

BCE Evaluation Phase 0 Final Report

Sero Consulting Ltd

JISC BCE Programme

April
2009



BCE Evaluation Phase 0

Final Report

Revised 16 April 2009

Sero Consulting Ltd
Dr. Ian Chowcat, David Kay
& Philippe Ugochukwu

www.sero.co.uk



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1. Executive Summary

1.1 Introduction

Business and Community Engagement (BCE) is the strategic management of relationships with external partners and clients integrated with the associated knowledge exchange and workforce development services.

This Phase 0 evaluation report provides JISC with an overview of the sector's strategic imperatives for the range of BCE activities, as evidenced through recently published institutional records of strategy (such as Corporate, IT, Learning & Teaching, Research) and funding proposals (notably HEIF4 and SDF).

The Phase 0 report focuses on manifestations of and synergies between the four BCE dimensions (Community, cultural & public engagement, Employer engagement, Knowledge transfer & innovation and Lifelong learning), looking for evidence of how BCE is embedded in and enabled through information management strategies, marketing, customer relationship management and other institutional business processes.

The report recognises clear strategic intent and movement towards the adoption and embedding of the BCE mission amongst Further & Higher Education institutions. These developments appear strongest in institutions benefitting from focused funding programmes, where BCE developments appear to be taking place almost irrespective of any traditional characterisations regarding research or teaching. Notwithstanding evidence of weakness in terms of depth and reach across the sectors and in the knowledge transfer and community dimensions, and bearing in mind the age of some documents (dating back to 2005), this represents an encouraging baseline upon which to build.

1.2 Methodology

Sample

The report is based on sample of around 20% of the combined Further & Higher Education sectors (92 institutions provided documents with a significant additional number involved in the 11 Lifelong Learning Networks reviewed). Considerations such as geography, institutional focus (Research, Teaching, Specialist) were balanced as far as the available documentation allowed in the timeframe.

The importance of deriving evidence from institutions in receipt of BCE focused funding (e.g. Employer Engagement, HEIF4, LLN) led to an emphasis on HE institutions and LLN networks, with evidence from 30 FE colleges providing a basis for comparison.

In order to mine the most likely sources of BCE adoption and embedding, the sample includes 19 out of 30 HEFCE Employer Engagement pilots plus Beacons of Public Engagement and participants in Cultural Engagement (Scotland) and Third Mission (Wales) programmes.

It is not possible to study close to 200 such documents without noting factors such as institutional writing style and confidentiality of key documents which may mask the substance of what is truly planned, leading to both over and under representation of what is really taking place. Nevertheless, positioned alongside the other evaluation mechanisms adopted by JISC, this represents an informative exercise, as illustrated by differentiation generated through the adopted scoring methodology.

Analysis Framework

The analysis of documentation involved a 2-dimensional framework which assessed each BCE 'dimension' (Community, cultural & public engagement, Employer engagement, Knowledge transfer & innovation and Lifelong learning) in the context of institutional business processes (namely Marketing and other client facing business processes, IM Strategy & Applications, Learning & Teaching and Research) and also cross cutting synergies.

Institutional documents were reviewed in the context of this 40 cell matrix with scores allocated to each cell (e.g. the Research intersection with Employer Engagement) on a four point scale:

0 – Relevant but not referenced at all
1 – Weak Implicit reference
2 – Positive Explicit reference
3 – Strong Explicit detail

The resulting scorecard of 120 points across 40 scoring criteria provides the framework for the comparative analysis that is the basis of this Phase 0 report and may offer a progressive maturity model that can be built up over the life of the BCE programme.

For comparative purposes scores are divided into 5 bands:

Band 1 – 40 plus (over one third – scoring one average 1+ per cell)

Band 2 – 30 to 39

Band 3 – 20 to 29

Band 4 – 10 to 19

Band 5 – less than 10

1.3 Sector Perspectives

Overall

HE Employer Engagement pilot institutions (12) and Lifelong Learning Networks (7) are predominant in the top 20 overall scores, with no other HEIs and just one FE college.

The top 20 scores are sparsely distributed (20 institutions spread over a range of 22 points), indicating that commitment in this area is highly visible and clearly differentiated.

The ranking of organisations in funded programmes is significantly higher than average. Whether this is a function of institutions skilfully responding to the emphasis of the funding stream, whether the words bear any relation to performance and whether the activity outlasts the cash injection are matters for ongoing consideration. However, we can conclude that engagement with BCE principles is more consistent and more specific in these cases.

The relative profiles of the English regions are not unlike those seen in a range of BERR and wider Regional Development Agency measures. Despite the inclusion of major regional HEIs in the sample, the low volumes recorded here for the North East

(one EE pilot and no others) and the South West (one non-EE score) may be significant.

Higher Education

Binary characterisation of research or teaching focus does not appear as a key driver of commitment and performance at any level of the BCE adoption ladder. Institutions of all types stand or fall in BCE terms based on other criteria – on the will to commit to engagement in terms of organisational change, including process improvement and staff expectations.

The overall ranking of HEIs indicates the significance of the Employer Engagement (EE) funding stream amongst the sample. Conversely, one of the 20 top scoring HE institutions outside the EE pilot achieved Band 1 or 2. This may partially be accounted for by the narrower set of documents assessed. However, it is observed that many of the key indicators arose specifically within the SDF business plans for Employer Education, linked to complimentary HEIF4 funding.

A most interesting comparison between these two groups is the range of aspiration and application expressed by the Employer Engagement HEIs, when set against the relative levelling of the non-EE top 20 grouping. The level of BCE integration reported by the top scoring EE institutions is particularly encouraging, involving a balance of backgrounds (research, teaching and specialist) and geographies.

Further Education

Unlike HE, in the FE college sector the only relevant document typically published on institutional websites was the strategic plan or an annual review. Within these limits the documentary evidence was of good quality and showed a sector that is engaging to a greater or lesser extent with the BCE agenda. All the documents examined had some mention of aspects of this agenda and there were some outstanding exemplars, particularly from Scotland.

In terms of business engagement, all but one of the strategies examined had some reference to employers. As might be expected, there is a strong emphasis on the role of colleges in training the employed workforce, and on delivering vocational programmes leading to employability. However, there was evidence of engaging employers more closely in designing curriculum provision and tailoring provision. Whilst not necessarily linked to employer engagement, many colleges emphasise lifelong learning and widening participation undertakings. Most have something to say about being inclusive and welcoming diversity among their student population, and about encouraging progression.

Unsurprisingly, references to knowledge transfer activities in the FE sector were far fewer and in the main not research-led, with less than a quarter of the sample using the term at all. Community engagement, perhaps surprisingly, has a low profile in the documentation. The geographical location and cultural context of the college can make a difference: community-facing activities feature less in urban colleges, but more strongly in colleges in large rural areas without HE institutions in the immediate vicinity.

Given the limited documentation, evidence about whether and to what extent BCE plans are reflected in plans for other aspects of college operation is limited. It is notable however that documentation from Scottish colleges tended to be most comprehensive, including three strong exemplars.

FE has a long tradition of working with employers and engaging with the community,

but perhaps in relatively limited ways with a focus on training and adult education. If the wider BCE agenda is taking hold then evidence of it has by and large not yet surfaced to the public strategic level, with the exception of FE college participation in the Lifelong Learning Networks. It would be valid therefore to consider whether an intervention like the HEFCE Employer Engagement programme would help colleges to share, improve and embed BCE-related practice in the way it seems to be assisting in the HE sector.

Networks

The Lifelong Learning Networks, operating sub-regionally in England since 2006, have provided significant evidence to be considered in the Phase 0 BCE evaluation.

The process through which the LLNs were initially funded ensured that the lifelong learning and employer engagement elements of the BCE mission played a prominent and synergistic part in their business plans, alongside a typically more low key interest in community engagement. Perhaps understandably, however, Knowledge Transfer is almost entirely absent from LLN plans.

The LLNs have arguably played a significant role in developing formal models for engaging the business community as well as the associated intermediaries and brokers, such as local Business Links and Chambers of Commerce. The following strengths are generally noted across the range of LLNs in terms of the BCE mission:

- Involvement of employers
- Value added partnerships
- Focus on underpinning IT systems and quality assurance
- Business process refinement and integration to address the LLN partnership dimension

However, the strengths themselves raise challenges to the BCE priority of embedding in core institutional (internal not external) processes. As a worst case, LLNs may be viewed a passing distraction from BCE embedding because they take key issues and responsibilities outside the local institution frame. Nevertheless, the development of LLNs across the English sub-regions has generated a wealth of thinking and practice at the leading edge of Business and Community Engagement.

1.4 BCE Dimensions

Comparative analysis of the four BCE dimensions was based on the 20 organisations gaining the highest scores specific to that dimension. It indicates significantly different profiles and trajectories, with Employer Engagement and to some degree Lifelong Learning being most readily adapted to the integrated approach central to the BCE mission.

	All Dimensions	Employer Engagement	Lifelong Learning	Knowledge Transfer	Community Engagement
Scoring 50%+	0	11	7	0	0
Scoring 33%+	7	25	13	1	3
No.1 (max 30)	17	24	18	11	16
No. 20 Score	10	12	7	6	4

Employer Engagement (EE)

1. A total of 25 organisations gained a third or more and 11 gained 50%+ of the maximum EE score – which is not the case for the other BCE dimensions
2. Only two organisations made the top 20 cut that have not been part of a specialist funding programme – Dundee and Forth Valley, both Scottish colleges
3. Despite the general trend, 5 out of the top 6 HEIs in this dimension may be characterised as teaching focused

Lifelong Learning (LL)

1. Only 13 gained a third or more and just 7 gained 50%+ of the maximum LL score – a poor comparison with the EE dimension
2. The cross-sector Lifelong Learning Networks have core strength in this area with 7 out of the 11 sampled ranking in the top 10
3. The 9 HEIs in the top 20 are balanced between research, teaching and specialist orientation
4. Whilst many are partners in successful LLNs, no FE colleges made the LL top 20 in their own right, though this may reflect presentation rather than underlying mission

Knowledge Transfer (KT)

1. Only 1 organisation (an FE college) has gained a third or more and just 6 gained 20%+ of the maximum KT score – which is surprising considering the HEIF4 plans reviewed
2. This appears a relatively weak area for those banded most highly overall, all of whom fell outside the top 10. Only 3 out of the top 10 HEIs (and 6 out of 18 in the top 20) may be characterised as research focused
3. The ranking bears no particular relationship to the Employer Engagement programme or any other selective support, with the higher ranked organisations differentiating themselves on grounds of focused integration rather than research capability
4. With 8 out of the top scoring 19 institutions on this dimension (all those scoring 5 or more points out of 30), there is very disproportionate representation of London and the South East, perhaps indicative of more responsive demand side attitudes and cultures

Community, Cultural and Public Engagement (CCP)

1. Only 3 organisations (all LLNs) have gained a third or more and just 6 gained 20%+ of the maximum CCP score – only marginally improving on KT scoring
2. The ranking is dominated by the LLNs (8 placed in top 20)
3. CCP bears no particular relationship to the Employer Engagement programme; however, both sampled Beacons of Public Engagement are in the top 15

1.5 BCE Integration

The full cross-sector data set was utilised to assess the integration and embedding of BCE in three institutional business process areas:

- Academic Mission – learning, teaching and research
- Information Management – including both strategy and applications
- Wider Business Processes – not only marketing and CRM but also recognition of wider business process change and service implications

High level comparison of the 3 process areas is instructive. Embedding, integration and synergies relating to BCE are most apparent in relation to the academic mission (learning, teaching and research), with a stronger leading group performance in Information Management than in the wider processes.

