Title: **Mapping the Student Development Journey:**
                    Embedding Employability into the Curriculum

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Session Learning Outcomes

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

- Recognise the scholarship that underpins Kingston University's approach to embedding employability into the curriculum to better prepare widening participation students for life after university, including Graduate Capitals Model (Tomlinson, 2017) and the HEA Employability Framework (HEA, 2015).
- Understand the need for cultural change in curriculum design and development, considering the changing student population we see across the UK; recognise the challenges associated with such cultural change; and identify possible strategies to address these.

Session Outline

This discussion paper will reflect upon the experience of Kingston University, a post-1992 university with a majority widening participation student population, to embed employability into the curriculum, so that all students are provided the opportunity, within their core studies, to develop the skills, knowledge, and experiences required to navigate life after university.

The session will provide:
- An exploration of the scholarship that underpins the Employability and Enterprise Curriculum Team's approach, considering the profile of our student population and our institutional obligations and priorities.
- A reflection on the challenges experienced in initiating a cultural change in the practice of curriculum design and development by highlighting some of the approaches we have tried and drawing on participants experiences to identify possible ways of moving forward.

Session Activities and Approximate Timings

The session will be delivered in a seminar format where information is introduced and questions posed that encourage the group to reflect on experiences within their own institutions and roles.

These discussions will be based around the core areas identified in the outline:

- Scholarship underpinning KU's approach to embedding employability – What pedagogical philosophies does your university prioritise and why? How do these support the achievement of institutional and sector priorities, including employability?
- Challenges associated with cultural change in curriculum design and development – How do you approach change in curriculum design and teaching practice with faculty-based academic colleagues? What approaches have you found to be successful?

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