Employer Engagement and Educational Development: A Collaborative Approach

“Coming together is a beginning, staying together is progress, and working together is success.”

Henry Ford

Sara Smith Educational Design and Development Leader
& Nicola Smith Head of Careers and Employability
The United Kingdoms Leading Integrated University

9,703 HE students
- 60% full time
- 40% part time

30,001 FE students
- 14% full time
- 86% part time

Annual Review 2018
Regional Economic Challenges

- Peripheral and fragile communities
- A high percentage of ‘non standard jobs’
- Underemployment not unemployment
- Decline in working age population
- Labour market/skills supply and demand
- Productivity below Scottish Average
- Brain drain of younger population
The role of the University

Our Vision
To have a transformational impact on the prospects of our region, its economy, its people and its communities.

FutureMe
Helping you look up, look forward and be in the know
www.uhi.ac.uk/careers

World-leading results put us firmly on the university research map

Postgraduate Research Experience Survey (PRES)
PRES is the only UK higher education sector-wide biennial survey to gain insight from postgraduate research students. In the 2017 survey our results were hailed as excellent, with an overall satisfaction rating of 87%, which is 5% above the UK and Scottish sector averages.
Curriculum Development
Employer Engagement Team

Business, Management and Leisure (Alana MacPherson)
Creative Industries (Katie Masheter)
Engineering and the Built Environment (John McLuckie)
Health and Wellbeing (Lorna Ferguson)
Science, Technology and the Environment (Audrey Decou)

*Development & Currency of Curriculum  *Integration of Employability Skills  *Growth of Placement and Work Experience
Educational Development Unit
ESIF Team

Educational Design and Development Leaders - EDDL
(Elaine Dalloway, Liz Hudson, Terri Smith & Sara Smith)

Educational Design and Development Associates – EDDA
(John Buchan & Angus MacDonald)

Instructional Designers - ID
(Llewelyn Bailey, Mark Wilkie & Daniel Falconer)

*Design and Development of New Courses *Staff support and development *Aligning L&T with UHI Learning and Teaching Enhancement Strategy
Regional needs are met by embedding the voice of key stakeholders in the curriculum development, review and evaluation process.

- Involved at an early stage with academic teams.
- Support curriculum development and approaches adopted for Learning and Teaching.
- Advise upon pedagogically appropriate styles to support students; knowledge and skill development as well as student experience.
- Ensure digital technology is embedded within the curriculum to support delivery, creating an optimal learning environment for the student.
ESIF Collaborative Model

- Building upon the work of the CDDEOs the teams identify sector requirements and market ‘gaps’
- The EDDA laisses with the Lead Academic, the CDEEO and the UHI European Programme Officer
- EDDL, ID and Academic team work together to design the new curriculum – ensuring a student focus and a delivery model that suits the student profile
- EDDL, ID, EDDA and academic team collaborate to develop the teaching materials and additional resources as required
Evidencing Impact

January 2018 – January 2019

- 273 companies contacted
- 69% new contacts
- 31% renewing and adding value to existing contacts
- Broad sector coverage

- 58% growth of placement and work experience
- 36% growth of employer engagement in the development and currency of the curriculum
From day one, students studying on our new software development degree will learn through work-related scenarios and develop work-ready soft skills in business and project management.
Online flexible delivery allowing students to study around work and other commitments. Industry relevant projects are integral to the course content with specialisms available in civil, electrical and mechanical engineering in addition to a general engineering strand.
Labour Market Research informing curriculum delivery

Creative & Cultural Industries: Your Sheffield Research Phase 1 (Sept/Oct 2018)

Objective: Development & Currency of the Curriculum

To gather labour market intelligence around graduate network and perspectives to influence the development of new curriculum and the enhancement of current curriculum.

Survey sent to 453 alumni from the creative industries subject network who graduated between 2015 & 2018.

Feedback Snapshot:

Alumni felt that their degree had prepared them for the work environment, which was more important than most of the soft skills they had been taught. They believed that they had been well prepared for a career in their field, but that they had not been specifically trained in the areas of business and entrepreneurship. They believed that they had been well equipped to deal with the uncertainties of the workplace, but that they had not been specifically trained in the areas of business and entrepreneurship.

Systems and Software

35% of organizations referenced Sage as their main system, or their client’s main system.

74% of organizations referenced their client’s main system, or their client’s main system.

Significant growth in the use of spreadsheets, databases, and tools such as Excel, PowerPoint, and Visio for data analysis.

Excel Skills

59% of employers commented on Excel skills. A basic level of skills in Excel would be acceptable. Excel is a very important skill that all students should have.

Accounting & Finance Research – Jul/Aug 2018

Labour Market Research informed curriculum delivery
Evaluation of model

- Evaluation is embedded into each individual project ensuring that objectives are met
- Project team meetings – involving all teams allowing reflection on progress and identification of barriers and opportunities
- Formal evaluation:

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<tr>
<th>Process</th>
<th>Outcomes &amp; Impact</th>
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<td>Evaluation of the new workflow model, advantages, disadvantages, opportunities and barriers, working relations etc.</td>
<td>Evaluation of the developed curriculum</td>
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<td>• Student numbers • Student experience • Needs of local employers</td>
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Advantages of the collaborative model identified by EDU team:

Ensures we create exciting and essential new courses that are tailored to the distinctive needs of the region

..enabled evidence-based teaching and learning innovations to be nurtured within courses

The EDU, academic fellows and CDEEO are working collaboratively to ensure that the course we are developing specifically addresses skills gaps identified through continuing consultation with employers

I've found it a very integrated and innovative way to work. The collaborations between EDU, employability staff and academic staff are resulting in curriculum design which is digital in part or whole and which has some real strengths in building skills that supports recruitment to local industry.
Employer Engagement and Educational Development: A collaborative Approach

Key points ..........

- A holistic approach involving stakeholders at all stages ensures both currency of the developed curriculum as well as ownership.
- Draws upon the skills and expertise of teams ensures 'best practice' is securely embedded throughout from initial scoping to final product.