

# **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

2

## perceived skills mismatch

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

## Where we are

3

### 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**



# Where we are too

5

## 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

7

## 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

8

## A mixed bag

Yet generally **limited awareness**

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





# Austria and where it's at

9

## (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

## (Individual) cases of good practice

10

- 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



11

# Examples on the European Level

12

- 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](http://ec.europa.eu/education/higher-education/doc1261_en.htm)

## 3 key aspects: learning outcomes, entrepreneurship and teaching

13

### ■ 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

14

- 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

15

- 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

16

- 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

17

- **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

18

- 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

19

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

### 3. teaching: what to teach

20

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

### 3. teaching: how to teach

21

- 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**

### ■ 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

25

- 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

### 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

27

- **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

28

- **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

29



# Success Factors

30

- 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

31

- 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](http://ec.europa.eu/education/policies/educ/business/example_en.html)



**thank you**



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