

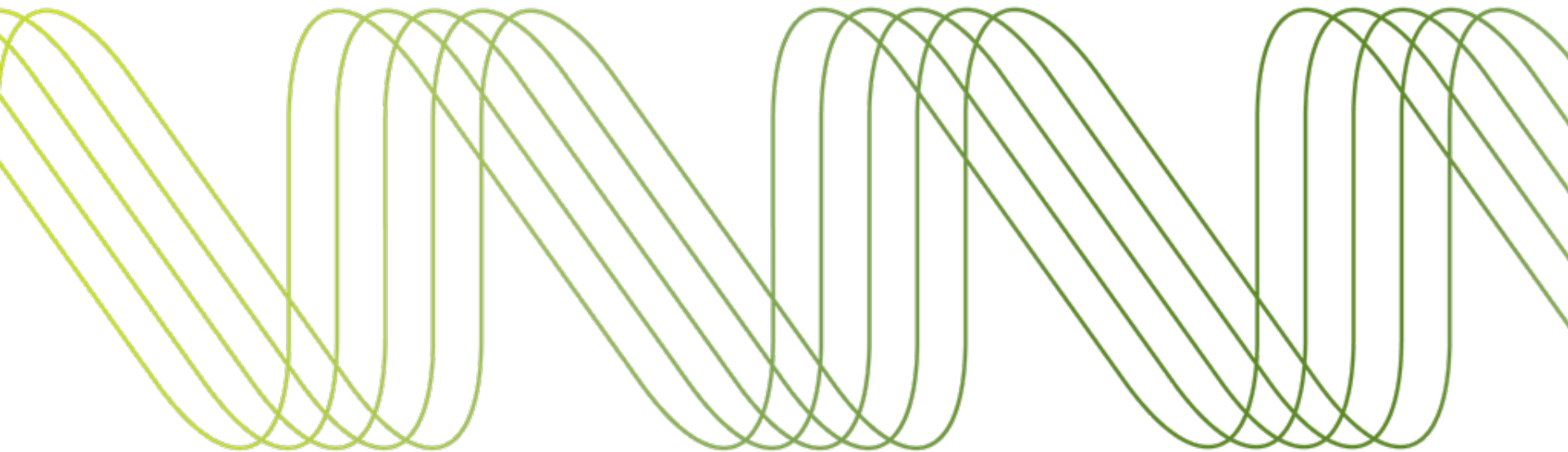
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# Developing Impact

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Supporting Business & Community Engagement  
Skills for Academics

Helen Blanchett, JISC Netskills



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# Today

What is BCE?

What does it mean for academics?

What skills and attributes are needed?

How are these skills currently supported & developed?

Present project outputs & activities

What is needed to improve support?



# Engagement

Knowledge  
exchange

Technology  
transfer

Lifelong  
learning

Festivals

Working with  
media

# Engagement

Public  
lectures

Engaging  
employers

Collaborative  
research

Designing courses  
for employers

Teaching  
work-based  
learners

Contract  
research

The question should not be  
is our research any good, but  
what is it good for?

Professor Chris Brink, Vice-Chancellor,  
Newcastle University

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# Business & Community Engagement

- JISC programme since 2007
  - "the strategic management, by higher and further education institutions, of relationships with external partners and clients, and of the associated knowledge exchange and workforce development services."
- BCE strands
  - Knowledge exchange, Employer engagement, Lifelong learning, Public engagement
- BCE 'practitioners'
  - Staff engaged with external businesses & communities
  - Translators, brokers, 'boundary spanners'





Diagnostic and Evaluation  
Workbook

JISC

[www.jiscinfonet.ac.uk/infokits/embedding-bce](http://www.jiscinfonet.ac.uk/infokits/embedding-bce)

**1 Nothing happening**

The institution hasn't really started anything in this area, or we have thought about it but taken no action yet.

