Title: **Student employability through curriculum embedded student enterprise**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify the top ten graduate employability skills
- An appreciative understanding of how student employability can be developed through the embedding of enterprise learning outcomes into a module design
- An appreciation of the impact of enterprising module has for all stakeholders

Session Outline

Key issues to be addressed are:

Higher Education today has the dichotomy problem of how to address fulfilling both the theoretical and practical learning of a field whilst equipping students with employability skills. This workshop will present the opporunity for the audience to identify, discuss and evaluate employer's top ten employability skills.   Further identify and align these skills with the learning outcomes of a Project Based Learning module on a technical computing programme.   The workshop audience will address the issue how to implement such a module learning outcomes, and evaluate one proposed solution of embedding enterprise into the module curriculum.   From all stakeholders perspectives the results of the approach will be illustrated, demonstrating the implementation, and impact; immediate (fulfil curriculum learning and student development) and long tail effect of the module.   In particular will demonstrate how student led enterprises can fulfil the problem/project based learning module learning outcomes and provide an opportunity for student learning and development of their professional, employability and technical skills.   This is as Schelfhout et al(2002), found that by providing students with an entrepreneurship-learning environment it enabled the students to put the knowledge into practice and to put meaning to their learning.

Session Activities and Approximate Timings

The 45 minute workshop session plan

1. *Introduction to the workshop - 1min*
2. *Audience identification in small groups: What are the employers' top ten graduate employability skills from 50 employability skills? - 9 mins,*

3. *Reveal of the "What are the employer's top ten graduate employability skills? - 2 min*
4. *Audience identification in small groups: Alignment employability skills to module learning outcomes: Which employability skills will be developed in which learning outcome? - 9 mins*
5. *Reveal and brief discussion of the "Which employability skills will be developed in which learning outcome?" - 4 min*
6. *Presentation of the results of embedding student enterprise into the curriculum - 15mins;*
   - *How was the module implemented by all stakeholders?*
   - *What impact has the module had on all stakeholders?*
        i. *Does the approach fulfil the module learning outcomes and the students' professional, employability and technical skills development?*
        ii. *Does the approach have an immediate impact on student placement employment?*
        iii. *Does the approach have a long tail effect on course graduates?*
        iv. *What are the benefits for all stakeholders?*
- *Questions and Answers - 5 mins*

References

Wouter Schelfhout, W., Dochy, F., Janssens, S. and Struyven, K. "The use of self-, peer and teacher assessment as feedback system in a learning environment aimed at fostering skills of co-operation, organizing and putting entrepreneurial knowledge into practice." Learning Communities and Assessment Cultures Conference organised by the EARLI Special Interest Group on Assessment and Evaluation, University of Northumbria, 28-30 August 2002