	Academic Mission	Information Management	Wider Processes
Scoring 33%+	14	7	5
No. 1 (max 24)	14	13	12
Top Ten Average Score	9.7	9.5	7.8
No. 20 Score	7	5	6
Best Dimension	EE in L&T	LL in IM Apps	EE in Marketing

Academic Mission

1. The strong 2nd placing of a land college indicates how BCE might be most easily integrated in specialist sector settings with a clear mapping of the learner, research and employer audiences
2. Leading research intensive institutions achieved high rankings on the strength of a combination of learning & teaching and research
3. Only 3 HEIs not involved in the Employer Engagement pilot made the top 20, a positive link between the EE programme and the embedding of BCE attitudes within academic processes

Information Management

1. Only 7 organisations scored a third or more, headed by the 3 HEIs which demonstrated greatest overall BCE strengths. BCE embedding in IM processes is low compared with Teaching, Learning & Research
2. From FE, 2 Scottish Colleges presented strong positions, both of which were highly placed in the SFC e-Activity self-assessment in 2007
3. There is a strong correlation with the Employer Engagement pilot, from which 13 placed in the IM top 20 (with 5 in the top 7 cut), a further link between the EE programme and the embedding of BCE attitudes within core institutional processes
4. In IT applications, attention is concentrated (regardless of sector) on Employer Engagement and Lifelong Learning

Business Process

1. With one exception, the 16 best scoring organisations performed highly in BCE overall. This strongly suggests that deeper and wider process integration is only likely to follow where a specific strategic and operational BCE commitment exists
2. The top 20 includes a mix of HEIs, but including only one English institution outside the Employer Engagement pilot group, emphasising links between the EE programme and embedding BCE attitudes within core institutional processes
3. It is unsurprising to find 7 LLNs in the top 20 as their business plans by definition need to show overall capability within the LLN entity to deliver Lifelong Learning with employer engagement. This does not however imply the same levels of process integration within each partner organisation

1.6 Recommendations

Based on the findings outlined above, the BCE Phase 0 evaluation report concentrates on 10 recommendations, divided between Evaluation, Impact and Reach.

Evaluation	1. Translate BCE Values – Ensure the values that underpin the four BCE dimensions and that are used in funding and evaluation processes are expressed in sufficient detail to elicit unambiguous and explicit actions from institutions.
	2. Ensure access to documentation – Mandate that a useful level of documentation relating to public funding proposals should be readily available in the public realm and to appropriate evaluators.
Impact	3. Surface BCE in FE – Engage with the FE college sector to agree how its strong BCE foundations can be more explicitly developed within the BCE programme.
	4. Leverage the LLNs – Work with the LLN community to build on the strengths of the Networks and to progress sustainable IT enabled business process models that work for institutions, employers and learners.
	5. Position Knowledge Transfer & Innovation – Develop the sector wide understanding of the KT dimension, especially through the business driven opportunities surrounding regional innovation programmes.
	6. Build on the Employer Engagement driver – Define and deliver focused BCE programme activity that will assist planners and practitioners with ongoing implementation.
	7. Confront the Information Management challenge – Recognise that IM is a most complex and yet potentially very fruitful area, essential to catalyse helpful process change; therefore create a BCE IM forum that engages leaders and designers at necessary levels.
Reach	8. Address Professional Implications – Work with HR representatives, managers and practitioners to understand and build workforce models that recognise the new types of professional required in an embedded BCE culture.
	9. Highlight real implementation – Develop longitudinal case studies of value in teaching, research, administration and management roles that will assist in the cycle from recognition of BCE values and qualification of opportunities to implementation approaches, embedding and improvement.

	10. Enable self-assessment – Assist in the development of the local institution-wide cross-role dialogue that is essential for process change and embedding.
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2. Introduction

2.1 Background

Business and Community Engagement (BCE) is the strategic management of

- relationships with external partners and clients
- associated knowledge exchange and workforce development services.

The objective is to deliver benefits to the economy and society and to enrich the institutions themselves, resulting in a more highly skilled workforce, a more efficient, dynamic and sustainable economy and a more cohesive, knowledge-enabled society.

The JISC BCE programme therefore is intended to support institutions in embedding BCE and making the necessary changes to do so, particularly in terms of processes and systems.

The BCE evaluation programme aims to assess the effectiveness and impact of this investment at programme level, and inform future JISC BCE strategy and plans. Together with needs analysis, the evaluation provides evidence for ongoing JISC investment in BCE, and delineates the cross-sector institutional strategic context for BCE, within which the interventions of the JISC BCE programme can be positioned.

- Phase 0 – High Level Analysis & Synthesis of Institutional Strategic Plans
- Phase 1 - Establishing the Evaluation Framework
- Phases 2 and 3 - Implementation - Evidence Gathering, Analysis, Reporting

2.2 Phase 0 Objectives

This Phase 0 report provides an overview of the sector's strategic imperatives for the range of BCE activities, as evidenced through recently published institutional records of policy (such as Corporate, IT, Learning & Teaching, Research) and funding proposals (notably HEIF4 and SDF).

The Phase 0 report focuses on manifestations of and synergies between the four BCE Dimensions – Community, cultural and public engagement, Employer engagement, Knowledge transfer, Lifelong learning. It is looking for evidence of how BCE is embedded in and enabled through information management strategies, marketing, customer relationship management and other institutional business processes

Given this body of evidence, we analyse and make observations relating to a number of potentially influencing criteria:

- Organisation Type – Higher Education, Further Education and Lifelong Learning Networks (combining FHE partners)
- Institution Character – Research intensive, Teaching intensive, Specialist (Land, Arts)
- Geography – Regions and Nations
- Programme Engagement – institutions participating in the HEFCE Employer Engagement pilot

3. Methodology

3.1 Data Collection

3.1.1. Sources

The sources of information are

- Information management and e-learning strategies, supported by evidence gathered by JISC InfoNet (2008)
- Employer engagement proposals of the 30 institutions undertaking HEFCE-funded projects
- Lifelong Learning Network strategies
- Institutional responses to Cultural engagement (Scotland) and Third Mission (Wales)
- Public engagement (Beacons of Public Engagement)
- Knowledge transfer and exchange (Report by PACEC)

Other BCE and related evaluation has been taken into account, subject to the constraints of timing, including

- the current Evaluation Phase 1 project, establishing the BCE evaluation framework baselines and methodology
- the JISC InfoNet review of the past institutional approach to IM strategies (2008)
- the PACEC report on the HEFCE HEIF4 Knowledge Transfer funding round

3.1.2 Sample

The BCE programme is targeted across the Further and Higher Education sectors, involving not only around 500 FHE institutions but also the networks formally constituted between them (notably for BCE, the 30 HEFCE funded Lifelong Learning Networks).

The Phase 0 report is based on sample of c.20% of the combined FHE sectors (92 institutions provided documents with a significant additional number involved in the 11 LLN partnerships reviewed).

Considerations such of geography, institutional focus (Research, Teaching, Specialist) were balanced as much as available documentation allowed in the timeframe.

The importance of deriving evidence from institutions in receipt of BCE focused funding (e.g. Employer Engagement, HEIF4, LLN) led to an emphasis on HE institutions (61 = circa 30%) and LLN networks (11 = circa 30%), with the 30 FE colleges providing a strong basis for comparison. In order to mine the most likely sources of BCE adoption and embedding, the sample includes 19 out of 30 HEFCE Employer Engagement pilots.

The full list of institutions and the documents provided is found in Appendix 1.

3.2 Analysis Framework

The analysis of documentation was undertaken using a 2-dimensional framework (a matrix) which assessed each BCE 'dimension' in the context of specified 'manifestations' in the form of the institutional business processes and cross-cutting synergies.

3.2.1 BCE Dimensions

Business and Community Engagement has been defined in terms of four distinct yet potentially overlapping strands:

- Community & cultural & other public engagement
- Employer engagement
- Knowledge transfer, exchange & innovation
- Lifelong learning

3.2.2 Process Manifestations

Processes were chosen which might be expected to provide a unifying force and the drivers for business improvement across and beyond individual BCE strategies and programmes.

- **Marketing** – the role of central processes to deliver such as market analysis, marketing and communications and customer relationship management
- **Delivery Processes** – the role of central enterprise processes for service management and delivery, including such as finance, procurement, libraries, estates and HR, including end-to-end business process integration
- **IM Strategy** – integration of BCE into institutional Information Management strategies
- **IM Applications** - enabling BCE implementation through ICT applications and processes, including e-learning and e-research
- **Learning & Teaching** – embedding of BCE in core learning & teaching strategies
- **Research** – embedding of BCE in core research and applied research strategies
- **Core Business** – recognition and integration of the different BCE dimensions in to in the mission and corporate strategy of the institution as core business
- **Synergies** - connectedness, synergy and compatibility across the BCE dimensions, potentially identified in three ways at this stage of development:
 - **Strategic Synergies** - the strategies for different BCE dimensions are linked, illustrated by cross-referencing and common cross-BCE objectives
 - **Service Synergies** – shared information management and provision of services to external parties across the BCE dimensions

- **Quality Synergies** – recognition of and common approaches to business process improvement, including core institutional quality processes

3.2.3 Analysis Framework

The relationship between the BCE Dimensions and the process manifestations is best illustrated as a 40 cell matrix:

BCE Dimension> Process Manifestation	Community, cultural and public engagement	Employer engagement	Knowledge transfer	Lifelong learning
Marketing				
Delivery Processes				
IM Strategy				
IM Applications				
Learning & Teaching				
Research				
Core Business				
Strategic Synergies				
Service Synergies				
Quality Synergies				

3.2.4 Scoring

Institutional documents were reviewed in the context of this 40 cell matrix with scores allocated to each cell on a four point scale.

- 0 – Relevant but not referenced at all *
- 1 – Weak Implicit reference
- 2 – Positive Explicit reference
- 3 – Strong Explicit detail **

* Rather than scoring '0', cells were left blank if not relevant to a document type; for example, an Information Strategy would not be expected to detail BCE Marketing or Learning & Teaching strategies.

** In assessing for 'strong explicit' references (Score 3), the review looked for indicators of commitment, planning and achievement in areas such as operational change, system and

technology requirements, HR and staff development and acknowledged strategic dependencies.

By way of illustration, the scale could be applied to Corporate / Strategic Plan documents using 'criterion statements' as follow:

Score 0 – no mention of any BCE aspects

Score 1 – passing mention of BCE in general or particular dimensions, but not in the form of strategic objectives

Score 2 – BCE dimension are included in at least one strategic objective, but with limited intent (for example, to widen the student or research base, to exploit funding streams)

Score 3 – BCE dimensions are an integral part of strategic objectives, with businesses and the community seen as more than consumers of institutional outputs, perhaps including links between the different dimensions

3.2.5 Analysis & Maturity Modelling

This scorecard of 120 points across 40 scoring criteria provides the evidence and framework for the comparative analysis that is the basis of this Phase 0 report.

Each row in the dataset therefore contains scores under the 40 criteria for a single contributing organisation (HE, FE, Network), gathered from the range of documents supplied. This ranges from one document scoring sparsely (typical of many FE colleges) to a comprehensive set scoring under most criteria (4-6 documents is typical of the Employer Engagement pilots). Analysis can therefore be

- undertaken for any combination of dimension (such as Employer Engagement) and / or process manifestation (e.g. IM Applications)
- filtered according to facets such as sector, geography, institution characteristic and finding stream.
- presented as an aggregation (e.g. grouped by sector) or as a ranking of organisations (anonymous or otherwise)

On the basis of the analysis and findings that follow, it is suggested that this approach represents an interesting maturity model that can be built up over the lifetime of the BCE programme. If progressed beyond Phase 0, it could have advantages over maturity models in other domains that have arguably been introduced later in the organisational adoption and embedding lifecycle under review (e.g. e-learning).