**2 Making a start**

The institution has been thinking and working on this. There are a few things going on but it's early days. There are some measurements which show we are doing okay.

**3 It's our normal practice**

The institution does this in an effective and consistent way. There have been steady improvements over several years. Targets are being met and we use benchmarking to compare ourselves with other institutions.

**4 We are sector leaders**

The institution is working at a more sophisticated level than the statements would give credit for. There is comprehensive evidence that it is working and a wide range of measures show strong improvement over many years. The institution exceeds its' targets and benchmarks favourably against other institutions.



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# BCE Practitioners

- Multi-domain skills base
- Identifying skills a challenge
- Identifying practitioners a challenge!
- ‘Sole traders’
- BCE roles or activities?
- Terminology



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# Institutional support

- Provision fragmented / non-existent
- Who has responsibility for BCE?
- Lack of acknowledgement of activities
- Contracts don't include BCE
- Lack of career progression
- Each institution is different
- Targeting CPD



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# Supporting CPD for Business & Community Engagement

2008-10

- Created a pilot online self-evaluation tool
- Based on AURIL's CPD framework for KT
- Maps to development resources

2010-12

- Working with AURIL (and others!) to update framework
- Running survey / interviews / focus groups
- Online tool will be updated
- Resources to improve institutional support

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# Collaboration

*auril*

Association for University  
Research and Industry Links



national  
co-ordinating centre  
for public engagement



**PraxisUnico.**  
Commercialising research



**Leadership  
Foundation**  
for Higher Education



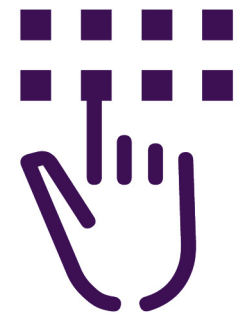
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# Self-evaluation tool

## 2008-10

Supporting CPD, Training & Staff Exchange for BCE

- Created a pilot online self-evaluation tool
- Based on AURIL's CPD framework for Knowledge Transfer
- Maps to development resources
- <http://www.netskills.ac.uk/bcecpd/>



## CPD for Business & Community Engagement

[Home](#) | [Pilot Skills Self-Evaluation](#) | [Browse Resources](#) | [Institutional Staff Development](#) | [About](#) |

### Online Skills Self-evaluation & Resource Finder

Universities and colleges impact on the wider business, civic, social and cultural communities.

This site supports the continuing professional development needs of people working in further and higher education who are involved in Business and Community Engagement (BCE).

This project is funded by JISC's [Business and Community Engagement Programme](#) and uses the [AURIL \(Association of University Research and Industry Links\)](#) Knowledge Transfer CPD Framework with permission.



### Where to start?

#### Pilot Skills Self-Evaluation

Evaluate your skills using AURIL's Knowledge Transfer CPD Framework and find resources to enhance your skill set.

[Go to Skills Self Evaluation](#)

#### Browse Resources

### Who is the site for?

- Those involved in external engagement activities, including knowledge exchange(KE), employer engagement, life long learning or public engagement
- Those involved in supporting the above activities

## Pilot Skills Self-Evaluation

### Your Summary Profile

The evaluation covers the eight key roles defined in AURIL's (Association for University Research and Industry Links) CPD Framework for Knowledge Transfer. You can choose to complete all roles or focus on those that are most relevant to you.

Once you have completed a key role profile, your scores will be displayed below and can be updated at any time.



#### Managing information & communication

You've not completed your profile for this Key Role yet.  
[Complete profile now](#)



#### Managing operations within a legal context

You've not completed your profile for this Key Role yet.  
[Complete profile now](#)



#### Managing relationships

You've not completed your profile for this Key Role yet.  
[Complete profile now](#)



#### Solving problems & managing the decision making process

You've not completed your profile for this Key Role yet.  
[Complete profile now](#)



#### Managing projects

You've not completed your profile for this Key Role yet.  
[Complete profile now](#)



#### Providing and being a source of leadership

You've not completed your profile for this Key Role yet.  
[Complete profile now](#)



#### Managing the commercial interface



#### Providing leadership at a senior management level

## Pilot Skills Self-Evaluation

### Your Summary Profile

The evaluation covers the eight key roles defined in AURIL's (Association for University Research and Industry Links) CPD Framework for Knowledge Transfer. You can choose to complete all roles or focus on those that are most relevant to you.

