Transforming the Global Co-operative and Work Integrated Education (CWIE) Workforce - A Talent Management Approach

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Transforming the Global CWIE Workforce
- A Talent Management Approach

Lisa Ward
Head of Teaching and Learning Institute
And University Teaching Fellow
What is Talent Management?

• Asked to describe what I do
• That sounds like ‘talent management’
• Tends to be a private sector and corporate term.
• Talent management teams, to recruit, retain and develop staff.
• How is this applied in the university sector?
University Talent

Inspiring tomorrow’s professionals
University Talent Management

• Research?
• Teaching and Learning (T&L)?
• Co-operative and Work Integrated Education (CWIE)?
• Global workplace is increasingly complex. Need to develop and retain a skilled workforce able to support student careers.
• Explore a range of both innovative and award winning talent management strategies.
• Share approaches at the University of Huddersfield which could be applied elsewhere.
Three Approaches

- Skill Recognition
- Supporting and Mentoring Staff
- Rewarding and Recognising Staff
Skill Development through FHEA

- Part of the United Kingdom Professional Standards Framework (UKPSF) for staff working in HE.
- Managed and led by the Higher Education Academy.
- Four levels Associate Fellow (AFHEA), Fellow (FHEA), Senior Fellow (SFHEA) and Principal Fellow (PFHEA).
- Fellow is most common with 65,000 Fellows.
- 5 areas: A1 - Design and Plan, A2 - Teach and Support Learning, A3 Assess & Feedback, A4 - Student Support, A5 - Continuous Professional development (CPD)
Fellowship of the Higher Education Academy (FHEA)

- Became the Vice-Chancellor’s target around 2010 for 100% of staff with a substantive teaching role to achieve FHEA
- Regarded by sector as ‘impossible’
- Leading from the top – the VC and all senior team gained accreditation
- All time, expenses and support were covered
- Reluctant were chased
Operational Approach

- Personally obtain fellowship – credibility and persuasion
- Barriers – time, support, motivation
- Time – set up workshops, dedicated space away from day job, no internet
- Support – mentors provided and feedback support
- Motivation – broke down into chunks, encouraged completion, pre-scheduled follow up time
CWIE and FHEA

- At workshops got chance to speak to wide range of staff about their teaching practice.
- CWIE was a common area of expertise used to demonstrate skills.
- A2 - Teach - often this evidenced partnership approaches to teaching with external providers.
• A3 - Assessment often used to demonstrate partnership models e.g. nursing curriculum
• A4 – Student support has the closest links to CWIE, particularly the set up, support and integration of CWIE activities.
• A5 - CPD by gaining pedagogical knowledge in both CWIE and T&L was often evidenced here.
Challenges

- Persuasion Skills
- Individual support
- Support to line managers
- Formal Processes

2012 FHEA: 100%

- The first (and still only) UK University to achieve 100% of Teaching Staff as Fellows of the Higher Education Academy
Supporting and Mentoring Staff

• National Teaching Fellowship Scheme
• Celebrates outstanding achievement in Learning and Teaching in HE.
• Currently 643 NTFs from 40 discipline areas.
• Only 55 new NTF each year. Each university can submit up to 3 candidates.
The 2015 National Teaching Fellows
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NTF 2012: Professor Janet Hargreaves

- Adult nursing background. Teaches health care ethics, reflective practice and research.
- Gained NHS funding for an student partnership model to transform a research instrument for Confident in Practice into a self assessment tool for professionals (CiPA). [http://cipa.hud.ac.uk](http://cipa.hud.ac.uk)
- Online tool that enables students to track their progress in CWIE settings.
Focus on students’ preparedness for practice (PiPA). Collaborative design aims to help students to prepare for their CWIE experience.

http://ppa.hud.ac.uk/

Inaugural Professorial Lecture: ‘The Dream Job’: Humanitarian nursing with Médecins Sans Frontièr’

Explored the motivations and experiences of humanitarian nurses and their place, within Médecins Sans Frontières (MSF)/Doctors Without Borders, on a world stage.

Funded through NTF Award
Course leader for Educational Doctorate.
Active scholar in CWIE
Investigate work-related learning, specifically in Australia and the U.S.
Providing improvements to vocational education and training through an examination of vocational pedagogy with Dr Denise Robinson
ESRC-funded Higher Vocational Education (HIVE) project with colleagues from Universities of Greenwich and Birmingham, and the Institute of Education
In 2013 and 2014 100% of his students achieved a first or upper second class degree.

His research focuses on the marginalisation of children and young people with disabilities, highlighting issues of social injustice.

NTF Research project into looking at how schools and student teachers can address homophobia in the primary school. An issue was currently the subject of considerable political focus.

He will try to learn more about how primary age children can acquire attitudes that later become entrenched as prejudices.
How do NTFs Support Talent Management?

- Active members of the Teaching and Learning Institute Board.
- Run strategic cross university T&L projects. e.g FIELDS Student Journal, SIM Venture
- Present seminars as part of the NTF / University Teaching Fellow (UTF) Seminar series
- Support the next generation of NTFs
Huddersfield has received at least one Fellowship annually for the past eight years, with a total of twelve awards in that time. This sequence is unmatched by any other UK university.

100% FHEA and NTF success were key components in becoming Times Higher University of the Year 2013.
Rewarding and Recognising Staff

• Extra Mile Awards 2006-2011
• Around 25 staff invited to student hosted Celebration dinner each year.
• Entirely student nominated (except 2009)
Thank You Awards

- Since 2012 partnership of Teaching and Learning Institute and Student’s Union
- Around 800 nominations annually
- Numerous students cite impact of CWIE experience.
- Massive anecdotal evidence if supports motivation and staff satisfaction.
• CWIE activities are key influencer for students
• Support for career – informal mentoring
• Technical aspects of job e.g. music production
• Extra-curricular work
Building a culture of collaboration and support, through multi-disciplinary projects, inspiring conferences and networking fora.
Thank You

Any questions?

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L.Ward@hud.ac.uk