

Course design factsheet for employability

Definition of employability

“To equip students with the knowledge, skills and experiences to flourish in a complex world and become successful graduates who contribute to society.”

UoE Learning & Teaching Strategy

Making employability features explicit

At the course description level:

1. Connecting the course content to broader societal issues and/or what careers would this course be most suited to.
2. Making explicit what skills developed on this course that would be most pertinent to the working world.
3. Making the connection between skills on this course and any pre/co-requisite courses.
4. Making explicit how the assessments contribute to developing skills to future careers (suggestions of assessments follows).
5. Make explicit if any employers* were involved in the course design or assessment.
6. Integration of subject-specific outcomes with skills gained from the course in learning outcomes.

Proposed framework for LOs:

Graduate Outcome	Subject specific skill/knowledge	Form of assessment/class/seminar activity
------------------	----------------------------------	---

At the course delivery level:

1. Using active learning approaches to encourage students to be proactive in their learning, e.g. flipped classroom, student-led seminars, class debate, etc.
2. Diversifying learning activities to incorporate elements of group learning, e.g. group essays, group presentations, group role play, etc. Skills developed from these and how it connects to the working world must be made explicit in course description but whether or not this is graded is optional.
3. Involving employers in course assessments, e.g. employers giving feedback at presentations, employers delivering a seminar, employers as mentors in group activities, etc.
4. Some aspects of learning/assessments outside an academic environment, e.g. public presentations, archaeological fieldwork, public plays, etc.
5. Assessments incorporating skills beyond academia making up at least 10% of course assessment. This can be in written, non-written, practical, or even examination form of assessment (examples at the end of this sheet).

Graduate attributes

State essential skills that would help in successfully completing the course (include skills from pre-requisite courses if relevant); what key skills students gain; and/or what skills useful in connected courses. Ideally, state how these skills are pertinent to the working world or subject-related career(s). Long lists of GAs should be avoided.

*Employers can be alumni or any contacts with a HCA related degree currently working.

Forms of assessments

Consider skills intended as an outcome of the course and relevant assessments that incorporate employability skills. Examples of forms of assessments (this is not a prescriptive nor exhaustive list):

Written exam	Written coursework	Non-written coursework	Practical exam
Group/collaborative essays – writing an essay in a group within a limited time with limited resources.	Diary entry of a historical or fictional character.	Producing 10-15min group podcast.	Oral presentations in public spaces, e.g. national gallery.
Essay questions that encourage students to relate subject to broader societal issues.	Writing for different media – TV, magazine publication, encyclopaedia, research journals, policy, etc.	Producing group plays/theatre with different themes and peer marking.	Student-led site visits with peer marking.
Essay questions focusing on writing for different medias.	Critique of academic studies or producing literature reviews.	Photography portfolio on historical interpretations.	Class debate. Depending on numbers, class can be divided into debaters, chairperson, resources (supplying information to debaters), and critical observers.
Essay questions encouraging students to relate subject matter to different sectors, e.g. policy, public culture, social media, etc.	Producing written work for different audiences.	Working to a project brief for a “client” and displaying creative outcomes in public spaces.	Writing and reading poetry on specific themes.
Writing a problem statement for policy-making.	Synthesizing different sources of information into a specific written work, e.g. producing an executive summary from research, photographs, books, etc.	Student-led poster sessions aimed at specific audiences.	Social platform exam – students turn course into a brand and create a feed for it on social media.
Producing a legal brief under a specific theme.	Critique of self and peer lab skills.	Producing advertisements on specific themes in groups.	Games presentation – each student or in groups create a pitch for a game based on the course content.
Writing a research proposal.	Portfolio to demonstrate improvement or evolution of work and thinking over time.	Producing a webpage or video/YouTube with specific themes.	Creating educational apps in groups/individually.