Education in the 21ˢᵗ Century: Problems and Challenges Stakeholder Management
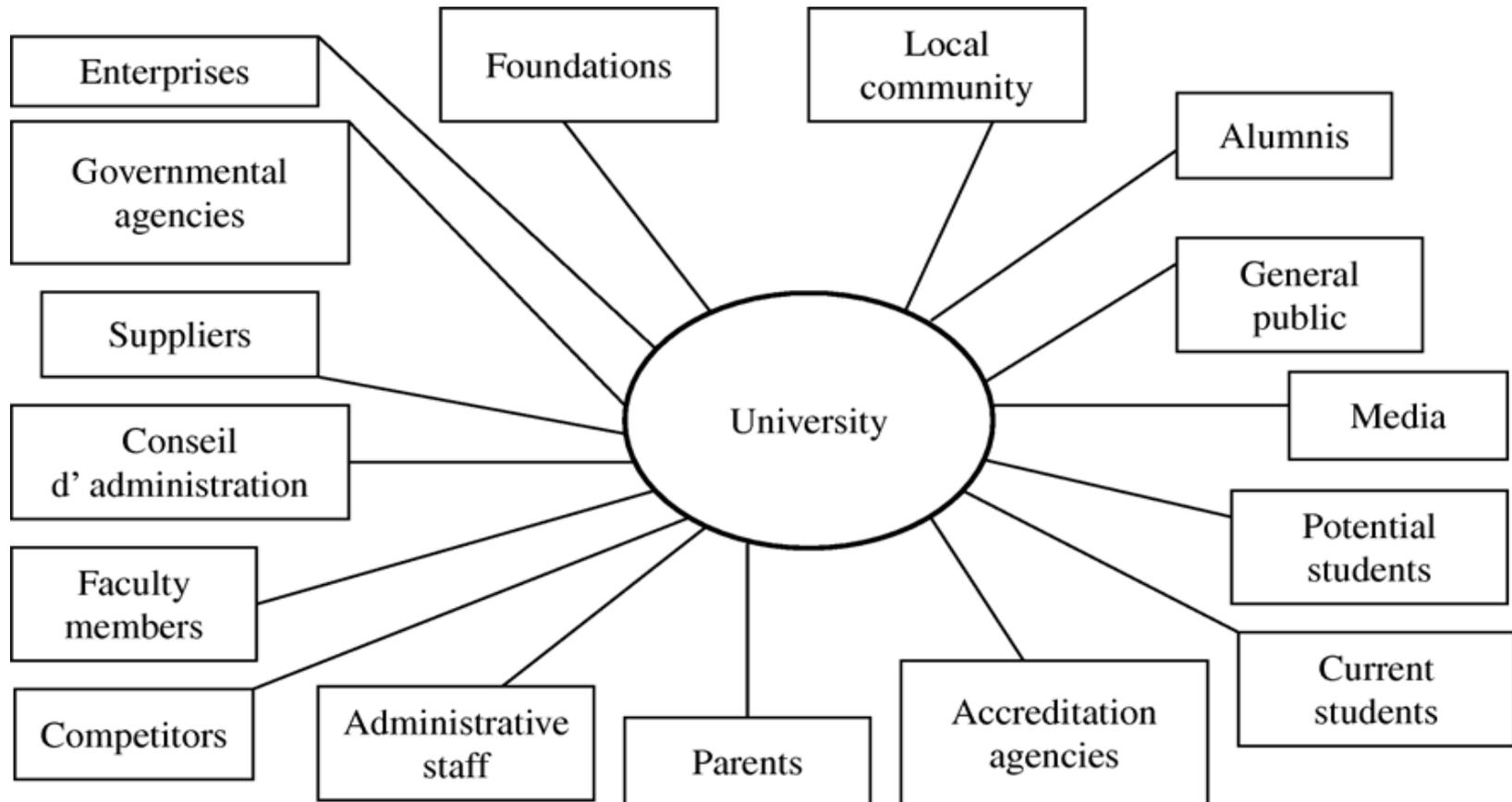
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Session overview

- Making a case
- Identifying the potential within your own institutions:
- Activities:

- Identifying the restraining forces to change

- Planning a way forward

Recap-who should / could we be sharing leadership and co-creating with?