Once you have completed a key role profile, your scores will be displayed below and can be updated at any time.



### Managing information & communication

Obtain, evaluate, organise & store information

[View related resources](#)



Exchange information to assist in decision making & problem solving

[View related resources](#)



Organise and synthesise information and communicate it using appropriate media



### Managing operations within a legal context

You've not completed your profile for this Key Role yet.

[Complete profile now](#)



### Solving problems & managing the decision making process

You've not completed your profile for this Key Role yet.

[Complete profile now](#)



### Providing and being a source of leadership

You've not completed your profile for this Key Role yet.

[Complete profile now](#)



## Pilot Skills Self-Evaluation



### Managing information & communication

Answer the following statements to update your profile:

**I scope and prioritise the information needed for tasks and projects**

Not at all    Sometimes    Often    All the time

**I select the most relevant information sources based on their strengths and weaknesses**

Not at all    Sometimes    Often    All the time

**I search information sources effectively**

Not at all    Sometimes    Often    All the time

**I keep up-to-date with key information and new information sources**

Not at all    Sometimes    Often    All the time

**I recognise good and poor quality information**

Not at all    Sometimes    Often    All the time

**I identify relevant information quickly**

Not at all    Sometimes    Often    All the time

### Skills related to these statements:

#### Exchange information to assist in decision making & problem solving

Being pro-active and skilled in sharing and gathering relevant information via meetings and other communication channels with internal and external contacts.

#### Obtain, evaluate, organise & store information

Obtaining and storing information from a wide range of sources, whether from libraries, archives or external sources. Judging quality and relevance of these resources and using efficient research strategies. Using good data and document storage processes and procedures.

#### Organise and synthesise information and communicate it using appropriate media

Organise and synthesise information and communicate it using appropriate media

Being able to interpret, translate and communicate information to a range of audiences using appropriate communication styles. A knowledge of a range of communication media and the ability to choose the appropriate methods for specific audiences.



### Resources

Sort by: *Name Type Provider*

#### ***Accessibility Essentials***

Provider: *JISC TechDis*

Type: Materials

JISC TechDis has produced a series of four guides designed to provide anyone preparing or using electronic documents with the essential information needed to do so in a more accessible way.

#### ***Audio Production: Recording Lectures, Seminars, Interviews and Podcasts***

Provider: *JISC Digital Media*

Type: Face-to-face Workshop / seminar

This course will provide you with the knowledge and skills to record and produce recordings of spoken word audio, with specific emphasis being placed upon the recording of lectures, seminars and events.