3.2.6 Ranking

In all analysis tables the records are colour codes according to 5 bands based on the organisation score out of 120 over the 40 criterion cells:

Band 1 – 40 plus (over one third – scoring one average 1+ per cell)

Band 2 – 30 to 39

Band 3 – 20 to 29

Band 4 – 10 to 19

Band 5 – less than 10

Whilst there health warnings in terms of the accuracy above and beyond the documents reviewed, this 'traffic light' approach allows those involved (funding bodies, agencies and the institutions themselves) to identify important issues and success factors which might inform the process of ongoing improvement for the BCE mission.

3.2.7 Key to tables:

Geog = region or nation: London (L), South East (SE), South West (SW), East of England (EE), East Midlands (EM), West Midlands (WM), North East (NE), North West (NW), Yorks & Humber (YH), Scotland (SC), Wales (WA), Northern Ireland (NI)

Char = organisational character: R – research-intensive, T- teaching-intensive, S – specialist, N – LLN

EE – institutions with Employer engagement pilot funding

4. BCE across Further & Higher Education

4.1 Overall Scores

Taking account of all 10 criteria across each of the 4 BCE dimensions (maximum score 120), the top 20 organisations were as follows.

	Score	Sect	Geog	Char	EE
West London LLN	52	FH	L	N	
Hertfordshire	52	HE	EE	T	EE
Salford	50	HE	NW	R	EE
Open University	49	HE	EN	T	EE
West Yorkshire LLN	43	FH	YH	N	
Kent And Medway LLN	42	FH	SE	N	
Cheshire & Warrington LLN	40	FH	NW	N	

(7 above gained 40 or more – at least one third of maximum score)

Coventry and Warwick LLN	39	FH	WM	N	
Harper Adams	37	HE	WM	S	EE
York	35	HE	YH	R	EE
Thames Valley	34	HE	SE	T	EE
Hampshire & IOW LLN	34	FH	SE	N	
Dundee College	31	FE	SC	T	
Leap Ahead LLN (Derby & Notts)	31	FH	EM	N	
Derby	31	HE	EM	T	EE
Southampton	31	HE	SE	R	EE
Teesside	30	HE	NE	T	EE
Kingston	30	HE	L	T	EE
Cumbria	29	HE	NW	T	EE
London South Bank	29	HE	L	R	EE

Observations:

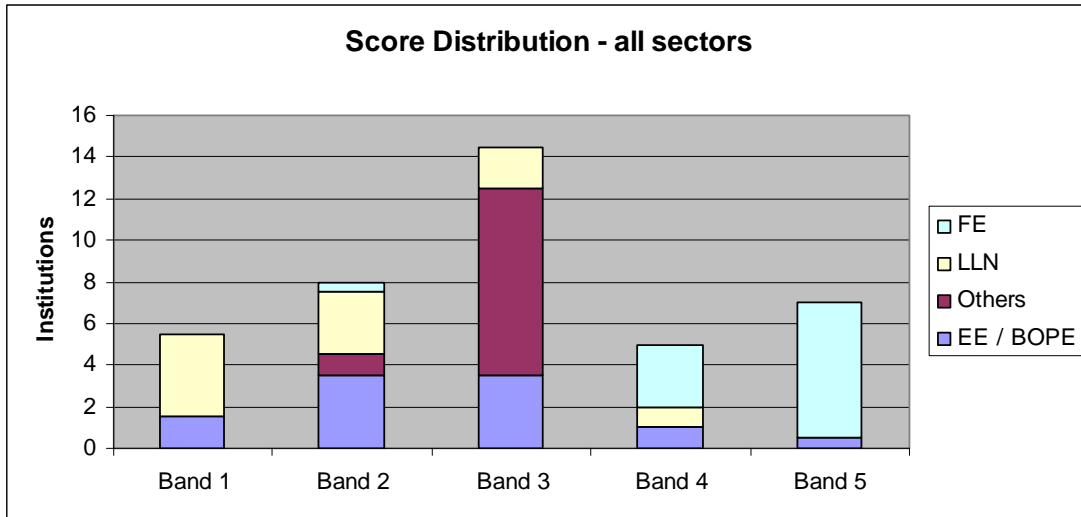
1. HE Employer Engagement pilot institutions (12) and Lifelong Learning Networks (7) are predominant, with no other HEIs and just one FE college.

- The scores are very sparse (20 institutions spread over a range of 22 points), indicating that commitment in this area is highly visible and clearly differentiated

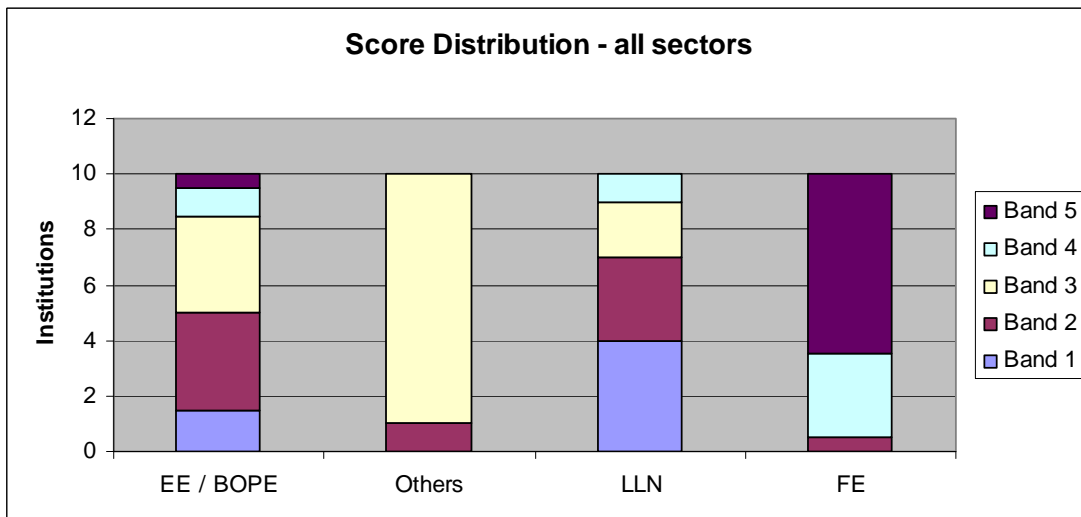
4.2 Sector & Programme Distribution

To understand the possible role of sectors and of funding programmes, we considered the distribution across score bands of the Employer engagement and Beacon of Public Engagement pilots (20 in our sample), non-pilot HEIs (taking the 20 top ranking of these), Lifelong Learning Networks (Top 10) and FE colleges (Top 10). These were standardised to 4 equal groups of 10.

This is illustrated by Score Band:



It is also illustrated from the programme & sector perspective:



Observations

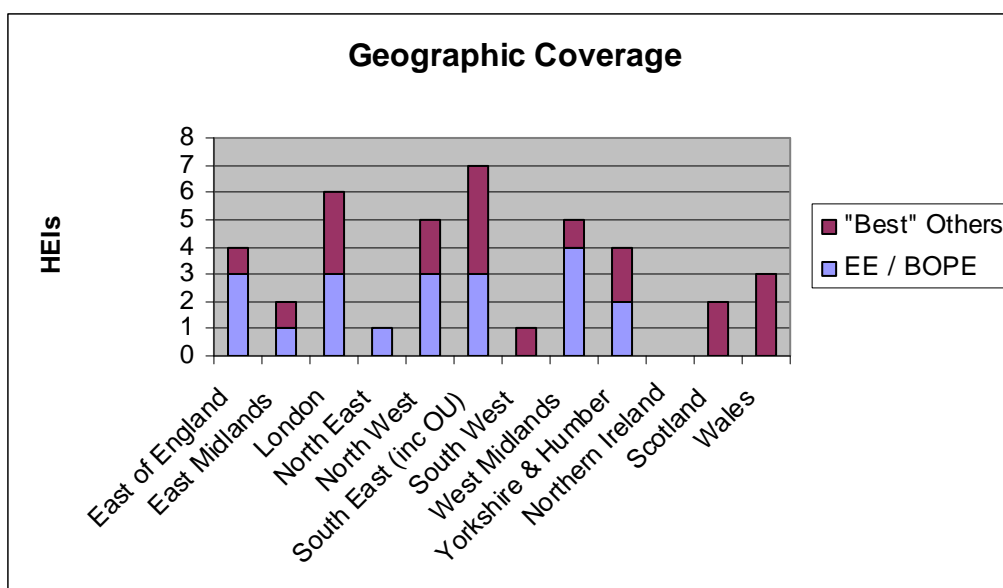
- The ranking of organisations in funded programmes is significantly higher than average. Whether this is simply a function of institutions responding to the emphasis of the funding stream, whether the words bear any relation to performance and whether the activity outlasts the cash injection are matters for serious consideration (See Section 4.4)

2. However, we can conclude that engagement with BCE principles is more consistent and more specific (Band 3 and above) in these cases.

4.3 Geographic Coverage

Whilst it is straightforward to construct a geographically representative sample, it is more important to consider how geography is represented across the top scoring institutions. Bearing in mind the volumes and evidence base, it is only reasonable to review this across HE institutions.

The following chart presents the distribution across the regions and home nations of the Employer Engagement pilots (20 in our sample) and non-pilot HEIs (20 top ranked). It should be noted that the Employer Engagement pilot was limited to English HEIs.



Observations

1. Despite the inclusion of major regional HEIs in the sample, the low volumes recorded here for the North East (one EE pilot and no others) and the South West (one non-EE score) may be significant.
2. The relative profiles of the English regions are not unlike those seen in a range of BERR and wider Regional Development Agency measures.

4.4 Caveat Emptor

Analysis based solely on the written word – and specifically the official record of institutional documentation – is unusual in an age of prolific communication and commentary (online and offline) and in a sector accustomed to applying a portfolio of evaluation tools (interviews, surveys, focus groups, workshops).

This is, however, the basis of the Phase 0 evaluation – to develop a baseline assessment from the official record, in as much as it is made available by each institution.

Positioned alongside the other mechanisms adopted by JISC (to be defined in Phase 1), it represents a valid exercise, as illustrated by differentiation generated through the

scoring methodology adopted here. However, it is not possible to study close to 200 such documents without being aware of four significant factors:

- **Style** – Academic tradition ensures that institutions are consistently able to produce high quality and tightly argued documents to meet any demand. As would be expected, the elaboration of opportunity from policy to programme scope to business proposal is often near perfect in the documents made available for this study. This is exacerbated in the case of business plans, because they were the winners, or at very least the versions finally and finely tuned to receive funding.
- **Substance** – Wherein lies substance? An experienced author within a higher education management culture may readily present a fully conformant representation of each BCE dimension. Whilst not doubting the repetition of standard phrases, the framework must be used to identify the signs of real intent. As stated above, in assessing for 'strong explicit' references (Score 3), the reviewers looked for indicators of commitment, planning and achievement in areas such as operational change, system and technology requirements, HR and staff development and acknowledged strategic dependencies.
- **Secrecy** – The evaluation was significantly hampered by the difficulties of gaining access to the relevant documents for which two reasons are worthy of ongoing consideration. Firstly, there is apparently no standardisation regarding the set of institutional policy documents that might reasonably be found in the public realm (e.g. Corporate plan, Annual report, Strategies covering Learning & Teaching, Research and Information Management). Secondly there is no protocol for making business plans relating to public funding available to approved evaluators. Consequently, the dataset here and therefore the representation of the sector baseline is significantly diminished.
- **Silence** – There is a tendency not to mention the obvious, especially when it long embedded in organisational culture. This is a particular challenge in assessing strategic and corporate plans from the FE college sector, where there is a longstanding focus on the three mutually dependent BCE dimensions of community, employers and lifelong learning (traditionally in the form of adult education). Whilst the BCE mission demands that the compass be reset to address 21st century challenges (not least those raised by Leitch), there is much about BCE that FE leaders might take as read, business as usual. This is reflected in the lack of explicit coverage in many Corporate Plans.

