How-To Guide: Integrating the Engineering Professors' Council's Inclusive Employability Toolkit into the Higher Education Engineering Curriculum

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Introduction to How to Guide

This How to Guide is designed to be practical and adaptable. It supports educators, employers, and students in embedding the **Inclusive Employability Toolkit (IET)** into higher education engineering curricula.

Background and Development

The Toolkit was originally conceived as the Equity Development Growth Employment (EDGE) Toolkit, funded through the **Royal Academy of Engineering's Round 2 Diversity and Inclusion Programme (DIP) Impact Fund**. This project aimed to address persistent inequities in engineering graduates' employment outcomes by:

- Empowering employers and students to better navigate employment challenges.
- Building awareness of employability, Equity, Diversity and Inclusion (EDI), and allyship.
- Equipping individuals with the skills to contribute to more inclusive workplaces.
- Encouraging reflection, growth, and active participation in EDI initiatives.

The EDGE Toolkit was researched, designed, and developed in partnership with Canterbury Christ Church University (CCCU), Equal Engineers, and the Royal Academy of Engineering. While designed for the benefit of all students, it specifically aimed to address disparities in graduate outcomes for female, Asian, Black, disabled, and low socio-economic status students. By targeting these inequities, the Toolkit benefits the wider engineering workforce by promoting inclusivity and fairness.

Evolution into the Inclusive Employability Toolkit

With funding from The Department for Science, Innovation and Technology and the Royal Academy of Engineering under the Diversity Impact Programme the Toolkit was further developed, expanded, and integrated into the **Engineering Professors' Council (EPC) Toolkit platform**. This has allowed the resource to be further developed and migrated to an open-access platform, ensuring it is readily available to students, educators, and employers across the engineering higher education community.

The **Inclusive Employability Toolkit** was subsequently researched, designed, and developed in partnership with **Canterbury Christ Church University (CCCU), Wrexham University (WU), Equal Engineers, and the Royal Academy of Engineering**.

This phase of work refined the Toolkit's pedagogy and taxonomy, consolidating it as a comprehensive learning resource that:

- Enhances social capital, employability, and EDI awareness among students and employers.
- Supports engineering educators in embedding EDI principles into curricula.
- Provides structured guidance for teaching, employer engagement, and career development.

Structure of this Guide

The How to Guide is organised into three parts:

1. **Foreword (this section)**
    - Provides background on the development and purpose of the Toolkit.
    - Outlines its educational value, theoretical foundations, and impact on student learning.
    - Introduces the case studies and session plans as practical resources.
2. **Case Studies**
    - Demonstrate how the Toolkit has been applied in educational and professional settings.
    - Capture authentic experiences of staff and students.
    - Highlight the Toolkit's adaptability across levels, disciplines, and contexts.
3. **Session Plans**
    - Provide step-by-step guidance on specific Toolkit activities.
    - Include practical details such as timing, resources, group structure, and reflection methods.
    - Are suitable for both in-class teaching and extracurricular workshops.

Suggested Approach for Educators

- **Start small**: Select one session plan that aligns with your teaching aims and pilot it in a module or workshop.
- **Reflect and adapt**: Use reflection prompts and student feedback to tailor the activity to your own context.

- **Scale up**: Once familiar, combine activities or embed them more widely across modules or programme-level curricula.
- **Engage employers**: Where possible, invite employers to participate, fostering reciprocal mentoring and strengthening employability connections.

By following this approach, educators can embed inclusive employability into their teaching practice, creating meaningful opportunities for students to develop the skills, awareness, and confidence they need to thrive as the engineers of the future.

Introduction to Toolkit

The Inclusive Employability Toolkit has been developed in partnership with Royal Academy of Engineering, EqualEngineers, the Engineering Professors' Council (EPC), Canterbury Christ Church University (CCCU) and Wrexham University (WU) and was supported by The Department for Science, Innovation and Technology and the Royal Academy of Engineering under the Diversity Impact Programme.

It is designed to:

- Enhance social capital, employability and EDI (equity, diversity and inclusion) awareness among students and employers.
- Support educators in embedding EDI principles across engineering, computing, design and technology curricula.
- Provide guidance for education, employer engagement, career preparation and progression into the workplace.

The Toolkit draws on established frameworks such as the **Graduate Capital Model** (Tomlinson, 2017) and concepts of **social capital learning** (Brown et al., 2014), helping bridge employment gaps and build a more inclusive workforce. It also embraces the value of **game-based learning** (Wulansari et al., 2020), including an interactive allyship game that cultivates empathy towards individuals with minority characteristics, such as disabilities (Vilches et al., 2023).

The Toolkit has been researched, developed and designed to guide students, academics and professional staff in applying EDI principles. Its purpose is to support learning environments where diversity thrives and every voice is valued. More than a set of resources, it represents a commitment to continuous learning, reflection and action.

It also includes case studies and session plans that demonstrate how educators have integrated Toolkit activities into curricula to strengthen students' inclusive employability learning.

Case Studies Library

Case studies provide practical and context-rich examples of applying EDI principles in engineering education. They enable staff and students to deepen understanding, reflect critically and translate theory into practice.

The case study library highlights:

- How educators have embedded Toolkit activities into teaching practice.
- Evidence of how students have engaged with the Toolkit to enhance their learning.
- The impact on employability skills and professional awareness.
- Session plans aligned with specific levels of the engineering curriculum.

Informed by student and staff feedback, these case studies capture authentic experiences of using the Toolkit. They provide insights into session planning, curriculum development and inclusive practice. For educators new to the Toolkit—or those tailoring it to their own context—these examples offer both guidance and inspiration.

Toolkit Education Impact

The Toolkit was piloted at **Canterbury Christ Church University (CCCU)** and **Wrexham University (WU)** in January to June 2025, delivered both within taught modules and as part of extracurricular workshops. Across the pilot, approximately **240 students**, from foundation year through to final year, took part in learning sessions using the Toolkit.

Students were invited to complete surveys and participate in follow-up interviews, generating valuable insights into the Toolkit's impact on their employability learning and professional development.

The research design followed **Cohen's (2017) active research methodology** and received approval from the **WU Ethics Committee**, ensuring that authentic student experiences and learning outcomes were rigorously captured.

In total, **53 students** completed the survey across CCCU and WU. Respondents included **international students, disabled students, and those with caring responsibilities**. Their feedback (Figure 1) demonstrates the **positive influence of the Toolkit** in strengthening employability learning and raising awareness of inclusive professional practices.