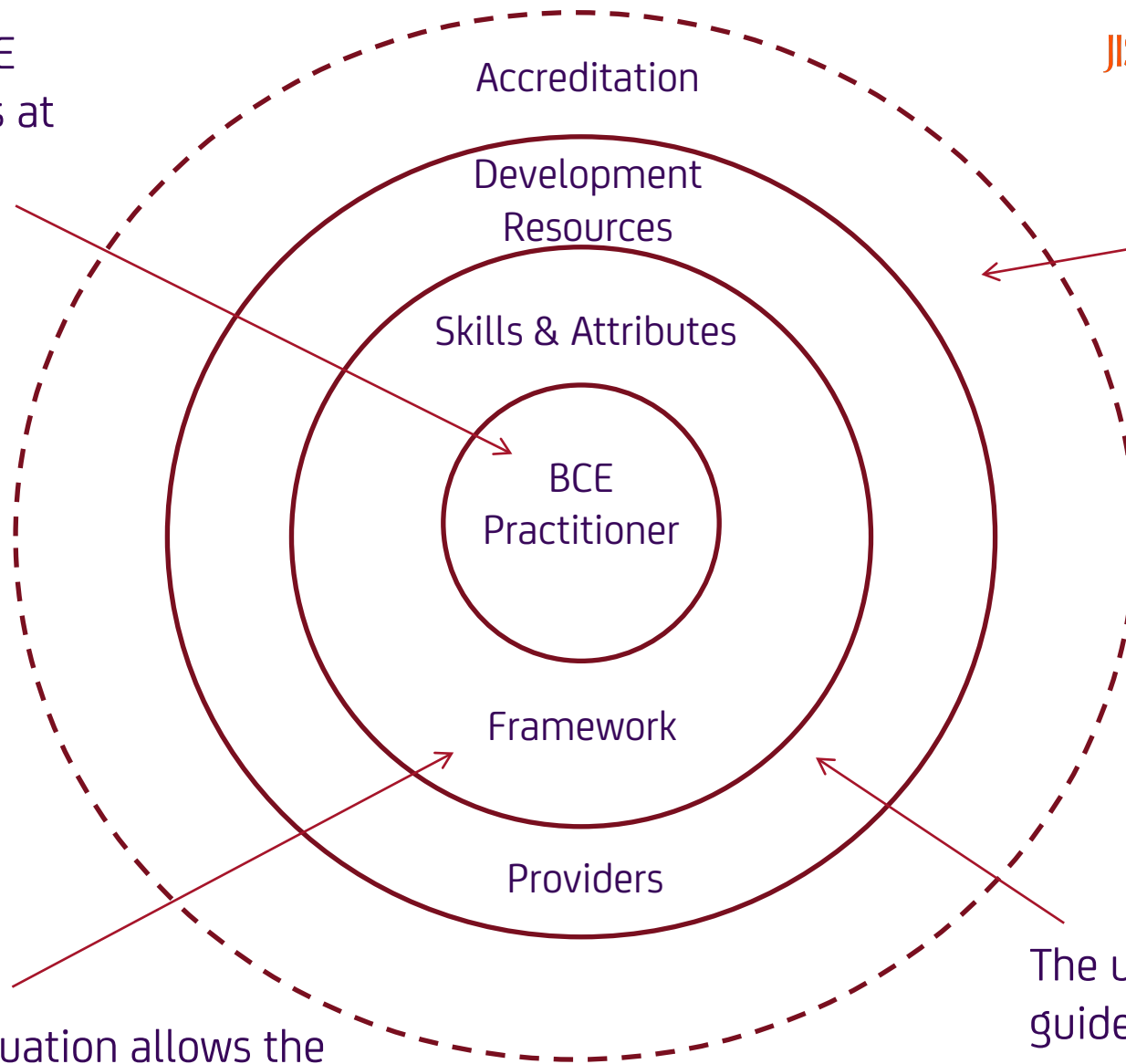
#### ***Building A Consultancy Portfolio***

Provider: *Blueberry Training*

Type: Face-to-face Workshop / seminar

This introductory workshop suits academic and support staff with little or no commercial consultancy experience looking to acquire new skills or

The user / BCE practitioner is at the core



In future, the tool will show how these resources can contribute to gaining accreditation.

The self-evaluation allows the user to measure their skills and attributes

The user is then guided to resources to help meet identified gaps

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## Online tool

[www.netskills.ac.uk/bcecpd](http://www.netskills.ac.uk/bcecpd)

## Project blog

<http://bcecpd.jiscinvolve.org>

## Project web site

[www.netskills.ac.uk/content/projects/2010/jisc-bce-cpd2](http://www.netskills.ac.uk/content/projects/2010/jisc-bce-cpd2)

[helen.blanchett@netskills.ac.uk](mailto:helen.blanchett@netskills.ac.uk)