Notwithstanding such concerns and challenges, it is our view that this report draws on a sufficient volume of evidence from a representative sample of organisations to be confident in highlighting key findings for the BCE programme.

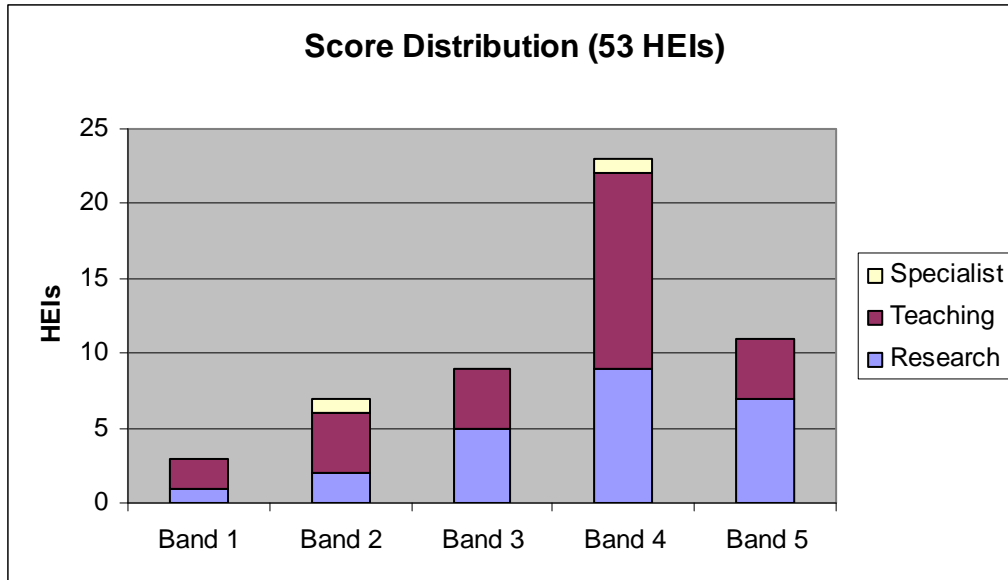
In Sections 5-7, we review the evidence by sector or mission, separately considering Higher Education, Further Education and the Lifelong Learning Networks. This is set against the UK wide backcloth set out above (Section 4.1).

Sections 8-9 use the full cross-sector data set to assess each of the four BCE dimensions and to three impact areas (Academic, Business Processes and Information Management).

5. Higher Education

5.1 Institutional Character

The distribution of institution types amongst the 53 HEIs that provided more than one document suggests that binary characterisation of ‘Research’ or ‘Teaching’ focus is not a key driver determining commitment and performance at any level of the BCE adoption ladder (see Bands 1-5).



It is in fact encouraging that institutions of all types stand or fall in BCE terms based on other criteria – perhaps based, as examined below, on the will to commit to engagement in terms of organisational change, including process improvement and staff expectations.

5.2 Funding Focus

The overall ranking of HEIs indicates the significance of the Employer Engagement (EE) funding stream amongst the sample. Of the 19 EE institutions and one Beacon of Public Engagement assessed, 10 scored in Bands 1 & 2.

Overall Score - HEFCE Employer Engagement HEIs	Score	Geog	Char
Hertfordshire	52	EE	T
Salford	50	NW	R
Open University	49	EN	T

(3 gained a third of maximum score)

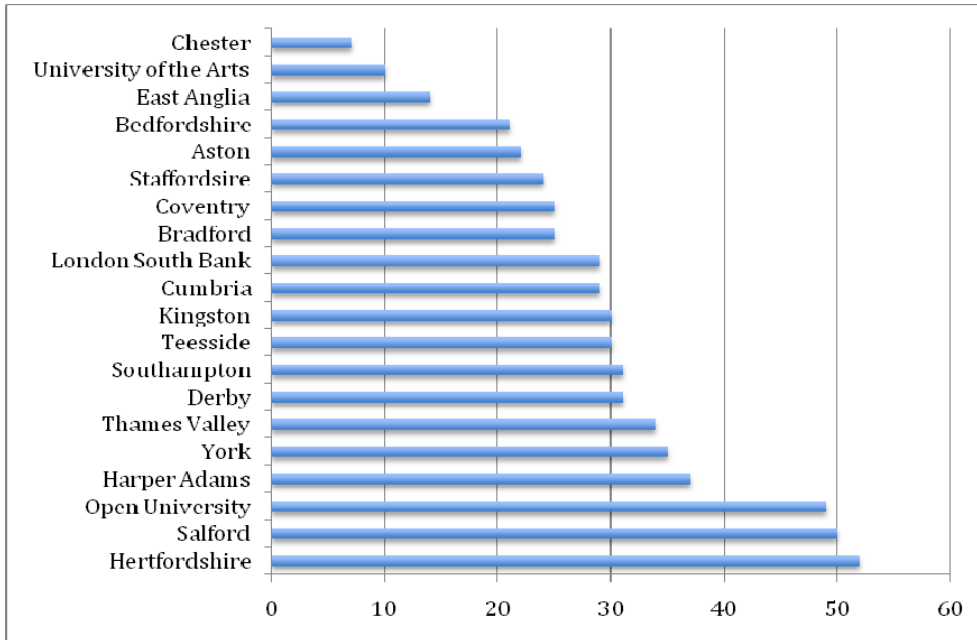
Harper Adams	37	WM	S
York	35	YH	R
Thames Valley	34	SE	T
Derby	31	EM	T
Southampton	31	SE	R
Teesside	30	NE	T
Kingston	30	L	T
Cumbria	29	NW	T
London South Bank	29	L	R
Bradford	25	YH	R
Coventry	25	WM	T
Staffordshire	24	WM	T
Aston	22	WM	R
Bedfordshire	21	EE	T
East Anglia BOPE	14	EE	R
University of the Arts	10	L	S
Chester	7	NW	T

In comparison, none of the 20 top scoring HE institutions outside the EE pilot (below) achieved Band 1 or 2. This may partially be accounted for by the narrower set of documents assessed (4.25 average for EE compared with 3.15 for the non-EE sample). However, it is observed that many of the key indicators arose specifically within the SDF business plans for Employer Education, linked to complimentary HEIF4 funding.

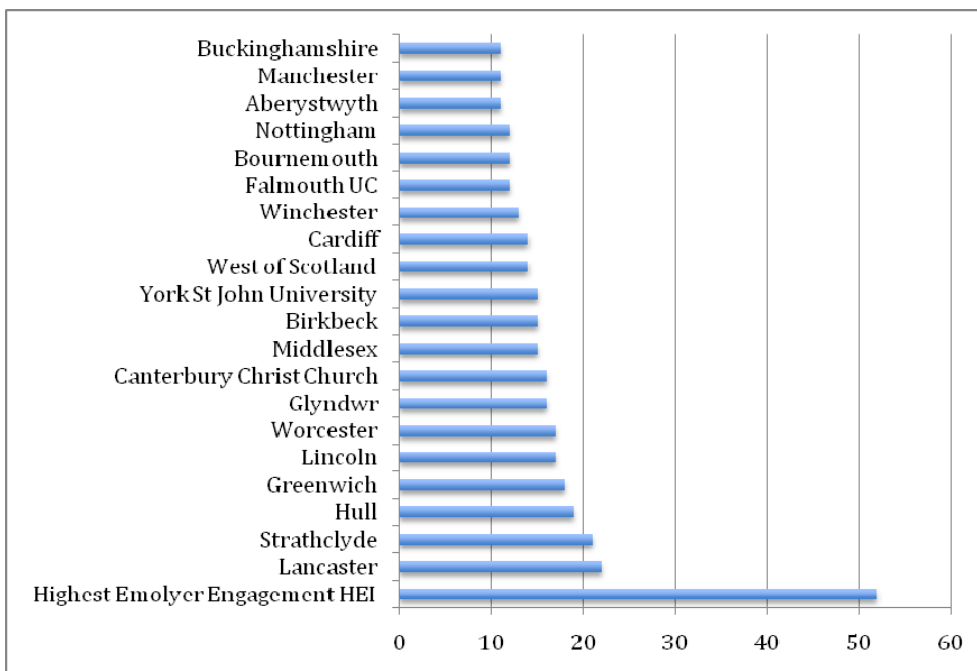
Overall Score – Top scoring Non-EE HEIs	Score	Geog	Char
Lancaster	22	NW	R
Strathclyde	21	SC	R
Hull	19	YH	R
Greenwich	18	L	T
Lincoln	17	EE	T
Worcester	17	WM	T
Glyndwr	16	WA	T
Canterbury Christ Church	16	SE	T
Middlesex	15	L	T
Birkbeck	15	L	T
York St John University	15	YH	T
West of Scotland	14	SC	R
Cardiff	14	WA	R
Winchester	13	SE	T
Falmouth UC	12	SW	T
Bournemouth	12	SE	T
Nottingham	12	EM	R
Aberystwyth	11	WA	R
Manchester	11	NW	R
Buckinghamshire	11	SE	T

A most interesting comparison between these two groups is the range of aspiration and application expressed by the Employer Engagement HEIs, when set against the relative levelling of the non-EE top 20 grouping. This is illustrated in the following tables.

The **EE and BOPE sample** scored 585, with an average of 29 points (at the very top of Band 3). The middle 14 institutions averaged over 28 points. Whilst there is a consistently scoring majority, the level of BCE integration reported by the top 6 and particularly the 3 foremost is particularly encouraging. This is emphasised by the recognition that the top 6 includes a balance of backgrounds (research, teaching and specialist) and geographies.



As illustrated below, the best 20 Non-EE HEIs sample scored 301, averaging 15 points (mid Band 4 and half the EE score of 29). The middle 14 institutions averaged 14.7 points.



6. Further Education

6.1 Evidence base

We identified a sample of sixty FE colleges, focusing on colleges offering Higher Education provision within FE. Of these we were able to obtain relevant documents for 30 colleges, of which 8 were in Scotland, 2 each in Wales and Northern Ireland, and the remaining 18 in England.

Unlike HE, in the FE sector it was almost exclusively the case that the only relevant document published on institutional websites was the public version of the strategic plan, or, in a few cases, an annual review. In just one case was any other document of potential relevance published, a learning and teaching strategy from an English college, and this was rather old (2005) and yielded no references to the BCE agenda.

The conclusions we can draw in regard to the FE sector, therefore, emerge from the 30 corporate strategies we have been able to examine. Most of these were relatively recent – 11 from 2007 and 14 from 2008, with only five stemming from 2005 (2 documents) or 2006 (3 documents).

6.2 FE landscape

Within the limits described above the documentary evidence was of good quality and showed a sector that is engaging to a greater or lesser extent with the BCE agenda. All the documents examined had some mention of aspects of this agenda, and there were some outstanding exemplars.

In terms of business engagement, all but one of the strategies examined had some reference to employers. In the main this fell into the employer engagement category, with references to work the college was doing or intending to do with employers. At the most basic level we found statements committing the college to, for example, “work with employers to ensure their skills needs are met in the most effective way possible”. At the strongest there are statements such as one of the core commitments to achieving the college vision being to work with employers “to promote and offer:

- engagement with the business community to put their training needs at the heart of our curriculum
- support to identify employer training needs
- a curriculum matched to local sector needs
- high quality vocational training
- flexible modes, times and place of delivery
- feedback on employee progress towards learning goals and impact on business performance”

As might be expected in this sector, there is a strong emphasis on the role of colleges in training the employed workforce, and on delivering vocational programmes that led to employability. However there was some evidence of engaging employers more closely in designing curriculum provision: for instance, one college pledged to “work in partnership with employers to provide high quality tailored programmes based on industry good practice and equipment” and there were some other references to tailoring provision through joint working with employers.

