

New skills, new jobs - new curricula?

University-enterprise cooperation and curriculum design

Labour Market Oriented Curriculum Programme Training Seminar
14-16 September 2009 Bečići, Montenegro



Where we are

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perceived skills mismatch

- calls for political action
- drives education
- overarching system of university-enterprise cooperation



Where we are

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overarching system of university-enterprise cooperation

- university strategy and policy
- knowledge transfer
- placements
- training needs analysis & skills deficit analysis
- transfer of innovation
- student guidance and integration into labour market



Where we are

Entrepreneurship and university-enterprise cooperation

- generally perceived as a good thing, as a desirable with high prestige and esteem (DAAD)
- it improves **management**
- **entrepreneurial behaviours**
- international **attractiveness**



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Where we are too

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Employability as a **driver of curriculum reform and development**

- Yet also seen as a **negative aspect of Bologna**
- Commercialisation of education
- A **controversial** issue





Where's Montenegro: Good practice and problems

- Career Ways: 27 companies
- Knowledge and expertise mean little without connections
- challenge to follow demand of the labour market
- Awareness of employers seems limited of what a Bachelor means
- Diploma Supplement
- Lack of career and guidance services
- No tracking of students once they graduates





Policy on the European Level

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Links up to five points of the Modernisation Agenda

**four aspects of cooperation diagnosed – common
to all endeavours in different settings**

- influence curricular development
- create joint courses
- learning outcomes
- QA

Austria and where it's at

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A mixed bag

Yet generally **limited awareness**

Individual cases of **good practice: ex.
entrepreneurship chairs**



Austria and where it's at

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(Individual) cases of good practice

Austrian law foresees a University Council

Example: **University of Graz**

- Changes of a curriculum brought about by statements of business world representatives at their own initiative
- Placements are credit awarded



Austria and where it's at

(Individual) cases of good practice

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- Career Services Austria: to develop an encompassing Austrian perspective
 - **employer brand study** to identify what students and graduates find attractive: in turn sold to employers
 - **Curriculum development:** graduate tracking with QA and Statistics Austria: 2003 – 2008, as soon as they enter the labour market, repeated every 2 years
 - might generate **reverberations on performance indicators**

Examples on the European Level

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Examples on the European Level

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- cooperation mechanisms established between the universities and the (labour) market regarding curricula development
- university-business forums and thematic forums (Curriculum Development and Entrepreneurship, October 2008, Tenerife)
- http://ec.europa.eu/education/higher-education/doc1261_en.htm

3 key aspects: learning outcomes, entrepreneurship and teaching

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■ Learning outcomes

- very limited experience and good practice, yet it is key language bridging the spheres
- PriceWaterhouseCoopers

*"why it is relevant and why students too need to be able to **expertly communicate their achieved learning outcomes**"*



1. Learning outcomes

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- Employers need to know **how** students have gone about learning to gain new knowledge/acquire new skills – and whether students display these competencies.
- *Students need to provide the evidence that they have met the competence through their learning and their learning outcomes, it is not just about the fact that they have completed a piece of learning*



1. Learning outcomes

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- Why do students fail to get the job?
- *They are unable to think of their learning outcomes and **how these translate into relevant competencies PWC are looking for– examples of learning need to be provided***



2. entrepreneurship

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- What is it?
- *"Entrepreneurship refers to an individual's ability to turn ideas into action and is therefore a key competence for all, helping young people to be more creative and self-confident in whatever they undertake"*
(Expert Group)
- goal: **to incorporate entrepreneurship in every curriculum as viable biz ideas often come from unlikely sources**

2. entrepreneurship: good practice

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- **Northern Ireland:** introducing entrepreneurship to Engineering, Science, and Technology students
- delivered entrepreneurship education to over 18.000 students across Northern Ireland
- 2006/07: entrepreneurship embedded in a total of 241 courses at different faculties in all higher education institutions
- now **expanding** its initiative also to Arts, Humanities and Social Sciences



2. entrepreneurship: good practice

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- Finland, Lahti University of Applied Sciences:
- “Business Succession School” linking students with business owners who are looking for a successor.
- training programme for universities of applied sciences **providing the skills to plan and run a controlled transmission of the enterprise to the student,** who will be able to continue the profitable business and ensure business regeneration.



3. teaching

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- what to teach?
- how to teach?
- who is to teach?

3. teaching: what to teach

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- increased focus on **interdisciplinarity** and the development and implementation of projects involving students from different disciplines
- **placements**

3. teaching: how to teach

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- Stronger **involvement** of businesses and entrepreneurs
- broader application of **methods based on case studies and on concrete projects**
- teach **between and across disciplines**
- **group and team techniques** for creating new business ideas
- **interactive learning scenarios**



3. teaching: how to teach: good practice

- **University of Turku**
- Student placements
- Curriculum design: constant interaction between the faculties and the companies that employ the students. Companies will give on a regular basis information to the university as to developments within and as to the needs of the companies.
- key focus: comparing skills students have when they finish their studies at the university and the skills they really need when they start working.

3. teaching: how to teach: good practice

- **mentorship** programme 2007–2008 to promote entrepreneurship is an initiative to promote entrepreneurial spirit and skills within the university.
- **Implementation:** a distinguished, respected expert gives mentorship, guidance and support to a person of the university staff who is willing and able to develop themselves to become an entrepreneur.

3. teaching: how to teach: good practice

University of Wolverhampton - SPEED

- coordinating the **SPEED project** (Student Placements for Entrepreneurs in Education)
- network of 13 institutions to help students
- develop self-employment opportunities as an alternative to traditional work placements.
- Students present their business ideas to a panel.
- If accepted: offered a placement of 9 to 12 months.

3. teaching: how to teach: good practice

University of Wolverhampton - SPEED

- Each student is helped to develop a personal and business development plan & given access to one or more mentors selected for their experience in a related area.
- Each student is supported by a mixture of bursary payments, finance for business related activities and professional services.
- Where possible a SPEED placement will be credit bearing for the student.



3. teaching: how to teach: good practice

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Dublin Institute of Technology

- Social Entrepreneurship and the Student
- Traditional exams are replaced by an enterprise project in the social sector, such as organising an event for charity, thus offering value to the community

3. teaching: who is to teach

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- participation of real entrepreneurs
- exploit alumni networks and teach them how to teach

DAAD survey: majority of staff teaching entrepreneurship did not have personal experience with entrepreneurship.

Furthermore, the teaching skills for entrepreneurial pedagogy are deemed different to the methods used to teach academic subjects



3. teaching: who is to teach: good practice

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- **FREE Foundation** – Belgium
- organised a 2-day seminar for entrepreneurs to train them to use case studies, to speak in front of students and to teach some section of a course. The seminar was offered to them in exchange of a commitment to spend (for free) at least 30 hours of their time over a period of three years for teaching. These entrepreneurs are now an important resource for education

Success Factors

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Success Factors

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- Involve **all stakeholders** (students, companies, universities)
- **Embed entrepreneurship into a bigger institutional strategy** and do not make it a niche product – spread it across the institution
- Make it **part of your teaching strategies**
- Create **advisory boards for curriculum development**
- **Link strategy to internationalisation strategy & mobility schemes**



Final Thoughts

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- EC voices a dramatic need for change
- transparency (DS) and willingness to share experience and exchange: it's a win-win situation most profitable for your students!
- web space for sharing and dissemination of experience and for communication will be developed (European Commission COM)
- http://ec.europa.eu/education/policies/educ/business/example_en.html



thank you

www.oead.at/bologna