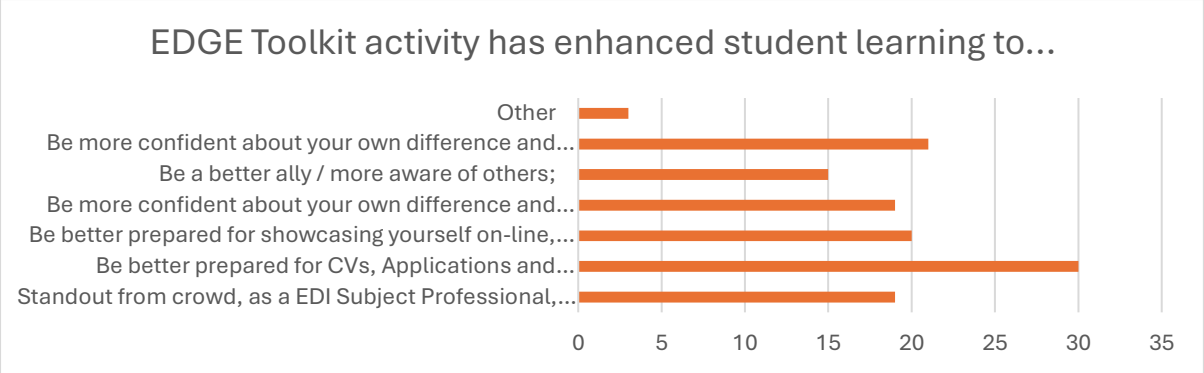

Figure 1: Students' responses to the multiple-selection question: *"The Toolkit activity has enhanced my learning to..."*

Student feedback highlighted:

- Greater awareness of peers' circumstances, abilities and experiences.
- More considerate and collaborative group work.
- Improved patience, communication and problem-solving skills.

For example:

"It has improved me... I used to just jump straight into work. Now I think about the steps and about the group." — Level 4 CCCU student

"[The Toolkit's game] built patience in me... I could give peers more time, explain things in more detail and help them instead of arguing." — Level 4 CCCU student

"I'm still finding my feet at university... I think a lot more about other people, and I'm constantly conscious of this in group work." — Level 4 CCCU student

This feedback shows how the Toolkit builds stronger group dynamics, supports constructive collaboration and prepares students for future roles as engineers, team members and leaders.

Conclusion

The Inclusive Employability Toolkit enhances students' ability to:

- Embed EDI within employability skills.
- Showcase and articulate their engineering talent.
- Navigate complex workplace environments.
- Apply inclusive principles throughout their studies and careers.

By giving students and educators the tools to link employability and inclusivity, the Toolkit supports the development of a future engineering workforce that is highly skilled, diverse, equitable and inclusive.

References

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Case Studies

Your Story, Your Future

Developed By: Professor Anne Nortcliffe, Wrexham University

Case Study of the Session

The session was facilitated by **Anne Nortcliffe** with a cohort of Foundation Year engineering students. The session, titled *"Your Story, Your Future"*, was designed to help students begin exploring their personal journey into engineering, while also introducing them to key employability and Equality, Diversity and Inclusion (EDI) skills using the Inclusive Employability Toolkit.

The session consisted of three interconnected activities:

1. **Personal Engineering Story** – Students reflected on their journey into engineering, watched peer-led Activity D: Voices of Change videos, and identified key lessons for their own personal and professional growth. Working with peers, students began to articulate their own story and set initial actions in their log books.
2. **Elevating Your Digital Professional Profile** – Students explored strategies for building a professional online presence using Activity F: Elevating Your Digital Professional Profile. Students considering how employers perceive their digital footprint and identifying personal actions for improvement.
3. **Raise Your Profile** – Students critically reviewed and exchanged peer feedback on LinkedIn profiles, before extending the discussion to networking at regional and national levels. Activity G : Unlocking the Power of Networking, highlighted the importance of professional networks in career development.

Outcomes and Impact

The session enabled students at the start of their engineering journey to recognise the importance of professional identity, digital presence, and networking in shaping their future careers. Students:

- Reflected on their individual stories and identified personal strengths and areas for growth.
- Gained insights from peer stories (Activity D: Voices of Change) that helped them value their inclusive knowledge and skills.

- Understood the importance of managing their online professional identity (Activity F: Elevating your digital professional profile).
- Practised giving and receiving constructive feedback on LinkedIn profiles, supporting their digital confidence.
- Recognised networking as a crucial employability skill and considered how to actively build professional relationships.

The activities also encouraged students to take ownership of their employability journey from the very beginning of their studies, embedding reflective practice through regular log book entries and action planning.

User Centred Testing Toolkit

Developed By: Ellie Martin, Canterbury Christ Church University (CCCU)

Case Study of the Session

The first session was facilitated by **Ellie Martin** with a cohort of foundation and first-year computing students. Students were invited to adopt the role of **user-centred testers** of the Inclusive Employability Toolkit , working individually to test it and provide feedback. This approach enabled students to engage actively with the Toolkit, while simultaneously exposing them to an employability-related practice common in industry: the role of the **software test engineer**.

Alongside testing the Toolkit, students completed a paper based **reflective handbook** (see Appendix A), which provided a framework to support structured reflection on the Toolkit videos. To further engage students in Semester 1, Ellie Martin introduced **gamification** through a digital quiz version of Appendix A using quiz tool Licence to Canterbury Christ Church University . This approach encouraged participation, discussion, and early development of reflective practice.

In Semester 2, students were instead asked to complete the activity independently, thereby developing their **self-directed learning skills.** The students in their own time explored the Inclusive Employability Toolkit and Toolkit's Activities . This phased approach supported progression from structured, tutor-led reflection to autonomous engagement.

The **second session** extended learning by encouraging students to discuss the Toolkit as a class. They reflected on the **messaging, themes, and personal takeaways** from the materials, and explored what the Toolkit had taught them about working with others and navigating group dynamics.

Outcomes and Impact

Short-term: Students developed skills in reflective practice, testing digital tools, and critically engaging with employability-focused resources.

Long-term: The activity encouraged students to consider their **personal responsibility** in shaping their employability journey — not only *what* and *why* they pursue career paths, but also *how* to make these journeys meaningful.

The cohort was large (around 70 students) and highly diverse in terms of ethnicity, gender, disability, and socio-economic background. Feedback highlighted that the

Toolkit helped students reflect not only on their **own learning**, but also on the experiences of their **peers**.

Interviews with first-year computing and engineering students (Level 4) revealed improvements in group work behaviours:

> “It has improved me… [Previously] I didn't even think about any steps [when completing coursework/group work]. I used to just jump straight into [it]… even in our group activity.” — Level 4 CCCU Student A

> “[The toolkit’s game activity] built quite a lot of patience in me… I could give [peers in group work] more time, explain things in more detail, and help them instead of arguing over the work.” — Level 4 CCCU Student B

> “I'm still finding my feet [at university] with interacting in a group setting… I think a lot more about other people… I’m constantly conscious [of this] in group work.” — Level 4 CCCU Student C

Introducing Reflection Skills

Developed By: Professor Anne Nortcliffe, Wrexham University

Case Study of the Session

The session was facilitated by **Anne Nortcliffe** with a cohort of first-year engineering degree apprenticeship students. The purpose of the session was to introduce students to the importance of graduate employability skills, attributes, and Equality, Diversity, and Inclusion (EDI) awareness. Students were encouraged to consider the key skills employers are seeking in engineering graduates, and how these can be developed across the different contexts of their apprenticeship journey, including their workplace, academic studies, and personal life.

Students engaged with **Activity J: Reflect and Grow** from the Inclusive Employability Toolkit, supported by the Personal Professional Development (PPD) form. The form was used as a framework to document reflections on their personal and professional growth, and to capture hard evidence (such as assessment feedback, workplace learning, or personal achievements) that demonstrated their development.