Unsurprisingly, references to knowledge transfer activities in the FE sector were far fewer and in the main not research-led. Less than a quarter of the sample used the term at all, and of these some plainly regarded workforce training activities as constituting their knowledge transfer activity. However one Scottish college had a

section on more focused knowledge transfer activities including the establishment of a formal Knowledge Transfer Partnership with an industry partner, the development of specialist facilities and expertise to support local industry needs, and the development of joint training facilities with companies. Another Scottish college has a commercial subsidiary and a business unit responsible for fostering specialist advisory and training services to local companies.

Turning to community engagement, often this receives a low profile in the documentation. For example, one English college makes only passing reference to its fifty community outreach venues, which implies there is more going on than is readily apparent. The geographical location and cultural context of the college can make a difference: community-facing activities feature much less in colleges sited in urban environments with neighbouring universities, but more strongly in colleges in large rural areas without HE institutions in the immediate vicinity: the clearest example of this is an island college where community responsibility, partnerships and engagement is woven throughout the college's strategic thinking, and there are other instances. Elsewhere colleges show they are playing an active role in local economic and cultural life and sit on local and regional bodies, but in general the sort of public engagement activities in which some universities engage are little in evidence.

Several colleges do, however, make more play of their lifelong learning and widening participation undertakings. Most have something to say about being inclusive and welcoming diversity among their student population, and about encouraging progression. One college has as its top strategic target "To encourage participation in lifelong learning through widening access, and promoting and enabling inclusion and equality of opportunity".

6.3 Integration with other strategies

For many of the institutions surveyed there is a limited evidence base from which we can reach conclusions about whether and to what extent BCE plans are reflected in plans for other aspects of college operation. One annual report mentioned that "The introduction of a dedicated sales team, projects office, a Customer Relationship Management (CRM) system, Employer Training Solutions brand, additional marketing and operational delivery and support staff is planned to improve and enhance our employer engagement activities".

Documents from Scottish colleges tended to be most comprehensive: for example, one of the stronger BCE colleges mention in their strategic plan a whole number of supporting strategies, with the marketing strategy explicitly referencing employer engagement and the ICT being seen as underpinning the whole spectrum of college activities, although the level of detail given is sparse.

Overall, though, it is not possible to draw firm conclusions on the basis of the evidence available.

6.4 BCE in FE: an emerging dimension?

Based on the evidence we have been able to interrogate the extent of BCE activity in FE would seem limited and depressing overall conclusions could be drawn. However there is reason to believe that what is currently appearing in publicly available strategic documents is only a partial reflection of actual activity in the sector.

A web survey would show that many colleges now have employer engagement units or officers (sometimes at senior level, for example at least one college has an Assistant Principal for Employer Engagement). A report for the CEL in 2007 illustrated both the strengths and limitations of this: "popular perceptions of FE colleges as ill equipped, or

unwilling participants in employer engagement are misleading and provide an inadequate and potentially damaging vision of the sector..... The colleges studied demonstrate an increasingly creative and innovative approach to delivering workforce development to a wide range of employers and learners with diverse education and training needs”¹.

As this quotation implies, FE has a long tradition of working with employers, and indeed with engaging with the community, but perhaps in relatively limited ways with a focus on being a training and adult education provider. If the wider BCE agenda is taking hold then the evidence has by and large not yet surfaced to the public strategic level, with the possible exception of FE college participation in the Lifelong Learning Networks considered in Section 8.

It would be valid therefore to consider whether an intervention like the HEFCE Employer Engagement programme would help FE colleges to share, improve and embed BCE-related practice in the way it seems to be assisting in the HE sector. Perhaps it would serve to draw existing leaders in to the light, but that would be no bad thing from the perspective of this report.

¹ Simon Kelly (2007), *Employer Engagement in the Further Education Sector*, <http://www.lums.lancs.ac.uk/files/Employerengagement.pdf> [retrieved 13/2/09]

7. Lifelong Learning Networks

The Lifelong Learning Networks, operating sub-regionally in England since 2006, have provided significant evidence to be considered in the Phase 0 BCE evaluation.

Business plans and associated documentation was reviewed from a sample of 11 of the 30 HEFCE funded networks, covering most English regions.

7.1 Core Synergies

The process through which the LLNs were initially funded ensured that the lifelong learning and employer engagement elements of the BCE mission played a prominent and synergistic part in their business plans. This is strongly evidenced in Section 8, alongside a typically more low key interest in community engagement. Perhaps understandably, however, Knowledge Transfer is almost entirely absent from their plans.

The LLNs have arguably played a significant role in developing formal models for engaging the business community as well as the associated intermediaries and brokers, such as local Business Links and Chambers of Commerce. The following strengths are generally noted across the range of LLNs in terms of the BCE mission:

- Involvement of employers in
 - Management processes
 - Design of learning
- Value added engagements with
 - Business Link channels and advisors
 - Local and community organisations, including Chambers
 - Community facilities and their staff
- Focus on underpinning IT systems and quality assurance in order to deliver individualised learning through
 - Continuous Professional Development episodes
 - Unitised awards
- Business process refinement and integration to address the LLN partnership dimension, involving
 - Establishment of 'One stop shop' points of contact
 - Coordination of client (learner and employer) relationship information

7.2 Upside Opportunities

The following extracts are therefore representative of widespread statements of intent and opportunity across these partnerships:

The **Cumbria Higher Learning** plan majors on embedding learning within community structures: 'The access points ... could be located within traditional learning buildings such as libraries, rural learning centres, schools, colleges and Connexions 'shops'. However, more innovative developments could include the location within tourist information centres, museums, theatres and arts centres, village halls, as part of Market Town Initiatives, and in pubs and hotels.'

The **West Yorkshire** network recognises the critical importance of coordination: 'There is no coherent overall employer engagement strategy in place to which all institutions subscribe. Current funding models drive competitive behaviour. As a result employers are approached by many different providers and often complain about the lack of coherence.'

The **LEAP** (East Midlands) plan proposes data integration at the network level: 'While single-institution-provided ePortfolios can interoperate with others through web services, the ultimate solution to support transitions and progression through lifelong learning is the institution-free, learner-owned ePortfolio.'

The emphasis on IT applications at the heart of Employer Engagement and Lifelong Learning processes is particularly widespread. Plans generally reference Virtual Learning Environments, learner tracking and databases of qualification and credit equivalence. More ambitious plans included:

- Cheshire & Warrington LLN - electronic Learner Passport, MLE
- Coventry & Warwickshire LLN - e-mentors, customer relationship marketing
- Cumbria Higher Learning LLN - electronic learner plans
- Leap Ahead LLN - institution-free learner-owned ePortfolios
- Move LLN - virtual 'clearing house', integrated information flows
- West Yorkshire LLN – 'passport' system, client contact system, e-zine

7.3 Downside weaknesses

These are just examples from the wealth of BCE linkages and process enhancements described in most LLN business plans, notwithstanding a small number of less imaginative proposals. However, the strengths of this initiative themselves raise challenges to the BCE priority of embedding in core institutional (internal not external) processes.

As a worst case, LLNs may be viewed a passing distraction from BCE embedding because they take key issues and responsibilities outside the local institution frame. However, it cannot be ignored that 'business support simplification' demands such an approach – assuming that FHE providers and their products, such as Higher Level Skills are seen as part of the business support infrastructure.

Other weaknesses generally observed include:

- Stakeholder engagement is primarily with agencies; e.g. SSCs, Connexions, Work & Skills Board, RDA
- Sector Skills Councils in particular are used as a proxy for employers, which may not benefit the local or long term BCE cause

7.4 BCE & LLNs – Glass half full

The long term positioning of the cross sector Lifelong Learning Networks on the national skills landscape remains a work on progress. This is especially the case as the Train To Gain initiative takes on a wider range of audiences and flexibilities and as the sector specific remits of original LLN business plans are reviewed in the light of local and global economic change. Furthermore LLN business is not typically closely aligned to the more institution specific Knowledge Transfer dimension of BCE.

Consequently it may be wrong to view the LLNs as a core model or channel for long term BCE embedding in Further and Higher Education institutions.

Nevertheless, as clearly evidenced in Section 8, the development of LLNs across the English sub-regions has generated a wealth of thinking and practice at the leading edge of Business and Community Engagement. Furthermore, the role of IT enabled business and learning processes is central to the LLN experience. Very few glasses are fuller at this moment in time.

8. Findings - Business & Community dimensions

This section uses the full cross-sector data set to assess each of the four BCE dimensions:

- Employer Engagement
- Lifelong Learning
- Knowledge Transfer
- Community

8.1 Employer Engagement

The following table shows the organisations (irrespective of sector) from the sample that scored highest (out of 30 points) for Employer Engagement. The colour coding indicates their overall BCE banding. It is noted that:

- All 20 have gained a third or more and 11 gained 50%+ of the maximum score – which is not the case for other BCE dimensions (see Sections 8.2-8.4)
- Only two organisations made the cut that have not been part of a specialist funding programme – Dundee and Forth Valley, both Scottish colleges
- 5 out of the top 6 HEIs may be characterised as teaching focused
- 3 HEIs score more highly here than suggested by their overall Band 3 ranking
- The cross-sector Lifelong Learning Networks are predictably strong in this area with 6 out of the 11 sampled ranking in the top 18
- Column KT10 indicates that only 5 out of the KT top 10 scored in the top 20 for Employer Engagement

	Score	Sect	Geog	Char	EE	KT10
1. Salford	24	HE	NW	R	EE	
2. Open University	22	HE	EN	T	EE	
3. Hertfordshire	22	HE	EE	T	EE	
4. Thames Valley	21	HE	SE	T	EE	9
5. Teesside	19	HE	NE	T	EE	
6. West London LLN	17	FH	L	N		
7. Staffordshire	17	HE	WM	T	EE	
8. West Yorkshire LLN	16	FH	YH	N		
9. Southampton	16	HE	SE	R	EE	
10. York	15	HE	YH	R	EE	8
London South Bank	15	HE	L	R	EE	
Kent And Medway LLN	14	FH	SE	N		
Coventry	14	HE	WM	T	EE	

Forth Valley College	13	FE	SC	T		
Hampshire & IOW LLN	13	FH	SE	N		
Dundee College	12	FE	SC	T		1
Cheshire & Warrington LLN	12	FH	NW	N		
Leap Ahead LLN (Derby & Notts)	12	FH	EM	N		
Derby	12	HE	EM	T	EE	2
Kingston	12	HE	L	T	EE	5

8.2 Lifelong Learning

The following table shows the 18 organisations (irrespective of sector) from the sample that scored highest (out of 30 points) for Lifelong Learning. The colour coding indicates their overall BCE banding. It is noted that:

- Only 13 have gained a third or more and only 7 gained 50%+ of the maximum score – a poor comparison with the EE dimension (see Section 8.1)
- The cross-sector Lifelong Learning Networks have core strength in this area with 7 out of the 11 sampled ranking in the top 10
- A number of LLNs score more highly here than suggested by their overall Band 2 or 3 ranking
- The 9 HEIs are balanced across the range of research, teaching and specialist orientation
- Whilst many are partners in successful LLNs, no FE colleges have made this cut in their own right, though this may reflect their presentation rather than their underlying mission
- With 8 out of 13, there is disproportionate representation of the 4 Northern and Midlands regions amongst those scoring one third or more
- Column EE10 indicates that only 5 out of the EE top 10 scored in the top 18 for Lifelong Learning

