



UIN

Positioning RPL in the Landscape of Higher Education-Enterprise Engagement

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Navigating the RPL Journey - Engaging with Employers

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UIIN – your one-stop shop for all your external engagement needs



In-house research & sector expertise

Allowing us to co-create the future of higher ed and external engagement through large-scale international R&D projects as well as UIIN-driven research initiatives.



Insights & events

Gaining access to the latest sector knowledge from research and practice through our published resources and frequent online and offline events.



Advisory services & guided consultancy programs

Working with us to drive your organisation's ambitions to become more innovative and effective in external collaboration.



Training opportunities

Entrusting your team's capacity development in critical areas like university-business cooperation skills and impact for your professional staff, academics, researchers, and leadership.



Global community

Joining our diverse, international community to exchange knowledge, network, and promote your successes on a global stage.

Why external engagement and university-industry cooperation?

Why collaborate?

Academic

- Informs their teaching
- Provides new insights for research
- Improves reputation
- Source of research funding
- Ensures impact of research to society



University

- Improves relevance of teaching and research
- Source of funding
- Increases employability
- Improves brand
- Enhances impact of research to society



Students

- Improves relevance of study and job competencies
- Enhances future job prospects and employability
- Improves entrepreneurial abilities



Industry

- Can identify, recruit and integrate graduates who fit their needs
- Raises brand profile
- Upskilling competencies of staff
- Access to latest research, discoveries, innovation and activities



Why collaborate?

Society

- Enhances job creation
- Stimulates economic growth
- Increases living standards
- Increases productivity
- Increases social cohesion



How can we collaborate?

Transactional

R&D licensing	Bespoke teaching
Testing service	Lifelong learning
R&D consulting	Hackathons
Entrepreneur spin-in	Innovation competitions
Academic spin out	Student start-ups
Mobility of staff	Joint curriculum design and delivery

Sponsorships

Industrial PhDs | Chairs

Collaborative R&D

Dual-study programs

Resource sharing (incl. institute co-location, science/industrial parks, incubators, accelerators equipment)