This activity is closely aligned with the **UK Engineering Council's Aims of Higher Education Programmes (AHEP 4)** and the **UK-SPEC** (UK Standard for Professional Engineering Competence), which sets out the standards of competence and commitment required for professional registration as a:

- Chartered Engineer (CEng)
- Incorporated Engineer (IEng)
- Engineering Technician (EngTech)

Outcomes and Impact

The session supported students in beginning to view themselves as developing professional engineers and to articulate their learning as part of reflective practice. The PPD form helped structure their reflections by encouraging them to connect experiences across multiple contexts. Students identified early on:

- Key transferable engineering, technical and inclusivity skills valued by employers.
- Practical strategies for developing employability and EDI skills during their degree apprenticeship.
- The importance of reflective practice in strengthening their professional identity.

- Recognise their progress in AHEP 4 and UK Spec competences and commitment to becoming a professional engineer.

The activity also introduced students to the use of action planning for identifying areas for personal development and creating strategies to address them. This helped foster ownership of their professional journey, while embedding an appreciation of inclusivity as part of their identity as future engineers.

Introducing Degree Apprentices Reflect Skills

Developed By: Professor Anne Nortcliffe, Wrexham University

Case Study of the Session

The session was facilitated by **Anne Nortcliffe** was facilitated with a cohort of first-year engineering degree apprenticeship students. The purpose of the session was to introduce students to the importance of graduate employability skills, attributes, and Equality, Diversity, and Inclusion (EDI) awareness. Students were encouraged to reflect on the technical and employability skills their employers expect them to develop during their degree apprenticeship and to consider how these can be strengthened across different contexts of their apprenticeship journey, including their workplace, academic studies, and personal life.

Students engaged with **Activity J: Reflect and Grow** from the Inclusive Employability Toolkit, supported by the Personal Professional Development (PPD) form. The form was used as a framework to document reflections on their personal and professional growth, and to capture hard evidence (such as assessment feedback, workplace learning, or personal achievements) that demonstrated their development.

This activity is closely aligned with the **UK Engineering Council's Aims of Higher Education Programmes (AHEP 4)** and the **UK-SPEC** (UK Standard for Professional Engineering Competence), which sets out the standards of competence and commitment required for professional registration as a:

- Chartered Engineer (CEng)
- Incorporated Engineer (IEng)
- Engineering Technician (EngTech)

Outcomes and Impact

The session supported students in beginning to view themselves as developing professional engineers and to articulate their learning as part of reflective practice. The PPD form helped structure their reflections by encouraging them to connect experiences across multiple contexts. Students identified early on:

- Key transferable engineering, technical and inclusivity skills valued by employers.
- Practical strategies for developing employability and EDI skills during their degree apprenticeship.
- The importance of reflective practice in strengthening their professional identity.

- Recognise their progress in AHEP 4 and UK Spec competences and commitment to becoming a professional engineer.

The activity also introduced students to the use of action planning for identifying areas for personal development and creating strategies to address them. This helped foster ownership of their professional apprenticeship journey, while embedding an appreciation of inclusivity as part of their identity as practising engineers.

Developing 2nd Year Students Use of Toolkit

Developed By: Ellie Martin, Canterbury Christ Church University (CCCU)

Case Study of the Session

The session was facilitated by **Ellie Martin** with a cohort of second-year engineering students. Students worked in pairs or small groups (2–3 per group) to explore **two to three activities from the Inclusive Employability Toolkit**. They were encouraged to discuss each activity together, identify key learning points, and reflect on how the insights connected to their employability journey.

Outcomes and Impact

One activity in particular, **Activity E: Elevating visibility** (focusing on communication, language use, and its impact), sparked strong student engagement. Through this activity, students gained an appreciation of **language codification** and its implications for inclusivity in recruitment.

Students applied this learning by sourcing **real job adverts** and testing them using a gender decoder tool. Their findings reflected long-standing stereotypes embedded in recruitment language:

- Engineering job adverts/descriptions were typically **male-coded**.
- Early years/nursery teaching job adverts/descriptions were typically **female-coded**.

Groups discussed how these disparities had arisen historically and the impact such language has on reinforcing occupational segregation. The session also generated **forward-looking recommendations**, with students suggesting that greater awareness and revised recruitment practices could:

- Encourage more women to consider engineering careers.
- Promote greater gender equality and inclusivity across professions.

This activity supported students to:

- Engage critically with workplace practices.
- Connect toolkit learning to **real-world employability issues**.

Toolkit in Conjunction with Level 5 Capstone Project

Developed By: Adil Imam, Canterbury Christ Church University (CCCU)

Case Study of the Session

The session was facilitated by **Adil Imam** with a cohort of second-year engineering students undertaking their **Capstone Project module**. The Capstone Project requires students to work collaboratively to **conceive, design, implement, and operate** an engineering solution to an industry-sourced problem. Alongside technical project delivery, students are required to demonstrate **individual reflective practice** on both their technical and employability skills.

As part of the module, a timetabled session introduced students to **Activity J: Reflect and Grow** from the Inclusive Employability Toolkit. This activity is closely aligned with the **UK Engineering Council's Aims of Higher Education Programmes (AHEP 4)** and the **UK-SPEC** (UK Standard for Professional Engineering Competence), which sets out the standards of competence and commitment required for professional registration as a:

- Chartered Engineer (CEng)
- Incorporated Engineer (IEng)
- Engineering Technician (EngTech)

Outcomes and Impact

The session enabled students to:

- Critically self-assess their **technical and employability skills** developed through the Capstone Project.
- Apply reflective practice as a tool for **personal and professional growth**.
- Recognise their progress in becoming an **inclusive engineer**, combining both technical and employability strengths.

Students reported that the activity encouraged them to view their development in a **positive light** while also identifying areas for continued growth. It provided a clear link between their academic work, professional practice, and future career aspirations as professional engineers.

Graduate Applications

Developed By: Adil Imam, Canterbury Christ Church University (CCCU)

Case Study of the Session

This session was facilitated by **Adil Imam** with a cohort of final-year engineering students. It was timed to coincide with the peak period for graduate engineering job applications (September–October), when both SMEs and large corporations begin advertising graduate roles.

The session was delivered as **self-directed study**, with students guided to engage with selected activities from the Inclusive Employability Toolkit:

- **Activity A: Introduction to EDI** – valuing inclusive knowledge and skills.
- **Activity B: Applying for Jobs** – guidance on CVs, covering letters, and applications.
- **Activity C: Getting Interview Ready!** – understanding the graduate recruitment process.
- **Activity D: Voices of Change** – hearing from peer role models to build confidence.
- **Activity J: Reflect and Grow** – reflecting on employability and technical skills, building on learning from the second-year Capstone Project module.

Outcomes and Impact

- **Building confidence:** Watching peer videos in Activity D helped students reflect on their own strengths and break down mental barriers that previously limited their self-perception. Students began to **value themselves and their potential** more fully.
- **Recognising transferable skills:** Activity D demonstrated how peers identified that their **technical and employability skills** could be applied across a wide range of engineering roles, professions, and industries.
- **Application readiness:** Activity B and Activity C helped students understand the **language and positioning** needed when presenting themselves to employers in applications, CVs, and interviews.
- **Inclusive practice:** Activity A encouraged students to recognise their inclusive knowledge and skills as an integral part of professional engineering competence.

- **Reflective growth:** Revisiting Activity J consolidated learning from earlier stages of the programme, enabling students to evaluate how their technical, inclusive, and employability skills had developed over the course of their degree.