	Score	Sect	Geog	Char	EE	EE10
1. West Yorkshire LLN	18	FH	YH	N		8
2. Coventry and Warwick LLN	18	FH	WM	N		
3. Salford	17	HE	NW	R	EE	1
4. Hampshire & IOW LLN	17	FH	SE	N		
5. Leap Ahead LLN (Derby & Notts)	17	FH	EM	N		
6. Open University	15	HE	EN	T	EE	2
7. Cheshire & Warrington LLN	15	FH	NW	N		
8. Cumbria LLN	14	FH	NW	N		

9. Hertfordshire	14	HE	EE	T	EE	3
10. Kent And Medway LLN	14	FH	SE	N		
Harper Adams	12	HE	WM	S	EE	
York	12	HE	YH	R	EE	
Move LLN (East of England)	12	FH	EE	N		

(13 gained a third of maximum score)

Southampton	9	HE	SE	R	EE	9
Kingston	9	HE	L	T	EE	
Bradford	9	HE	YH	R	EE	
Birkbeck	8	HE	L	T	N ²	
National Arts Learning Network	8	FH	EN	S		

8.3 Knowledge Transfer

The following table shows the 19 organisations (irrespective of sector) from the sample that scored highest (out of 30 points) for Knowledge Transfer. The colour coding indicates their overall BCE banding. It is noted that:

- Only 1 organisation (an FE college) has gained a third or more and just 6 gained 20%+ of the maximum score – which is particularly poor considering the volume of HEIF4 plans included in the sample
- Only 3 out of the top 10 HEIs (and 6 out of 18) may be characterised as research focused
- The ranking bears no particular relationship to the Employer Engagement programme or any other selective line of support, with the higher ranked organisations differentiating themselves on grounds of focused integration rather than research capability
- This appears a relatively weak area for those banded most highly overall, all of whom fell outside the top 10
- The cross-sector Lifelong Learning Networks make no showing
- With 8 out of 19, there is very disproportionate representation of London and the South East, perhaps indicative of more responsive demand side attitudes and cultures (for example, where KT may be as strong an entry point as CPD)
- Column EE10 indicates that only 5 out of the EE top 10 scored in the top 19 for Knowledge Transfer

² N indicates an institution in the top 20 of those not receiving Employer Engagement funding

	Score	Sect	Geog	Char	EE	EE10
1. Dundee College	11	FE	SC	T		

(1 only gained a third of maximum score)

2. Derby	9	HE	EM	T	EE	
3. Harper Adams	8	HE	WM	S	EE	
4. Lancaster	8	HE	NW	R	N	
5. Kingston	7	HE	L	T	EE	
6. Winchester	7	HE	SE	T	N	
7. Nottingham	6	HE	EM	R	N	
8. York	6	HE	YH	R	EE	10
9. Thames Valley	6	HE	SE	T	EE	4
10. Middlesex	6	HE	L	T	N	
Hertfordshire	6	HE	EE	T	EE	3
Open University	6	HE	EN	T	EE	2
London South Bank	6	HE	L	R	EE	
Strathclyde	6	HE	SC	R	N	
Bournemouth	6	HE	SE	T	N	
Westminster	6	HE	L	T		
Royal Holloway	5	HE	L	R		
Teesside	5	HE	NE	T	EE	5
Canterbury Christ Church	5	HE	SE	T	N	

8.4 Community, Cultural & Public Engagement

The following table shows the 20 organisations (irrespective of sector) from the sample that scored highest (out of 30 points) for Community, Cultural and Public Engagement. The colour coding indicates their overall BCE banding. It is noted that:

- Only 3 organisations (all LLNs) have gained a third or more and just 6 gained 20%+ of the maximum score – only marginally improving on KT scoring (see Section 8.3)
- The ranking is dominated by the LLNs (8 placed in top 20) and bears no particular relationship to the Employer Engagement programme
- Both sampled Beacons of Public Engagement are in the top 15
- The 10 HEIs are balanced between perceived research and teaching focus

- Column EE10 indicates that only 5 out of the EE top 10 scored in the top 20 for Community, Cultural and Public Engagement

	Score	Sect	Geog	Char	EE	EE10
1. West London LLN	16	FH	L	N		6
2. Kent And Medway LLN	14	FH	SE	N		
3. Cheshire & Warrington LLN	12	FH	NW	N		

(3 gained a third of maximum score)

4. West Yorkshire LLN	9	FH	YH	N		8
5. Hertfordshire	8	HE	EE	T	EE	3
6. Cumbria	7	HE	NW	T	EE	
7. Coventry and Warwick LLN	6	FH	WM	N		
8. Bedfordshire	6	HE	EE	T	EE	
9. East Anglia BOPE	6	HE	EE	R	EE	
10. Cumbria LLN	5	FH	NW	N		
Worcester College	5	FE	WM	T		
Hull	5	HE	YH	R	N	
Lincoln	5	HE	EE	T	N	
Dumfries&Galloway College	5	FE	SC	T		
Queen Margaret Edinburgh BOPE	4	HE	SC	T		
Salford	4	HE	NW	R	EE	1
Open University	4	HE	EN	T	EE	2
Hampshire & IOW LLN	4	FH	SE	N		
Lancaster	4	HE	NW	R	N	
Move LLN (East of England)	4	FH	EE	N		

9. Findings – BCE Process Integration

This section uses the full cross-sector data set to assess the integration and embedding of BCE with core business processes in three impact areas:

- Academic Mission – learning, teaching and research
- Information Management – including both strategy and applications
- Wider Business Processes – not only marketing and CRM but also recognition of wider business process change and service implications

High level comparison of the 3 process areas is instructive. As illustrated below, embedding, integration and synergies relating to BCE are most apparent in relation to the academic mission (learning, teaching and research), with a stronger leading group performance in Information Management than in the wider processes.

	Academic Mission	Information Management	Wider Processes
Scoring 33%+	14	7	5
No. 1 (max 24)	14	13	12
Top Ten Average Score	9.7	9.5	7.8
No. 20 Score	7	5	6
Best Dimension	EE in L&T	LL in IM Apps	EE in Marketing

9.1 Academic Mission - Learning, Teaching & Research

Whilst it is usual for Learning & Teaching and Research to be considered separately, it is arguable that the BCE mission not only encourages but requires increased synergies between these aspects of the academic mission. The BCE mission needs to take account of the high prevalence of SMEs and micro businesses (not least in high growth sectors), with large numbers operating close to market with interests beyond product development and manufacturing. This demands conflation of business facing services covering applied research, knowledge transfer, CPD and lifelong learning.

9.1.1 Top 20 Scorecard

On account of the number scoring 7, the following table shows the 25 organisations (irrespective of sector) from the sample that scored highest (out of 24 points) for Teaching, Learning & Research across all four BCE dimensions. The colour coding indicates their overall BCE banding. It is noted that:

- 14 organisations have gained a third or more, with a further 11 scoring just one point lower
- The ranking table includes a mixture of HEIs of all types and a strong LLN presence, but no FE colleges (presumably on account of the documentation made available)
- The strong 2nd placing of a land college indicates how BCE might be most easily integrated in specialist sector settings with a clear mapping of the learner, research and employer audiences
- It is noteworthy that leading research intensive institutions (e.g. York and Southampton) achieved high rankings on the strength of a combination of learning & teaching and research
- Only 3 HEIs not involved in the Employer Engagement pilot made the top 20 (and only Glyndwr made the top 14 cut), a positive link between the EE programme and the embedding of BCE attitudes within academic processes.

	Score	Sect	Geog	Char	EE
Open University	14	HE	EN	T	EE
Harper Adams	12	HE	WM	S	EE
York	10	HE	YH	R	EE
London South Bank	9	HE	L	R	EE
Kent And Medway LLN	9	FH	SE	N	
Derby	9	HE	EM	T	EE
Cumbria	9	HE	NW	T	EE
Bedfordshire	9	HE	EE	T	EE
Southampton	8	HE	SE	R	EE
Kingston	8	HE	L	T	EE

Glyndwr	8	HE	WA	T	N
West London LLN	8	FH	L	N	
Hertfordshire	8	HE	EE	T	EE
Bradford	8	HE	YH	R	EE

(14 gained a third of maximum score)

Coventry	7	HE	WM	T	EE
Canterbury Christ Church	7	HE	SE	T	N
Cardiff	7	HE	WA	R	N
Chester	7	HE	NW	T	EE
Salford	7	HE	NW	R	EE
Cheshire & Warrington LLN	7	FH	NW	N	
Aston	7	HE	WM	R	EE
West Yorkshire LLN	7	FH	YH	N	
Coventry and Warwick LLN	7	FH	WM	N	
Hampshire & IOW LLN	7	FH	SE	N	
Leap Ahead LLN (Derby & Notts)	7	FH	EM	N	

(Total of 25 included on account of number scoring 7)

9.1.2 Teaching, Learning & Research Decomposed

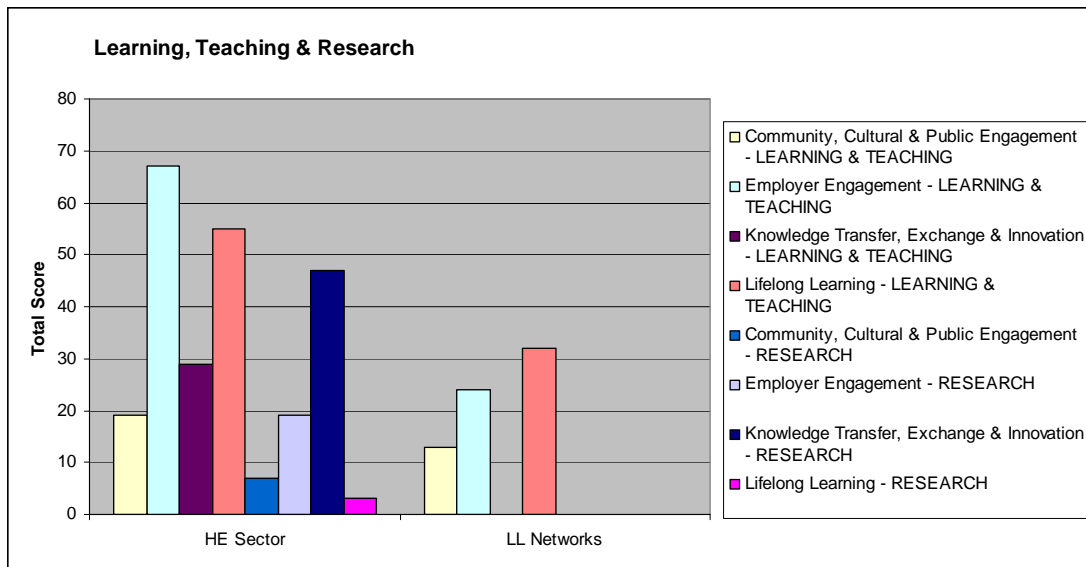
Predictably, deeper investigation of the 8 elements of this academic process grouping for all respondents illustrates the broader based strengths of the HE institutions by comparison with the more limited focus of LLNs. FE colleges are excluded from this subset as too few provided evidence.

	Learning and teaching				Research			
	Community, Cultural & Public Engagement	Employer Engagement	Knowledge Transfer, Exchange & Innovation	Lifelong Learning	Community, Cultural & Public Engagement	Employer Engagement	Knowledge Transfer, Exchange & Innovation	Lifelong Learning
Total	32	93	29	87	7	19	47	3
HE	19	67	29	55	7	19	47	3
LLN	13	24		32				

HE institution strengths are highlighted above in

- Teaching & Learning – Employer Engagement & Lifelong learning
- Research – Knowledge Transfer

LLN scores are uniformly very high for the Teaching & Learning areas that they serve. The chart below graphically illustrates the contrast.