Relational

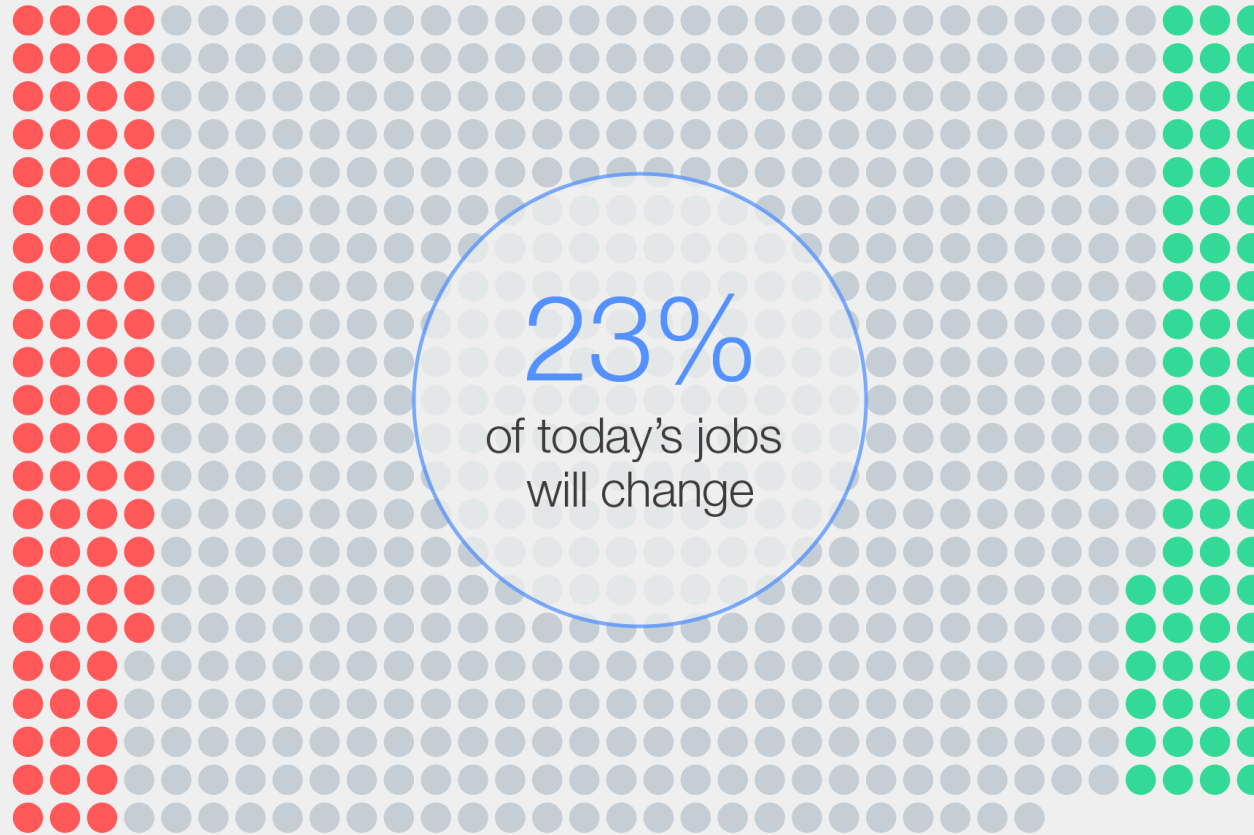
Strategic partnerships

Research-driven

Education-driven

Why EDUCATION-driven university-industry cooperation?

Total job growth and loss



○ One million: ● Lost jobs ● Stable jobs ● New jobs

Source: World Economic Forum, *Future of Jobs Report 2023*.

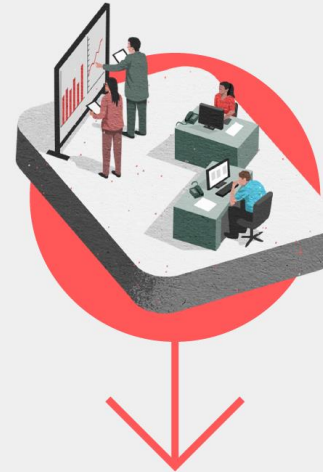
Three key drivers of job change



Green transition



Technology



Economic outlook

Impact  Driving job growth  Driving job decline

Source: World Economic Forum, *Future of Jobs Report 2023*.

Reskilling needs



44%

of workers' core skills
are expected to change
in the next five years





Source: World Economic Forum,
Future of Jobs Report 2023.

Top 10 skills of 2023

- | | |
