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Title of Tool

Involving employers and alumni in workshop delivery tool
(Collaborating with alumni, employers or industry partners to plan and deliver an inclusive education session)

Category of content (Planning, Delivery, Evaluation)
Delivery

Summary – max. 100 words
This tool provides some guidance to an educator that is looking to engage an employer or alumni who will plan and deliver a session in the curriculum. This tool will support the educator to ensure that the session the employer or alumni delivers is inclusive by design. The tool also guides the educator on sourcing an appropriate employer or alumni.

Learning For/About/Through
Through

Learning Outcomes
- Choose an appropriate alumni, employer or industry partner to work with.   - Demonstrate that you have effectively communicated the need for inclusive design to the alumni, employer or industry partner that you are working with.   - Evidence that you have reflected on the student group you are working with in order to ensure the activities are tailored to them.

In-Person	**Online**	**Hybrid**	**Small Cohort (<25)**	**Medium Cohort (25-75)**	**Large Cohort (>75)**	**Fixed learning space**	**Flexible learning space**	**Synchronous**	**Asynchronous**
✔	✔	✔	✔	✔	✔	✔	✔	✔	✘

Required resources   - An employer or an alumni (sourced in advance)   - A time slot in the curriculum that the session will be delivered in   **Preparation in advance for educator**   - The educator will need to source at least one employer or alumni who is prepared to plan and deliver a session. It is recommended the educator researches the employer or alumni and the organization they work for to ensure that there are no EDI concerns or conflicts of interest.   - The educator should ensure that they feel confident to discuss EDI related topics with the employer or alumni. They should feel able to inform them that it is mandatory for the session to be inclusive to all students.   - It is important to create a safe space with the employer or alumni in order for them to feel able to ask questions as they will likely not be an expert in EDI or education. See the safe tool for further support on this.   - Make time to reflect on the concerns that the employer or alumni might have before the session.   - Reflect on any EDI related issues that may have been raised with the cohort before. Also consider what concerns the students may raise in the session in order to brief the employer or alumni so that they feel prepared.   - The educator should consider attending the session in order to support the employer or alumni. Also consider if the employer or alumni needs any extra members of staff to facilitate the session.   - Think about which student group will benefit from the session. Also think carefully about the student group and any challenges that could arise in the session. Think about what support could be provided to the employer or alumni before, during and after the session.

- The educator should expect to meet the employer or alumni at least once before the session to agree logistics and content. It is suggested that you meet more than once. Allow time for this in your calendar.
- Agree the topic and review materials before the session with enough time for the employer or alumni to make any changes.
- The educator will need to ensure that the employer or alumni's manager/ organisation has approved them delivering the session. This should be confirmed in writing in advance of the session.
- The educator needs to agree the timing and location for the session.
- Check what technology is available and what is needed for the session. Check if there are any special requirements for the session e.g. computers, pens, paper, projector, speakers etc.
- Give the employer or alumni an overview of the cohort that they will be delivering the session to e.g. the module name, the year of study, the size of the group, demographics of the group, how this session will fit into other topics taught in the module or whether this will be a stand alone session.
- Reflect and review washup after the session. Feedback, students and employer or alumni. Build relationship for future collaboration.
- How are you going to collect feedback

Here are some prompts to help you support the employer or alumni prepare the session effectively:
- Digital accessibility
- Physically accessible
- Making teaching materials e.g. handouts or slides available to students before the session
- Differentiating the teaching materials for a range of abilities
- Consider the timing of the session e.g. is the session going to be delivered during a religious period for example Ramadan, what time of day will the session be delivered etc.

Preparation in advance for students
- The educator could provide some information on the employer or alumni and the organisation they work for before the session. This could include a short bio, LinkedIn profile, website, previous projects they have worked on that are relevant to the students etc.
- The educator should promote the session to students beforehand and remind students of the agreed classroom principles
- Prepare questions for the employer or alumni.

Prerequisites for this to have impact, if relevant
It will be vital to create a safe space in-session; and before the exercise starts, to ensure that students are: a) aware that the subject matter is sensitive and b) that it may surface their own lived experiences or those of others in their group. It will be important to remind the group to listen actively to one-another, challenge respectfully, share only where they feel comfortable to do so and support others who choose to share. The slide entitled '*setting the scene*' is one approach to talking through this. Educators may also wish to implement a learning gain tool to assess how the activity was received and whether learning outcomes have been met.

Graphic - what image is being associated with this tool, if applicable

N/A

Links to Relevant Resources (both within the toolkit and outside)

Link to safe space tool