The combined impact of these activities supported students in becoming **career-ready engineers**, capable of articulating their skills and competencies effectively to prospective employers.

Being a Graduate Ally in the Workplace

Developed By: Ellie Martin, Canterbury Christ Church University (CCCU)

Case Study of the Session

The session was facilitated by Ellie Martin with a cohort of 25 final-year (Level 6) engineering students, alongside engineering employers and employees, at the Final Year Capstone Project Poster Presentation and Celebration Event. The workshop aimed to deepen participants' understanding of allyship through an interactive game exploring microaggressions in the workplace.

Each of the five tables comprised typically 4–5 students and 2–3 employers. Each group worked collaboratively through a paper version of ***Inclusive Employability Toolkit*** **Activity I: EDI Quest – *The EDI Game*** *(*Appendix D*).* Groups were asked to discuss each scenario in turn and decide collectively on appropriate actions—either from the options provided in the game or by suggesting their own. A key element of the activity was ensuring that both students and employers had an equal voice, encouraging symbiotic learning and reciprocal mentoring.

At the conclusion of the activity, each group identified a key learning point and reflected on how they could apply their insights to becoming stronger allies in the workplace.

Outcomes and Impact

Both students and employers valued the collaborative nature of the session, noting the opportunities for reciprocal learning. One student commented:

> "…situations like this are very good because it is such a hard conversation to have, or discussions we would never do outside this environment unless it happens…" — World Café Student A
>
> One employer reflected:
>
> "I guarantee that if you fill the room with a hundred managers, all of them would rather write a business case … than deal with this challenging stuff…" — World Café Employer A

This feedback underscored the importance of fostering allyship and adopting reciprocal mentoring practices (Fanusie et al., 2023). It also demonstrated the potential of the Inclusive Employability Toolkit as a valuable EDI resource. Incorporating the allyship game into employability learning activities can help students develop a deeper appreciation of EDI, echoing prior research that video games can enhance learning (Wulansari et al., 2020) and foster empathy (Vilches et al., 2023).

The Inclusive Employability Toolkit Activity I: EDI Quest – EDI Game therefore has the potential to drive cultural and behavioural change in workplaces.

References

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Session Plans

Session Plan: Your Story, Your Future

Audience

- Foundation Year Engineering Students

Resources

- Inclusive Employability Toolkit – Activities A, D, F, G
- **Activity A: Introduction to EDI**
- **Activity D: Voices of change**
- **Activity F: Elevating your digital professional profile**
- **Activity G: Unlocking the power of networking**
- Student log books
- Access to LinkedIn profiles

Purpose

The session aims to:

1. Introduce students to the role of EDI in shaping engineering identities.
2. Enable students to reflect on their personal journey into engineering.
3. Develop awareness of the importance of digital professionalism.
4. Provide opportunities for peer-to-peer feedback and reflection.
5. Highlight the role of networking in employability and career development.

Session Structure

Activity 1: Personal Engineering Story (25 minutes)

- Students access Inclusive Employability Toolkit:
    - Activity A Introduction to Toolkit video
    - Activity D *Voices of Change* videos (Samuel, Lewis, Purvi, Leon, Leonette, and Janet).
- In pairs: discuss personal takeaways and share their own story of entering engineering.
- Students record reflections and actions in their log book.

Activity 2: Elevating Your Digital Professional Profile (15 minutes)

- Students watch Toolkit Activity F video.
- In pairs: share personal learning and record intended actions in log book.

Activity 3: Raise Your Profile (30 minutes)

Online Profile (15 minutes)

- Students exchange LinkedIn profiles with peers.
- Provide each other with two positive points and two suggestions for improvement.

  Record peer feedback and personal actions in log books.

Regional/National Profile (15 minutes)

- Facilitated discussion on importance of networking ("It is not what you know, but who you know").
- Watch Toolkit Activity G video on networking.
- In pairs: discuss takeaways and record personal actions in log book.

Summary and Reflection (10 minutes)

- Students share key personal insights or actions from their log books.
- Facilitator highlights:
  - The value of personal storytelling in building professional identity.
  - The role of digital presence and networking in employability.
  - Inclusive professional practice as part of the engineering journey.

Session Plan: User Centred Testing Toolkit

Audience

- Foundation/Level 4 students

Resources

- Inclusive Employability Toolkit
- Quiz: *Inclusive Employability Toolkit* or *Inclusive Employability Toolkit Video Workbook* (Appendix A)

Purpose

The sessions aim to:

1. Simulate the role of **software test engineers**, with students testing the Toolkit from a user perspective.
2. Enable students to engage individually with the Toolkit.
3. Introduce and build confidence in **reflective practice**.
4. Help students identify:
    - The Toolkit's key messages
    - Central themes
    - Personal takeaways
    - Skills/insights gained from the Toolkit
5. Support students in developing a long-term awareness of their:
    - **Responsibilities** within their employability journey
    - **Ownership** of how that journey can be made personally meaningful

Session Structure – Week 1

Introduction (5 minutes)

Facilitator to introduce the session:

- Explain that students will take on the role of software test engineers evaluating the Toolkit from a user perspective.
- Emphasise that each student will work individually through the Toolkit Video Workbook.

User Test Activity (50 minutes)

- Students complete selected Workbook activities (e.g. Activity A, Activity C, Activity E, Activity F, and Activity G).
- Responses are recorded in the workbook (or via Kahoot in Semester 1).

Session Structure – Week 2

Introduction (5 minutes)

Facilitator to introduce the session:

- Explain that students will now move from individual reflection to group/class discussion of Toolkit insights.

Discussion Activity (40 minutes)

- In small groups, students identify and discuss:
    - The Toolkit's messaging
    - Central themes
    - Personal takeaways
    - What the Toolkit has taught them about learning and group work

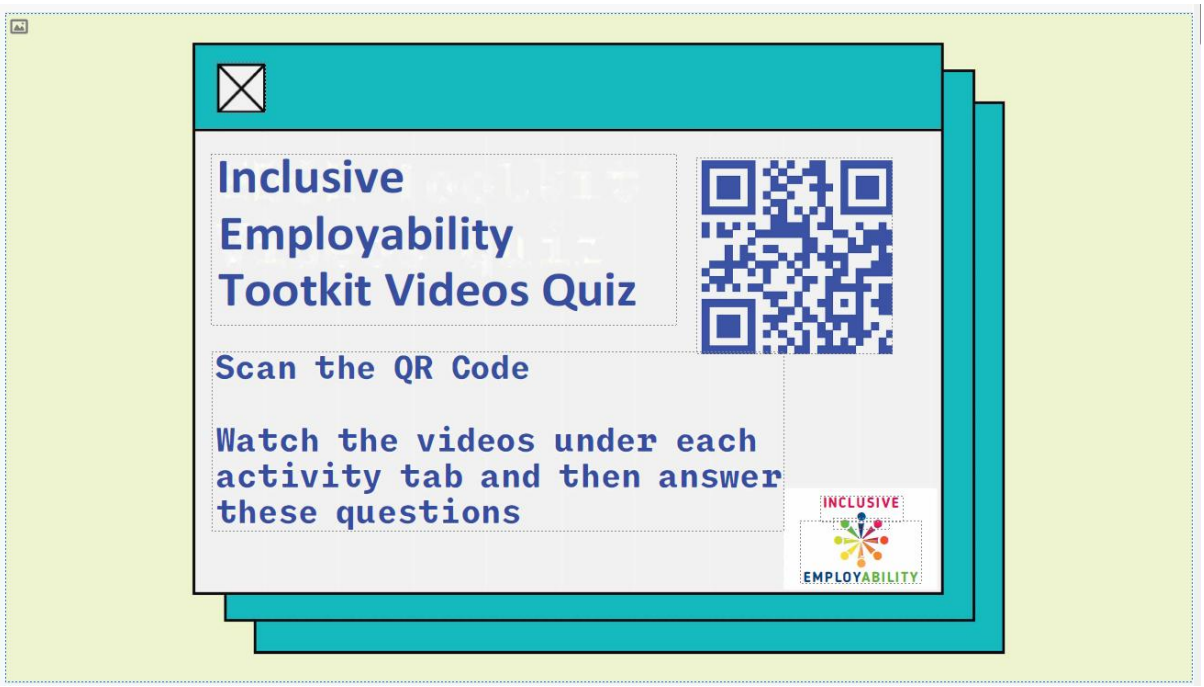
Summary and Reflection (10 minutes)