|--|--|
| 1.  Analytical thinking | 6.  Technological literacy |
| 2.  Creative thinking | 7.  Dependability and attention to detail |
| 3.  Resilience, flexibility and agility | 8.  Empathy and active listening |
| 4.  Motivation and self-awareness | 9.  Leadership and social influence |
| 5.  Curiosity and lifelong learning | 10.  Quality control |

Type of skill

 Cognitive skills  Self-efficacy  Management skills  Technology skills  Working with others

Source

World Economic Forum, Future of Jobs Report 2023.

Note

The skills judged to be of greatest importance to workers at the time of the survey

Top 10 skills of 2023



Source

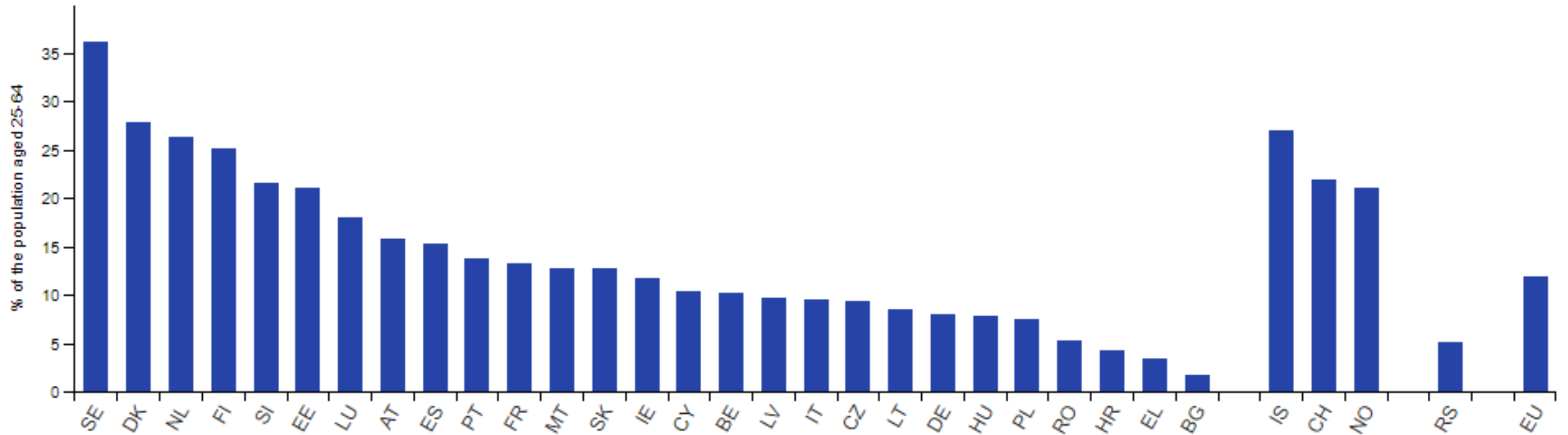
World Economic Forum, Future of Jobs Report 2023.

