academic experiences? How to value those TS to design a professional project?</i> • <i>A common TS framework – that we will outline - is the cornerstone of both projects, but could also be a stepping-stone to other projects from other universities, with respect to TS concerns.</i> <hr/> <p>1B Trinity College – Trinity Employability Award</p> <p>(Description TBC) <i>“Under our undergraduate Trinity Education Project, we have done a lot of work on linking co-curricular activities to the new Trinity graduate attributes. The Trinity Employability Award is run in partnership with several employer partners. We are considering moving to a hybrid model from 21/22 on.”</i></p>

<p>11:15 – 11:30 15 mins</p>	<p>Break</p>
<p>11:30 – 12:30 1 hour</p>	<p><u>Session 2: Assessment - Competence and Distance Travelled</u> 2 x 15 minute presentations ending with a panel discussion and Q&A</p> <p>2A SLICCs: flexible, reflective, student-led learning and development University of Edinburgh – Shelagh Green</p> <p><i>Students develop their employability through the totality of the university and wider experiences. The importance of co- and extra-curricular activity is well reported, and is often encouraged and facilitated by institutions. However recognition of such development has been slower to appear. Student-Led, Individually-Created Courses (SLICCs) evolved from an extra-curricular Award, which provided recognition but not credit for student development.</i></p> <p><i>SLICCs are founded on a flexible, portfolio-based, experiential reflection, learning and assessment framework. They enable academic credit, at all study levels, with development of graduate attributes and employability embedded in the process. Many SLICCs are built around work experience or research within the student’s discipline. As well as enhancing personal and professional skills, they support autonomy and assessment literacy.</i></p> <hr/> <p>2B Authentic Assessors; supporting student employability by curricular and extracurricular design Durham University – Jen Topping</p> <p><i>This presentation will discuss the role of Authentic Assessors, professionals in their area of expertise, in delivering teaching and feedback elements in the Biosciences Department at Durham University. This novel teaching approach enhances the student’s T&L experience and adds authenticity to the modules, while also providing a tangible stepping stone between academia and employment by creating a timely space for career advice.</i></p>
<p>12:30 – 13:30 1 hour</p>	<p>Break</p>
<p>13:30 – 13:45 15 mins</p>	<p>Virtual Signing of the Poitiers Declaration</p> <p>The Poitiers Declaration is a document defining a collaborative framework for Coimbra Group Universities and the Municipalities in which they are situated.</p> <p>In this virtual session, Professor Ludovic Thilly, Chair of the Coimbra Group Executive Board will invite Professor Stuart Corbridge, Vice Chancellor of Durham University and member of the Coimbra Group Rector’s Advisory Board and Cllr Katie Corrigan, Mayor of County Durham, to sign the declaration.</p>

<p>13:50 – 14:50 1 hour</p>	<p>Session 3: Skills Development – embedding and enhancing 2 x 15 minute presentations ending with a panel discussion and Q&A</p> <p>3A The Passport for the profession: a University guidance program for degree studies University of Barcelona - Concepció Amat Miralles</p> <p><i>Since the 2012-13 academic year the careers guidance team of the University of Barcelona have been developing and implementing a guidance and counselling program in order to respond to the recommendations and the guidelines of the European Higher Education Area and some other regional, national and local strategic plans. The program, called <i>Passaport al a professió</i> (the passport to the profession), has a voluntary character for the students and is personalized. It offers a list of complementary training activities throughout the degree, activities that are extremely valuable for the students' curriculum vitae and to develop student's key skills for professional work.</i></p> <hr/> <p>3B Working Skills Training (5 ects) – Case Contemporary History University of Turku - Minna Vuorio-Lehti, and Oscar Nyman Turku</p> <p><i>The purpose of this presentation is to describe the Working Skills Training course in the Unit of Contemporary History in the University of Turku. This presentation will cover:</i></p> <ul style="list-style-type: none"> • <i>what is the entire curriculum of this education and what is the role of the working skills training in it;</i> • <i>what are the learning outcomes of the course,</i> • <i>what is the content of the course,</i> • <i>what are the learning and teaching methods in this particular course and</i> • <i>what is the feed-back given by students.</i>
<p>14:50 – 15:05 15 mins</p>	<p>Break</p>
<p>15:10 – 15:50 40 mins</p>	<p>Facilitated, small group Break Out sessions</p> <p>Questions for consideration and names of facilitators TBC</p>
<p>15:50 – 16:30 40 mins</p>	<p>'Wrap up' and End of Day reflection</p> <p><i>Led by Tony Fawcett, Durham and Shelagh Green, Edinburgh</i></p>