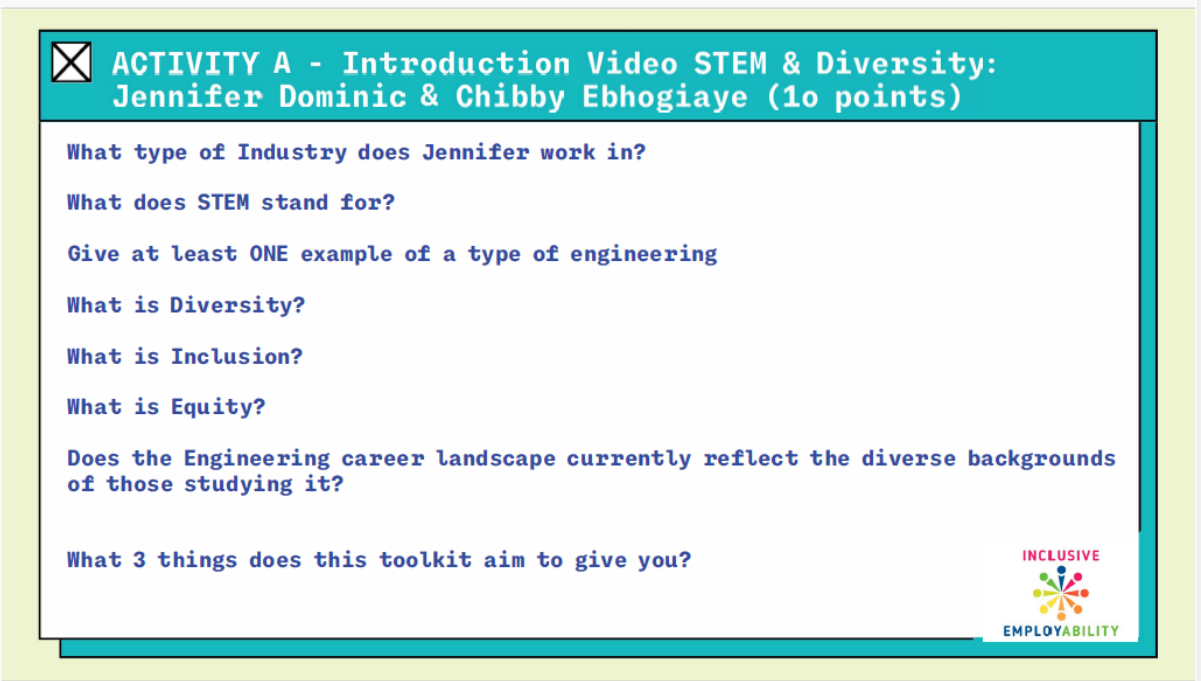
- Each group shares one key takeaway, ensuring no repetition across groups.
- Facilitator synthesises and highlights the most significant learning points, connecting them to employability and inclusive professional practice.

Appendix A

(Inclusive Toolkit Workbook / Quiz prompts)

Inclusive Employability Toolkit Video Workbook.pdf





☒ ACTVITY F: CVs, Cover Letters & LinkedIn: Tolu Osobu (11 points)

What type of Engineer is Tolu?

What are Tolu's top 3 recommendations for a good CV?

On average how long does a recruiter spend reviewing your CV?

What are Tolu's top 3 recommendations for a good Cover Letter?

What are Tolu's top 3 recommendations for LinkedIn?

INCLUSIVE EMPLOYABILITY

☒ ACTIVITY C: Interviews & STAR technique: Rosdip Rai (18 points)

What 3 types of Interview will Rosdip cover?

What 2 common questions are there in STEM roles?

What are Rosdip's 3 main reasons to be prepared for interview?

What 3 things should you do for in-person interviews?

What 2 things are crucial for virtual interviews?

What does STAR technique stand for?

Give 2 of Rosedip's examples of when you could use STAR to showcase your story

What are the 2 final tips from Rosdip on preparing for interviews?

INCLUSIVE EMPLOYABILITY

☒ ACTIVITY G: Networking and Using LinkedIn: Donna Otchere (6 points)

What type of Engineer is Donna?

Give one of Donna's top tips for attending a Networking Event

What is Donna's top tip for starting Networking?

What online platform does Donna recommend for finding Networking Events?

What service in the University does Donna recommend you follow?

What is one good goal for a Networking Event?

INCLUSIVE EMPLOYABILITY

☒ ACTIVITY E:Difficult Conversations: Abisola Aja points)

What type of Engineer is Abisola?

What are TWO examples of times where you might have to have difficult conversations?

What are Abisola's THREE tools to manage these difficult conversations?

What resource does Abisola recommend to help you to be prepared?

Where did Abisola work, before Engineering?

What THREE type of colleagues does Abisola now communicate with in industry?

INCLUSIVE EMPLOYABILITY

Session Plan: Introducing Reflection Skills

Audience

- Level 4 Engineering Degree Apprenticeship Students

Resources

- Inclusive Employability Toolkit – Activity J: Reflect and Grow
- Appendix B: Action Plan Form

Purpose

The session aims to:

1. Introduce students to graduate technical, employability and inclusivity skills sought by employers.
2. Enable students to reflect on how they can develop employability and EDI skills across their workplace, studies, and personal life.
3. Develop students' reflective practice skills using PPD form in Activity J as a structured framework.
4. Support students in identifying and evidencing their professional development.
5. Encourage students to create an action plan for addressing areas of personal development.

Session Structure

Introduction (5 minutes)

- Facilitator introduces the purpose of the session.
- Outline the importance of graduate employability skills and EDI awareness in the engineering profession.
- Explain how the PPD form supports reflective practice and evidence gathering.
- Explain how the action plan can support identification areas for personal development

Student Activity (40 minutes)

- Students select and complete 2-3 reflective areas of **Activity J: Reflect and Grow** using the PPD form.
    - Students can choose any two or three areas from the list:

        - Engineering Practice and Problem Solving
        - Teamwork and Leadership
        - Professionalism, Ethics, and Social Responsibility
- Students to answer the questions under their chosen areas.
- Each area has headings with various questions.
- Students can decide which headings and questions to respond to based on their experiences.
- Encourage the students to reflect on their skills development across workplace, studies, and personal life.
- Identify specific examples of evidence to support their reflections (e.g., assessment feedback, project work, workplace experiences).
- The students are to indicate non-completed sections, an X to show it's not applicable.