Note

The skills judged to be of greatest importance to workers at the time of the survey

Adult participation in education and training, 2022

% of population aged 25 to 64



Source: Eurostat (online data code: trng_ifse_01)

eurostat



**Investing in skills and
collaboration with
industry to prepare for
the future of work is
urgently needed.**





**RPL is a key part of the relationship
with employers and external
stakeholders.**



BUT...

University-industry relationships don't (naturally) work



Misalignment of:

- expectations
- risk profile
- time orientation
- mindset
- goals
- attitude to rules

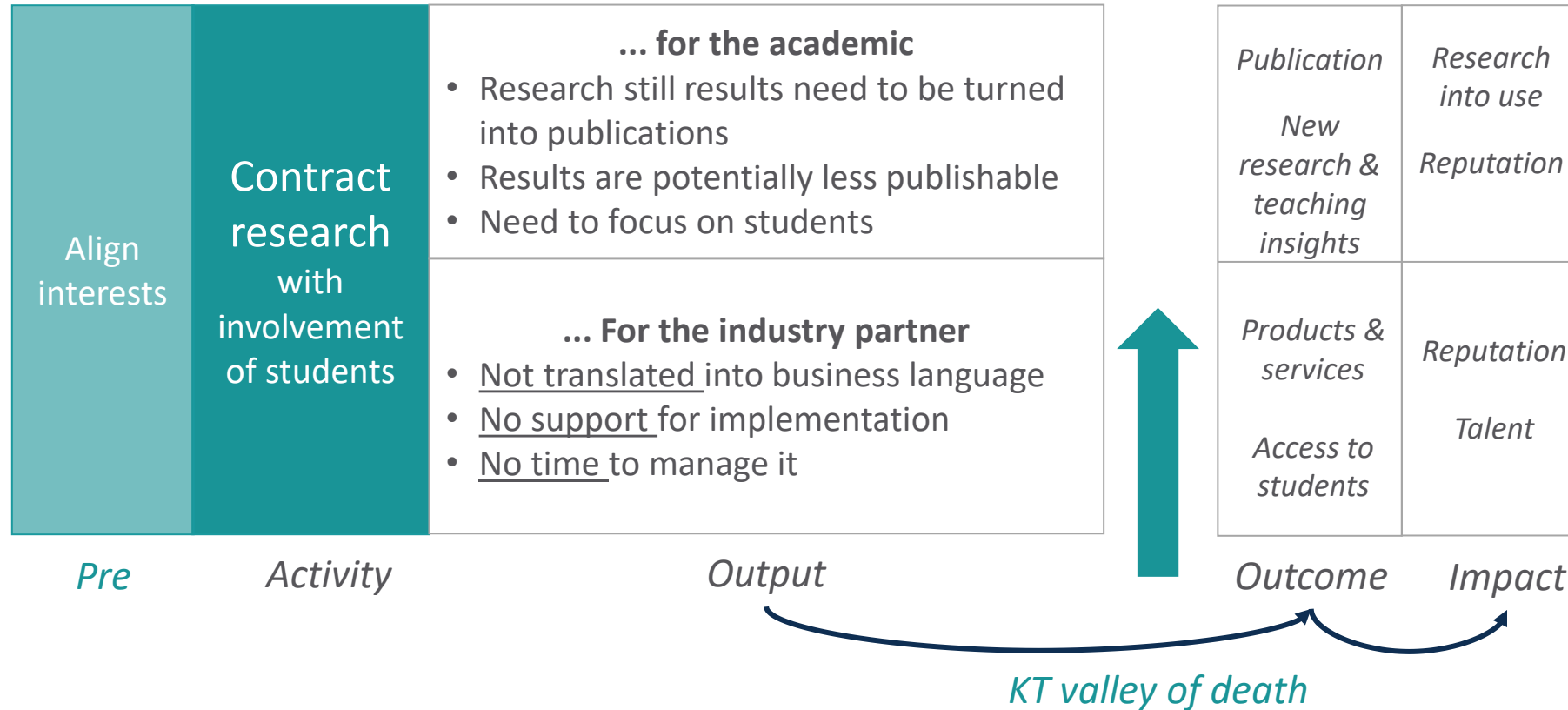


So how can we support them?

... through a better understanding and alignment of the university-industry cooperation goals of each parties



Everyone ideally benefits



Support outputs to get turned into outcomes and impact

WHAT are the motivations and benefits for different stakeholders?

Motivations to undertake education-driven engagement

Academics

- *Monetary motivations are insignificant*
- Engagement is of 'social' nature: **contributing to society** and university missions
- Focus on **capabilities**: increased **teaching quality**, graduate **employability**

**It's all
about
the
talent!**

Industry

- *Monetary motivations are insignificant*
- Engagement is of 'social' nature: (corporate) **social responsibility**
- Focus on **capabilities**: **graduates**, improved **innovation capabilities** and **skills development** of employees

Where do the interest of academics and industry overlap?



Academics and business want the same thing...

