HE and Quality: What kind of information are employers looking for?

Quality and Transparency in Higher Education: Expectations, Tools and the link to Institutional Autonomy

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What kind of information are employers looking for?
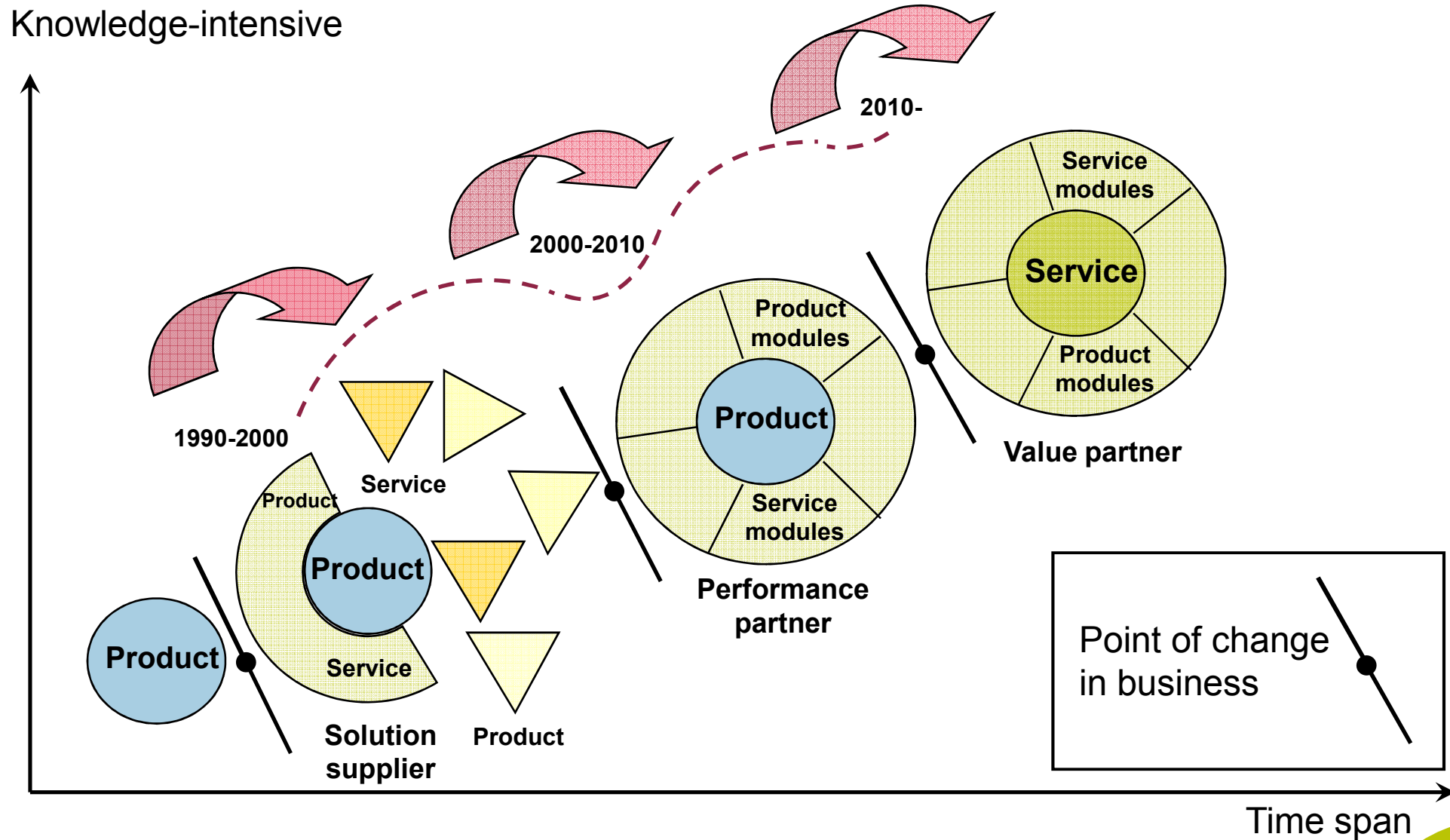
Overview:

1. Businesses and skill needs – what views for the future?

2. Employer expectations towards quality in HE

3. Biggest challenges?

4. Expectations strengthened by the EK current foresight project

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Businesses and skill needs – views for the future?

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Manufacturing Shifts to Value Co-Creation

Knowledge-intensive

2010-

Service modules

Service

Product modules

Value partner

2000-2010

Product modules

Product

Service modules

Performance partner

1990-2000

Product

Service

Product

Service

Solution supplier

Product

Product

Product

Point of change in business

Time span

17.5.2010   Marita Aho

4

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Needed: Fusion Makers and Experts

"Hard"

- Network management
- Management of immaterial rights

Fusion makers

Special experts

Special experts

"Soft"