Summary and Reflection (10 minutes)

- Students share one key reflection or insight from their PPD exercise.
- Facilitator synthesises themes and highlights:
    - Key graduate attributes sought by employers.
    - The value of reflective practice in professional identity formation ("I am an Engineer").
    - The importance of inclusivity and EDI skills as part of employability.

Appendix B

Professional Development Action Plan		
Skills need developing	Areas need to gain more experience	Maybe ideas where to gain experience (University/Student Union/Personal Life/Work)

Session Plan: Introducing Degree Apprentices Reflect Skills

Audience

- Level 4 Engineering Degree Apprenticeship Students

Resources

- Inclusive Employability Toolkit – Activity J: Reflect and Grow
- Appendix C: Action Plan Form

Purpose

The session aims to:

1. Introduce students to graduate technical, employability and inclusivity skills their employers are seeking.
2. Enable students to reflect on how they can develop employability and EDI skills across their workplace, studies, and personal life.
3. Develop students' reflective practice skills using PPD form in Activity J as a structured framework.
4. Support students in identifying and evidencing their professional development.
5. Encourage students to create an action plan for addressing areas of personal development.

Session Structure

Introduction (5 minutes)

- Facilitator introduces the purpose of the session.
- Outline the importance of graduate employability skills and EDI awareness in the engineering profession, in particular their own employers are seeking.
- Explain how the PPD form supports reflective practice and evidence gathering.
- Explain how the action plan can support identification areas for personal development

Student Activity (40 minutes)

- Students select and complete 2-3 reflective areas of **Activity J: Reflect and Grow** using the PPD form.

    - Students can choose any two or three areas from the list:
        - Engineering Practice and Problem Solving
        - Teamwork and Leadership
        - Professionalism, Ethics, and Social Responsibility
- Students to answer the questions under their chosen areas.
- Each area has headings with various questions.
- Students can decide which headings and questions to respond to based on their experiences.
- Encourage the students to reflect on their skills development across workplace, studies, and personal life.
- Identify specific examples of evidence to support their reflections (e.g., assessment feedback, project work, workplace experiences).
- The students are to indicate non-completed sections, an X to show it's not applicable.
- Encourage the students to draft an action plan identifying areas for personal development and strategies to address them.

Summary and Reflection (10 minutes)

- Students share one key reflection or insight from their PPD exercise.
- Facilitator synthesises themes and highlights:
    - Key graduate attributes their employers are seeking.
    - The value of reflective practice in professional identity formation ("I am an Engineer").
    - The importance of inclusivity and EDI skills as part of employability.

Appendix C

Professional Development Action Plan		
Skills need developing	Areas need to gain more experience	Maybe ideas where to gain experience (University/Student Union/Personal Life/Work)

Session Plan: Developing 2nd Year Students Use of Toolkit

Audience

- Engineering Level 5 Students

Resources

- Inclusive Employability Toolkit

Purpose

The session aims to:

1. Develop students' **employability awareness**.
2. Enable collaborative engagement with Toolkit activities.
3. Help students identify and reflect on:
    - The Toolkit's key messages
    - Central themes
    - Personal takeaways
    - Skills and insights gained
4. Support students in developing long-term awareness of their:
    - **Responsibilities** within their employability journey
    - **Ownership** of how to shape a personally meaningful career path

Session Structure

Introduction (5 minutes)

Facilitator to introduce the session:

- Explain that students will work collaboratively to complete **2–3 Toolkit activities**.
- Highlight **Activity E** as a recommended option, encouraging students to analyse real job adverts for gendered language using a gender decoder.

Discussion Activity (40 minutes)

- Students complete their selected Toolkit activities.
- In groups, they discuss and identify:
    - The Toolkit's messaging

    - Central themes
    - Personal takeaways
    - What the Toolkit has taught them about employability and group work

Summary and Reflection (10 minutes)

- Each group shares one key learning, ensuring no repetition across groups.
- Facilitator synthesises and highlights the most significant insights, linking them to employability skills, inclusive professional practice, and wider industry relevance.

Session Plan: Toolkit in Conjunction with Level 5 Capstone Project

Audience

- Engineering Level 5 Students – Capstone Project Module

Resources

- **Activity J: Reflect and grow**

Purpose

The session aims to:

5. Develop students' **reflective practice**.
6. Enable individual engagement with Toolkit Activity J.
7. Help students identify and reflect on their personal development of their:
    - Technical skills
    - Employability Skills
    - Engineering Competencies with respect to AHEP 4 and UK Spec
    - Skills and insights gained
8. Support students in developing long-term awareness of their:
    - **Responsibilities** in developing their engineering competencies and commitment required for becoming CEng or IEng
    - **Ownership** of how on becoming professional engineer

Session Structure

Introduction (5 minutes)

Facilitator to introduce the session:

- Explain the purpose of reflective practice and its connection to Activity J.
- Clarify that students will complete 1–3 reflections during the session.

Student Activity (40 minutes)

- Students complete selected reflections from **Activity J: Reflect and Grow**.
- Focus on linking reflections to technical, employability, and professional competencies.

Summary and Reflection (10 minutes)

- As a class, students share key reflections and areas for future development.
- Facilitator synthesises insights, emphasising:
    - Links to employability and professional competencies.
    - The role of inclusive practice in engineering.
    - Relevance to career progression and professional registration.

Session Plan: Graduate Applications

Audience

- Engineering Final Year Students

Resources

- **Activity A: Introduction to EDI**
- **Activity B: Applying for jobs**
- **Activity C: Getting interview ready!**
- **Activity D: Voices of change**
- **Activity J: Reflect and grow**

Purpose

The session aims to:

1. Develop students' **confidence** in applying for graduate roles.
2. Strengthen students' **reflective practice**.
3. Enable individual engagement with Toolkit Activity A, Activity B, Activity C, Activity D, and Activity J.
4. Support students to identify and reflect on their development across:
   - Inclusive skills
   - Technical skills
   - Employability skills
   - Engineering competencies (AHEP 4 and UK-SPEC)
5. Additional personal insights and growth
6. Equip students to **communicate their knowledge, skills, and competencies** effectively in CVs, covering letters, interviews, and assessment centres.

Session Structure

Introduction (5 minutes)

Facilitator to introduce the session:

- Explain the rationale for engaging with Activity A, Activity B, Activity C, Activity D, and Activity J.
- Highlight the timing of the session in relation to live graduate recruitment cycles.

Student Activity (40 minutes in class and outside class)

- Students engage in self-directed completion of Activity A, Activity B, Activity C, Activity D, and Activity J..
- Focus on linking reflections to their development across the degree, including:

    - Inclusive practice
    - Technical and employability skills
    - Professional engineering competencies (AHEP 4, UK-SPEC)
- Apply reflections directly to the graduate recruitment process:
    - CV and covering letter preparation
    - Application writing
    - Interview and assessment centre readiness

Summary and Reflection (10 minutes)

- Groups/class share key reflections and identify areas for further development in preparing for graduate roles.
- Facilitator synthesises insights, emphasising:
    - Links to employability and professional competencies.
    - The importance of inclusive practice in engineering.
    - Immediate relevance to current graduate job opportunities with SMEs and large corporations.