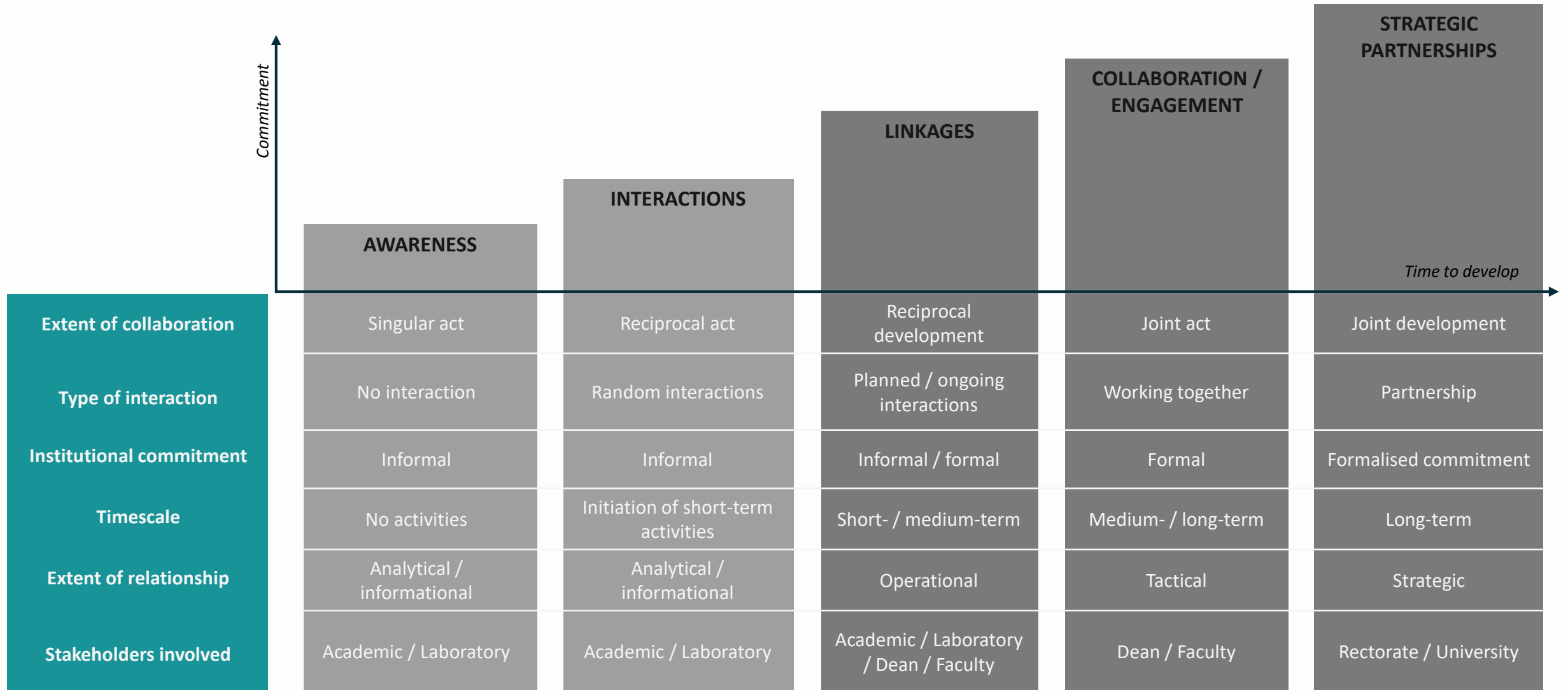




BUT also, education-driven engagement leads to more collaboration!



Partnership Stairway Model





Academics don't often see education-driven external engagement as a 'gateway' to more (e.g. research) cooperation.

Education-driven external engagement could be a first (small) step towards a more strategic partnership leading to more cooperation activities.

To drive education-driven external engagement...

universities should

- articulate a clear 'menu of options' for education-driven UBC and recognise its importance
- do not force but incentivise, encourage and support academics and provide appropriate incentives
- rethink academic career reward system and promote role models

create a clear ownership and accountability for education-driven cooperation and approach engagement with industry strategically

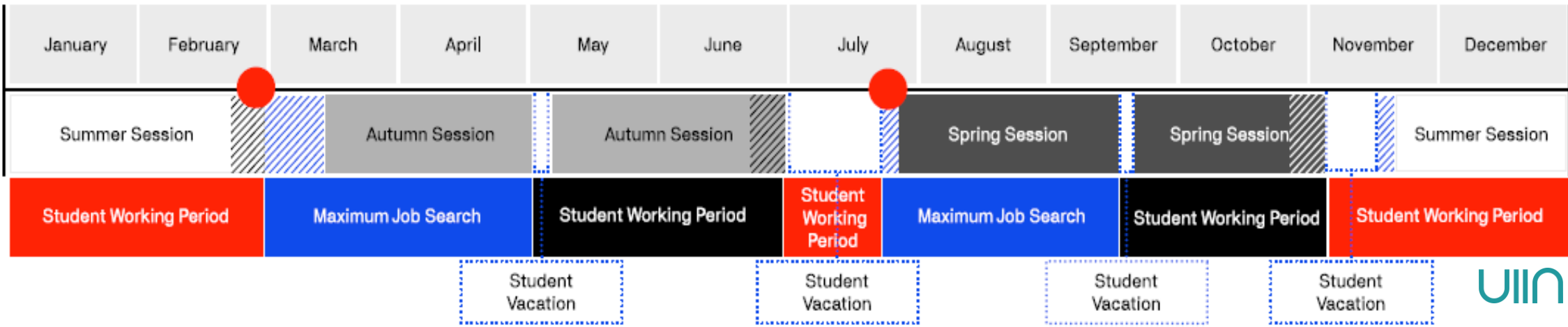




UTS approach to internships

Sydney, Australia

Advertise On Red!
For maximum views & applications





Münster University of Applied Sciences

Münster, Germany

Münster University of Applied Sciences provides academics that acquire industry funding with:

1. **A 10% top-up on any funding acquired**
2. **Additional office space**
3. **Reduction in teaching hours and publication requirements**
4. **Part of performance assessment for promotion**
5. **Small addition to travel and conference funds**



UCL Academic Careers Framework

London, UK

The UCL Academic Career Framework is designed to support a multitude of academic career paths: **whether academics activities centre around research, teaching, public engagement or enterprise**, the framework ensures that assessment of personal impact remains consistent across the university and across these spheres.

Enterprise & External Engagement is one of the four core career trajectories at UCL. Within this career track, **increasing links with external partners is reflected in promotion through the grade levels** e.g. inviting speaker or expert beyond academia is a behavior associated with a grade 7 level.

External engagement is a people's game

Support people, not technology (so much)

Foster relationships, not transactions (so much)



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