- Interaction and interpersonal skills
- Trust
- Commitment to shared objectives

Productivity of co-operation

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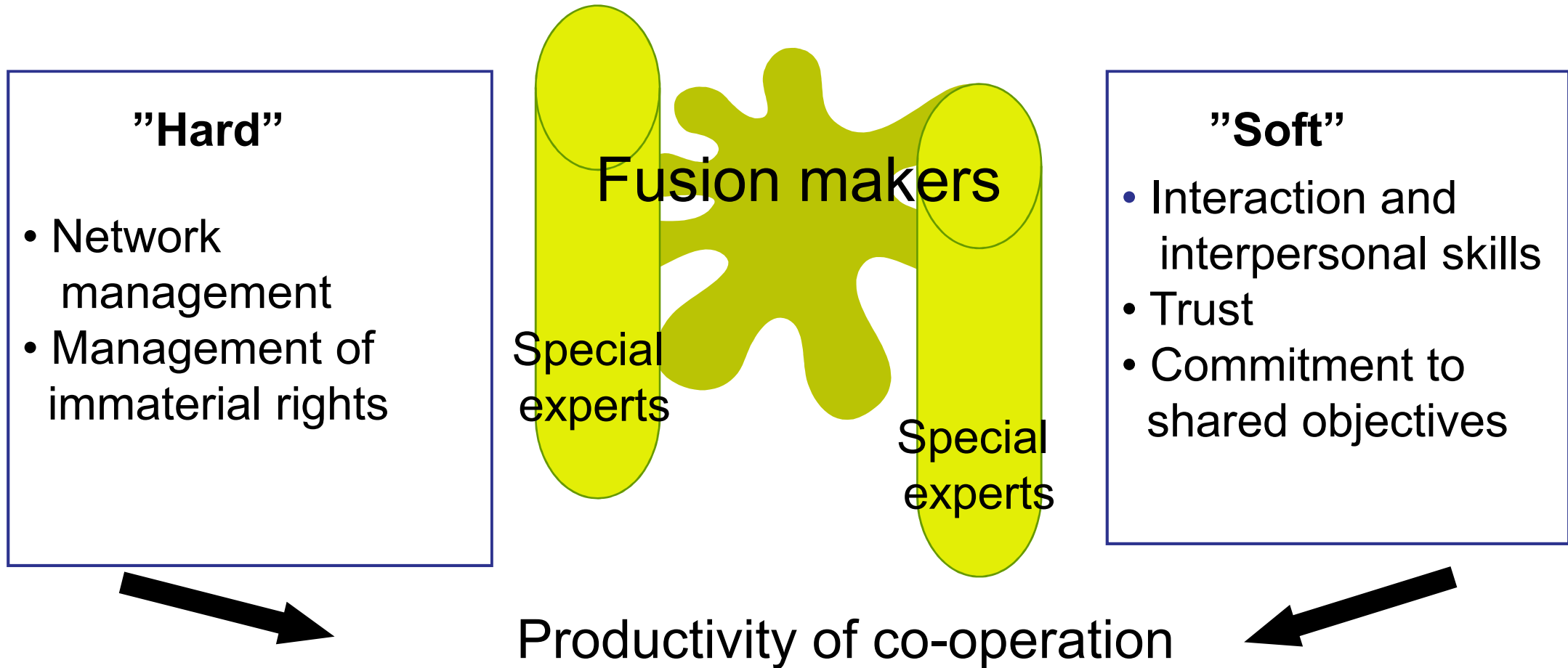
Employer expectations towards quality in HE

QA information that employers are looking for?

Expectations under two main themes:

- HEI strategy and strategic choices
- Analysis: outcomes, development targets?

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QA information that employers are looking for?

More detailed expectations:

- Learning outcomes
- Search for new knowledge: interdisciplinary, multi-disciplinary and multi-stakeholder learning, research and innovation teams HEI as a community, sharing, enriching working cultures, learning environment, space and experience
- Societal interaction ─ employer contacts, internships, thesis, employment, entrepreneurship
- (Quality of processes – teaching, research, processes that link them with each other…)

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Factors on the background…
- illuminated by the OECD Tertiary Education Review

- QA based on shared expectations and goals of HE

- QA based on research and understanding about learning – what enhances it, what hinders it?

- Must involve all the actors in the networking HE model – autonomous roles and responsibilities for follow-up procedures

- Acknowledging also non-formal and in-formal learning

- Attention to virtual learning, too!

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Factors on the background…
- illuminated by the OECD Tertiary Education Review

- Attention to both system-level and individual processes
- High level (developing) capacity, secured legitimacy
- Improvement and accountability (for the society)
- Indicators measuring capacity to build partnerships, to create international complementarities, to build cross-border individual learning and research paths…
- Sense of ownership → self-evaluation → diversity of methods

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Biggest challenges?
Based on the OECD Tertiary Education Review, OECD 2008

Biggest challenges?
Based on OECD Tertiary Education Review

What to avoid?

– Lack of openness

– That only minimum standards are met

– Reinforcement of conservative mainstream approaches, death of innovation…

– Artificial, superficial, "too simple" ranking systems and labels

– Lack of hindsight, insight and foresight regarding the objectives of HE in the society

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Biggest challenges?
Based on OECD Tertiary Education Review

Steps forward
– Ethical principles
– Proper incentives – links with funding
– Open research, innovation and learning environments
  • Virtual elements
  • International, even global systems, what about governance, funding and QA?
– Equity
– Competition vs. collaboration
– Measuring the impact of QA

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Expectations strengthened by the EK current foresight project…

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Learning networks, EK 2009:
New jobs challenge old methods

- Entrepreneurship
- Responsible business
- Empowerment of people
- Importance of fast implementation

- Infrastructures of Living
- Knowledge Intensive Services
- New Business Areas – White Swans?

Leverage from
the EU

European Union
European Social Fund

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Learning networks, EK 2009:
Maximize seizing the opportunities!

- Co-create the future with your fellow human beings
- Be fooled in small matters, not in the large (detailed plan for the skills demand in the EU 2020)
- Do not try to be too precise (occupations, qualifications…)
- Maximize your exposure. Move! Create global networks.
- Enhance prerequisites, that create new opportunities: skills, communities and spaces (physical, virtual, mental and social elements of space)
- Create environments where we can test, pilot and further develop good life, promising business areas, jobs and skills

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