Source: Kotler and Fox (1985)

External stakeholders- driving forces for change in the UK

- Government and government funded research
- QAA (Quality Assurance Agency for Higher Education) the quality code sets out standards that all UK higher education providers are expected to meet
- Funding Agencies-e.g. The Higher Education Funding Council For England (HECFE)
- Employer demands-'industry ready graduates'
- Professional and awarding bodies

- **STUDENTS**- value for money-increased fees -ROI

Employer engagement

- '..a range of activities, initiatives and approaches which are best conceptualised as a continuum. It includes **responsive** teaching and learning development for **upskilling** and **developing** people already in work as well as fostering **capability** and **attributes** to enhance the **employability** of students in higher education'

Kettle (2013:4)

In the UK:

Research

'Engaging with employers and working in partnership has never been more important for the higher education sector.'

Benefer 2007:215

A review of Business –University Collaboration

'..there has been a huge change .. this change has not only been stimulated by government funding initiatives but also by a growing realisation, within both business and universities, of the central role of universities in providing high-level skills, a world-class research base and a culture of inquiry and innovation..'

Wilson 2012:1

UK government:

Putting students at the heart of the system

'..we remain committed to encouraging HEI's.. To publish summary reports of their student evaluation surveys on their websites.'

'..we want to ensure that students gain the knowledge and skills they need to embark on rewarding careers.'

(BIS 2012:15 &16)

QAA

' ..the skills required of the future workforce and the predicted demographic changes are encouraging institutions to become more flexible in the type of learner they recruit, the range of learning opportunities they make available and the modes of study they offer.'

QAA (2010:1)

UCB mission statement:

'To promote and provide the opportunity for participation in the learning process by those with the ambition and commitment to succeed and to maintain a learning community that meets the diverse needs of our students, the economy and society at large. '

Strategic objective-employability

- (To)'..Provide leading industry standard and endorsed learning opportunities that enhance the vocational expertise of our students, giving them lifelong skills that are recognised by professional bodies.

- **UCB values and promotes:**

- Strong and productive links with employers and representatives of the industries to which our programmes relate.'

Indicators of success

'The proportion of students in employment 6 months post graduation exceeds national benchmarks.'

And

' Employers continue to contribute to all aspects of the development of UCB provision'

(UCB 2012:5)

What do UCB do?

- QAA- essential requirement and part of the Market Offering-a strategic core competence
- Networking
- Placements
- Live projects, market research & translations
- Accreditation and development of employer training programmes, co-creation and delivery of work based learning and short courses
- Apprenticeship provider and managing agent
- Knowledge exchange partnerships-staff & student projects
- Alumni network

Why should you work with industry?

- Do you have falling student numbers?
- Do you need to develop new programmes to continue to attract new students?
- Do your programmes need to reflect changes that are happening in the marketplace and local economy?
- Are employer demands changing in relation to skills sets and competencies required for employment? Do you need to look at new ways to make your graduates 'fit' for employment?
- Do you need your current students to be ambassadors to attract students in the future?
- Can you afford not to do it?

Key considerations:

- Mutual partnership – not master servant
- Credible- change agents/skills / power brokers in boundary spanning roles
- A set of 'success factors':
- Complementary aims, compatible missions, good personal relationships, clear responsibilities and mutual trust
- Foskett (2003) & Rowley (2005)

  - **Choose partners wisely**

Constraints?

What would stop you going out to industry?

What are the ways of getting around them?

- Stakeholder collaborations/allegiances?

New thinking?

Solutions?

Toolkit

- Continuum of engagement:

- Milestones

Can you:

- Use resources in different ways?

- Make small incremental changes?

- Make use of ERASMUS+?

- Deliver to employers?-(tell us what you think we can offer you)

- Develop networking opportunities?

- Generate knowledge transfer?

- Use employers in for guest lectures and ILG involvement?

Where can this take you?

'Partnerships not bound by geographies..'
David Hardman CEO of Birmingham Science Park Aston

The way forward?

- Work with toolkit within your institution

- Keep listening, talking and sharing
- Use the La Manche blog…

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