Session Plan: Being a Graduate Ally in the Workplace

Audience

- Engineering Level 6 Students
- Engineering Employers and Employees

Resources

- Inclusive Employability Toolkit Activity I: EDI Quest – EDI Game

Or

- Appendix D: Paper examples of Allyship Game
- Appendix E: Example Emails to Factory Manager

Purpose

The session aims to:

1. Develop allyship skills among students, employers, and employees.
2. Enable collaborative engagement with the Allyship Game, fostering reciprocal learning.
3. Support participants in developing their awareness of:
    - Insights into allyship.
    - Ownership and responsibility for addressing microaggressions in the workplace.
    - Reciprocal mentoring practices.

Session Structure

Introduction (5 minutes)

Facilitator to introduce the session:

- Explain that participants will form groups of 4–6, ensuring a mix of students, employers, and employees.
- Each group will work collaboratively through a paper version of Inclusive Employability Toolkit Activity I: EDI Quest – EDI Game.
- Groups will discuss each scenario and decide on actions—either selecting from the provided options or suggesting their own.

Discussion Activity (40 minutes)

- Groups work through each scenario in turn.
- For each scenario, participants will discuss and identify:
    - The action they would take.
    - Key learning from the scenario.
    - Personal takeaways.
    - Insights into how the activity has developed their understanding of allyship.

Summary and Reflection (10 minutes)

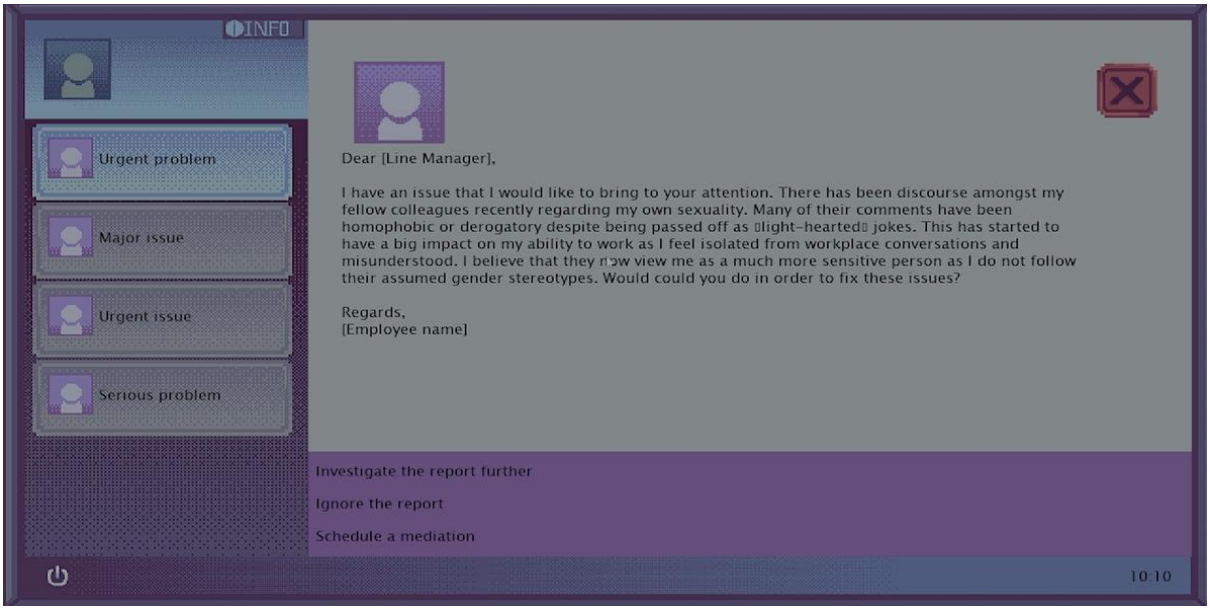
- Each group shares one key learning or insight from the activity, ensuring no repetition across groups.
- The facilitator synthesises and highlights the most significant themes, linking them to allyship and inclusive professional practice in the workplace.

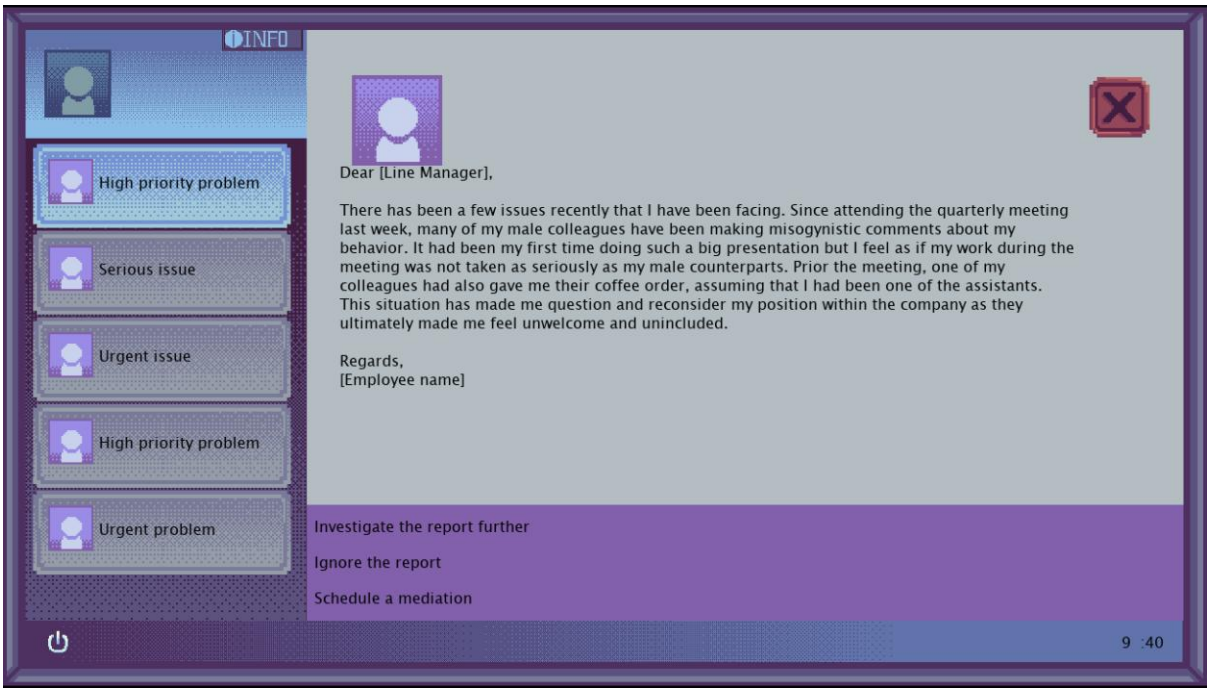
Appendix D


INFO
Serious problem
Dear [Line Manager],
There have been a few incidents recently that I would like to bring to your attention. I happen to be one of the few POCs that have a senior position within the company but I have started to notice that I am not being treated with the same level of respect as my white colleagues. There have occasions where I have not been included in important discussions or my position has been ignored. For example, many of the colleagues who I manage often look for help from the other managers.
Many thanks,
[Employee name]
Investigate the report further
Ignore the report
Schedule a mediation
12:20