9.2 Information Management

9.2.1 Top 20 Scorecard

The following table shows the 20 organisations (irrespective of sector) from the sample that scored highest (out of 24 points) for Information Management strategy and applications across all four BCE dimensions. The colour coding indicates their overall BCE banding. It is noted that:

- Only 7 organisations scored a third or more, headed by the 3 HEIs which demonstrated greatest overall BCE strengths. BCE embedding in IM processes is low compared with Teaching, Learning & Research processes (see Section 9.1.1)
- The top 20 includes a mixture of HEIs of all types
- Just 3 LLNs made the top 20. Despite broad demonstration of planned applications in LLN business plans, the translation into strategy is a difficulty in any non-mainstream undertaking
- From FE, 2 Scottish Colleges presented strong positions, both of which were highly placed in the SFC e-Activity self-assessment in 2007
- There is a strong correlation with Employer Engagement pilot, from which 13 placed in the top 20 (with 5 in the top 7 cut), which indicates a further link between the EE programme and the embedding of BCE attitudes within core institutional processes (see also Section 9.1.1)

	Score	Sect	Geog	Char	EE
Open University	13	HE	EN	T	EE
Hertfordshire	12	HE	EE	T	EE
Salford	12	HE	NW	R	EE
Lancaster	11	HE	NW	R	N
York	9	HE	YH	R	EE
Derby	9	HE	EM	T	EE
Dundee College	8	FE	SC	T	

(7 gained a third of maximum score)

Hull	7	HE	YH	R	N
West London LLN	7	FH	L	N	
Cheshire & Warrington LLN	7	FH	NW	N	
Kingston	6	HE	L	T	EE
Coventry	6	HE	WM	T	EE
Harper Adams	6	HE	WM	S	EE
Southampton	6	HE	SE	R	EE

Staffordsire	6	HE	WM	T	EE
Aberdeen College	6	FE	SC	T	
West Yorkshire LLN	6	FH	YH	N	
Bradford	5	HE	YH	R	EE
Aston	5	HE	WM	R	EE
Teesside	5	HE	NE	T	EE

9.2.2 Information Management Decomposed

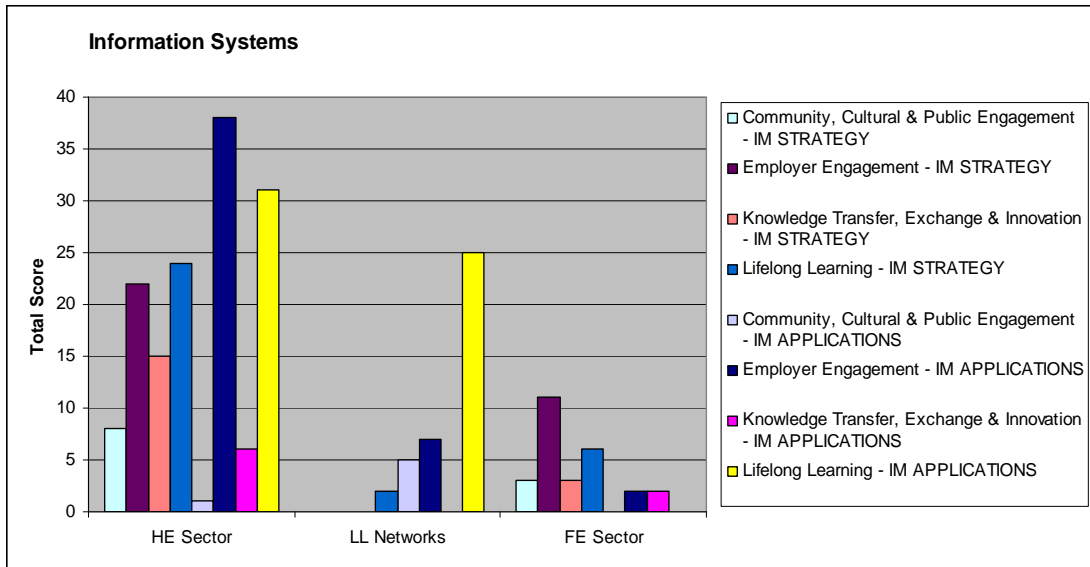
As with academic processes, deeper investigation of the 8 elements of this Information Management grouping for all respondents illustrates the broader based strengths of the HE institutions by comparison with the more limited focus of LLNs.

	IM – Information Strategy				IM – Applications			
	Community, Cultural & Public Engagement	Employer Engagement	Knowledge Transfer, Exchange & Innovation	Lifelong Learning	Community, Cultural & Public Engagement	Employer Engagement	Knowledge Transfer, Exchange & Innovation	Lifelong Learning
Total	11	33	18	32	6	47	8	56
HE	8	22	15	24	1	38	6	31
LLN				2	5	7		25
FE	3	11	3	6		2	2	

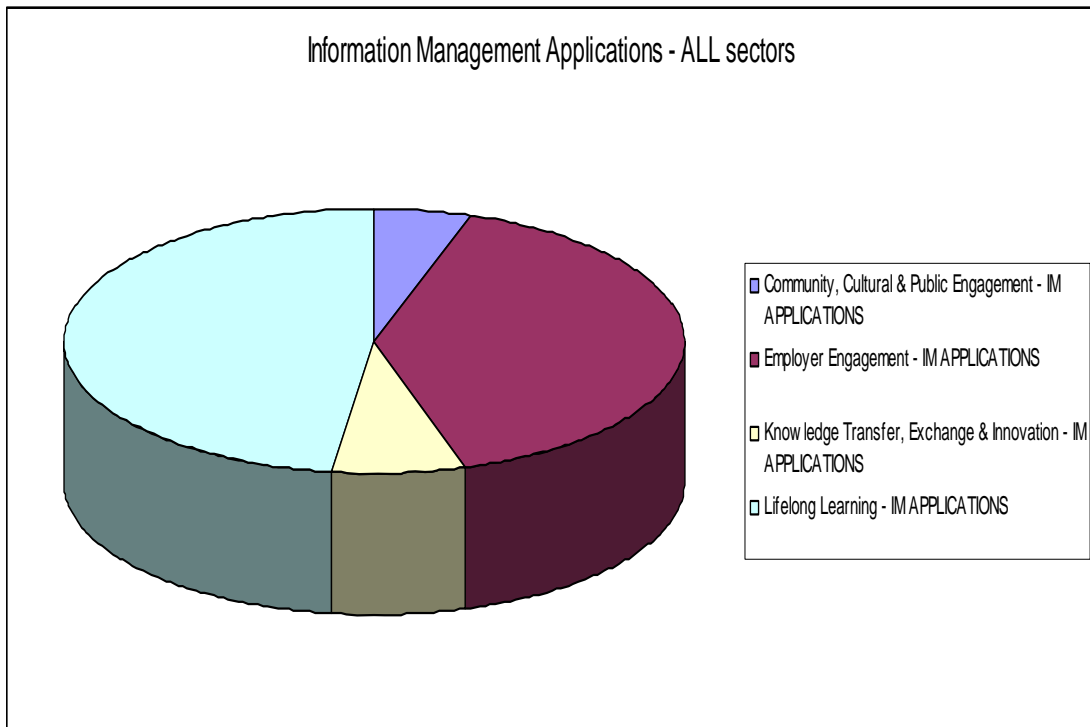
HE institution strengths are highlighted above in both IM strategy and applications relating Employer Engagement and to Lifelong learning, with some impact noticeable in IM strategy for Knowledge Transfer. It is however noted that the BCE is more visible in applications than strategy.

With the exception of applications cited for Lifelong Learning, the LLN scores are negligible.

Specific FE impact is only noted under IM strategy relating to Employer Engagement, though will to some extent result from the narrow set of available documents.



As illustrated below, in the more broadly targeted applications area, the concentration of attention (regardless of sector) is clearly on Employer Engagement and Lifelong Learning (as opposed to Community and Knowledge Transfer). This tendency would doubtless be exacerbated given more detailed FE information.



9.3 Wider Business Processes

9.3.1 Top 20 Scorecard

The following table shows the 21 organisations (irrespective of sector) from the sample that scored highest (out of 36 points) for marketing and wider business processes across all four BCE dimensions. The colour coding indicates their overall BCE banding. It is noted that:

- Only 5 organisations have gained a third or more, headed by 4 organisations which were placed in Band 1 for overall BCE strengths. This extent of BCE embedding is low compared with Teaching, Learning & Research processes (see Section 9.1.1)
- With one exception, the 16 best scores are for organisations that performed highly in BCE overall, and are similarly ranked. This strongly suggests that deeper and wider process integration is only likely to follow where a specific strategic and operational BCE commitment has been made – even if to just one of the dimensions.
- The one FE college featured here also has the best overall score
- The top 20 includes a mixture of HEIs of all types, but only one English institution outside the Employer Engagement pilot group
- It is unsurprising to find 7 LLNs in the top 20 as their business plans by definition need to show overall capability within the LLN entity to deliver Lifelong Learning with employer engagement. This does not however imply the same levels of process integration within each partner organisation and could represent processes operated by the LLN in isolation.
- There is a strong correlation with the Employer Engagement pilot, from which 13 placed in the top 20 (with 5 in the top 7 cut), which indicates a further link between the EE programme and the embedding of BCE attitudes within core institutional processes (see also Section 9.1.1).

	Score	Sect	Geog	Char	EE
Hertfordshire	18	HE	EE	T	EE
West Yorkshire LLN	14	FH	YH	N	
West London LLN	13	FH	L	N	
Salford	13	HE	NW	R	EE
Thames Valley	12	HE	SE	T	EE

(5 gained a third of maximum score)

Coventry and Warwick LLN	10	FH	WM	N	
Open University	10	HE	EN	T	EE
Hampshire & IOW LLN	9	FH	SE	N	
Kent And Medway LLN	9	FH	SE	N	

Teesside	9	HE	NE	T	EE
Derby	8	HE	EM	T	EE
Dundee College	8	FE	SC	T	
York	7	HE	YH	R	EE
London South Bank	7	HE	L	R	EE
Cheshire & Warrington LLN	6	FH	NW	N	
Leap Ahead LLN (Derby & Notts)	6	FH	EM	N	
Southampton	6	HE	SE	R	EE
Strathclyde	6	HE	SC	R	N
Coventry	6	HE	WM	T	EE
Staffordshire	6	HE	WM	T	EE
Middlesex	6	HE	L	T	N

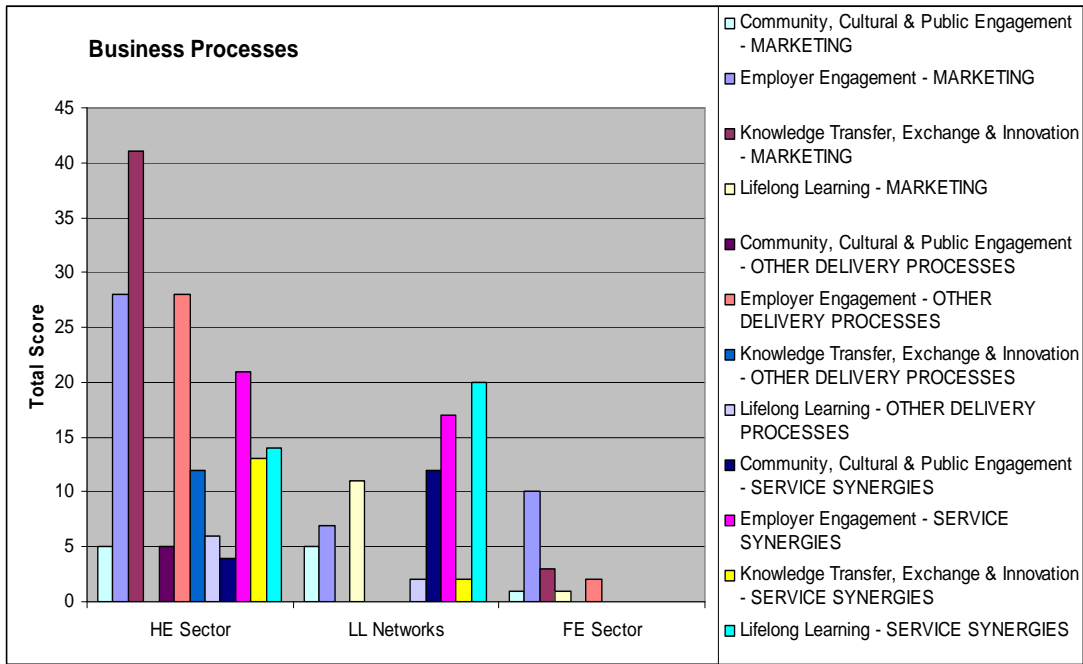
9.3.2 Business Processes Decomposed

Unlike Academic and IM processes previously examined, deeper investigation of the 12 elements of this business process grouping for all respondents illustrates broad based strengths amongst both HE and LLN organisations.

