










This resource is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by The Careers Group of the University of London in partnership with City University of London, King's College London and the Centre for Online and Distance Education at the University of London. Find out more about [Collaborative Enhancement Projects on the QAA website](#).



**UNIVERSITY
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CENTRE FOR ONLINE &
DISTANCE EDUCATION

Toolkit Proforma

Title of Tool
Using Scenarios and Case Studies
Category of content (Planning, Delivery, Evaluation)
Delivery
Summary – max. 100 words
<p>This tool uses a scenario-based discussion exercise to support students and graduates to:</p> <ul style="list-style-type: none"> -Build critical consciousness of scenarios they could face in their working lives and in recruitment processes -Identify and name different types of structural oppression, identify direct discrimination, indirect discrimination and micro-aggressions -Question processes that may be presented to them as acceptable/ normal practice and identify ethical problems and concerns -Consider the role of the active bystander and practical applications of this -Consider how they can seek support -Consider the range of situations where inequitable situations may surface and the range of different roles and positions they may be in at the time
Learning For/About/Through
Learning Outcome(s)/What is the change expected?
<ul style="list-style-type: none"> -Identify and name different types of structural oppression, direct and indirect discrimination and micro-aggressions and inequitable workplace scenarios -Evaluate workplace and recruitment process situations that may be presented as normal practice and identify ethical questions and approaches to raising these safely - Consider the role of active bystander and its practical applications

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

Core Content (max. 1000 words)
Required resources <ul style="list-style-type: none"> Short case study/ scenario examples (it is recommended that educators should provide accessible format options, print copies and an online option where possible). A selection of example scenarios have been provided for reference (see accompanying document) but it is recommended that the educator should tailor the scenarios they select or create to meet the needs of their client group. Video content could also be an alternative (with transcripts provided). A link to a potential video content source is included below but educators could also consider creating their own examples. Examples of written case study scenarios are attached here for reference (along with suggestions of which study stages they could be used for).

Preparation in advance for educator

Ensure familiarity with the case study examples. Prepare group discussion guiding questions (examples attached here with the example case studies for reference). Review [The 4 D's of bystander intervention model](#) (some scenarios may call for interventions where this model is helpful so it may be helpful to surface the model with students). The educator should also consider reviewing the [5 Signposts for Socially Just Careers Guidance](#) and consider how these signposts relate to their delivery approach in the session.

Preparation in advance for students

Depending on how much time is available for the exercise in-session; and how many case examples are to be reviewed, educators may want to ask the students to review the selected examples beforehand. In particular, this approach is recommended if the students will have less than 10 minutes of small group/ breakout group discussion time during the session to explore and consider their allocated scenario(s). This is not an essential prerequisite and will be dependent on the student cohort and whether the facilitator has the opportunity to share resources beforehand. Where time is short and option to share materials in advance is not available, facilitators are advised to ask students to consider a smaller number of scenarios during the session or consider giving all groups the same scenario(s) to discuss.

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. Please see our safe spaces tool for further suggestions. Educators may also wish to implement a learning gain tool to assess how the activity was received and whether learning outcomes have been met.

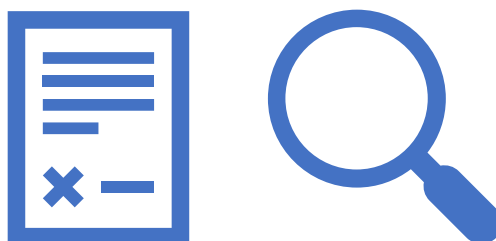
Step by step approach

1. **Before the session:** Select case studies/ scenarios either from the examples provided (these illustrate a range of inequitable workplace and recruitment scenarios). Alternatively, educators might prefer to collate or create other relevant examples according to teaching context. This will need to be planned according to the amount of time you have available in the session for the exercise. Suggestion: Allow at least 10 minutes of group discussion time per individual short scenario provided. Format the scenario examples in an accessible handout.
2. **Before the session:** Prepare a small number of questions for the discussion groups to use as a guide (suggestion of between 1 and 3 questions, again time-dependent). Example guiding questions can be selected from the list provided with each of the examples or created by the educator according to the context. As it is likely the activity will sit within a wider session, scene-setting information, activity instructions and guiding questions will also need to be included in any teaching materials being prepared for the session (e.g., slide decks)
3. **During the session:** Break the students into small discussion groups. This could be a pairs exercise, but groups of up to a maximum of five students are likely optimal to ensure all participants have the opportunity to contribute. If the session is being run online, educators may want to consider whether breakout rooms are a suitable approach for their group, or whether it is preferable to discuss the scenarios as a whole group, potentially using an online tool such as Padlet to facilitate anonymous contributions.
4. **During the session:** Spend a few minutes before the start of the exercise to create a safe space for discussions to take place (see prerequisites section above and our safe space tool). Educators may want to create an accompanying slide with the principles they would like the groups to follow during the exercise.
5. **During the session:** Deliver clear instructions to student groups on the content they will be discussing, the amount of time available for the discussions, the guiding questions to consider and how to feed back

(e.g., verbally via a spokesperson, via an online tool such as Padlet etc.). Aim to allow at least 5 minutes to set out these instructions for the group.

6. **During the session:** Allow the groups to begin their discussions. During the discussions, facilitators and educators are recommended to circulate in the room, checking that the groups are engaging, are comfortable and have clarity on the exercise. If the session is online and includes breakout rooms, educators may want to work with a co-facilitator to check on each room.
7. **During the session:** Once the allotted discussion time has elapsed, bring the groups together to review the key points they have identified in response to the guiding questions in each case. It is important to allocate a suitable amount of discussion time for this section according to the group size and the number of scenarios featured.
8. **During the session:** To round the exercise off, educators may want to ask students for their key takeaways or a key action they want to take and/ or prepare a summary slide with key points for students to consider.
9. **During the session:** Consider safe landings from the exercise. Students are likely to bring a range of different levels of experience, lived experience and understanding to the session. Educators may also want to frame the exercise to explain that whilst the scenarios point to a range of examples based on lived experience, and whilst the exercise is intended as a vehicle for raising awareness, these should not be business-as-usual occurrences in working life. Consider providing a summary slide detailing sources of support that students and graduates can seek if they are facing situations that they need help navigating: (e.g., institution careers service, law centres and CAB, employee assistance services, HR & DEI teams, internal raising concerns and grievance processes).

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



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

Case and scenario examples with example guiding questions (see separate document)

[4 Ds of Bystander Intervention](#)

[5 signposts to Socially Just Careers Guidance](#)

Links to external sources of support for students: [law centres](#) and [CAB](#)

[Potential source for educators looking at using video case studies: How to thrive in your career: Black Lives Matter Edition \(UCL\)](#)

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