INFO
Urgent issue
Serious problem
Dear [Line Manager],
I want to bring an issue to your attention. Recently, one of the buildingūs new security guards has been repeatedly asking me questions and I have noticed that they have been following me around during my shift. Due to this I have started to feel uncomfortable and alienated from some of my white colleagues as they are not experiencing the same issues. Despite my recent promotion, the security guard has approached me on several occasions now and has been assuming that I have only just started in the company. How am I able to handle this situation?
Many thanks,
[Employee name]
Investigate the report further
Ignore the report
Schedule a mediation
11:17


INFO
Major issue
Urgent issue
Serious problem
Dear [Line Manager],
I would like to bring notice to a major issue I have been facing. I am a fairly new employee to the company but have been experiencing situations recently regarding my disability. Many employees have been doubting my technical abilities when working even though I am a hard worker. One serious incident that has occurred is how I have not received an invitation for the annual work party since the planner assumed that I would be unable to attend due to my wheelchair. These continuous issues have left me feeling excluded and infantilised.
Kind regards,
[Employee name]
Investigate the report further
Ignore the report
Schedule a mediation
10:15


INFO
Urgent problem
Major issue
Urgent issue
Serious problem
Dear [Line Manager],
I have an issue that I would like to bring to your attention. There has been discourse amongst my fellow colleagues recently regarding my own sexuality. Many of their comments have been homophobic or derogatory despite being passed off as light-hearted jokes. This has started to have a big impact on my ability to work as I feel isolated from workplace conversations and misunderstood. I believe that they now view me as a much more sensitive person as I do not follow their assumed gender stereotypes. Would could you do in order to fix these issues?
Regards,
[Employee name]
Investigate the report further
Ignore the report
Schedule a mediation
10:10



Appendix E

Example Emails to Factory Manager

To	Kim.Hughes@Biscuitsco.co.uk
From	Joe.Knot@ Biscuitsco.co.uk
Subject	Issue with New Security Staff - Request for Review

Dear Kim,

I want to bring an issue to your attention. Recently, the building's new security guard has been repeatedly asking me questions, and I have noticed that they have been following me around

during my shift. My other colleagues in the department, who are white, are not experiencing anything remotely similar to what I have. Despite my recent promotion, the security guard has approached me on several occasions and has assumed that I have no legitimate reason to be here. I'm starting to feel alienated, not just by the guard in question, but also by the company.

Best wishes,
Joe

Action Choices:

- Arrange a meeting with Joe to discuss his concerns.
- Conduct a walk-around of the shop floor to make observations.
- Consider mediation between Joe and the security guard.

To	Kim.Hughes@Biscuitsco.co.uk
From	Anton.Burg@Biscuitsco.co.uk
Subject	Urgent: PPE Non-Compliance and Theft

Dear Kim,

I want to bring to your attention Joe's repeated disregard for safety protocols by failing to wear PPE on the shop floor, which is a clear breach of company health and safety regulations.

In addition, today I observed Joe taking items from the production line. This follows a similar incident yesterday, when I saw him eating a product from the new brekkie line.

Best wishes,
Anton
Security

Action Choices:

- Ask the Security Manager to review the last two days of CCTV on the shop floor for Joe and Anton.
- Review the CCTV yourself.
- Ask your PA to review the CCTV.
- Interview Joe.
- Interview Anton.
- Arrange mediation for Joe and Anton.

To	Kim.Hughes@Biscuitsco.co.uk
From	Martin.Smyth@Biscuitsco.co.uk
Subject	Urgent CCTV Review Findings

Dear Kim,

At your request, I have reviewed the CCTV footage. I can confirm that over the last two days, Joe has either remained within the designated yellow areas where PPE is not required or has worn PPE while working on the production line.

There was, however, one incident when Clare, on the custard cream production line, called Joe to check an issue. At that moment, Joe - who was not wearing PPE - took one step out of the yellow zone to hear Clare. He later returned in full PPE to address the issue. I also observed him pick something off the line and subsequently deposit it in the line waste facility.

Regarding the brekkie line, I observed Joe with the quality control and production staff sampling products. This was initiated by quality control. I took the initiative to speak with quality control, who confirmed there are issues with the ovens, resulting in the new biscuits having a burnt undertone in flavour. I can confirm this is accurate, as quality control also asked my opinion on the taste of the biscuits. I believe Joe, together with the production and quality teams, will resolve the problem.

Additionally, I observed the new security staff member, Anton, consistently and purposefully following Joe around the factory.

Best wishes,
Martin
Security Manager

Action Choices (select more than one):

- Ask the Security Manager to terminate Anton.
- Ask the Security Manager to issue Anton a written HR warning.
- Ask the Security Manager to extend Anton's probation.
- Give Joe a PPE warning and add it to his HR file.
- Remind all staff of PPE regulations.
- Discuss PPE compliance with Joe.
- Discuss quality control issues on the brekkie line.
- Remind all staff of the no-consumption policy.
- Review the Quality Production Boards.

To	Kim.Hughes@Biscuitsco.co.uk
From	Joe.Howarth@Biscuitsco.co.uk
Subject	Urgent: Brekkie Line Oven Issue

Dear Kim,

The ovens on the brekkie line are consistently overcooking the new brekkie biscuits.

I have identified the issue: the oven timers are analogue. We need digital timers to allow more precise control of temperature and speed as the biscuits pass through the ovens.
We propose purchasing and fitting six **E5CB-Q1P AC100-240 OMRON** timers.

- Cost: £141.14 each (ex VAT)
- Estimated fit time: 1.5 days, including reprogramming the PLC and testing the line
- Estimated production downtime: 2 days

Do we have your authorisation to proceed?

Best wishes,
Joe

Action Choices (select more than one):

- Ask Joe to source a cheaper part.
- Authorise overtime for Joe to work nights.
- Authorise purchase of parts.
- Authorise a 2-day production line shutdown.

To	Kim.Hughes@Biscuitsco.co.uk
From	Scott.Priest@Biscuitsco.co.uk
Subject	Urgent: Security Alert – External Document Transfer

Dear Kim,

Checkpoint software has consistently flagged that Kate, in Sales and Marketing, has attempted to send confidential documents to a Gmail account.

Each attempt has been blocked by Checkpoint, in accordance with IT security policy.

Best wishes,
Scott
IT

Action Choices (select more than one):

- Ask IT to share the Gmail account activity.
- Ask IT to provide the flagged confidential documents.
- Speak to Kate.
- Issue a warning to Kate.
- Dismiss Kate as a temporary employee.

To	Kim.Hughes@Biscuitsco.co.uk
From	JamesPrym516@gmail.com
Subject	Urgent: Heritage Wafer Biscuit Quality Issue

Dear Kim, This is my third communication requesting an urgent meeting to discuss the change in quality of the Heritage Wafer Biscuit. The switch from animal fats to palm oil may make the biscuits suitable for vegetarians and for Indian consumers; however, the taste is absolutely unacceptable. I insist that we schedule a meeting to address this issue as soon as possible. Regards, James	
Action Choices (select more than one):	
• Ask your PA to arrange a meeting. • Ask the Communications team to respond. • Ask the Marketing team to respond. • Review ingredients with the Food Technology team. • Review Heritage Wafer Biscuit customer feedback. • Review Heritage Wafer Biscuit historical sales, comparing new vs. old ingredients.	