	Marketing				Other Processes				Service Synergies			
	Community, Cultural & Public Engagement	Employer Engagement	Knowledge Transfer, Exchange & Innovation	Lifelong Learning	Community, Cultural & Public Engagement	Employer Engagement	Knowledge Transfer, Exchange & Innovation	Lifelong Learning	Community, Cultural & Public Engagement	Employer Engagement	Knowledge Transfer, Exchange & Innovation	Lifelong Learning
Total	11	45	44	12	5	30	12	8	16	38	15	34
HE	5	28	41		5	28	12	6	4	21	13	14
FH	5	7		11				2	12	17	2	20
FE	1	10	3	1		2						

HE and LLN strengths are highlighted above in marketing specific and also wider employer facing business processes, with some emphasis on developing end-to-end processes to support employer activity, once engaged. In addition LLNs demonstrate specific focus on marketing lifelong learning.

FE impact is evident only under marketing relating to Employer Engagement, though will to some extent result from the narrow set of available documents.



10. Recommendations

The Phase 0 report recognises clear strategic intent and movement towards the adoption and embedding of the BCE mission amongst Further & Higher Education institutions. These developments appear strongest in institutions benefitting from focused funded programmes, where BCE developments appear to be taking place almost irrespective of any traditional emphases on research or teaching.

Notwithstanding clear evidence of weakness in terms of depth and reach across the sectors and in the knowledge transfer and community dimensions, this represents an encouraging baseline upon which to build.

Based on the findings outlined above, the BCE Phase 0 evaluation report therefore concentrates on 10 recommendations, divided between Evaluation, Impact and Reach.

Evaluation	<p>1. Translate BCE Values –</p> <p>Ensure the values that underpin the four BCE dimensions and that are used in funding and evaluation processes are expressed in sufficient detail to elicit unambiguous and explicit actions from institutions; for example, in the practical interpretation of community engagement or knowledge transfer.</p>
	<p>2. Ensure access to documentation –</p> <p>Mandate that a useful level of documentation relating to public funding proposals should be readily available in the public realm and to appropriate evaluators; for example, Employer Engagement Business Plans.</p>

Impact	<p>3. Surface BCE in FE –</p> <p>Engage with the FE college sector to agree how its strong BCE foundations can be more explicitly developed within the BCE programme; the possibilities linked to the HEFCE Employer Engagement pilot should form part of these considerations.</p>
	<p>4. Leverage the LLNs –</p> <p>Work with the LLN community to build on the strengths of the Networks, as identified here, and to progress sustainable IT enabled business process models that work for institutions, employers and learners; this should bear in mind the LLN planning cycle.</p>
	<p>5. Position Knowledge Transfer & Innovation –</p> <p>Develop the sector wide understanding of the KT dimension, especially through the business driven opportunities surrounding regional innovation programmes driven by Business Support Simplification and new ERDF (to 2013).</p>
	<p>6. Build on the Employer Engagement driver –</p> <p>Define and deliver focused BCE programme activity that will assist planners and practitioners with ongoing implementation; this should recognise that the Employer Engagement dimension and the Academic</p>

	<p>process area have been most fertile in presenting opportunities for clear BCE action and strategic embedding.</p>
	<p>7. Confront the Information Management challenge –</p> <p>Recognise that IM is a most complex and yet potentially very fruitful area, essential to catalyse helpful process change; therefore create a BCE IM forum, such as a working group, that engages leaders and designers at necessary levels, involving such as UCISA and system vendors</p>

Reach	<p>8. Address Professional Implications –</p> <p>Work with HR representatives, managers and practitioners to understand and build workforce models that recognise the new types of professional required in an embedded BCE culture; for example, this will involve role definitions, career ladders, corporate and professional standing.</p>
	<p>9. Highlight real implementation –</p> <p>Develop longitudinal case studies of value in teaching, research, administration and management roles that will assist in the cycle from recognition of BCE values and qualification of opportunities to implementation approaches, embedding and continuous improvement; these may be thematic, covering more than one institution or sector.</p>
	<p>10. Enable self-assessment –</p> <p>Assist in the development of the local institution-wide cross-role dialogue that is essential for process change and embedding; for example, a facilitated self-assessment approach based on the Phase 0 matrix may offer a progressive maturity model that can be built up over the life of the BCE programme.</p>

Appendix

A.1 Respondents

Appendix 1 provides the full list of institutions involved and documents taken in to account. It is divided ordered alphabetically by sector.

Institution	Sector	Region / Nation	No. of documents (Weighted EE=2, LLN=3)	Corporate / Strategic Plan	I.C.T / E-Learning Strategy	Employer Engagement Strategy	Knowledge Transfer Strategy	Learning & Teaching Strategy	Research Strategy	Beacons of Public Engagement
Total Documents			257	92	16	20	40	30	13	2

Higher Education Institutions (61)

Aberystwyth	HE	WA	2	2008				2007		
Aston	HE	WM	5	2008		2007	2008	2008		
Bedfordshire	HE	EE	2			2007				
Birkbeck	HE	L	4	2006	2007			2005	2007	
Birmingham	HE	WM	3	2005			2008	2007		
Bournemouth	HE	SE	3	2008	2008		2008			
Bradford	HE	YH	3			2007	2008			
Bristol	HE	SW	2	2007	2008					
Brunel	HE	SW	2	2008			2008			
Buckinghamshire	HE	SE	4	2006			2008	2006	2006	
Cambridge	HE	EE	3	2007			2008	2007		
Canterbury Christ Church	HE	SE	3	2007			2008	2006		
Cardiff	HE	WA	6	2006	2006	2006		2006	2006	
Chester	HE	NW	4	2006		2008	2008			
City	HE	L	3	2008			2008	2008		
Coventry	HE	WM	5	2008		2008	2008		2005	
Cumbria	HE	NW	5	2007		2008	2008	2007		
Derby	HE	EM	5			2007	2008	2007	2007	
Durham	HE	NE	2	2005	2008					
East Anglia	HE	EE	3	2008						2007
Exeter	HE	SW	2	2007			2008			
Falmouth UC	HE	SW	1	2008						

Glasgow	HE	SC	2	2006					2006	
Glyndwr	HE	WA	2	2006				2007		
Greenwich	HE	L	3	2006			2008	2006		
Harper Adams	HE	WM	6	2008	2007	2007	2008	2005		
Hertfordshire	HE	EE	6	2007	2006	2008		2008	2007	
Hull	HE	YH	3	2007			2008	2008		
Kingston	HE	L	5	2005		2007	2008		2006	
Lancaster	HE	NW	3	2006	2008		2008			
Leeds Metropolitan	HE	YH	4	2008			2008	2008	2008	
Lincoln	HE	EE	3	2007			2008	2007		
London Metropolitan	HE	L	1	2005						
London South Bank	HE	L	5	2006		2008	2008	2005		
Manchester	HE	NW	2	2008			2008			
Middlesex	HE	L	3	2008			2008	2007		
Napier	HE	SC	1	2007						
Newcastle upon Tyne	HE	NE	1					2007		
Northampton	HE	EM	2	2005				2008		
Nottingham	HE	EM	4	2006	2006		2008		2006	
Open University	HE	EN	4	2008		2009	2008			
Queen Margaret Edinburgh	HE	SC	3	2007						2007
Royal Holloway	HE	L	3	2008	2005		2008			
Salford	HE	NW	5	2005		2007	2008	2006		
Sheffield	HE	YH	2	2006			2008			
Southampton	HE	SE	5	2004		2007	2008	2006		
Staffordshire	HE	WM	4		2006	2007	2008			
Strathclyde	HE	SC	3	2007	2007			2006		
Swansea Metropolitan	HE	WA	1	2007						
Teesside	HE	NE	3			2007	2008			
Thames Valley	HE	SE	2			2008				
Ulster	HE	IR	1	2006						
University of the Arts	HE	L	3			2007	2006			
West of Scotland	HE	SC	2	2007				2007		
Westminster	HE	L	3		2007		2008		2004	
Winchester	HE	SE	4	2005			2008	2006	2008	
Wolverhampton	HE	WM	3	2006	2008		2008			
Worcester	HE	WM	3	2007			2008	2007		
Writtle Agric College	HE		2	2005			2008			
York	HE	YH	5		2004	2008	2008	2003		
York St John University	HE	YH	5	2007	2005		2008	2007	2008	

Lifelong Learning Networks (11)

Cheshire&WarringtonLLN	FH	NW	3	2005						
Coventry & Warwick LLN	FH	WM	3	2006						
Cumbria LLN	FH	NW	3	2007						
Hampshire & IOW LLN	FH	SE	3	2006						
Kent And Medway LLN	FH	SE	3	2006						
Leap Ahead LLN	FH	EM	3	2006						
Move LLN	FH	EE	3	2005						
National Arts LN	FH	EN	3	2005						
Vetnet LLN	FH	EN	3	2006						
West London LLN	FH	L	3	2006						
West Yorkshire LLN	FH	YH	3	2006						

Further Education Colleges (30)

Aberdeen College	FE	SC	1	2008						
Cardonald College	FE	SC	1	2007						
Central Sussex College	FE	SE	1	2008						
Coleg Llandrillo	FE	WA	1	2008						
Coleg Menai	FE	WA	1	2007						
Dumfries & Galloway	FE	SC	1	2007						
Dundee College	FE	SC	1	2008						
Epping Forest College	FE	SE	1	2005						
Exeter College	FE	SW	1	2005						
Forth Valley College	FE	SC	1	2008						
Gateshead College	FE	NE	1	2008						
Grimsby Institute	FE	YH	1	2007						
Highbury College	FE	SE	1	2008						
Hull College	FE	YH	1	2006						
Lewisham College	FE	SE	1	2006						
Lews Castle College	FE	SC	1	2008						
Newcastle College	FE	NE	1	2007						
Oaklands College	FE		1	2007						
St.Mary's Univ. College	FE	IR	1	2007						
Stranmills Univ. College	FE	IR	1	2006						
Sunderland College	FE	NE	1	2007						
Sussex Downs College	FE	SE	1	2008						
Telford College	FE	SC	1	2008						
Tresham Institute	FE		1	2008						
Wakefield College	FE	YH	1	2007						
Warwickshire College	FE	WM	1	2007						
West Lothian College	FE	SC	1	2008						

Westminster Kingsway	FE	L	1	2007						
Wiltshire College	FE	SW	1	2008						
Worcester College	FE	WM	1	2008						

A.2 Data Set

The data set developed during this evaluation is available in anonymised form from the JISC BCE team.

JISC Monitoring Unit
Block D, Keynes College
University of Kent
Canterbury
Kent
CT2 7NP

Tel: (01227) 827692
E-mail: MonitoringUnit@kent.ac.uk
Web: <http://www.mu.jisc.ac.uk/>

JISC

University of
Kent